

Department of Modern Languages and Literatures: 2014-2015 Five-Year Review for the French and Spanish Majors to CAPR

Submitted by Monique Manopoulos, Chair

PART I

The Department of Modern Languages and Literatures offers a major in French, and a major in Spanish. It also offers minors in American Sign Language, Chinese Cultural Studies, French, Spanish, and Elementary and Intermediate courses in Japanese. Our goals reflect the international and global mission of CSU, East Bay. These goals are implemented by the effective integration of such diversity within the curriculum and therefore strengthen an individual's capacity to actively participate in diverse local and world communities. The programs in our Department encompass the languages, literatures, and cultures of many countries and communities. The department of Modern Languages and Literatures has a central role in promoting international understanding and the internationalization of the curriculum at CSU East Bay.

Since the last five-year review, the department has been offering a French B.A., and a new minor in Chinese Cultural Studies, both starting in Fall 2008. New course offerings have been developed in Chinese, French, Japanese, and Spanish, and new courses are in the process of being developed in preparation for our transition to semesters. In 2011, our department (Meiling Wu, PI), and the Department of Political Science (Kim Geron co-PI), secured a federal grant from the US Department of Education Asian American and Pacific Islander Serving Institution, for a four-year period. The program was established to promote educational support for students who are historically underserved in higher education. All six professors in our department are tenured. Dr. Iliana Holbrook received a National Endowment for the Humanities Grant for a Summer Institute for her project: "Dialogues in the Americas: Mexican Literature and Culture in Context, held in Mexico City in 2011.

Our FTES and SCU have been overall stable with an important decrease in AY 2010-2011 due to the economic downturn, when we suddenly lost all of our lecturers; for example in French we had to go from 3 sections of Elementary courses, with an enrollment of 30 each, in Winter 2010 to one section, with an enrollment of 42, in Spring 2010. In Fall 2009 we had an overall SCU count of 4036, whereas in Fall of 2010 it fell to an overall SCU count of 2886. Our FTES were 269.1 in Fall 2009 and 192.4 in Fall 2010. Since then the department has been slowly recovering but we have not returned to those 2009 numbers. Our Fall 2014 SCUs were 3028, and the CLASS SCU proportion was 4.54 per cent against 3.83 per cent the previous year. Our SFR were 23.91 in 2009, 23.29 in 2010 and back up to 24.11, in 2014.

Our SFRs are as follow

2009: 23.91; 2010: 23.29; 2011; 23.77; 2012: 25.69; 2013: 22.1; 2014: 24.11

In Fall 2014, Our SCU production was 4.54 per cent of CLASS' SCUs

Over the next five years the Department will be working on creating an MLL degree starting with two concentrations that correspond to the two majors presently offered. We then envision adding one new concentration at a time, corresponding to the minors, other than French and Spanish, we are presently offering. We are also working on creating a new Japanese minor. These changes would lay solid foundations for the Department as a whole to be able to grow. They would also provide the Department with more cohesion and thus allow the institutional data to slowly be more accurate and representative of the structure of the department. The French Program is creating new courses that expand the notion diversity to also include gender. It is also changing the curriculum from a traditional set of courses organized by century to a curriculum based on themes. The French program is also moving towards Francophone Studies instead of the traditional French canon. The Spanish Program is working on adding more service learning courses, community engagement, and creating courses for heritage speakers. The Department will be working on increasing the amount of research and teaching collaboration with the other Department of the School of Global Humanities and Cultural Studies. The Department would also like to hire one or two new tenure track faculty in the next five years.

PART 2 Self-Study

2.1 Department/Programs

Even though the five-year review is for the programs in French and Spanish, they are part of the department of Modern Languages and Literatures, which offers a variety of languages: American Sign Language, Chinese, French, Japanese, and Spanish. This means that most of the official data refer to the whole department, and it is very difficult to extract specific information for the two majors. Our allocations and resources are not for the majors but all languages offered in the curriculum, and costs therefore refer to the expenses of the entire department. The Department counts 6 Tenured Professors but the Spanish major has 3 tenured professors, and the French major has one. Only English, and International Studies have Languages as their graduation requirements. The Liberal Studies Program used to have one. We serve GE, English, and International Studies. The total number of GE students for MLL is around 2500 per year.

Only MLL numbers as a whole are available: around 4000 LD SCUs and 350 UD SCUs per year. A couple of years ago we created a new GE cluster co-taught with the departments of Ethnic Studies and Philosophy, called "Viewing Diversity", which enrolls 90 students per quarter. In our department, we take turns teaching it in order to reflect all areas of studies in our department: French, Spanish, Chinese, and American Sign Language.

For obvious reasons, we are not a program with a large number of majors but we provide a valuable multicultural learning experience and added skills, which represent a potential

career edge for CSUEB students through the study of world languages. Language study should be an important component of the College of Letters, Arts, and Social Sciences, and the university at large, especially in a global context, and should be viewed as an essential part of CSUEB's mission with respect to how the study of languages and cultures contributes to the local and global communities we serve.

Our faculty is also very active in their research endeavors.

The Department has two majors, French and Spanish, and four minors, American Sign Language, Chinese Cultural Studies, French, and Spanish. We also have a Certificate in Spanish for the Professions, but we have not been able to implement it so far, due to the lack of funding.

Since 2008, we have lost the tenured Italian faculty due to retirement, which led to the de facto discontinuation of the Italian minor, and two Spanish tenured faculty retired, and have not been replaced. One Spanish faculty started Ferping in Fall 2015. Since 2008 we lost the equivalent of two full-time lecturers. We have not been able to make any new hires since 2008.

FRENCH

The B.A. in French was re-established in Fall 2008 after having been put on hold since 2004. Students who wanted to pursue a major in French were not accepted to the program, which means that the degree had to re-start from scratch. But, as soon as the Program in French was re-instated, the university was hit by a devastating economic downturn. In spite of that, all French majors have been able to graduate in a timely manner, and new courses have been created, and existing courses have been modified in order to update the curriculum and more accurately reflect the new developments in French and Francophone studies. Ever since the arrival of Dr. Manopoulos in 2008, 3 courses MLL 3101, MLL 3102, and MLL 3130, have been modified in order to make the content of those courses more in keeping with current research trends and more in tune with issues of diversity. A new course, MLL 4110, "Postcolonial Francophone Rap/Hip-Hop" has been created, and more courses are in the process of being created in order to make the curriculum more relevant to the community since Dr. Manopoulos' area of research focuses on immigration and identity. The curriculum is being changed to make the courses more relevant to today's society, and the needs of the community. All language courses are technology enhanced. All homework and extra activities are online with the possibility for students to record themselves, and for the professor to hear and correct them. All handouts are posted on blackboard. All upper-division assignments are done through blackboard and collaboration among students is done through Wikis. I also plan on approaching the Deans of Business and Science to design courses that would correspond to their needs.

Most upper-division courses now focus on Post-Colonial Francophone literature, culture, and cinema. Considering this background history, the program is doing well. Since 2008, the major has had an overall enrollment of 20 majors, ten of whom have graduated, and ten of whom are presently enrolled. All our majors are employed full-time, and one is

pursuing a graduate degree at Notre Dame de Namur University. A lot of our majors who are pursuing double majors do not show in the university data. We consistently enroll 2 sections of 30 students each quarter, in beginning French each year. In 2008-2009, we had three fully enrolled sections of Beginning French but during the peak of the budget crisis they were reduced to one. We are now back to 2 sections. Students need 68 CR for a B.A. in French. They receive credit for prior work in French. They need 48 CR of upper division courses. Lower and upper division French courses also serve English majors and International Studies majors. They also serve students in other majors who realize the importance of knowing other languages and cultures. All French program SLOs are aligned with CSUEB ILOs, which obviously are aligned with the Shared Strategic Commitments. French promotes diversity, and supports students engagement by making them think critically about Francophone cultures around the world, and thus about their own in an open-minded way. They are taught respect and the value of collaboration. Since the Francophone world has many important scientists who publish articles in French. Students who are also interested in STEM disciplines acquire the skills to be able to read such articles in the original language. Students who are successfully exposed to diverse worlds acquire tools that they will be able to use for the rest of their lives as citizens and workers. Interpreters and translators are in demand in the Bay Area, where the French population has jumped 30% over the last two years. Skills acquired as a French major also allow graduates to improve their syntax and spelling in both French and English. Furthermore, we frequently receive e-mails from Silicon Valley Companies looking for coders who are competent in French. French Companies employ 63,000 workers in California. It is an area that is growing.

The program has one tenured professor, and two adjuncts who each teach one section of beginning French.

SPANISH

The program has three tenured faculty, and one adjunct who teaches 3 courses per quarter. The B.A. in Spanish has always been a strong program. Because of budgetary problems, the program has lost many TT faculty. When some of our tenured faculty retired we have de facto lost those positions.

Our efforts are concentrating on creating more Latin American, and service-learning courses. We are expanding offerings to serve the community such as *Spanish for the Health professions*, and *Spanish for community Engagement*, which will serve all professional programs including but not limited to Nursing. We teach lower division lectures, upper and lower division seminars and upper division Supervision. We have an annual average of about 40 majors. We are very active in the Spanish Major, and we have revised several courses to reflect CSUEB current ILOs.

We prepare a significant number of under-served Latino/ Hispanic students. We are very committed to improving retention, performance, and completion of degrees for our students in a timely manner. Our goal is to support stronger performance of Hispanic/Latino candidates and thus support CSUEB's responsibility of credentialing/graduating more candidates of Hispanic/Latino origin. Spanish majors are constantly accepted to graduate programs: Francisco Hernandez (Boston University),

Katherine Villanova (Mills College), Mónica Núñez (University of San Francisco), Leslie Mendoza (Stanford University), and Leslie Mendoza, an MLL student, was awarded The Chicana Latina Foundation Grant (fall 2013).

New courses and course content revision (to comply with the current University's ILOs)

Assessment was conducted in MLL 3410 (Holbrook), a course modified to comply with the current University's ILOs, in particular: knowledge of diversity, social justice and sustainability at local, national, and global levels while developing students' critical thinking:

Direct indicator: Students were assigned current newspaper and magazine articles that were discussed in class, enhancing new vocabulary through interdisciplinary readings. (i.e., genetically modified foods: The world according to Monsanto (Monsanto and other corporations in Latin America), Megacities: Sao Paolo and Mexico City (pollution, health issues, and infrastructure problems), Globalization: a world without borders (What is globalization, what is happening with globalization, who benefits from it and who doesn't, NAFTA and undocumented immigration issues, individual cultures and globalization), Global Warming (what can we do?, renewable sources, traditional sources, nuclear energy: Chernobyl and Fukushima), Biotechnology (medicine for the XXI century, regenerating life, stem cells, genetic duplication), Neoliberalism vs. Sustainable Development, etc.

MLL 4495 A revision of Mexican History (ILOs: knowledge of diversity and social justice).

An interdisciplinary course offering a re-vision of history through literature, cultural readings, and film. It studies several moments in Mexican History: Conquest and Colonization, the Mexican Revolution and Post-Revolutionary Mexico, exploring recurrent social struggles and wars rooted in problems related to social justice and democracy.

New courses:

MLL 2407, 2408, 2409 (intermediate level)

and MLL 3409 (advanced conversation for the health professions)

MLL Department:

ASL

This minor has a healthy number but the graduation rate does not seem to align with the current amount of students. Since Deaf people depend on ASL for communication, many Deaf people find themselves aligned with Ethnic Minorities rather than Disability groups. For this reason, Deaf people are considered a part of diversity thus all faculty and lecturers in this program represent some kind of diversity. Sign Language courses in the

Bay Area are notorious for having high expectations. Here at Cal State East Bay, we follow this standard and expect the best from our students. This is not only related to academic performance but related to attitude and respect as well.

Our sign language classes use technology intensively and innovatively. We have received cameras and iPads through grants and students use them to upload their work through video onto blackboard. We also use Turnitin and all papers and video assignments are graded using rubrics. Sign Language classes rarely follow a lecture format and students are always actively engaged and participating and being challenged to discuss and examine critical issues such as colonialism, oppression, discrimination and supply those to ASL and the Deaf community and understand how they can be a part of a solution that empowers others. One unique thing about the surrounding community is the California School for the Deaf in Fremont. CSD is noted as the best school for Deaf students in America (and arguably in the World). Due to this, many Deaf people live and work here, and in the surrounding community.

This program has one tenured faculty, Dr. Amy June Rowley who started in Fall 2007, who is doing a wonderful job, and two part-time adjuncts. We offer a minor in American Sign Language, which started attracting more students as of Winter 2014. We offered 3 sections of beginning ASL per quarter in 2008 until last Spring 2014. In Fall 2014, we offered 5 sections, which were fully enrolled.

Student Achievements

Two Spanish majors, Manuel A Perez and Benny Wilson went on to pursue an M.A. at San Francisco State. One Spanish Graduate, Lorryne Serra is a PhD student at UC Irvine.

All French graduates have found employment at places such as the Bank of America, Google, and Just answer. All Spanish Graduates have also found employment at such places as CSU, East Bay, Wilson College Prep Academy, and Centro Cultural Hispanoamericano in Washington State.

Chicana/Latina Foundation Grant, 2013: Leslie Mendoza,

Leslie Mendoza, Stanford University (STEP)

Carlos Vargas, M. S. program in Kinesiology. CSUEB

María Humildad, Master of Arts, School of Education and Counseling Psychology, Santa Clara University

Francisco Hernandez (Boston University)

Katherine Villanova M.A. (Mills College)

Diana Zamora, Master's in Behavioral Health, University of San Francisco.

Jordan Lampenfeld, M.A. Saint Mary's College

Perla Amaral, M.A. in Spanish, San Jose State University

Herodytha Barahona, M.A., University of San Francisco

Francisco Hernández Salgado (Teaching Credential), Boston University

Mónica Nuñez, M.A in Social Work (CSU, Los Angeles)

Peter Boesch Scholarship Recipients 2012-2013

- Chiara Cross (ASL minor)
- Christopher Girardeau (French/Spanish major)
- James Jo'Manikea (ASL minor)
- Stephanie Tenorio (Spanish major)

Peter Boesch Scholarship Recipients 2013-2014

- Perla Amaral (Spanish major)
- Judith Guerrero (Spanish major)
- Sarah Hughes (ASL minor)
- Oscar Ochoa (Spanish major)
- Lorryne Serra (Spanish major)
- Zully Valdez (Spanish major)

2.2 CURRICULUM AND STUDENT LEARNING

Assessment:

Departmental SLOs

The Department SLOs are aligned with the University ILOs

ILOs:

1. Critical Thinking and reasoning
2. Communication
3. Diversity
4. Collaboration
5. Sustainability
6. Specialized discipline

SLOs	Corresponding ILOs
1. Oral communication in the target Language vs perspective of native speakers.	2,3,4,5,6
2. Written communication demonstrating creative thinking and reasoning in the target language vs complex world challenges	1,2,5,6
3. Relating major literary works in target language to their socio-historical contexts	1,2,3,5,6
4. Knowledge and appreciation of multicultural diversity and contributions to world cultures through literatures in target language	1,3,4,5,6

Assessment Instruments

- Through their presence and regular attendance in a class taught in a language other than English, students improve their listening skills and demonstrate their ability to comprehend information and ideas presented both by their professors and by fellow students in the language of their choice. Listening skills are assessed through class discussions exploring material presented and through examinations requiring a knowledge and understanding of this material.
- Through their active oral participation in class sessions, students demonstrate their ability to form sentences and ideas in a foreign language and to convey this information clearly and comprehensibly to their professors and their classmates. This ability is assessed through questions asked and suggestions made by those in attendance at the class session and through corrections of errors in grammar and vocabulary and rephrasing.
- Oral expression is assessed through individual interviews with the professor as well as specific assignments for in-class performance, for which general topics of discussion are provided ahead of time. Students may also be asked to make audio- or videotapes to be assessed by the professor.
- Written ability will be demonstrated through a series of compositions for which students are required to turn in a rough draft before putting together the final version to be handed in and are encouraged to rewrite the version corrected by the professor, and alternatively by fellow classmates, and to hand it in for extra credit. Written ability will also be tested through a series of quizzes and examinations for which study sheets will be provided and material will be reviewed in class, with ample time allowed for questions. The opportunity to rewrite an examination or quiz for extra credit may also be provided.

