

Assessment of Student Learning Outcomes

The Department of Modern Languages & Cultures

The Department of Modern Languages and Cultures offers students a carefully integrated approach to the study of language, literature, and culture. Students acquire linguistic knowledge in the context of living cultures, and they learn how to read literature and culture through their acquired sensitivity to the form and function of language.

Learning objectives of MLC

Upon graduation, students majoring in MLC should demonstrate competence of particular skill sets and should demonstrate both breadth and depth of knowledge.

- 1) Objective: linguistic proficiency. Students should demonstrate competency in the target language in all four modalities (reading, writing, listening, speaking) at an advanced level.
- 2) Objective: analytic proficiency. Students should attain a broad acquaintance with literary, artistic and intellectual movements, be familiar with important writers, artists and thinkers, and should learn strategies for analyzing literature, film and other cultural objects of the culture(s) studied.
- 3) Objective: cultural proficiency. Students should possess significant knowledge of the culture(s) studied, the manner in which people live and have lived in these places, their relationship to political and economic institutions, the important philosophical, social and political questions of their times, and how they conceive of and represent their nation and its history through language, literature, film, the plastic arts, music, religion, philosophy, and cultural theory.
- 4) Objective: Scholarly professional development. Students should attain competency in discipline-specific research methods, illustrating critical engagement with theoretical models in the field, advanced analytical and writing skills (close readings, integration of theoretical concepts into the formulation of sound arguments), strong oral presentation of written research, and overall graduate school readiness

Structure:

Students construct their curriculum under the advisement of a faculty member, drawing on the following components:

- 1) Comparative Literature component
 - a) CLT 101 or designated equivalent. A primary examination of the ideas of culture, language and literature which are at the foundation of the MLC program. This requirement may be fulfilled by any section of CLT 101, or by another CLT course chosen in consultation with the student's undergraduate advisor. This component should be taken by the fall of the junior year. The Comparative Literature component offers students the opportunity to study a wide variety of literature and literary and cultural theory.
 - b) CLT 389 Major Seminar – A department-wide seminar whose goal is to acquaint students with a broad range of theoretical approaches to literature and culture. Students learn how to read different kinds of literary and academic prose and how to write a major research paper actively using the theoretical language learned in the seminar.

- 2) Specialization in a given literary and cultural tradition (Chinese, French, German, Italian, Japanese, Russian, Spanish). Work within the majors enables students to focus on the important questions of a given language and cultural tradition.
- 3) Study abroad (summer and semester-long programs) Students are strongly encouraged to study abroad in order to strengthen their knowledge of the target language and culture.

Measurement

- 1) Measurable outcome of linguistic proficiency: successful completion of first-, second- and third-year language courses or prior equivalent:
Students should demonstrate advanced skills in all four modalities of language learning (reading, writing, listening, speaking) and successfully complete a 200 level language/composition course as designated by the program.
- 2) Measurable outcome of literary and cultural proficiency: successful completion of survey courses, topics courses, and comparative literature components. Majors should be able to demonstrate:
 - i) advanced analytical and writing skills (close readings, integration of theoretical concepts into the formulation of sound arguments)
 - ii) basic understanding of research approaches and methodology relevant to literary and cultural studies
- 3) Outstanding achievement across the department is recognized by departmental distinction awarded at graduation, application to and acceptance into the MLC Honors Program, and invitation to contribute a scholarly presentation (upon recommendation by a MLC Faculty member) to the MLC Research Day each spring.

