

# ***MODERN LANGUAGES AND LITERATURES***

## **ANNUAL REPORT**

### **1. Self Study**

The Department of Modern Languages and Literatures (MLL) consists of 4 full time tenured faculty members, 2 full time tenure track faculty members, and 9 lecturers (3 with contracts). The Department offers B.A. degrees in French and Spanish. Presently there are 46 majors. MLL offers minors in American Sign Language, Chinese and Asian Cultural Studies, French, and Spanish. Up until last year we also offered a minor in Italian and German. The Department also offers elementary courses in Japanese and Filipino.

We are not a department with a large number of majors but we provide a valuable multicultural learning and potential career edge for CSUEB students through the study of world languages, cultures, and civilization. Even though CSUEB's mission "is to provide an academically rich, **multicultural learning experience** that prepares all its students to realize their goals, pursue meaningful lifework, and to be socially responsible contributors to their communities, locally and **globally**", the elimination of a language requirement is not in keeping with that mission, and it has led to a steady decline in FTES.

It has also become increasingly difficult to sustain adequate administrative support for faculty and students. Our administrative assistant, Glorma Flores, retired last year and we now share one with the department of Philosophy, and while the 2008 outside reviewer's assessment that "the allocation of \$3,000 for MLL operating expenses is —shockingly low|| for a CSU campus, even in a time of budgetary —duress", this year's allocation was \$ 1,300.

The programmatic goals stated in our last 5-year review have been unmet, except for the creation of more hybrid and online courses. Moreover our Spanish Certificate for the Professions is presently on hold because of budget woes. MLL has been revising its course content for the past 2 years to put greater emphasis on cultural interdisciplinary work and current issues related to the communities, and is working on an upper division GE cluster on Multicultural Cinema, and our department will participate in a freshman GE cluster "Viewing diversity" with Ethnic Studies and Philosophy.

Our faculty's research agenda is prolific. On April 23<sup>rd</sup>, 2010 Dr Diaz-Baballero delivered a lecture entitled "Independencia y construcción multirracial de los padres de la patria en hispanoamérica" by special invitation for a Spring Lecture Series at Mills College. During the Fall 2010 and Winter 2011 quarters, he supervised and edited translations from English to Spanish by Spanish Majors of stories of the Latin American immigration to the US taken by CSUEB students of Ethnic Studies.

Dr. Holbrook is the recipient of a \$170,000 National Endowment for the Humanities Grant for her project: "Dialogues in the Americas: Mexican Literature and Culture in Context" (2010-2011), presented, "New Historical Novel in Mexico: Llanto, novelas

imposibles by Carmen Boulosa”: University of Cambridge, Fifth International Conference on Interdisciplinary Social Sciences, August 2010, and “Pre-Colombian Mythology in ‘Piedra de sol’” by Octavio Paz. Hawaii International Conference on Arts and the Humanities, January 2009. She also organized and hosted the Foreign Language Council Forum on World Languages at CSUEB, 2009.

Dr. Manopoulos published 3 articles, “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, “Entre-deux marseillo-maghrébin dans Méchamment berbère de Minna Sif.” in Les Cahiers du Grelcef (Groupe de Recherche et d’Études sur les Littératures et de l’Espace Francophone), Ed. Mariana Ionescu. Number 1. London (Ontario), May 2010, and “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. She also presented a paper entitled, “*L’esquive* d’Adbellatif Kechiche ou Marivaux des banlieues,” at the PMLA annual Conference, Honolulu, HI, November 13-14, 2010.

## **2. Assessment.**

### **ASSESSMENT PLAN**

#### **Program Goals, Learning Outcomes, Performance Indicators and Assessment Instruments**

(Goals are in Roman numbers; Outcomes are in Arabic numbers; Indicators are in letters; Assessment Instruments are in bullets)

#### **Program Goals**

- I. To enable students to communicate in one (or more) of the chosen language(s); to prepare future teachers of languages with proficiency in the target language and a deeper understanding of the cultures and literatures represented by those languages.
- II. To enable students to do research in the target language and/or about topics as represented in the target language.
- III. To increase awareness of the international nature of the world in which we live an appreciation of the many languages and cultures of different peoples.
- IV. To prepare students with the academic knowledge and cultural understanding necessary for future pursuits in a variety of career options.
- V. To provide an educational foundation that should help all students to develop their abilities to think critically and creatively and to communicate effectively in the chosen language.

VI. To encourage students to participate in international programs enabling them to get first-hand experience with the people in foreign countries, their culture, attitudes, habits, customs, way-of-life and so forth; therefore, offering students a broad educational foundation as well as training for a successful professional life.

### **Learning Outcomes**

After completing undergraduate studies in the language of their choice, students should:

1. Feel comfortable listening to conversations, presentations, film dialogues, music, etc. in the target language.
2. Be able to read material in the that language on a variety of topics and comprehend the majority of the ideas presented.
3. Be able to express themselves with sufficient accuracy and clarity to communicate in that language with others.
4. Be able to express themselves in the written language of their choice with a fair amount of sophistication.
5. Know how to use reference resources for the target language to supplement already acquired vocabulary and comprehend grammatical concepts; develop understanding of phonological, morphological and syntactic structures of the that language.
6. Develop an appreciation of the culture represented by the literature, art, music, cinema, etc. of that language. Be aware of the significant contributions to the body of international culture made by the speakers of the that language throughout the world.
7. Acquire knowledge of the cultural diversity of written and spoken texts in the language of their choice and of the speakers of that language.
8. Be able to develop his/her abilities to think critically and creatively in the chosen language and to assess its cultural values.
9. Have, finances permitting, students being exposed to present day culture represented by the language of their choice by having spent time in its speaking environment outside of the United States.