- In advanced language courses (i.e. literature and culture courses), students are able to understand and react critically to texts they have read in the chosen language. Faculty assess, in exams and written assignments, whether or not students are achieving these goals. If students are not meeting the goals, faculty discuss methods to aid students to communicate clearly and to improve analytical and critical skills. A sample of the student's best work in the courses where writing is required is examined by an assessment committee formed of regular faculty members.
- Cultural understanding is assessed through classroom discussions of literature, art, music, history, cinema, and customs, followed up by written and oral examinations verifying that the information thus explored has been comprehended and absorbed.
- In addition, a portfolio documenting the student's contributions and materials related to the agenda of the course is collected by the professor for inspection and assessed through careful consideration with those of other students in that class.
- Students are encouraged to participate in programs abroad conducted in the language of their choice, where assessment will be facilitated by class participation, placement tests, quizzes, and examinations conducted, for the most part, by teachers who are native speakers of the language involved.

All of our students are progressively taught critical, creative, and analytical thinking in all upper-division courses through a large variety of media: literature, cinema, poetry, ads, etc. The Chair was also part of the Faculty Critical Thinking outcome organization concentrating on Critical Thinking Rubrics on Blackboard. The rubrics will progressively be implemented as an assessment tool for all upper division courses in the department. In courses at all levels, students are taught to communicate with and listen to others in a respectful way. In language courses they do so while learning basic communication, and in upper division course by expressing their own ideas about the texts, and listening, and responding to others' views and ideas, in writing and orally.

Students are taught primarily cultural ethnic diversity from around the world. In upper division this teaching continues and they are also taught other forms of diversity, such as gender. The Chair has actually participated in the ILO focus group organized by CLASS during Summer 2013, and re-designed an upper division course in order to put more emphasis on Gender diversity.

By starting with communication based language courses and continuing with class discussions and essay writing in upper division courses, students continuously learn how to work collaboratively in an open-minded and respectful way. This prepares them for their future workplace. By being taught about other cultures whether ethnic or of any other kind, in other countries, students are made aware that questions of sustainability in the world that are discussed in class, have global ramifications, which start at the local level. Majors are taught a special expertise in language at all levels but simultaneously at the upper division level they are taught critical thinking, critical theory and analytical methods that is reinforced by their language skills.

Each year, one outcome is assessed throughout the program as well as throughout all the programs in the Department. This helps us acknowledge our strengths and needs for improvement. Last year critical thinking was added as a new value to assess and we looked at how as a department and as a program we can introduce critical thinking skills and strategies.

For French the assessment was done in MLL 1102 during Winter 2014. For the 23 students enrolled the course focused on the expectations that students are able to carry a simple conversation in French, able to manipulate several syntactical structures in writing and in conversations, know the difference between formal and informal oral and written speech, write short compositions about themselves, their family, the immediate future, and the past, dates, the weather, what they like and dislike, and their activities, and able to ask their classmates questions on the same topics. Through an overall assessment using exams, quizzes, papers and oral presentation: 20% of students showed excellent proficiency, 28% showed above-average proficiency, and 50% showed average proficiency while 8% have failed. The French assessment showed to the French coordinator that her methodology is very successful since the students who failed did so because they did not do any homework and had a poor attendance record. Since attendance is crucial in learning a language it showed that those students lacked the necessary skills due to their lack of commitment.

For Spanish, students in MLL 3410 during Spring' 14 were assigned to read current interdisciplinary newspaper and magazine articles enhancing critical thinking and new vocabulary. Topics consisted of Genetically Modified Foods; Megacities in Sao Paolo and Mexico City focusing on pollution health issues and infrastructure problems; Globalization, a world without borders, NAFTA, undocumented immigration issues; Global warming, renewable sources; Biotechnology, medicine for the 21st century and other issues. Students were assessed through discussions, oral debates in class, in personal journals, written compositions and a final paper. At the end of the course, student oral proficiency in Spanish was tested through oral presentation and a final paper. The result of the oral debates and oral presentations, written compositions, and final paper for Spanish demonstrated significant oral development and enhanced critical thinking. It also reflected an ongoing interest in the topics discussed. Students achieved the goals (18 students in the class).

Plans to Improve Assessment and Conversion to semester system

We will take advantage of the changes to a semester system to put in place a systematic assessment plan for all majors and minors. We are planning on starting electronic student portfolios, which will record the progress of our students each semester towards achieving our SLOs. Each course syllabus will have specific SLOs for that class, and each portfolio will record whether or not they were attained at the end of the semester.

2.3. Student Advising and Retention

In Fall 2008 our FTES were 252.8 and SCUS 3792. These numbers went up in Fall 2009 with FTES at 269.1 and SCUs at 4036. But then due to our system-wide budget issues,

our FTES went down to 192.4 and our SCUs to 2886, in Fall 2010. Since then, our numbers have slowly gone back up and our FTES were 231.4 SCUs 3471 in Fall 2011, in Fall 2012: FTES 201.1, SCUs: 3032, and Fall 2013: FTES: 210.9 and SCUs: 3028. Fall 2014: FTES: 226.7, SCUs: 3044.

All regular faculty advise the department's own students on a one on one basis, and we make sure our students' needs are met. Since our Department is primarily dealing with diverse ethnicities in its curricula, our student body is also very diverse, and we constantly try and recruit more students during events held on campus.

2.4 Faculty

The Department has 6 (5.5 as of Fall 2015) tenured faculty overall but the Spanish major has 3 (2.5) [as of Fall 2015] faculty, and the French Major has one. Presently we have one full-time instructor in Japanese, two instructors in French (each teaching one section), two instructors in Spanish (one teaching between two and four courses per quarter, and one teaching one section per quarter), ASL has one tenured faculty, and two instructors (one teaching 2 sections per quarter and one teaching one per quarter), Chinese Cultural Studies has one tenured faculty, and one instructor.

CVs and Recent Accomplishments of Tenured Faculty

Spanish Faculty

Dr. Jesus Diaz- Caballero

Education

- B.A. Universidad Nacional Mayor de San Marcos, 1991
- M.A. University of Maryland at College Park, 1994
- Ph.D. University of Pittsburgh, 2001

Professor Jesús Díaz-Caballero has experience teaching various levels of Spanish language, culture, and literature courses. Before joining the faculty at Cal State East Bay, he taught at the University of Oregon at the graduate and undergraduate levels. Besides teaching Survey of Latin American Literature from the Conquest to the present, he has developed special seminars with an interdisciplinary approach to the construction of Latin American cultural identities. He focuses his courses on the study of the relationship between social history, literature, and culture of different cultural traditions, especially about indigenous and African legacies in the Creole imagination.

His scholarly interests cover topics such as Indigenismo, Latin American Migration and Culture, Hispanic Caribbean Literature and Culture, and Transatlantic Cultural Studies. He has published several articles in different journals and participated in national and international conferences. His book in progress entitled *Los Comentarios reales y la invención criolla de la tradición incaica* studies the role of Inca Garcilaso de la Vega's

Royal Commentaries (1609, 1617) as a foundational text of the Inca tradition and its appropriation by Creole patriotism and nation-building in the Andean area. Currently he is the Spanish language editor of the global migration project to the San Francisco Bay Area, created by the Department of Ethnic Studies: www.migrationstory.org He is also Faculty advisor and copy editor of the Spanish edition of CSUEB students' newspaper The Pioneer.

Publication:

- “*Incaísmo* as the First Guiding Fiction in the Emergence of the Creole Nation in the United Provinces of Rio de la Plata” *The Journal of Latin American Cultural Studies* 17,1 (2008): 1-22.

• **Conferences and Invited Talks:**

- "Calle 13 y el nuevo latinoamericanismo." 2013 Joint National Conferences. NAAAS. Baton Rouge, Louisiana. February 2013
- “*Nuestra América* en los cuentos *La ofrenda de piedra* de Ciro Alegría y *Chac Mool* de Carlos Fuentes.” Spring Lecture Series, Mills College. April 2012
- “Independencia y construcción multirracial de los padres de la patria en Hispanoamérica.” Spring Lecture Series, Mills College. April 2010

• **Exhibits and Workshops at CSUEB:**

- “Migration Stories: América Latina en español.” Poster Exhibit showcasing thirty two Latino migration stories translated by seven Spanish Majors from English to Spanish, posted on the website www.migrationstory.org. Diversity Day. CSUEB, May 16, 2012
- “Testimonies of Migration and Education on New Young Americans from the East Bay.” Testimonies from young Latino students in Spanish and English from Hayward and Oakland high schools. Department of Modern Languages Literatures, Associate Students (ASI), Centro Legal de la Raza, June 2010
- “Understanding the Dream Act.” CSUEB, Faculty Learning Community 2009 – Diversity, Multicultural Learning, and Social Justice, May 2009
- • “*Incaísmo* as the First Guiding Fiction in the Emergence of the Creole Nation in the United Provinces of Rio de la Plata.” Poster Exhibit. Research, Scholarship Creativity Exhibit sponsored by the President’s 50th Anniversary Celebration Committee, Academic Affairs, and the Office of Research and Sponsored Programs, CSUEB, March 13, 2008.

- **Grants and Awards:**
- Planning grant, along with other CSUEB faculty and staff, entitled Programmatic Excellence & Innovation in Learning (PEIL) by the Project GANAS, 2012-2013
- Community Engagement Service Learning (CESL) Curriculum Development Award. 2014
- ¡Sí Se Puede! Excellence Award, Chicano Latino Staff Faculty Association, CLSFA. 2013
- Certificate Awarded, Diversity Day, 2012

Dr. Iliana Holbrook

PhD, Contemporary Latin American Literature, UC Davis, 1989

Education

Ph.D., Contemporary Latin American literature, University of California, Davis. Degree received in March of 1989. Interdisciplinary Dissertation: linguistics and psychology, *Octavio Paz and the Language of Poetry: A Psycholinguistic Approach*. Directors: Daniel Rancour Laferrière and Hugo Verani; Master of Arts, Spanish Literature, University of California, Davis, April 1982. Bachelor of Arts, Spanish Literature, California State University, Sacramento, French Minor, December, 1980.

Teaching Experience

During the years that Dr. Holbrook taught at U.C. Davis, CSU Stanislaus, and CSU East Bay, she worked successfully with large multicultural alumni. From her coursework, research, and job experiences, she acquired a variety of skills and developed the expertise needed to teach any Spanish language, culture, or literature courses.. She has also taught literature in translation (English). She functioned as the sole Latin Americanist in the Modern Languages and Literatures Department at CSUEB for several years and has taught an unusually wide array of upper-division courses.

Professional Focus

Dr. Holbrook served as Chair of the Department of Modern Languages and Literatures at California State University, East Bay for the last six years (2004-2010). As a Professor of Latin American Literature and Culture at CSUEB, Dr. Holbrook is interested in all topics linked to Latin America: language, literature, culture, anthropology, politics, history and the arts. The courses she teaches at CSUEB have an interdisciplinary and cross-cultural focus. She is affiliated with both Latin American Studies and International Studies at California State University, East Bay. Her research orientations are varied: Mexican literature and culture, contemporary and colonial Latin American literature, the works of Octavio Paz, mythology, women authors, comparative literature, psycholinguistics (Jungian archetypes in literary language), the new historical novel, historiographic metafiction and the philosophy of history. She is currently working on a book: Women

Writers in the New World: Anne Bradstreet and Sor Juana Inés de la Cruz, and is editing her second book about the poetry of Octavio Paz.

Dr. Holbrook has lectured in Europe (University Abat Oliba in Barcelona, University of Athens, Cambridge University) and also extensively in the United States and Mexico where she has presented numerous lectures and projects and has collaborated with multiple institutions and organizations: National Art Palace in Mexico City, University of Hidalgo in Mexico, Universidad Nacional Autónoma de México (UNAM), Sala de Arte Público Siqueiros, El Colegio de México, La Casa del Poeta and the Museo Nacional de Antropología e Historia, among others. She has also extensively contributed to cultural projects, lectures, and events with the Mexican Cultural Center and the Mexican Consulate in San Francisco in order to provide extracurricular activities for CSUEB students, the East Bay community and beyond. She also collaborated with San Francisco's main public library where she lectured on several occasions and promoted joint events between CSUEB, San Francisco Public Library and its communities. She organized several binational conferences involving participants from both Mexico and the United States.

Publications:

- Published translation of the **CSU, East Bay Website in Spanish:**
<http://www20.csueastbay.edu/espanol/index.html>, 2014
- Digital project: Dialogues in the Americas: Mexican Literature and Culture in Context: **Nehmexico.com**, 2012.
- Historical Metafiction and Moctezuma II in *Llanto: Novelas Imposibles* by Carmen Boullosa International Journal of Interdisciplinary Social Sciences, Volume 5, Issue 11, pp.273-282. 2011
- “Mitología precolombina en *Piedra de sol* de Octavio Paz”, Conference Proceedings: ISSN# 1541-5899, Hawaii International Conference. 2009

Grants and Awards

- Outstanding Faculty Authors and Artist Award, California State University, East Bay, April 2013
- Creative/Scholarship Faculty Award (2012)
- Outstanding Teaching Performance (Golden Key International Honor Society), 2011
- Recipient of a Supplemental NEH Grant for Website Enhancement 2011-12
- Review panelist for NEH Sumer Seminars and Institutes (2011) (\$170,000),
- Recipient of a National Endowment for the Humanities Grant for a Summer Institute for her project: “Dialogues in the Americas: Mexican Literature and Culture in Context, held in Mexico City the year 2010-11
- Outstanding Teaching Award (2011)

- Evaluation of excellence in knowledge and leadership by NEH officers and teachers.
- Visiting professor for Saint Mary's College, Moraga, California, 2011
- La Salle's Honorary Certificate, 2011

Lectures at International Conferences:

- "*Reflections on History, Memory and Forgetting: Narrating History in Carmen Boulosa's Novels.*" Osaka International Center, Sixth Asian Conference on the Arts and Humanities, Osaka, Japan (to be presented on April 3, 2015).
- "Colonial and Postcolonial Discourses: Mexican Codices in the narrative of Carmen Boulosa." Twelfth International Conference on New Directions in the Humanities, CEU San Pablo University, Madrid (June, 2014)
- "A Revision of History: Mexican Codices and Moctezuma II in the works of Carmen Boulosa," The University of Maine. (November, 2013)
- "*Memory, History and Forgetting: Narrating History in Carmen Boulosa's Narrative*": University Abad Oliba in Barcelona, Seventh International Conference on Interdisciplinary Social Sciences (June, 2012).
- "New Historical Novel in Mexico: *Llanto, novelas imposibles* by Carmen Boulosa": University of Cambridge, UK, Fifth International Conference on Interdisciplinary Social Sciences (August 4, 2010).
- "Historical Metafiction: The New Historical Novel in Latin America": University of Athens, Fourth International Conference on Interdisciplinary Social Sciences (July 8, 2009).
- "Pre-Colombian Mythology in 'Piedra de sol' by Octavio Paz": Hawaii International Conference on Arts and the Humanities (January 12, 2009).

