

East Asian Studies: Broad Program Goals & Measurable Student Learning Outcomes

- A. Students will be able to read and write non-specialist texts in their target language with clear identification and expression of key ideas.
- B. Students will be able to orally communicate and comprehend common situations in Japanese or Chinese.
- C1. Students will be able to distinguish the salient features of the cultures associated with East Asia (primarily China and Japan) in historical and contemporary contexts.
- C2. Students can identify how the cultures of East Asia have been represented.
- D1. Students will be able to describe and contextualize several key East Asian artistic forms and cultural practices.
- D2. Students can describe the distinctive qualities and legacy of several cultural works produced in East Asia.

1. Student Learning Outcomes:

Relationship to UNM Student Learning Goals (insert the program SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from University goals.
A.1. Students will be able to read and write non-specialist texts in their target language with clear identification and expression of key ideas.	X	X		
A.1. Students will be able to communicate and comprehend narratives and descriptions of a factual nature in Chinese or Japanese.	X	X		
B. Students will be able to orally communicate and comprehend common situations in Japanese or Chinese	X	X		
C.1. Students will be able to distinguish the salient features of the cultures associated with East Asia (primarily China and Japan) in historical and contemporary contexts (and identify the achievements, people and values of the cultures associated with East Asia and the roles they play in the world).	X		X	
C.2. Students can identify how the cultures of East Asia have been represented.	X		X	

D.1. Students can describe and contextualize several significant East Asian art forms and cultural practices.	X			
D.2. Students can describe the distinctive qualities and legacy of several cultural works produced in East Asia.	X			

4. Evaluation and Assessment

a. The East Asian Studies major will be housed in the department of Foreign Languages and Literatures and be governed in the same manner as other departmental programs (e.g., Classics, French, German). One faculty member will be appointed advisor, a position that will rotate every three years (more or less, as determined by affiliated faculty). Other issues regarding the major will be discussed by affiliated faculty, as well as the departmental faculty, when that decision affects the department as a whole.

b. How will learning outcomes be measured?

Assessment of student competence in the East Asian Studies major will be based on the students' successful completion of all requirements for the EAS majors, as well as the following criteria: performance on a 10-minute oral presentation delivered by majors in an upper division language class. Alternatively, oral performance may be assessed through an oral proficiency interview conducted by a faculty member in Japanese or Chinese during the student's last semester. SLOs C and D will be assessed through student performance on an essay in English of 3-6 pages submitted during a Spring semester upper-division Chinese or Japanese culture course. Assessment of oral performance will be correlated with the ACTFL (American Council of Teachers of Languages) "Oral Proficiency Guidelines: Speaking". For each of these, the ACTFL description of "intermediate-mid" and "intermediate-high" correspond to an acceptable or better performance. We expect 60% of students to meet the "intermediate-mid" criteria and 25% to meet the "intermediate-high" or above standard.

ACTFL guidelines: Speaking at the "Intermediate-mid" level:

"Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-mid speaker can generally be understood by sympathetic interlocutors."