## **Performance Indicators**

- a) Ability to understand main topics of presentations; ask questions and engage in lively discussions about materials presented.
- b) Correctness of pronunciation and intonation in oral presentations; understanding of basic phonological, morphological, and syntactic structures of the target language..
- c) Sufficient accuracy and clarity in communication with others like native speakers or teaching representatives of the target language when presenting materials or doing oral presentations on a variety of literary and cultural subjects.
- d) Successful participation in written tests and finals; ability to express themselves in assignments on a variety of literary and cultural subjects that require a reasonable amount of sophistication in presenting the argument.
- e) Successful completion of the required sequence of courses in the target language as evidenced by written and oral examinations necessary for a degree in the chosen language.
- f) Familiarity with the use of dictionaries, library journals, newspapers and electronic sources in the target language to supplement already acquired information and vocabulary; integrating research information into oral and written assignments while giving adequate credit to the source of information used.
- g) Participation in language clubs on campus; active participation in discussions, lectures and other forms of presentations about topics related to the literature, art and culture of target language; sufficient knowledge of significant contributions by representatives of the target language to the national and international culture.
- h) Familiarity with a sufficient number of written and spoken texts related to the diverse spectrum represented by speakers of different regions where the target language is used; ability to understand and reflect on the nature of cultural colonialism.
- i) Ability to develop original thinking in the target language by presenting orally or in writing ideas and concepts that show deeper understanding of important issues relevant for the culture, literature, art, and media of the target language.
- j) Successful completion of a study program abroad, through the CSU international or other program. Participation in international competitions. Successful participation in language related certification programs.

## **Assessment Instruments**

- Through their presence and regular attendance in a class taught in a foreign language, students will 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 will be 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 will 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 will be 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 of
- Oral expression will be assessed through individual interviews with the professor as well as specific assignments for in-class performance, for which general topics of discussion will be provided ahead of time. Students may also be asked to make audio- or videotapes to be assessed by the professor.
- Written ability in the foreign language of their choice will be demonstrated through a series of compositions for which students will be required to turn in a rough draft before putting together the final version to be handed in and will be 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 should be able to understand and react critically to texts they have read in the chosen language. Faculty will assess, in exams and written assignments, whether or not students are achieving these goals. If students are not meeting the goals, faculty should 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 should be examined by an assessment committee formed of regular faculty members.
- Cultural understanding will be 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 may be collected by the professor for

inspection and assessed through careful consideration with those of other students in that class.

- Students will be 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.

## **Department Assessment**

The Department of Modern Languages and Literatures is planning to have an alumni survey showing results for our students. How many enrolled in advanced degree programs? How many found employment? What skills best helped our students reach their desired goals? What kind of employment are our students obtaining?

Program Goals, Student Learning Outcomes, Performance Indicators and Assessment Instruments will be monitored constantly in order to be refined and optimized in order to ensure the University's mission of providing "educational excellence for a diverse society".

## **ASSESSMENT OUTCOMES AND INDICATORS**

### **I. OUTCOMES**

1. Students of Spanish will be able to express themselves with sufficient accuracy and clarity to carry on conversations in Spanish with native speakers and to give oral presentations appropriate to the Undergraduate level.
2. Students of Spanish will be able to express themselves in the written language with a fair amount of sophistication, integrating research information into written assignments while giving adequate credit to the sources of information used.
3. Students of Spanish will be familiar with the major writers, periods, and genres of Spanish and Spanish American literature (Spain, Mexico, Central America, the Caribbean, South America, and other Spanish speaking regions throughout the world). The students should be able to relate the works and genres to the socio-historical context in which they developed.
4. Students of Spanish will demonstrate that they have acquired knowledge of the cultural diversity of literatures in the Spanish speaking world while developing an appreciation of the Spanish and Spanish American cultural contributions to the body of universal culture: literature, art, music, cinema, history, etc.

## II. INDICATORS

**1. Indicator:** Students are able to use Spanish both within and beyond the university setting, i.e., through oral presentations in the classrooms, working in the community, or while traveling within a Spanish speaking country. Students will show competency in oral presentations in Spanish on a variety of literary and cultural subjects.

**2. Indicator:** Students will successfully complete written exams, assignments, and term papers showing command of grammatical aspects of the Spanish language, familiarity with research sources, and ability to properly credit original sources cited.

**3. Indicator:** After completion of the required sequence of courses in the Spanish language, students will demonstrate their knowledge through written exams, oral presentations, written assignments, and term papers.

**4. Indicator:** Students will demonstrate successful application of acquired knowledge and skills to enter either graduate school or obtain work (related to major) within the community. Students will also show evidence of becoming lifelong learners by using the language for further study and to expand work opportunities in the community and abroad.

**5. Indicator:** In order to evaluate what students know about Spanish (language, culture, literature and sensitivity issues) at the beginning of the course, Modern Languages will administer a standard exam/ questionnaire at the beginning of the course(s). This exam/questionnaire will have a written and oral component and will be designed to test students' knowledge of the aforementioned elements..

**6. Indicator:** After the course(s) is completed, the same exam will be administered to test student progress.

**7. Indicator:** Students should compile a writing portfolio. This indicator should reflect progressive growth regarding language, culture, literature and sensitivity issues

**8. Indicator:** Upon graduation students should be asked to complete an evaluation of the program (a questionnaire determining if they feel that we have been successful preparing them for the journey of learning while strengthening their individual capacities to participate actively in local and world communities).