Extracurricular Activities and Presentations:

- Organized a book presentation, reading, and Q&A session : *TEXAS*: with Mexican author Carmen Boulosa. Pioneer Bookstore, February 11, 2015
- Organized a book presentation, reading, and Q&A session: *PIG BEHIND THE BEAR* with Dr. Maria Nieto. University Union 102, May 2, 2013
- Organized a presentation by the Kallari indigenous cooperative of cacao growers. The Kallari presentation introduced our students to grassroots movements and support for

sustainable community development projects in third-world countries. The presentation was followed by a brief lecture I presented on the Colonization of the Mesoamerican Diet, MB2091 November 1, 2012

- Organized a lecture: “Alternative Voices: Arizona Immigration Laws” by Professor María Aguayo Telles from the University of Arizona. Biella Room, November 13, 2012
- In collaboration with the Theatre Department, I presented a documentary Who am I?, about those who disappeared in Argentina’s Dirty War (1976-1983, followed by a faculty poetry reading (Kauffman, Holbrook and Paz). All poems reflected the voices of the disappeared in Chile, Argentina, Mexico and Spain The events prepared students for a play presented in the Theatre Department NN12 by Author Gracia Morales. Biella Room, November 20, 2012

Dr. Marcelo Paz
PhD, University of Cincinnati, 1996

Aside from teaching all levels of Spanish language courses, Dr. Paz teaches a variety of courses on Latin American literature and culture, such as "Del texto a la imagen: Literatura y cine en América Latina" and "The Latin American World," as well as surveys of literature from the pre-Columbian era to the present. His classes are informed by multidisciplinary approaches and emphasis on cultural studies and current theoretical discourses (postmodernism, postcolonialism, new historicism). As director of the Latin American Studies Program, Professor Paz keeps up a dialogue with majors and organizes film screenings, lectures and other cultural events.

His area of studies is 20th century Southern Cone narrative with special emphasis on the novel of the Argentine military dictatorship, as well as recent fiction and film. Dr. Paz has worked on a few independent film projects in Ohio, Argentina and Honduras. He has participated in numerous conferences, reading papers on Argentine novels and films and dealing with such issues as new forms of historical narratives, post-Boom fiction, Latin American postmodernism and Latin American cultural studies. He is the author and translator of articles and reviews and has contributed to Latin American Postmodernity, a Reader, which features articles by Octavio Paz, Jorge Luis Borges and Nelly Richard.

Prior to joining the faculty at Cal State East Bay, Dr. Paz practiced law in Buenos Aires, taught for UC Berkeley Extension (1997), and was a lecturer in the Department of Modern Languages and Cultures at Notre Dame de Namur University (1996-1999) and Assistant Professor of Spanish at the University of Evansville in Indiana (1999-2001).

Conference:

- “La prolijidad de lo real: Realismo en la narrativa breve de Fogwill”, IV Congreso Internacional. Escritura, Individuo y Sociedad en España, Las Américas y Puerto Rico, Nov. 2010.

Publication:

- "La ciudad ausente y el signo de la ciudad." *Revista de Crítica Literaria Latinoamericana*, XXXIV, No 67 (2008) 273-288. 2008

French Faculty

Dr. Monique Manopoulos

Ph.D in French Sixteenth and Twentieth French Literature. The University of Iowa, December 1994

Dr. Monique Manopoulos was born in Marseille, France. After graduating from the Université de Provence with a degree in English, she received a Ph.D in French Literature from The University of Iowa in 1994, in French Renaissance and Twentieth Century Literatures.

Her research now focuses on the fashioning of a literary identity within the contexts of Post-Colonialism through the study of language structures in literature and film by Beur and Maghrebi authors. Her articles appear in collections of essays and Literary Reviews, such as *Expressions Maghrébines*. Her book, *Tonneaux à fonds perdus: carnivalesque et tiers-espace chez Rabelais et Queneau*, was published in the Spring of 2008 by Peter Lang.

Education

- Licence-ès-Lettres: Littérature et Civilisation anglo-américaines, Université de Provence, Aix-en-Provence, France.
- M.A., 1989, French Literature, Arizona State University.
- Ph.D., 1994, French Literature, The University of Iowa.

• **Book**

Tonneaux à fonds ouverts: carnivalesque et tiers-espace chez Rabelais et Queneau. Peter Lang Publishing: NY, NY, 2008. (ISBN: 0820497436/9780820497433)

• **Publications in Books**

- "La Cité du fada ou la déconstruction de la Marseille traditionnelle." In a collection of essays entitled *Où en est l'écriture des beurs?*, published by L'Harmattan, Paris, 2012.
- "La Dimension épique d'Abdelkrim ou la déconstruction du Don Quichotte", in Ahmed Beroho. Ed. Najib Redouane & Yvette Bénayoun-Szmidt. Paris: L'Harmattan, June 2010. Pp. 280-289

- *Publications in Professional Journals*

- “Entre-deux marseillo-maghrébin dans *Méchamment berbère* de Minna Sif.” in *Les Cahiers du Grelcef* (Groupde de Recherche et d’Études sur les Littératures et de l’Espace Francophone), ed. Mariana Ionescu. Number 1. London (Ontario), May 2010. Pp. 73-89
- “L’Inspecteur Ali, enquêtes et stéréotypes”, published in *Revue Celaan/Celaan Review* (Revue du Centre d’Études des Littératures d’Afrique du Nord) Special Issue, *Arrêt sur Image*. Vol. 8, Number 1&2, April 2010. Pp. 109-120

- *Conferences*

“Déconstruction des stéréotypes socio-religieux dans *Massalia Blues* de Minna Sif.” presented at the PAMLA annual Conference in Riverside, CA, Oct.31-Nov. 2, 2014.

“The James Baldwin Digital Annotation Project.” Co-Presenter with Nicholas Baham, James Baldwin, Banlieusard Transatlantique International Conference, Montpellier, France, June 5-7, 2014.

“Brahim, le prostitué issu d’un monde de femmes dans *Massalia Blues* de Minna Sif.” Presented at the Annual PAMLA Conference, San Diego, CA, Nov.1-3, 2013

“Fabio Montale ou l’adaptation de la trilogie marseillaise de Jean-Claude Izzo.”, presented at the PAMLA annual Conference at the University of Seattle, Seattle, WA, October 19-21, 2012.

“La peau-buvard ou l’inscription du souvenir dans *Le Bal des murènes* de Nina Bouraoui, presented at the PAMLA annual Conference at Scripps College, Pomona, CA, November 4-6, 2011.

“*L’esquive* d’Adbellatif Kechiche ou Marivaux des banlieues,” presented at the PMLA annual Conference, Honolulu, HI, November 13-14, 2010.

“Balade identitaire et balade rituelle dans *Attilah Fakir* d’Ahmed Zitouni”, presented at the PAMLA (Pacific Ancient and Modern Language Association) annual Conference, San Francisco, CA, November 6-7, 2009.

“Marseille, (Im) migration et Identité”, presented at the PAMLA (Pacific Ancient and Modern Language Association) annual Conference, Pomona, CA, November 7-8, 2008

Grants and Awards:

RSCA Grant 2012 - \$2,300

RSCA Grant 2011 - \$5,000

RSCA Grant 2009 - \$3,000

- Accessibility Services Award. 2014

ASL Faculty

Dr. Amy June Rowley

PhD, University of Wisconsin, Milwaukee, 2014

Dr. Amy June Rowley is the Coordinator of the American Sign Language Program in Modern Languages and Literatures department. She completed her dissertation in 2014 in Second Language Education in Urban Education from the University of Wisconsin, Milwaukee which focused on American Sign Language Advanced Studies Programs: Implementation Procedures and Identifying Empowering Practices. She holds a professional level certification in American Sign Language Teachers Association (ASLTA). Her research interests are systemic and hierarchal structure of American Sign Language programs in postsecondary institutions; and relationships between students/interpreters and the Deaf community. She has published articles related to Audism, oppression and special education experiences. Prior to coming to Cal State- East Bay, she was the coordinator of the American Sign Language Program at the University of Wisconsin- Milwaukee for nine years.

Grants and Awards:

- Ralph E. Julnes Memorial Lecturer Award from the Pacific Northwest Institute on Special Education and Law from University of Washington. 2010
- Serves on the Editorial Board for *International Journal of Interpreter Education* from 2009 to present.
I also received an
- Evaluator on the American Sign Language Teacher's Association evaluation and credentialing ASL Teachers in America.

Publications:

- Co-Author with Richard Clark Eckert. "Audism: A Theory and Practice of Audiocentric Privilege." *Humanity and Society*. Pp. 101-130. 2013
- "Rowley Revisited: A Personal Narrative". *Journal of Law and Education*. 2008.

Conferences:

- "Bridging the Gap between ASL and Interpreter Education Programs", presented at the Conference of Interpreter Trainer. Portland, OR Oct.29-Nove.1, 2014
- In 2008, presented five keynotes. In 2009, presented 1 keynote. In 2010, presented 1 keynote. In 2011, presented 2 keynotes.

Chinese Cultural Studies Faculty

Dr. Meiling Wu

PhD Comparative Literature, State University of New York, Binghamton, 2000

Education

- B.A. in English Literature at Providence College
- M.A. and Ph.D. in Comparative Literature at State University of New York, Binghamton

Dr. Wu joined the Department of Modern Languages and Literatures at California State University, East Bay in Fall 2000, and was promoted to Professor in 2013. She received her Ph.D. in Comparative Literature specializing Post-modern and Post/colonial Literary Criticisms and East Asian Literature from State University of New York at Binghamton. Prior to her service at CSUEB, Dr. Wu was an Assistant Professor in the Modern Languages Department at Hobart and William Smith Colleges. Growing up bilingual and being an avid reader of the Classics, Dr. Wu is an experienced teacher of Chinese and Japanese language instructions. She started as a Lecturer in Chinese for the Department of German, Russian and East Asian Languages and Literatures at SUNY- Binghamton while she was a graduate student in the Ph.D. program of Comparative Literature department. She also holds a teaching credential in Literature, Cinema, Literary Criticism, Post-colonial, and Cultural Studies of Modern and Postmodern Eastern Asia. Dr. Meiling Wu is the Principal Investigator and the Director of Program SSOS – Student Service Operation for Success at CSUEB, a five-year 1.85M AANAPISI Grant from U.S. Department of Education. She was the Department summer Chair of the Department of Modern Languages and Literature and was the co-chair of Asian/ Pacific Islander Faculty and Staff Association from 2006-2010.

Grants:

- Received 4 grants with total of \$1,852,385, and another \$80,000 AANAPISI Supplementary Grant in 2013
- AANAPISI supplementary Fund \$72,385. 2012
- AANAPISI for Student Service Operation to Succeed (SSOS) Program at CSUEB \$1.57 Million. 2012
- 1st FY AANAPISI Grant: the Asian American and Native American Pacific Islander Serving Institution, From Dept. of Ed. \$1.57 Million. 2011
- Pashto and Dari Language Programs Sub-award of the Strategic Language Institute of CSU-Long Beach From Department of Defense \$210,000. 2010

PART 3 Five-Year Plan

3.1 Curriculum

The curriculum is being changed to make courses more relevant to today's society, and the needs of the community. New courses are slowly replacing outdated traditional ones. All language courses are technology enhanced. All homework and extra activities are online with the possibility for students to record themselves, and for the professor to hear and correct them. All handouts are posted on blackboard. All upper-division assignments are done through blackboard and collaboration among students is done through Wikis. Over the last two years we have collaborated with other departments and programs (English, History, Ethnic Studies, Philosophy, and Liberal Studies) to create a school of Global Humanities and Cultural Studies, and we need each department and program to be strong and not weakened in order to truly create a strong school that will have a positive impact on the region. To be truly innovative, each program within the school has to be strong. The School will be implemented Fall 2016. The new School will allow us to be innovative by collaborating for the creation of new courses and scholarly research. It will equally allow all the programs to do more affinity hires. Moreover, all the Chairs discussed the possibility of creating a Summer Institute for Bay Area High School students in order to create interest in the Humanities. Also, the French programs in the CSU system are working on creating a Consortium. This consortium will allow all programs to open all their courses to all CSU students. For now, our program in French is in talks with CSUs that are in the quarter system: Calpoly Pomona, Calpoly San Luis Obispo, CSU Bakersfield, CSU, CSU San Bernardino and CSU Los Angeles. Once, we are in a semester system the sharing of courses will expand to all CSU campuses. As for significant curricular changes, since we are in the process of converting to a semester system, we cannot start planning until we receive more information on how the changes will have to be implemented. In French, the curriculum is being progressively changed in order to move towards Francophone Studies, (Culture, Civilization, Film, and Literature) with an emphasis on the fashioning of an identity in a post-colonial context, and issues of immigration. Already MLL 3101, 3102, and 3130 have been changed and now focus on those questions. Last year, a new course was created "Post-Colonial rap/Hip-hop", which examines the success of rap and hip-hop as an outlet to express the social concerns of the various ethnicities of the Francophone world. It concentrates on socio-cultural and literary perspectives, and the question of identity within a (post) colonial context. The artists are the voices of a (post)-colonial world, which re-defines the distinction between French and Francophone. More courses in the same vein will be created while we are moving to a semester system.

There is a growing Hispanic and Latino population in Hayward and nearby communities; which is creating a strong need to support the current Spanish program. There is also a significant need for courses that will train our students to work with the Hispanic/Latino Spanish-speaking communities in the East Bay area. MLL created a certificate in Spanish for the professions, that was transferred from CLASS to Continued Education but as of next year, we will start offering courses that will count towards this Certificate,

and we are planning on having the Certificate moved out of Continued Education since there is a demand for courses of this nature in CLASS.