Ability Category	Modern Languages and Culture Program Learning Objective	Courses where ability addressed and developed	Assessment method (frequency)
<p>1. Linguistic proficiency</p>	<p>Students should demonstrate competency in the target language in all four modalities of language learning (reading, writing, listening, speaking) at an advanced level.</p>	<p>Completion of first, second and third year language courses or equivalent; completion of a 200 level language/ composition course designated by program; study abroad</p>	<p>Indirect methods</p> <ul style="list-style-type: none"> • senior survey (annual) • alumni survey (every 4 years) • course evaluations (each term) • post-graduate career data (annual) <p>Direct internal methods</p> <ul style="list-style-type: none"> • Course grades (incl. tests, journals, essays) • ACTFL evaluation of majors in writing, listening, and speaking (at end of advanced language classes 200/202/203; and after last class in major in target language) <p>Direct external methods</p> <ul style="list-style-type: none"> • AP/IB scores & CAPE scores for initial placement • CAPE scores at the end of 200 (grammar, lexicon) • CAPE scores before and after study abroad
<p>2. Literary / analytical proficiency</p>	<p>Students should attain a broad acquaintance with literary, artistic and intellectual movements, be familiar with important writers, artists and thinkers, and should learn strategies for analyzing literature, film and other cultural objects of the culture(s) studied.</p>	<p>Comparative Literature component; required and elective courses in major</p>	<p>Indirect methods</p> <ul style="list-style-type: none"> • senior survey (annual) • alumni survey (every 4 years) • course evaluations (each term) • post-graduate career data (annual) <p>Direct internal methods-</p> <ul style="list-style-type: none"> • Major Seminar: incl. research paper reviewed by faculty using UR rubric (AY2011-2012 and every other year); • Essays & presentations in required and elective courses

			<p>in major</p> <ul style="list-style-type: none"> • acceptance into MLC Honors Program • invitation to participate in scholarly presentation in MLC Research Day & in University and national research expos. • departmental distinction at graduation <p>Direct external methods:</p> <ul style="list-style-type: none"> • invitation to participate in University and national research expos.
<p>3. Cultural proficiency</p>	<p>Students should possess significant knowledge of the culture(s) studied, the manner in which people live and have lived in these places, their relationship to political and economic institutions, the important philosophical, social and political questions of their times, and how they conceive of and represent their nation and its history through language, literature, film, the plastic arts, music, religion, philosophy, and cultural theory.</p>	<p>Comparative Literature component; study abroad; required and elective courses in major</p>	<p>Indirect methods</p> <ul style="list-style-type: none"> • senior survey (annual) • alumni survey (every 4 years) • course evaluations (each term) • post-graduate career data (annual) <p>Direct internal methods-</p> <ul style="list-style-type: none"> • Major Seminar: incl. research paper reviewed by faculty using UR rubric (AY2011-2012 and every other year); • Essays & presentations in required and elective courses in major • acceptance into MLC Honors Program • invitation to participate in scholarly presentation in MLC Research Day • departmental distinction at graduation • Direct external methods: invitation to participate in University and national research expos.
<p>4. Scholarly professional development</p>	<p>Students should attain competency in discipline-specific research methods, should illustrate critical engagement</p>	<p>Major Seminar; required and elective courses in major</p>	<p>Indirect methods</p> <ul style="list-style-type: none"> • senior survey (annual) • alumni survey (every 4 years)

	<p>with theoretical models in the field, demonstrate strong analytical ability and advanced writing skills, be able to conduct close readings and detailed analyses of literary texts, films, and other cultural objects, integrate theoretical concepts into the formulation of sound arguments, present a strong oral presentation of written research, and demonstrate overall graduate school readiness.</p>		<ul style="list-style-type: none"> • course evaluations (each term) • post-graduate career data (annual) <p>Direct internal methods</p> <ul style="list-style-type: none"> • Major Seminar: incl. research paper reviewed by faculty using UR rubric ((AY2011-2012 and every other year) • Essays & presentations in required and elective courses in major • University of Rochester grants, fellowships, and awards • Scholarly presentation in MLC Research <p>Direct external Methods</p> <ul style="list-style-type: none"> • national fellowships/awards • National Undergraduate Research Conference • GRE scores • graduate school admissions data • Invitation to participate in University and national research expos.
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