Our courses have always been interdisciplinary in nature. Currently we are modifying the content by moving toward cultural studies: re-vision of history, memory studies, film and globalization, social justice, diversity, immigration and human rights issues. Spanish faculty are part of the G.E. Diversity cluster. We are also creating hybrid and online courses for Spanish for the Health Professions and courses that give our students opportunities to work with the Spanish speaking populations of the East Bay community. Accomplishing strategic commitments and institutional learning outcomes at local and regional levels, the Spanish program is addressing the new demographic scenarios with additional resources. Recently, the university created the GANAS program to support first generation college students where many are Latinos and most are Spanish heritage speakers. The impact in demographic changes will have CSUEB shortly qualifying as a Hispanic Serving Institution. This is a great opportunity to develop our Spanish curriculum with courses and resources related to Spanish heritage speakers, Spanish for professions, and community engagement to connect new Spanish graduates with careers relevant to the future of our university and California.

We would like to be able to:

- Create an elective course entitled Spanish for Professions (Health and Education) for Spanish majors and minors. This course could be part of the major as an elective option equivalent to any course of linguistics or literature and possibly a new certificate in Spanish for Professions in the future.
- Open a new elective course for service learning for Spanish majors/minors in order to connect students with local community partners (e.g., health centers, K-12 schools, etc.). This course will allow students gain a pre-professional experience with the local Latino community.
- Making adjustments to the Spanish major/minor curriculum according to new demands
- Gradually offer more Spanish classes each term at all levels and areas covering the higher demand.

We have new Department SLOs, and assessment plan that will be implemented during the next five years.

Departmental SLOs

1. Oral Communication

Students will be able to express themselves in more than one language with sufficient accuracy and clarity to carry on conversations with native speakers and to give oral presentations appropriate to the undergraduate level. Students will be able to appreciate the various components of diverse cultures. Through in-class discussions and group work, students will also learn how to work collaboratively an open-minded and respectful way. This will prepare them for their future workplace.

(ILOs 2,3 4,5,6)

2. Written Communication

Students will be able to express themselves in more than one written language with a fair amount of sophistication, integrating research information while giving adequate credit to the sources used. They will also have the ability to convey critical ideas in both academic and social contexts in a respectful way.

(ILOs 1,2,5,6)

3. Critical Thinking

Students will be familiar with major creative texts, and other cultural productions such as art, music, cinema, and history. They will also learn critical thinking, critical and analytical methods that are reinforced by their language skills. Students should be able to relate a variety of cultural productions to the socio-cultural contexts in which they developed.

(ILOs 1,2,3,5,6)

4. Multicultural Diversity

Students will demonstrate that they have acquired the knowledge of ethnic cultural diversity, and other forms of diversity such as gender, while developing an appreciation of contributions to the body of diverse cultural productions, such as art, music, cinema, and history.

(SLOs 1.3.4.5.6)

5. Social Justice and Sustainability

Students will be able to act responsibly and recognize the historical and individual perspectives vs the global. Students will demonstrate knowledge of global barriers to equality and social justice, identify and critically assess social, cultural, historical, political, national and/or global inequalities while acquiring the knowledge of multicultural diversity in more than one area.

Students will be able to use multiple forms (essay, research, creative expression) and mediums of communication (on the ground, social media, television, radio) to investigate, participate in, and/or critique social justice movements in an open-minded and respectful manner.

(ILOs 1, 2, 3, 4, 5, 6)

Assessment

The Department will explicitly map our SLOs to the actual courses in the program, which will provide a new approach towards curricular design. The assessment process will involve all faculty.

Assessment will be conducted through the creation of portfolios when students first start the program. Such portfolios will document students' progress annually, until

the final exit assessment, which will test the proficiency outcomes, corresponding to the departmental SLOs.

The department will also contact alumni via questionnaires and surveys, compile their career successes in order to assess the knowledge and skills learned as MLL majors.

3.2 Students

Our Resources do not allow us to do our own outreach programs but we participate in all recruiting events on campus, and we provide one on one advising in order to offer personal attention to our students. In the future, we will contact Community Colleges and High School in the area in order to increase our outreach outside of campus. Our enrollments have recently been steady and we will be able to increase the number of majors by offering an MLL degree with different concentrations.

Career opportunities for our students are as follows:

- Teaching
- Interpretation/Translation
- Editors
- Bi-lingual coding
- International Business
- Bilingual non-profits
- Governmental Agencies: Peace Corps, Intelligence, Consular Service
- Communication
- Bi-Lingual nursing, and sciences

Part 4. External Report

External Reviewer Report on the Department of Modern Languages and Literatures, CSU East Bay, with a focus on the French and Spanish majors, following the site visit of February 12 and 13, 2015 by Dr. John Thompson, Cal Poly State University

I. INTRODUCTION

This site visit was carried out by one external reviewer, with the principal documentation being the nineteen-page MLL Department Self-study for the 2014-2015 Five-Year Review for the French and Spanish Majors to CAPR; supplementary documentation was provided during the site visit, specifically the APR Summary Data Fall 2009-2013 as well as the course and program descriptions from the current 2014-15 course catalog and from previous catalogs. The reviewer met with Spanish and ASL faculty in formal meetings on two occasions, with the Dean and Associate Dean of CLASS at one summary meeting, and with major and minor students during class observations of three upper-division Spanish classes and one lower-division French class. The department chair, Dr. Manopoulos, was not available during the site visit, due to an emergency absence. Requested information on SCUs, course enrollments, budget, and assessment of SLOs was provided by the chair in follow up consultation.

II. DEPARTMENT OVERVIEW

The Department of Modern Languages and Literatures at CSU East Bay currently provides instruction in five languages (American Sign Language, Chinese, French, Japanese, and Spanish). According to the self-study (pages 1, 4), the department currently has approximately 40 majors, with some 30 being in Spanish and 10 in French. The discrepancy between these figures and those on the latest APR summary data for MLL seems to come from the fact that double majors do not appear in official data as part of MLL's major cohort. Overall, the department accounts for a significant number of student enrollments each quarter (see Section VI, below), through GE (2500 per year) and service to other programs, and the official data in the 2013 APR summary bears witness to very healthy average class sizes (24.9), both in lower-division (26.3) and in upper-division courses (19.5). Total average enrollments over the past five years have been a yearly total of approximately 4000 SCUs in lower-division courses and 350 in upper-division courses (see Self-study, page 1). This is important to state at the beginning, since even though the number of majors and minors may be low relative to other CLASS programs, the overall productivity of the department remains highly efficient and should support the continuation and growth of the major, minor, and service programs.

The current 2014-15 catalog lists two active majors:

- [French](#)
- [Spanish](#)

as well as four active minors:

- [French](#)
- [Spanish](#)
- [American Sign Language](#)
- [Chinese Language and Cultural Studies](#) (new for the 2009-10 catalog)

with German and Italian minors listed as inactive.

In addition, the catalog lists two inactive certificate programs:

- Spanish Certificate for the Professions
- Certificate for Languages and International Travel

In addition to the languages currently taught, the catalog lists Dari, Filipino (Tagalog), German, Italian, Pashto, Persian, Portuguese, Russian, which have progressively ceased to be taught, with the Portuguese and Russian minors having been eliminated from the catalog in 2012-13. Overall it is clear that the program offerings have been significantly reduced over the past five years and are in the process of being further reduced (Italian and German minors).

Recommendation: if student demand is sufficient, some of the less commonly-taught languages should be reinstated at the elementary level, especially those for which significant grant funding has been acquired, otherwise, languages no longer taught at CSUEB should be eliminated from the catalog.

According to official 2013 data, the department was comprised of 14 individual faculty members of whom six were Instructional Tenured/Tenure-track Faculty. Numerically, this broke down to 5.4 t/t FTEF and 3.7 lecturer FTEF, with a total instructional FTEF of 9.1. This total is consistent with the last program review's total in 2007. In contrast, since then there has been a reduction from nine to five in the number of languages taught and a reduction from nine to six in the number of degree programs. This bears witness to an increasing commitment of resources to the higher-demand and higher-enrolled languages and programs. In keeping with the college's and the university's objectives, especially in the areas of diversity and cultural competency, the department's major programs continue to fill a significant need, especially considering the increased profile of CSU East Bay as a nationally recognized diverse campus. President Morishita, in his Fall convocation address, highlighted two achievements in particular: first, the *Chronicle of Higher Education Almanac* listing Cal State East Bay as the fifth most diverse campus in the country, with the attendant success in matching the ethnic composition of California, with over half of students being first-generation college students and a significant number of first- and second-generation immigrants; second, the new designation of CSU East Bay as a Hispanic Serving Institution by the US Department of Education, complementing the University's existing Asian American, Native American, and Pacific Islander Serving Institution designations (AANAPISI)

(<http://www20.csueastbay.edu/news/2014/09/092214.html>).

Conclusion: the availability of degree programs in languages other than English from the Department of Modern Languages and Literatures significantly enhances the multicultural environment at CSU East Bay and especially serves under-represented populations of the state of California.

Recommendation: the existing active MLL programs should be maintained and supported by the college and university. A critical mass of courses, programs, and faculty and student resources will be necessary to enable department to explore and develop new curricular and co-curricular projects both within the scope of the new School of Global Humanities and Cultural Studies and with the wider campus and local communities. Since MLL is the repository for a significant amount of the multicultural and diversity-based curricula on campus, its role is crucial in fully implementing this university objective.

III. MISSION, DIVERSITY ACTION PLAN, STUDENT LEARNING OUTCOMES, INSTITUTIONAL LEARNING OUTCOMES

Because student attainment of learning outcomes forms the basis for student success in both the French and Spanish majors and has informed the department's action items in its recent curriculum revision and will inform its future actions laid out in its five year plan, these will be treated first.

Mission statement: the department's mission statement that was cited in the past program review report by Dr. Reeder in 2007 (pages 4-5) is not currently available in the catalog or on the departmental website:

<http://www20.csueastbay.edu/ecat/undergrad-chapters/u-ml.html#deptinfo>

<http://www20.csueastbay.edu/class/departments/modernlanguages/index.html>

However, the department's goals, programs and course offerings are clearly reflected in the university's general mission statement: "Cal State East Bay welcomes and supports a diverse student body with academically rich, culturally relevant learning experiences which prepare students to apply their education to meaningful lifework, and to be socially responsible contributors to society."

<http://www20.csueastbay.edu/about/strategic-planning/diversity-plan.html>

In particular, the department's programs and student learning outcomes are directly in line with the university diversity action plan, not only in that they serve a diverse population of students, but in that the academic program places multicultural awareness and inclusivity at its core. Indeed, the capstone "action" item of the university's strategic plan is to "institutionalize diversity learning outcomes" (page 5) and gives the charge to departments and to external program reviewers to evaluate multicultural learning in relation to each program's student learning outcomes.

<http://www20.csueastbay.edu/about/strategic-planning/files/pdf/university-diversity-action-plan-2010.pdf>

MLL Student Learning Outcomes

The current MLL SLOs from the 2014-15 catalog are:

Students graduating with a B.A. in French or a B.A. in Spanish from Cal State East Bay will be able to:

1. express themselves with sufficient accuracy and clarity to carry on conversations in French or Spanish with native speakers and to give oral presentations appropriate to the Undergraduate level;
2. express themselves in the written language with a fair amount of sophistication, integrate research information into written assignments, giving adequate credit to the sources of information used, demonstrate

- critical and creative thinking while applying analytical and qualitative reasoning to address complex challenges and everyday problems
3. be familiar with the major writers, periods, and genres of French literature (France and other French speaking regions throughout the world: Africa, The Caribbean, Canada, Belgium and Switzerland) or, Spanish and/or Spanish American literature (Spain, Mexico, Central America, the Caribbean, South America, and other Spanish speaking regions throughout the world). Students should be able to relate the works and genres to the socio-historical context in which they developed; and
 4. demonstrate that they have acquired knowledge of the cultural diversity of literatures in the French or Spanish-speaking world while developing an appreciation of the French or Spanish (and/or Spanish American) cultural contributions to the body of universal culture such as literature, art, music, cinema, and history.

The MLL self-study begins with and highlights a focus on aligning its programs and with the newly promulgated Institutional Learning Outcomes (<http://www20.csueastbay.edu/about/institutional-effectiveness/educ-effectiveness/ilo/>). Specifically, MLL is in the process of significantly modifying its course offerings in Spanish and French to reflect the current needs of their students in relation to these specific outcomes. As an institution, CSUEB has established as a strategic imperative the development of a community that fosters diversity and cultural competency *in a global context*. This imperative is in line with President Morishita's stated successes and goals. The MLL department is very well-positioned to help the institution succeed in this imperative because of its diversity in programs, students, and faculty and because of its strong relationships with diversity and inclusivity efforts across campus. These modifications to the curriculum are consistent with a mature improvement process rooted in continuous program review and assessment.

IV. CURRICULUM

In the spirit of evaluating multicultural learning, this report will emphasize the achievements of the MLL department over the past five years in the area of curriculum development and will formulate suggestions to increase the multicultural and interdisciplinary aspects of the major curricula, with particular attention to flexibility and efficiency in the curriculum of the two majors. This program review comes at a very crucial time, since the entire curriculum will be soon completely revised in view of the university's transition to semesters.

Taking stock:

In comparing the current 2014-15 catalog Program and Course descriptions with those from 2007-08 it is clear that significant progress has been made in updating the curricula and coursework guided by the recommendations made after the previous program review. In particular, the reinstating of the French major and the hiring of a new tenure-track professor in French enabled this program to make significant structural and curricular improvements. In addition,

the creation in 2009 of a new interdisciplinary Chinese Language and Cultural Studies Minor has created a sustainable and efficient model for the other programs in MLL. The creation of a new threshold course, **MLL 1005** "Viewing Diversity" also provides the department and the college with a flexible model for introducing students to issues of interrelationships between cultures and identities that will inform the rest of their studies and motivate them to explore and innovate in the spaces between disciplines.

Regarding the general department Program Description, it appears to be the same in 2014 as in 2007. Student Learning Outcomes have been slightly although significantly modified with the addition of the explicit mention "demonstrate critical and creative thinking while applying analytical and qualitative reasoning to address complex challenges and everyday problems" (SLO 2) and also with the modification requiring knowledge of Spanish American cultural contributions (SLO 4) for Spanish majors. As the members of the department revise and refocus their curriculum in the near future in view of the transition to semesters, they will have the opportunity to more explicitly address the newly formulated 2012 ILOs, especially those related to diversity, collaboration, and sustainability which they already fully address in their courses and programs in creative and productive ways.

Minors:

As mentioned in the introduction, the number of minors has been reduced from seven to four active minors, effectively concentrating the department's resources. Without going into detail here, since this section will concentrate on the structures and courses in the two majors, the model provided by the Chinese Language and Cultural Studies minor has great potential in enabling the department to create more flexible and attractive minor options. The new minor has the advantage of requiring up to 24 units of language study through the intermediate level (**MLL 2603**), while at the same time freeing the department from the need to maintain an unsustainable number of upper-division offerings in the target language (for example, the French minor requires five upper-division courses and Spanish minor requires six), since two of the four upper-division course requirements can be satisfied by coursework from outside the department, as can be the final upper-division elective course. The principal benefit for students is that they are able to focus a customized program on their academic interests and career goals and the principal benefit for the department is overall increased enrollment through the number of minors. As total numbers increase in this minor, more advanced Chinese language courses can be created, justified by student demand and higher enrollments. Already, the establishment of this cross-disciplinary minor has allowed for the creation of the following new upper-division Chinese courses, thereby demonstrating that there is no loss of advanced MLL coursework in a successful hybrid program:

MLL 3601 Advanced Reading, Composition and Translation

MLL 3602 Modern Chinese Literature, Linguistics and Culture

MLL 3603 Classical Chinese Literature, Rhetoric and Culture

MLL 3611 New Chinese Cinema

American Sign Language minor:

The American Sign Language minor curriculum and course roster and descriptions have not changed since the last program review. However, since the last review, Dr. Amy Rowley has been hired and has received tenure. Under her leadership, the program has achieved significant growth and promises to attract an ever-growing number of students from diverse fields and professions. In particular, the three upper-division courses:

MLL 3902 Deaf Culture

MLL 3903 Topics in American Sign Language

MLL 3904 Sign Language: Field Work

could provide French and Spanish majors having proficiency in ASL with significant cross-disciplinary experience, especially if outreach is made to monolingual and bilingual Spanish Sign Language (LSE) speakers in the Bay Area, in particular in collaboration with local secondary schools and colleges.

Recommendation: efforts should be made to integrate the ASL program more centrally into the major curricula, through cross-discipline collaboration, especially in the areas of professional and service learning.

French Major:

Current catalog description:

The French major consists of 44-68 units; the B.A. degree requires a total of 180 units. Acquisition of a reading knowledge in a second foreign language is strongly recommended.

Lower Division (0-24 units)

MLL 1101-2-3 Elementary French (12)

MLL 2101-2-3 Intermediate French (12), or equivalent

Upper Division (44 units)

Eight upper division units in French composition and advanced composition, with consent of Department (8)

and **MLL 3130** Francophone Culture and Civilization Through Cinema (4)

Thirty-two units from among the other upper division French courses (32)

The overall structure of the French major has remained basically the same since 2007, only having eliminated the recommendation for lower-division conversation and incorporating the name change for the upper-division requirement (**MLL 3130** added the “cinema” to the course title). However, there has been significant change in the required upper-division coursework in that existing courses have been substantially revised, outdated and redundant courses have been eliminated, and new courses have been created. In particular, the program has integrated the French film course (formerly taught in English under the titles **MLL 3140** “French Films: France through the Eye of the Camera (in English)”) into the core of the first 12 units of upper-division required writing courses taught in

the target language, thereby completely updating and augmenting their grammar and literature-based curriculum in response to student demand and to the recommendations of the 2007 Program reviewer to fully integrate multicultural and diversity content into the heart of the curriculum.

MLL 3101 “French composition” was fully revised as **MLL 3101** “Cinema for French Composition”: the course description was changed from “written French and formal grammar” to “use of French and Francophone films as a basis for classroom discussion and for instruction in language proficiencies in listening, speaking, reading, and writing in various contexts and situations.

French/Francophone life, language and culture through the writing of essays.”

Likewise, the next course in the series, **MLL 3102** “Advanced French Composition,” was changed to “Cinema for Advanced French Composition” with the following description: “use of French and Francophone films as a basis for classroom discussion and for instruction in language proficiencies in listening, speaking, reading, and writing in various contexts and situations.

French/Francophone life, language and culture through the writing of essays.”

The third required core course, formerly **MLL 3130** “French Culture and Civilization,” was revised as “Francophone Culture and Civilization through Cinema,” with the following description: “a study of French culture through French and Francophone films illustrating artistic, political, social, and philosophical schools, to offer a better understanding of a variety of cultures from Francophone countries around the world and analysis of cultural differences.”

These three revisions as their Course Learning Outcomes documented in the Self-study (pages 5-7) make explicit, allow the French major to offer crucial aspects of the MLL program’s SLOs and at the same time the university’s ILOs, specifically related to 1 Critical thinking and reasoning (understanding limitations, bias, and other perspectives; evaluating, synthesizing, and communicating new ideas and solutions); 2 Communication (evaluating audience and information; understanding changing perspectives; using new forms); 3 Diversity (recognizing multicultural perspectives; developing global citizenship); 4 Collaboration (working with an appreciation for differences, inclusivity, and other perspectives); and 5 Sustainability (accounting for historical and individual perspectives vs. global perspectives).

The following sequential literature courses were, consistent with the realigned focus of the major, eliminated from the curriculum:

MLL 3115 18th Century French Literature

MLL 3117 20th Century French Literature

MLL 3118 French Dramatic Performance

MLL 3140 French Films: France Through the Eye of the Camera (in English)

MLL 4100 “French Literary Themes and Figures,” a variable topic course, was retained and will better serve the major as a more flexible option open to innovation in form and content as the field of literary studies continues to evolve. Most recently, starting with the 2014-15 catalog, the program has introduced the variable topic multicultural multimedia course **4110** “Francophone Rap/Hip-Hop,” which examines “the success of rap and hip hop as outlets to express the social

concerns of the various ethnicities of the Francophone world. Concentration on socio-cultural and literary perspectives.” This unique course allows students to master critical and creative thinking skills at the advanced level in the target language and also serves as a capstone for the program, as it allows an in-depth exploration including all five of the university ILOs.

Overall, the mandate from the last program review to rethink and refocus the French major (and minor) curriculum has been successful. However, seeing that the total number of majors remains low, it is imperative that the major become even more flexible and open to cross-disciplinary pursuits both to avoid having to offer an excess of relatively low-enrolled upper-division French courses and to allow the students to tailor the major to their academic interests and professional goals. Since the major program has already taken the crucial steps to create a strong focus on cultural studies and multimedia proficiency with information competency, the students should be given the opportunity to build their own curricula from capstone French courses complemented by appropriate upper-division coursework from other disciplines.

Recommendation: allow a sustainable number of courses from other disciplines, including from STEM fields, to satisfy a significant portion (16 units) of the final 32 upper-division elective units, this ratio being consistent with that in the Chinese Language and Cultural Studies Minor. The student must develop a well-formulated and structured curricular plan in consultation with and with the approval of the department chair that integrates the cross-disciplinary aspects of his/her curriculum in view of achieving his/her academic and professional goals. If the student is pursuing an existing academic minor in another field, a portion of those upper-division minor units could also be allowed to double count towards the French major’s final 32 upper-division elective units. Understandably, the total number of courses with the attendant redistribution of units will take place when the university transitions to semesters, but the ratio of MLL coursework to coursework from other disciplines can remain constant whether quarter or semester.

Spanish major:

Current catalog description:

The Spanish major consists of 44-72 units; the B.A. degree requires a total of 180 units. Students are expected to consult with Spanish division advisors in order to assure a well balanced program of upper division courses. Proficiency in another foreign language is strongly recommended.

Lower Division (0-28 units)

MLL 1401-2-3 Elementary Spanish (12)

MLL 2401-2-3 Intermediate Spanish (12)

MLL 2410 Spanish Conversation (4)

Upper Division (44 units)

MLL 3401-2-3 Advanced Composition and Syntax (12)

MLL 3411 Spanish Linguistics (4)

Eight (8) units of Spanish American Literature from among the following courses: [MLL 3461](#), [3463](#), [3495](#), [4495](#)

Eight (8) units of Spanish Peninsular Literature from among the following courses: [MLL 4455](#), [4460](#)

Twelve (12) additional units should be selected from among all upper division Spanish courses. (Note: Courses numbered [MLL 4455](#), [4460](#), and [4495](#) may be repeated as content changes. If repeated, the courses may be applied to more than one category of requirements: Groups 2 and 4 or Groups 3 and 4).

If we compare the 2007 catalog with the 2014 catalog we see that there has only been one change in the structure of the major, the elimination of [MLL 3412](#) Spanish Phonetics as an option alongside [MLL 3411](#) Spanish Linguistics. In addition, [MLL 4461](#) Spanish Film (in English) was eliminated from the curriculum. The Spanish major is currently the strongest (number of majors, number of courses) program in MLL and promises to hold and improve upon that position as the demographics of the state and the university move towards a higher number of native and heritage speakers of Spanish. The curriculum is currently the most structured one in MLL, with the upper-division curriculum (44 units, 11 courses) divided into 16 units of writing, grammar, and linguistics; 16 units of literature (half Spanish American and half Spanish Peninsular); with 12 units of upper-division Spanish electives. The non-literature options for these electives are the following seven courses:

[MLL 3404](#) Spanish Terminology and Translation

[MLL 3405](#) Advanced Conversation for Community Needs

[MLL 3406](#) Practical Spanish: Community Service

[MLL 3410](#) Advanced Spanish Conversation

[MLL 3412](#) Spanish Phonetics

[MLL 3418](#) Spanish Culture and Civilization

[MLL 3495](#) Spanish-American Culture and Civilization

Despite its apparent lockstep sequences, the major is actually flexible and can be custom tailored to each student's needs. The relatively large amount of available coursework in Spanish is varied in scope and focus and covers traditional and non-traditional contents and formats. While avoiding the trap of "tracks," as it advances into the capstone levels, the major allows students freedom to choose from different geographical and cultural areas and to concentrate on applied linguistics, cultural production (including literature), service learning, and professional applications.

The planned upper-division courses in "Spanish for the Health Professions," and "Spanish for Community Engagement," will serve students in professional programs from across the university as well as provide Spanish majors with more capstone experiences that build upon and validate their experiences in language, literature, and culture.

Recommendation:

Despite the fact that it has not undergone significant revision since the last program review, this reviewer finds that the Spanish major is strong, flexible, and professionally applicable. The success of the graduates of the Spanish program bears witness to this. During classroom observation of the two upper-division

courses [MLL 3410](#) and [MLL 3495](#), it was clear that upper-division Spanish students were strongly confident in their academic and professional focus and had superior command of the language. In order to strengthen and diversify the program, it will be important to give students the opportunity to exercise their critical thinking and creative skills in the analysis of cultural productions other than traditional literary works. Variable topic upper-division courses in Spanish should be developed which are specially dedicated to contemporary cultural productions in the areas of music, film, popular media, etc., from all areas of the Spanish-speaking world. These courses can provide students with the opportunity to hone their analytic skills using a new set of esthetic criteria and technical terminology, opening their experience in the major to cross-disciplinary fertilization. These courses would find their place in the major requirements among the 16 upper-division courses currently designated as Spanish American and Peninsular literature.

A suggested structure (semester system) would be:

Four (4) semester units of Spanish American Literature (one course) from among the following courses: [MLL 3461](#), [3463](#), [3495](#), [4495](#)

Four (4) semester units of Spanish Peninsular Literature (one course) from among the following courses: [MLL 4455](#), [4460](#)

Four (4) semester units of film or media studies coursework in Spanish selected from among the future variable-topic courses in those fields

These new courses would also be able to be taken as capstone upper-division electives, consistent with current practice regarding the variable-topic literature courses. This provides students with another professional focus without creating a burden on resources. The new courses could be offered periodically, alternating with the existing literature courses.

As a first step, a first course in this new category has already been created for next year's catalog:

[MLL 4495](#) A Revision of Mexican History

"An interdisciplinary course offering a re-vision of history through literature, cultural readings, and film. It studies several moments in Mexican History: Conquest and Colonization, the Mexican Revolution and Post-Revolutionary Mexico, exploring recurrent social struggles and wars rooted in problems related to social justice and democracy."

Another significant change in the Spanish curriculum since the last program review is the addition of the courses for bilingual speakers:

[MLL 2405](#), [2406](#) Intermediate Spanish for Bilingual Speakers II, III (4 each)

"Intensive three-course, intermediate level series for heritage or bilingual speakers of Spanish. Emphasis is grammar, writing, and reading. Courses prepare students for upper division classes in literature and culture in the Spanish major and must be taken in sequence."

As the demographics of the university change to include more Spanish-speaking students, especially since its designation as a Hispanic Serving Institution, the

ability of the department to serve native and heritage speakers is imperative in attracting new majors and serving their particular needs.

New classes in the General MLL category:

MLL 1005 Viewing Diversity. For the 2012-13 catalog MLL created a new GE cluster co-taught with the departments of Ethnic Studies and Philosophy, called “Viewing Diversity”, which enrolls 90 students per quarter. Department faculty take turns teaching it in order to reflect all areas of studies in the department: French, Spanish, Chinese, and American Sign Language. The course “provides understanding of the interrelationship of the world community and concentration on the question of identity in the context of hybrid cultures, with specific emphasis on colonialism and post-colonialism in the Francophone world and Latin America.” The perfect upper-division complement to “Viewing Diversity” is the other new course **MLL 3001** “World Languages in an International Context: On campus and international travel experience in a selected language and culture...” This community and/or away experience is crucial in enabling majors and minors to acquire advanced language proficiency in an experiential, practical learning environment.

In the area of lower-division coursework, not necessarily part of the majors, there has been an innovative change in relation to the 2007 catalog which deserves mention here. For all the languages listed in the catalog but which are not currently taught, the redesigned elementary Italian series provides an innovative and sustainable model where language, culture, and technology are fully integrated:

MLL 1301, 1302, 1303 Italian Culture and Language I, II, III (4 each). Multimedia approach to speaking, understanding, reading, and writing Italian within the context of Italian culture throughout history.

Refocusing curricula:

As demonstrated above, the MLL department’s existing assets have the potential to increase both the size of the two major programs as well as the overall numbers of students in classes. The department will serve an increasing number of the general campus population through GE and other collaborative efforts, such as the School of Global Humanities and Cultural Studies. However, while MLL helps the campus in many ways to fulfill its general education mission, these contributions do not necessarily enhance the status of the MLL Department. This is because, from an administrative perspective, the almost all-defining ‘countable’ quality indicator seems to be the production of majors, not the graduating of minors or the production of GE SCUs.

Refocusing the French and Spanish majors towards a more professional and community service direction will attract more majors in both programs and significantly augment the department’s mission which currently, to a large degree, focuses on serving the campus community. In growing its programs, MLL will make its coursework available to an ever-increasing campus population, thereby enhancing students’ knowledge and appreciation of the global community through direct contact with other languages and cultures.

Implementing more flexible curricula will help to increase the degree production in all the department’s programs and thus enhance the overall perception of MLL

as a central pillar within CLASS and align the department even further with the university goals as stated by President Morishita.

V. ASSESSMENT

MLL has documented in section B of its Self-study assessment carried out over the past year consistent with the directives laid out in the institutional assessment schedule: Long-Term ILO Assessment Plan (<http://www20.csueastbay.edu/faculty/senate/committees/capr/14-15-capr/14-15-capr-docs/14-15-capr-14-ilo-assessment-plan.pdf>). This assessment activity was subsequent to the creation of new and revised courses whose course learning outcomes more overtly reflect the university ILOs (Academic Senate Policy, approved May 24, 2012 <http://www.csueastbay.edu/senate>) and so reflect the active engagement of the faculty in evaluating its current outcomes in relation to the university's overall goals.

Quarter	ILOs	MLL Assessment
Fall 2013	Critical thinking (ILO 1)	MLL 4100 (French)
Winter 2014	Communication (written/oral) (ILO 2)	MLL 1102 (French)
Spring 2014	Critical thinking (ILO 1) Communication (written/oral) (ILO 2) Diversity (ILO 3) Collaboration (ILO 4) Sustainability (ILO 5)	MLL 3410 (Spanish)

These assessments at the same time address the university's "Core Competencies" of critical thinking, information literacy, written communication, and oral communication.

This plan was consistent, in the one case of the Spring 2014 assessment of **MLL 3410**, with the assessment plan for French and Spanish, updated in Winter 2013 by Dr. Rowley which assesses one SLO each year:

French

Year 1: 2012-13	MLL 3130	Spring 2013	SLO 4
Year 2: 2013-14	MLL 2103 or 2110	Spring 2014	SLO 1
Year 3: 2014-15	MLL 2103 or 2110	Spring 2015	SLO 2
Year 4: 2015-16	MLL 3101 or 4100	Spring 2016	SLO 3
Year 5: 2016-17	MLL 3101 or 4100	Spring 2017	SLO 4

Spanish

Year 1: 2012-13	MLL 4495	Spring 2013	SLO 4
Year 2: 2013-14	MLL 3410	Spring 2014	SLO 1
Year 3: 2014-15	MLL 3401, 02, 03	Spring 2015	SLO 2
Year 4: 2015-16	MLL 4495	Spring 2016	SLO 3
Year 5: 2016-17	MLL 3463	Winter 2017	SLO 3

Alignment Program Student Learning Outcomes (SLOs) with ILOs:

MLL is fortunate in the fact that its four SLOs are clearly aligned with the ILOs. Specific competencies within each ILO that apply to MLL highlighted below are

synthesized from the ILO senate document cited above. Therefore, in assessing the 5 first ILOs, MLL at the same time assesses ILO 6 (disciplinary competency).

ILOs
1 Critical thinking and reasoning (understanding limitations, bias, and other perspectives; evaluating, synthesizing, and communicating new ideas and solutions)
2 Communication (evaluating audience and information; understanding changing perspectives; using new forms)
3 Diversity (recognizing multicultural perspectives; developing global citizenship)
4 Collaboration (working with an appreciation for differences, inclusivity, and other perspectives)
5 Sustainability (accounting for historical and individual perspectives vs. global perspectives)
6 Specialized discipline (defining practices and terms; demonstrating fluency; evaluating challenges; formulating ideas and research and applying to specific issues; employing information literacy)

SLOs	ILOs
1 Oral communication in the target language vs. perspective of native speakers	2, 3, 4, 5, 6
2 Written communication demonstrating creative thinking and reasoning in the target language vs. complex world challenges	1, 2, 5, 6
3 Relating major literary works in target language to their socio-historical contexts	1, 2, 3, 5, 6
4 Knowledge and appreciation of multicultural diversity and contributions to world cultures through literatures in target language	1, 3, 4, 5, 6

Conclusion: consistent with the institutional directive to assess those SLOs which correspond to ILOs, MLL has assessed in 2013-14 the ILOs 1, 2, 3, 4 and 5. Since ILO 6 subsumes the 4 program SLOs, it was also covered by that year's assessment. The general results of the assessments (Self-study, section B) indicate that the majority of the students assessed do meet the stated outcomes, with a lower success rate in the area of critical thinking (33% below average).

Recommendations: of the assessment efforts documented in the self-study, even though they did manage to touch on each of the SLOs and ILOs, the majority was carried out in one single class (MLL 3140 Spanish). In order to give a clearer and broader perspective on student learning in the major, MLL should create a workable and sustainable program assessment timeline for assessing annually in both French and Spanish. Specifically, once a year each applicable ILO should be assessed in *one* relevant upper-division major course. This will cover both the requirements for "continuous" assessment and specific SLO/ILO assessment. The results, analysis, and closing-the-loop activities can then be included in annual and in future five-year program reviews. This plan can be concurrent with the SLO assessment plan already established, since all four of the department SLOs touch upon crucial aspects of more than one university ILO. Even though the results were given in the assessment section of the Self-study, there was a lack of supporting documentation in the form of specific rubrics used and specific procedures followed in the assessment activities. This information, compiled as it is developed and used over the next five years, will greatly facilitate future reviews and provide MLL useful data as it redevelops its SLOs. Even though its current SLOs more than meet the university's ILOs, MLL is now in the process of reviewing and updating its SLOs to emphasize and restate the inherent articulations. Rethinking and refocusing the SLOs will provide its faculty an opportunity to take stock of its achievements over the past few years in the areas of course redesign and development and enable the MLL programs to more explicitly articulate their outcomes in collaboration with their partners in the Global Humanities and Cultural Studies project.

As part of these annual assessment and outcome redevelopment processes, MLL faculty should explicitly map their current and future SLOs to the actual courses in the program. This simple mapping will be important to determine the relevancy of their course offerings. They will discover if their SLOs are in fact being covered by their curricular and co-curricular activities and provide them a clear path towards further curriculum redesign both in relation to overall structure and to specific courses. This will also serve to involve more than two faculty members in the formal assessment process, redistribute the burden of assessment, and increase collaboration between the languages.

The department should designate a capstone course or project for each of the majors in order to do a final "exit" assessment when students graduate. This assessment can, in the future, even be corroborated by an external exam, as appropriate, in the areas of specific target language-related proficiency outcomes such as speaking, reading, and writing. This will further lighten the burden of

having to continuously assess students for proficiencies that have predetermined national and international standards.

Finally, in addition to these direct measures, the department should reach out to its alumni via questionnaires and surveys, beyond the compiling of their career successes, in order to assess whether students are developing the knowledge and skills learned as French and Spanish majors.

VI. RESOURCES AND HIRING NEEDS

Budget, SCUs, staff and faculty positions:

The department's S&S budget is \$1,886 per year. This reviewer can only reiterate Dr. Reeder's remarks in the 2007 external reviewer's report that this is insufficient, with the additional comment that since the amount has actually been decreased, funding needs to be reassessed and augmented substantially in relation to the increasing importance given to the university's commitment to multicultural competency, as laid out in the ILOs and stated publicly by President Morishita. It is clear from the following figures that the department has been holding its own in relation to the generation of SCUs, even through the most difficult budget years. It finds its place among the middle-of-the-road departments in CLASS, which is actually quite remarkable for a CSU MLL department:

<http://www20.csueastbay.edu/ir/files/pdf/fact-book/FTES.Enrollment.3-2b.pdf>

SCUs:

Fall 2008 SCUs			MLL Overall 3,792
Fall 2009 SCUs			MLL Overall 4,036
Fall 2010 SCUs			MLL Overall 2,886
Fall 2011 SCUs			MLL Overall 3,471
Fall 2012 SCUs			MLL Overall 3,032
Fall 2013 SCUs	French 324	Spanish 1,032	MLL Overall 3,028
Winter 2014 SCUs	French 224	Spanish 908	MLL Overall 2,304
Spring 2014 SCUs	French 136	Spanish 872	MLL Overall 1,956
Fall 2014 SCUs	French 388	Spanish 1,076	MLL Overall 3,280

Winter 2015 SCUs	French 252	Spanish 916	MLL Overall 2,624
Spring 2015 SCUs	French 188	Spanish 952	MLL Overall 2,532

Enrollment in upper-division courses:

Fall 2014	French 38 students	Spanish 84 students
Winter 2015	French 17 students	Spanish 67 students

The generation of SCUs and enrollment in French will be discussed below, in relation to the faculty resources attributed to the program.

Office:

The MLL Department currently has one part-time staff person to handle the growing multiplicity of tasks (especially online administration) inherent in an academic department. The office is closed for a substantial number of normal working hours each week. The current office manager handles all the normal duties of an office: email, ordering office supplies, assisting with the budget and payroll, scheduling rooms, and providing institutional data. In addition, she handles all the student and faculty traffic and phone calls alone, helps plan and handles the logistics of department events, does travel related documents, contracts, and reports for the office. This state of affairs is unsustainable in the long term. If the programs are to grow, students need to feel that they can come in during the day to get information about the majors and minors and to ask for advice on enrollment, faculty availability, and MLL-sponsored events.

Recommendation: increase the hours of the part-time manager to those of a full-time office manager and keep the MLL office open during normal working hours Monday through Friday.

French faculty:

The major has made significant improvements in the areas of curriculum since it was reinstated in 2008. The hiring of a new French professor has been pivotal in its successes. Nevertheless, the French program still suffers from low overall numbers, especially in upper-division courses taught in French. The fact that the French professor is also department chair cannot but slow the efforts to further develop the program and to seek out potential new students (both first-time freshmen as well as external and internal transfers). When the French professor returns to teaching full-time in her discipline the numbers of majors in French and the total SCUs generated by French should be carefully reassessed. In the meantime, the French major's successes should be rewarded and stability returned to the curriculum via a full-time visiting professor or lecturer position.

Recommendation: Allow the chair to return to teaching full time in French or hire a temporary full-time faculty member in French.

Spanish faculty:

Some of the curricular successes mentioned above were directly correlated with and only possible because the MLL Department was granted the following faculty lines: a tenure-track position in French (2008) and a tenure-track position in American Sign Language (2007). While filling these positions strengthened the program in these areas, there has been no recent tenure-track hiring in Spanish. Not being granted a search to reestablish lost tenure-track lines in Spanish places major restrictions on the potential that the three Spanish programs (major, minor, certificate) have to grow.

At present the Spanish faculty does not have a specialist in the field of Spanish Second Language Acquisition, which is an essential element in a world languages department with a primary focus on Spanish. This position is especially important at this time, when the designation of CSU East Bay as a Hispanic Serving Institution and the creation of a suite of courses in “Spanish for the Health Professions” and “Spanish for Community Engagement.” In addition, this new faculty member will be in charge of reintegrating the Spanish Certificate for the Professions fully into the MLL Department, where it must find its permanent home. Finally, such a position will also contribute to overall curriculum development and assessment, particularly of the elementary- and intermediate-level language courses.

Recommendation: This reviewer strongly recommends opening a tenure-track position for a specialist in Spanish Second Language Acquisition, ideally with significant experience in service learning and professional programs and distance learning. This person should be prepared and willing to teach courses in Spanish theoretical and applied linguistics, as well as all levels of language. In addition, this person should be prepared and willing to serve as the department coordinator for service and distance learning, languages in the professions, and community outreach programs, with course release time as appropriate.

VII. PRESENT AND FUTURE ACHIEVEMENTS, ACTION ITEMS, OVERALL RECOMMENDATION

In the upcoming transition to semesters the MLL department has a precious opportunity for a significant refocusing on multicultural interdisciplinary competency with a strong service learning component, while preserving its successful and flexible majors in French and Spanish.

In doing so, the department of Modern Languages and Literatures will contribute greatly to reaffirming and strengthening CSU East Bay’s nationally recognized position as a Minority Serving Institution in four different categories. It is important to fully quote President Morishita’s Fall 2014 address mentioned in the Introduction to this report in order to emphasize the critical importance of fully supporting all campus programs with a multicultural focus:

“The Chronicle of Higher Education Almanac lists Cal State East Bay as the 5th most diverse campus in the country. Only the four University of Hawaii campuses are ranked ahead of us. We have achieved success in matching the ethnic composition of California, plus over half of our students are 1st generation college students and a large number are 1st and 2nd generation immigrants.

I am very pleased that this past April, Cal State East Bay was designated as a Hispanic Serving Institution by the US Department of Education. This HSI status allows us to apply for grants to expand educational opportunities for, and improve the attainment of Latino and Latina students. This designation, along with the University's Asian American, Native American, and Pacific Islander Serving Institution designation (AANAPISI), places Cal State East Bay in unique company as one of only a handful of four-year universities with more than one designation based upon the federal government's Minority Serving Institution criteria.

Just last week, you may have read that Cal State East Bay was awarded the *INSIGHT Into Diversity* magazine's Higher Education Excellence in Diversity Award! The HEED Award recognizes our outstanding efforts and success in the area of diversity and inclusion. The application was rigorous and comprehensive and we should be very proud of the work we are doing and will continue to promote diversity and inclusion among our students, faculty, staff, and community" (<http://www20.csueastbay.edu/news/2014/09/092214.html>).

Making another language and culture a part of one's own gives students access to untapped sources of diversity and empowers inclusivity across cultures. In our increasingly multicultural society and workplace, linguistic and cultural knowledge are essential to accessing information, understanding, and communicating. Pursuing a degree in the MLL Department opens up perspectives that make CSU East Bay students informed and responsible citizens of our local and global communities.

The achievements of the students and faculty over the past five years bear witness to their past, present, and future commitment to these goals. The Self-study documents the significant professional development achievements of all the faculty across languages. Only a few of these will be highlighted here as particularly noteworthy in relation to the President's goals:

Under the leadership of Dr. Diaz-Caballero: "Migration Stories: América Latina en español." Poster Exhibit showcasing thirty two Latino migration stories translated by seven Spanish Majors from English to Spanish, posted on the website www.migrationstory.org. Diversity Day. CSUEB, May 16, 2012.

Dr. Iliana Holbrook organized a presentation by the Kallari indigenous cooperative of cacao growers. The Kallari presentation introduced MLL students to grassroots movements and support for sustainable community development projects in third-world countries. The presentation was followed by a brief lecture on the Colonization of the Mesoamerican Diet, MB 2091, November 1, 2012.

Dr. Meiling Wu was recently responsible for the securing of an extremely significant number of prestigious grants: four AANAPISI grants for a total of \$1,852,385, and another \$80,000 AANAPISI Supplementary Grant in 2013; AANAPISI Supplementary Fund \$72,385 in 2012; AANAPISI for Student Service Operation to Succeed (SSOS) Program at CSUEB \$1.57 Million in 2012; 1st FY AANAPISI Grant: the Asian American and Native American Pacific Islander Serving Institution, from the U.S. Department of Education \$1.57 Million in 2011; Pashto and Dari Language Programs Sub-award of the Strategic Language Institute of CSU-Long Beach from the Department of Defense \$210,000 in 2010.

Specific Action Item Recommendations:

Continue revising the coursework and structures of the majors and minors, incorporating as much as possible cross-disciplinary electives at the capstone level to complement the MLL exit courses and to make the programs more flexible and professionally/community focused, including coursework from

business and STEM fields. As soon as more precise directives are available from the university regarding the transition to semesters, this work should proceed at a rapid pace, with the involvement of all faculty members, so that the opportunity will not be missed to significantly refocus the department's goals at the same time as it revises its existing courses and reduces their number as part of semester-based curricula. New and revised courses should also include hybrid and online versions, as appropriate.

Further develop collaboration with other CLASS departments in the successful implementation of the School of Global Humanities and Cultural Studies, including joint hiring and a future Summer Institute for Bay Area High School.

Pursue collaboration with like-minded CSU language departments in the development of existing and new consortia. At the moment French is the best candidate from CSU East Bay because of its existing online courses and its specific multimedia-based curriculum not available at other campuses.

Make at least one tenure-track hire in Spanish, based on the curricular need to serve the growing Hispanic and Latino population in the state and local communities. The hire will serve to coordinate efforts department-wide, working also with the new School of GHCS and the certificate program in Spanish for the Professions, which should be returned to MLL as soon as possible. This overall effort to increase the visibility and impact of the Spanish program should include, at the very least, the realization in the short term of the new upper-division course "Spanish for Professions (Health and Education)" and of a new service learning course in Spanish.

Overall Recommendation:

This reviewer commends the entire faculty of the Modern Languages and Literatures Department for their past and current successes. The MLL department, by its very nature, is diverse and inclusive, with faculty members specialized in different languages and fields of research. The MLL department serves as an example to the college and the university of how to embrace the different perspectives that each of its members can bring into the pursuit of a shared vision. MLL's modeling of diversity, collegiality, inclusion, and a multicultural, international, focus benefits its students, its programs, and its community.

This reviewer therefore recommends that all the existing programs of the MLL Department be continued without reservation and further strengthened.

Respectfully submitted: John Thompson

Part 5. Response to External Report

Response to External Reviewer's Report by the Department of Modern Languages and Literatures

MLL received the external evaluator's report on May 17th, 2015. We would like to thank Dr. John Thompson, Chair of the Department of Modern Languages and Literatures at Calpoly San Luis Obispo, for his visit and thorough review of our department. Our faculty agrees with most of the observations and recommendations of the external reviewer. The review was "based on evidence obtained through an examination of the program's 19 page MLI Department Self Study for the 2014-2015 Five Year Review for the French and Spanish Majors to CAPR, which was submitted on February 8th 2015. It was also based on the reviewer's campus visit on February 12th and 13th, 2015. During that visit Dr. Thompson met with the MLL faculty, the Dean, Dr. Rountree, and Associate-Dean, Dr. Chester. Dr. Thompson also met with major and minor students during class observations of three upper division Spanish classes, and one lower division French class. Unfortunately, Dr. Thompson was not able to meet with the Chair, Dr. Manopoulos due to her emergency hospitalization the day before, and subsequent recovery over the following several weeks. Supplemental documentation was provided by the Chair during long-distance consultations later on in the Spring quarter.

Mission, Diversity Action Plan, Student Learning Outcomes, Institutional Learning Outcomes

Dr. Thompson noted that the Department's programs and learning outcomes are well "in line with the university action plan, not only in that they serve a diverse population of students, but in the academic program places multicultural awareness and inclusivity at its core". Dr. Thompson also appreciates the fact that the Department has been revising its course offerings in order to better serve the university's ILOs.

In his overview of the Department, Dr. Thompson duly noted the high productivity of MLL in spite of the fact that the two majors have low enrollment compared to other departments in CLASS.

Dr. Thompson recommends the re-instatement of less-commonly taught languages but considering the limits on WTUs put in place by the College, it is impossible for the department to do so. We whole-heartedly agree with the reviewer that the teaching of languages other than English should be supported in order to be in keeping with the university objectives in serving under-represented populations and its declared support of diversity and multiculturalism. We also agree that the new School of Global Humanities and Cultural Studies should foster more collaborative research and teaching agendas.

Faculty

Our Department offers two majors, four minors, and courses in Japanese. Three tenured faculty for the Spanish major and minor, One tenured faculty for the French major and minor, One tenured faculty for the American Sign Language minor, and One tenured faculty for the Minor in Chinese Language and Cultural studies.

Spanish:

Dr. Jesus Diaz-Caballero (hired in 2005)

Dr. Iliana Holbrook (hired in 1989) Ferping starting Fall 2015

Dr. Marcelo Paz (hired in 2001)

French:

Dr. Monique Manopoulos (hired in 2008)

ASL:

Dr. Amy June Rowley (hired in 2007)

Chinese Language and Cultural Studies:

Dr. Meiling Wu (hired in 2000)

Curriculum

The reviewer notices that the various curricula have been revised in accordance with the recommendations of the previous Five Year Review findings “with particular attention to flexibility and efficiency in the curriculum of the two majors”. The reviewer acknowledges the important changes that have been made in the French major by updating upper division courses to fully integrate multiculturalism and diversity. The reviewer recommends the major to be more open to cross-disciplinary pursuits and to focus more on cultural studies.

These suggestions are being taken into consideration and in transitioning to semesters, existing courses are being transformed to include more cultural diversity, and new courses such as “Sexuality & Feminism in Francophone Literature & Cinema”, “LGBTQ Francophone Cinema”, and “Marginality in Francophone Literature”. We are also in the process of creating two new courses that will count towards the C2 GE Requirement: “Multicultural Cinema”, and “Multiculturalism and Social Justice”, which will be taught in English and Online. These courses will be taught by a different faculty member each semester it is offered thus the content will vary according to the research area of the faculty teaching them.

Dr. Thompson also recommends that the Spanish major offer a larger variety of upper-division courses to include a diversity of texts such as music, and film. The French major

already offers such courses, for example “Francophone Civilization through Cinema” or “Postcolonial Francophone Rap/Hip-Hop”, and I think that the Spanish section should develop similar courses. Also, we are in the process of creating an MLL core course that will focus on such a variety of cultural texts. It will be a required course taught in English that all majors will be required to take. As in all new core courses, the content will vary according to the research area of the faculty teaching it, thus furthering a cross-disciplinary approach.

These aforementioned new courses will also be an answer to Dr. Thompson’s recommendation for the Department to offer more cultural courses in English in order to attract a larger number of students in upper-division courses and without creating “a burden on resources”.

Dr. Thompson noticed that the Department has already made efforts towards a more diversified cultural and multi-disciplinary focus, notably by creating a new GE cluster course co-taught with the departments of Ethnic Studies and Philosophy, MLL1005 “Viewing Diversity”.

Dr. Thompson duly remarks that the department “will serve an increasing number of general campus population through GE and other collaborative efforts”, he also indicates that it does not help the department’s status from an administrative perspective since “the almost all-defining ‘countable’ quality indicator seems to be the production of majors”. Therefore, Dr. Thompson suggests that the two majors should move towards a “more professional and community service” focus.

The Department will be working on this.

Assessment

Dr. Thompson is pleased with the changes made in the department’s SLOs in order to be more in line with the university’s ILOs and the efforts made to implement the assessment of the said SLOs but would have liked to see more documentation provided.

Dr. Thompson’s suggestions are as follows: designate capstone courses or projects for the majors, and reach out to alumni via questionnaires and surveys. The department is working on possibly creating capstone courses within the transformation from quarters to semesters, and will also work on the possibility of creating surveys for alumni.

Plus, we will re-map our SLOs in order to provide a clear path towards aligning our courses more specifically to the various SLOs, and ILOs.

Resources and Hiring Needs

Dr. Thompson noticed that the amount of SCUs generated by the department is remarkable for a CSU MLL department. He also suggests that the department should be granted a tenure-track search in Spanish because, in his opinion, not doing so “places major restrictions on the potential growth”. Such a request has been made every year but with no success.

Overall Recommendations

Dr. Thompson thinks that the transition to semesters provides the MLL department with the opportunity for “a significant refocusing on multicultural interdisciplinary competency with a strong service learning component, while preserving its successful and flexible majors in French and Spanish”. He commends the department for its “modeling of diversity, collegiality, inclusion, and a multicultural, international focus which benefits its students, its programs, and its community”.

Dr. Thompson recommends that all department programs be continued and strengthened. Our Department agrees with most of Dr. Thompson’s remarks and most of his recommendations and has revised our five-year plan accordingly.

Revised Five-Year Plan

In order to face the challenges of an increasing demand for high-enrolled courses and majors by the administration, the Department of Modern Languages and Literatures has decided to change its degrees. Instead of offering two different majors, the department will submit a proposal for a new Modern Languages and Literatures B.A. with two different concentrations: French and Spanish, and one Certificate in Spanish for the Professions. This change will allow us to have a larger number of majors, potentially add concentrations in the other languages offered by the department, and thus grow, and increase the number of students in lower and upper division courses. The new degree will have some required courses taught in English taught by Faculty from the various areas of our department, capstone courses, which will also serve as overall assessing courses for the degree. This new degree will provide more cohesion, and will be true to the Department’s name instead of being fractured. Moreover, little by little the data provided for the department will be more accurate and reflect the department as a whole instead of having data for a department whereas we only have two majors.

As far as specific courses are concerned, we will also offer two new online courses that will satisfy the C2 requirement. Since all online semester courses will be open to all CSU campuses, these courses will allow us to potentially have high-enrolled intermediate courses. These two courses are, “Multicultural Cinema”, and “Multiculturalism and Social Justice”. They will be taught in English and in turn by the various faculty in the department and will therefore vary according to the faculty’s research and teaching focus. In each concentration, new courses will be created to reflect the new direction taken by the department, and the department’s transformation by being more in tune with the new GE requirements and the new MLL degree. For instance, the French concentration will offer courses that extend the diversity already existing in our department by concentration more on the Francophone world, feminism, and LGBT issues with such courses as, “LGBT Franco-phone Cinema”, “Sexuality and Feminism in Franco-phone Literature and Cinema”, and “Post-colonial Literature in France”.

The department will also keep our existing minors, and we are planning on adding a Japanese minor since we are already offering courses in Japanese, and we have lost several minors due to retirements that coincided with the economic downturn of the recent past.

Consequently, we are planning on hiring at least one new faculty member in order to replace Dr. Iliana Holbrook, who will start Ferping in Fall 2015, and support the new direction the Modern Languages and Literatures Department is taking.

PART 6. APPENDICES

A. Department Mission Statement:

The Department of Modern Languages and Literatures has always fostered and nurtured intellectual curiosity and a high level of achievement among its ethnically diverse students. Through the study of languages and literatures, students can enhance their understanding and appreciation of the human condition and of different cultures and values. The Department of Modern languages and Literatures at CSUEB is committed to educational excellence for a diverse society.

Our goals reflect the international and global mission of our University: “Cal State East Bay welcomes and supports a diverse student body with academically rich, culturally relevant learning experiences which prepare students to apply their education to meaningful lifework, and to be socially responsible contributors to society. Through its educational programs and activities the University strives to meet the educational needs and to contribute to the vitality of the East Bay, the state, the nation, and global communities.” (CSUEB Mission Statement).

These goals are implemented by the effective integration of such diversity within the curriculum and therefore strengthen an individual’s capacity to actively participate in diverse local and world communities. The programs in the Department of Modern languages and Literatures encompass the languages, literatures, and cultures of many countries and communities. The Department has a central role in promoting international understanding and the internationalization of the curriculum at CSUEB. Our curricula prepare our students as socially-conscious contributors to society.

B. Departmental SLOs

1. Oral Communication

Students will be able to express themselves in more than one language with sufficient accuracy and clarity to carry on conversations with native speakers and to give oral presentations appropriate to the undergraduate level. Students will be able to appreciate the various components of diverse cultures. Through in-class discussions and group work, students will also learn how to work collaboratively an open-minded and respectful way. This will prepare them for their future workplace.

(ILOs 2,3 4,5,6)

2. Written Communication

Students will be able to express themselves in more than one written language with a fair amount of sophistication, integrating research information while giving adequate credit to

the sources used. They will also have the ability to convey critical ideas in both academic and social contexts in a respectful way.
(ILOs 1,2,5,6)

3. Critical Thinking

Students will be familiar with major creative texts, and other cultural productions such as art, music, cinema, and history. They will also learn critical thinking, critical and analytical methods that are reinforced by their language skills. They should be able to relate a variety of cultural productions to the socio-cultural contexts in which they developed.
(ILOs 1,2,3,5,6)

4. Multicultural Diversity

Students will demonstrate that they have acquired the knowledge of ethnic cultural diversity, and other forms of diversity such as gender, while developing an appreciation of contributions to the body of diverse cultural productions, such as art, music, cinema, and history.
(SLOs 1.3.4.5.6)

5. Social Justice and Sustainability

Students will be able to act responsibly and recognize the historical and individual perspectives vs the global. Students will demonstrate knowledge of global barriers to equality and social justice, identify and critically assess social, cultural, historical, political, national and/or global inequalities while acquiring the knowledge of multicultural diversity in more than one area.
Students will be able to use multiple forms (essay, research, creative expression) and mediums of communication (on the ground, social media, television, radio) to investigate, participate in, and/or critique social justice movements in an open-minded and respectful manner.
(ILOs 1, 2, 3, 4, 5, 6)

Assessment

The Department will explicitly map our SLOs to the actual courses in the program, which will provide a clear path towards curricular design. The assessment process will involve all faculty.
Assessment will be conducted through the creation of portfolios that will be started when students first start the program, and will document students' progress annually, until the final exit assessment, which will test the proficiency outcomes, corresponding to the departmental SLOs.

The department will also contact alumni via questionnaires and surveys, compile their career successes in order to assess the knowledge and skills learned as MLL majors.

C. Course Descriptions

FRENCH

MLL 1101 - Elementary French I

Units: 4

Introduction to speaking, understanding, reading, and writing French. A communicative approach to the acquisition of the language with emphasis on the appreciation of the culture. *Prerequisites: [MLL 1101](#) is prerequisite to [MLL 1102](#), or consent of instructor; [MLL 1102](#) is prerequisite to [MLL 1103](#), or consent of instructor.*

MLL 1102 - Elementary French II

Units: 4

Introduction to speaking, understanding, reading, and writing French. A communicative approach to the acquisition of the language with emphasis on the appreciation of the culture. *Prerequisites: [MLL 1101](#) is prerequisite to [MLL 1102](#), or consent of instructor; [MLL 1102](#) is prerequisite to [MLL 1103](#), or consent of instructor.*

MLL 1103 - Elementary French III

Units: 4

Introduction to speaking, understanding, reading, and writing French. A communicative approach to the acquisition of the language with emphasis on the appreciation of the culture. *Prerequisites: [MLL 1101](#) is prerequisite to [MLL 1102](#), or consent of instructor; [MLL 1102](#) is prerequisite to [MLL 1103](#), or consent of instructor.*

MLL 2101 - Intermediate French I

Units: 4

A continuation of [MLL 1103](#), with increased emphasis on the structure of the language, on vocabulary building and conversation, and on the appreciation of the cultures of the French-speaking world. *Prerequisites: [MLL 2101](#) is prerequisite to [MLL 2102](#), or consent of instructor; [MLL 2102](#) is prerequisite to [MLL 2103](#), or consent of instructor.*

MLL 2102 - Intermediate French II

Units: 4

A continuation of [MLL 1103](#), with increased emphasis on the structure of the language, on vocabulary building and conversation, and on the appreciation of the cultures of the French-speaking world. *Prerequisites: [MLL 2101](#) is prerequisite to [MLL 2102](#), or consent of instructor; [MLL 2102](#) is prerequisite to [MLL 2103](#), or consent of instructor.*

MLL 3101 - Cinema for French Composition

Units: 4

Use of French and Francophone films as a basis for classroom discussion and for instruction in language proficiencies in listening, speaking, reading, and writing in various contexts and situations. French/Francophone life, language and culture through the writing of essays.

MLL 3102 - Cinema for Advanced French Composition

Units: 4

Use of French and Francophone films as a basis for classroom discussion and for instruction in language proficiencies in listening, speaking, reading, and writing in various contexts and situations. Writing of essays at an advanced level.

MLL 3130 - Francophone Culture and Civilization through Cinema

Units: 4

A study of French culture through French and Francophone films illustrating artistic, political, social, and philosophical schools, to offer a better understanding of a variety of cultures from Francophone countries around the world and analysis of cultural differences. *Prerequisites: [MLL 2103](#) or consent of instructor.* May be repeated once for credit when content varies, for a maximum of 8 units.

MLL 4100 - French Literary Themes and Figures

Units: 4

A study of selected themes and figures in French literature emphasizing an author, genre, or movement. *Prerequisites: Consent of instructor.* May be repeated once for credit when content varies, for a maximum of 8 units.

MLL 4110 - Francophone Rap/Hip-Hop

Units: 4

Examination of the success of rap and hip hop as outlets to express the social concerns of the various ethnicities of the Francophone world. Concentration on socio-cultural and literary perspectives. May be repeated for credit when content varies. May be repeated once for credit when content varies, for a maximum of 8 units.

MLL 3119 - French Literature in English Translation

Units: 4

An interdisciplinary study of major authors and movements in French literature, emphasizing literary, philosophical, historical and cultural backgrounds. *Prerequisites: Junior standing; either C- (CR) or better in ENGL 3000 or ENGL 3001, or score of 7 or better on the Writing Skills Test, or satisfaction of the graduation writing assessment requirement (GWAR) at any CSU campus including the UWSR at the Hayward Hills campus.* May be repeated once for credit when content varies, for a maximum of 8 units.

SPANISH

MLL 1401 - Elementary Spanish I

Units: 4

Introduction to speaking, understanding, reading, and writing Spanish. A communicative approach to the acquisition of the language with emphasis on the appreciation of the culture. *Prerequisites: MLL 1401 is prerequisite to MLL 1402, or consent of instructor; MLL 1402 is prerequisite to MLL 1403, or consent of instructor.*

MLL 1402 - Elementary Spanish II

Units: 4

Introduction to speaking, understanding, reading, and writing Spanish. A communicative approach to the acquisition of the language with emphasis on the appreciation of the culture. *Prerequisites: [MLL 1401](#) is prerequisite to [MLL 1402](#), or consent of instructor; [MLL 1402](#) is prerequisite to [MLL 1403](#), or consent of instructor.*

MLL 1403 - Elementary Spanish III

Units: 4

Introduction to speaking, understanding, reading, and writing Spanish. A communicative approach to the acquisition of the language with emphasis on the appreciation of the culture. *Prerequisites: [MLL 1401](#) is prerequisite to [MLL 1402](#), or consent of instructor; [MLL 1402](#) is prerequisite to [MLL 1403](#), or consent of instructor.*

MLL 2401 - Intermediate Spanish I

Units: 4

A continuation of [MLL 1403](#), with increased emphasis on the structure of the language, on vocabulary building and conversation, and on the appreciation of the cultures of the Spanish-speaking world. *Prerequisites: [MLL 2401](#) is prerequisite to [MLL 2402](#), or consent of instructor; [MLL 2402](#) is prerequisite to [MLL 2403](#), or consent of instructor.*

MLL 2402 - Intermediate Spanish II

Units: 4

A continuation of [MLL 1403](#), with increased emphasis on the structure of the language, on vocabulary building and conversation, and on the appreciation of the cultures of the Spanish-speaking world. *Prerequisites: [MLL 2401](#) is prerequisite to [MLL 2402](#), or consent of instructor; [MLL 2402](#) is prerequisite to [MLL 2403](#), or consent of instructor.*

MLL 2403 - Intermediate Spanish III

Units: 4

A continuation of [MLL 1403](#), with increased emphasis on the structure of the language, on vocabulary building and conversation, and on the appreciation of the cultures of the Spanish-speaking world. *Prerequisites: [MLL 2401](#) is prerequisite to [MLL 2402](#), or consent of instructor; [MLL 2402](#) is prerequisite to [MLL 2403](#), or consent of instructor.*

MLL 2405 - Intermediate Spanish for Bilingual Speakers II

Units: 4

Intensive three-course, intermediate level series for heritage or bilingual speakers of Spanish. Emphasis is grammar, writing, and reading. Courses prepare students for upper division classes in literature and culture in the Spanish major and must be taken in sequence. *Prerequisites: Instructor's approval.*

MLL 2406 - Intermediate Spanish for Bilingual Speakers III

Units: 4

Intensive three-course, intermediate level series for heritage or bilingual speakers of Spanish. Emphasis is grammar, writing, and reading. Courses prepare students for upper division classes in literature and culture in the Spanish major and must be taken in sequence. *Prerequisites: Instructor's approval.*

MLL 3401 - Advanced Spanish Composition and Syntax, I

Units: 4

Written Spanish and formal grammar applied to advanced composition in the language. *Prerequisites: [MLL 2403](#) or consent of instructor.*

MLL 3402 - Advanced Spanish Composition and Syntax, II

Units: 4

Continuation of [MLL 3401](#). *Prerequisites: [MLL 3401](#) or consent of instructor.*

MLL 3403 - Advanced Spanish Composition and Syntax, III

Units: 4

Selected authors with special attention to style. *Prerequisites: [MLL 3402](#) or consent of instructor.*

MLL 3404 - Spanish Terminology and Translation

Units: 4

Spanish for business, law, medicine, and teaching. Emphasis on specialized vocabulary, translation, and interpreting. *Prerequisites: [MLL 2403](#) or consent of instructor.* May be repeated once for credit when content varies, for a maximum of 8 units.

MLL 3405 - Advanced Conversation for Community Needs

Units: 4

Written and conversational Spanish with emphasis on fluency in a specific professional area: Business, Medicine, Law, Teaching. *Prerequisites: [MLL 2403](#) or consent of instructor.* May be repeated once for credit when content varies, for a maximum of 8 units.

MLL 3406 - Practical Spanish: Community Service

Units: 6

Students will be assisting at the University and/or in the community as tutors, translators, and teaching aides. *Prerequisites: [MLL 2403](#) or consent of instructor.* May be repeated once for credit when content varies (for a maximum of 12 units), with a maximum of 6 units toward the certificate.

MLL 3410 - Advanced Spanish Conversation

Units: 4

A practical application of Spanish to present-day experiences. Designed to develop advanced oral communication skills. Emphasis on increasing vocabulary, accuracy and grammatical control. *Prerequisites: [MLL 2403](#) or consent of instructor.*

MLL 3461 - Introduction to Spanish-American Literature: 1492 to 1900

Units: 4

Philosophical, religious, political, artistic, and literary elements examined in Latin American literature. Survey begins with the analysis of pre-Colombian texts and moves through the centuries; colonial literature, romanticism, realism, and modernism discussed. *Prerequisites: [MLL 2403](#) or consent of instructor.*

MLL 3463 - Introduction to Spanish-American Literature: 1900 to the Present

Units: 4

Philosophical, religious, political, artistic, and literary elements examined in contemporary Latin American literature. Prose, poetry and drama of the 20th Century. Continuation of MLL 3461. *Prerequisites: [MLL 2403](#) or consent of instructor.*

MLL 3411 - Introduction to Spanish Linguistics

Units: 4

An introduction to the principles of linguistic analysis with emphasis upon examples taken from Spanish. A brief historical survey of the development of the Spanish language. *Prerequisites: [MLL 2403](#) or consent of instructor.*

MLL 3412 - Spanish Phonetics

Units: 4

The fundamentals of Spanish pronunciation and intonation through the phonetic structure of the language. Attention given to each student's difficulties. Individual laboratory work. *Prerequisites: [MLL 3411](#) or consent of instructor.*

MLL 3418 - Spanish Culture and Civilization

Units: 4

A study of Spanish culture through literary examples, illustrating Spain's artistic, political, social movements and philosophical ideas. *Prerequisites: [MLL 2403](#) or consent of instructor.*

MLL 3495 - Spanish-American Culture and Civilization

Units: 4

A study of Spanish American culture and civilization through its history, arts, and social institutions. *Prerequisites: [MLL 2403](#) or consent of instructor.*

MLL 4457 - Survey Spanish Literature I: Medieval and Golden Age

Units: 4

Survey of Spanish literature from the Middle Ages to 1700. Socio-political, aesthetic, philosophical and literary ideas studied through readings of major works from the Medieval, Renaissance, and Baroque periods. *Prerequisites: [MLL 2403](#) or consent of instructor.*

MLL 4458 - Survey Spanish Literature II: 18th Century to Present

Units: 4

Survey of Spanish Literature from the 18th Century to the present. Socio-political, aesthetic, philosophical and literary ideas studied through selections of major works; neo-classicism, romanticism, naturalism, the Generation of '98, and current authors. *Prerequisites: [MLL 2403](#) or consent of instructor.*

MLL 4460 - Studies in 20th Century Spanish Literature

Units: 4

Spanish literature after the Generacion del '98; intensive study of a single literary genre, movement theme, or author from 1927 to the present. *Prerequisites: [MLL 2403](#) or upper division standing in Spanish, or consent of instructor.* May be repeated two times for credit when content varies, for a maximum of 12 units.

MLL 4495 - A Single Movement, Country or Theme: Spanish American Literature

Units: 4

Single author, country, movement or theme in Spanish-American Literature. *Prerequisites: [MLL 2403](#) or consent of instructor.* May be repeated three times for credit when content varies, for a maximum of 16 units.

MLL 4459 - Studies in Spanish Literature of the Modern Age

Units: 4

Intensive study of selected authors, genres, or literary movements from 18th Century to early 20th Century. Neoclassicism, romanticism, naturalism, the Generation of '98. *Prerequisites: [MLL 2403](#) or consent of instructor.* May be repeated two times for credit when content varies, for a maximum of 8 units when content varies.

D. DATA

**California State University, East Bay
IPEDS FACULTY PROFILE AS OF NOVEMBER 1st
Fall 2011, 2012, 2013, 2014 and 2015**

Modern Languages & Literatures		Headcount									
		Tenured and Tenure Track					Lecturer				
		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
STATUS	ETHNICITY										
Full Time	Black										
	Asian/Pacific	1	1	1	1	1					
	Hispanic	3	3	3	3	3					
	White	2	2	2	2	2					1
	American Indian										
	International										
	Other										
	GENDER										
	Female	4	4	4	4	4					
	Male	2	2	2	2	2					1
	SUB-TOTAL	6	6	6	6	6					1
Part Time	ETHNICITY										
	Black										
	Asian/Pacific						3	2	3	2	2
	Hispanic						1	1	1	1	2
	White						4	5	4	4	4
	American Indian										
	International										
	Other										1
	GENDER										
	Female						6	6	6	5	8
	Male						2	2	2	2	1
SUB-TOTAL						8	8	8	7	9	
DEPARTMENT TOTAL		6	6	6	6	6	8	8	8	7	10

University Employees Table 8.1
California State University, East Bay
IPEDS EMPLOYEES AS OF NOVEMBER 1st
Fall 2011, 2012, 2013, 2014 and 2015

College of Arts, Letters and Social Sciences, Part Time

DEPARTMENT	Headcount										FTEF									
	Tenured and Tenure Track					Lecturer					Tenured and Tenure Track					Lecturer				
	Fa 11 20 11	Fa 11 20 12	Fa 11 20 13	Fa 11 20 14	Fa 11 20 15	Fa 11 20 11	Fa 11 20 12	Fa 11 20 13	Fa 11 20 14	Fa 11 20 15	Fa 11 20 11	Fa 11 20 12	Fa 11 20 13	Fa 11 20 14	Fa 11 20 15	Fa 11 20 11	Fa 11 20 12	Fa 11 20 13	Fa 11 20 14	Fa 11 20 15
Anthropology	1	1	2	2	1	2	3	6	5	7	0.7	0.7	1.4	1.4	0.7	0.5	0.8	2.4	1.6	3.2
Art	1	1	2	2	2	8	11	11	12	15	0.5	0.5	1.0	1.0	1.0	3.9	4.9	5.5	6.4	8.4
Communication	2	2	2	1		10	8	13	13	14	1.0	1.0	1.0	0.5		5.1	5.5	7.3	6.9	8.5
Communicative Sciences & Disorders	2		2	1		2	2	2	4	5	1.0		1.2	0.4		0.5	0.5	0.5	1.1	1.2
Criminal Justice						4	5	8	7	9						1.9	2.4	3.5	3.2	4.0
English	1	1	1		1	20	29	25	22	23	0.5	0.5	0.5		0.8	11.7	17.1	13.9	12.3	14.2
Ethnic Studies	1		1		1	5	3	6	6	5	0.7		0.7		0.7	2.7	1.9	3.2	4.3	2.7
Geography & Environmental Studies						2	3	2	2	3						1.0	1.3	1.3	1.3	1.8
History	1	1	1	1		10	13	14	14	16	0.8	0.7	0.7	0.7		4.8	5.6	7.7	6.4	9.1
Human Development		1	1			7	7	8	6	3		0.5	0.5			3.7	3.5	4.2	3.2	1.6
Modern Language						0	0	0	7	0						4.1	4.0	3.7	3.7	4.2

es & Literatures																				
Music	2	2	2			24	24	19	22	23	1.0	1.0	1.0			5.4	4.3	4.6	4.6	5.5
Philosophy		1	1	1	1	5	4	7	9	8		0.8	0.8	0.8	0.8	1.6	2.1	3.5	4.3	5.1
Political Science			1	1		4	2	5	7	8			0.5	0.5		1.6	1.1	1.9	2.7	3.2
Public Administration	1	1				4	8	12	11	14	0.4	0.3				2.1	4.0	4.8	5.9	5.3
Social Work	1	1	1			5	9	13	8	7	0.5	0.5	0.5			2.9	3.4	4.3	2.7	2.1
Sociology & Social Services	3	3	2	1		6	6	5	5	6	1.8	1.8	1.2	0.7		3.3	3.5	3.2	3.0	3.2
Theatre Arts & Dance						4	5	3	4	4						1.2	1.5	0.9	1.2	1.4
Women's Studies						4	4	2	2	3						2.4	2.6	1.1	1.1	1.8
COLLEGE TOTAL	16	15	19	10	6	134	154	169	166	182	8.9	8.3	10.8	5.9	3.9	60.6	69.9	77.4	75.7	86.6

FTEFS/FTEF data (see attachment)

E. Raw assessment

Spanish- Students enrolled in MLL 3403, Advanced Spanish Composition and Syntax, III produced a series of compositions in argumentative writing: argumentative essay, refutation essay, film review, literary review, and academic essay. Sixteen students wrote a first version practicing correction, revision and edition of both syntax and

argumentative content. The use of a correction/revision/edition handout allowed students to produce a final version. This course consisted of students who are primarily Majors and Minors in Spanish.

French- Students enrolled in MLL 2103, Intermediate French III, had to write a one page single-spaced composition in French. Topic: “The experience of sharing a house with roommates”. Students were given several elements that they had to use, and which included syntax and vocabulary that they should be able to master at the end of Intermediate French: all moods and tenses learned so far, including present and past subjunctive, and conditional present and past; as for the vocabulary it focused more on what was covered during the Intermediate level sequence.