

**STUDENT LEARNING OUTCOMES  
FOR UNDERGRADUATE AND GRADUATE STUDENTS  
Department of Romance, German, Russian Languages and Literatures  
California State University Long Beach**

The student learning outcomes developed by the Department of Romance, German, Russian Languages and Literatures at California State University, Long Beach align with the *Standards for Foreign Language Learning* (commonly referred to as the 5 Cs: Communication, Comparison, Connections, Culture and Communities) as well as the *Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve*. The student learning outcomes focus on reading, writing, cultural and linguistic knowledge, oral production, and, for more advanced students (upper-level B.A. and M.A. students), advanced research and analytical skills. Despite some variation across our B.A. programs in French, German, Spanish, and Italian and our M.A. programs in French, German, and Spanish, the department has created a coherent and consistent framework for the assessment of student learning outcomes that encompasses the main pedagogical and learning goals for all students in the department.

This document aims to inform students and the university community about our student learning outcomes. It also is meant to support faculty in their pedagogical efforts to ensure that syllabi and instruction are aligned across the department to help us meet our common goals. We carry out assessment of one primary student learning outcome (i.e., writing, reading, oral communication, cultural competency, and research skills) on an annual basis such that in a five-year period we are able to assess all of the five main categories of student learning outcomes. Below we provide a list of undergraduate and graduate student learning outcomes that relate to those larger categories.

**A. Measurable Learning Outcomes for Undergraduate (300 level) Courses:**

**After taking courses at the 300 level in the major, students will be able to:**

- *Demonstrate* advanced writing processes including generating ideas, gathering, evaluating, and organizing material; drafting, revising, editing and proofreading text.  
*Developed by:* creating and leading class discussions, writing and revising analytical papers.  
*Typically measured by:* in class presentations, mid-term and term exams and papers
- *Apply* a variety of reading strategies, including recognizing the meaning of words in context, learning to skim and scan materials, making inferences, recognizing the organizational structure of texts, etc.  
*Developed by:* Reading, discussing and writing about short narrative texts.  
*Typically measured by:* In-class discussion, exams, final paper.
- *Recognize* the value of multiple perspectives and develop competence in giving and receiving constructive criticism.  
*Developed by:* Class presentations, individually and in group formats and class discussions  
*Typically measured by:* Exams and final paper.
- *Demonstrate* mastery of aspects of Spanish grammar, including spelling, accents, and vocabulary.  
*Developed by:* Listening, speaking, reading and writing.  
*Typically measured by:* In class discussions, exams and written papers.
- *Identify* the literary, cultural, historical, political impact of dramatic works in the Hispanic world.  
*Developed by:* Lectures, discussion, assigned reading materials.  
*Typically measured by:* Writing assignments, exams, quizzes, final paper.
- *Comprehend* and effectively apply knowledge of Hispanic theater required for literary and cultural studies.  
*Developed by:* Reading literary, historical, and critical texts; and practicing basic information technology skills in class and outside of class in homework assignments.

*Typically measured by:* Writing assignments, in-class discussion, exams, papers.

- *Learn* the terminology related to theatrical genres.

*Developed by:* Analysis of theater using appropriate vocabulary and socio-historical contextualization.

*Typically measured by:* Exams, discussion, term paper, oral presentations, in-class writing.

- *Apply* vocabulary and knowledge of literary criticism as it relates to theater studies.

*Developed by:* Synthesis and application of literary criticism as it relates to the theater texts read in class.

*Typically measured by:* Oral presentations, exams, and term paper.

- *Apply* oral presentation skills as they relate to literary and cultural studies.

*Developed by:* Interpretation of critical articles and presentation of the findings to a group.

*Typically measured by:* Individual or small groups to lead classroom discussion.

- *Demonstrate* mastery of aspects of Spanish grammar, including spelling, accents, proper syntax and vocabulary.

*Developed by:* Listening, speaking, reading and writing.

*Typically measured by:* In-class discussions, exams and written papers.

- *Integrate* and *compare* the knowledge from this course with other literature courses, such as Spanish 310, Introduction to Literary Analysis.

*Developed by:* In-class discussions, papers, presentations.

*Typically measured by:* papers, oral presentations.

- *Compare* and *differentiate* between drama and theater.

*Developed by:* video clips, in-class acting (performance)

*Typically measured by:* in-class discussion, exams.

## **B. Learning outcomes for students in graduate literature/culture course:**

### **After taking courses at the M.A. level, students will be able to:**

1. *Effectively apply* knowledge of research methodologies required for literary and cultural studies.  
*Developed by:* Reading literary, historical, and critical texts; and practicing basic information technology skills in class and outside of class in homework assignments.
2. *Acquire and practice* methods of literary and cultural criticism necessary for all M.A. level work in literary studies. *Developed by:* Extensive reading assignments whose comprehension is tested and enhanced through short essays and a longer research project; creation of an annotated bibliography and research prospectus; in-class assignments and in-class writing that focus both on assessment of reliability of sources as well as on logical development of arguments.
3. *Demonstrate analytic and oral skills* related to interpretation of different artistic and literary genres.  
*Developed by:* In-class discussions of reading assignments; group writing and discussion activities in class; class presentations; final research project.
4. *Acquire and practice self-assessment* vis-à-vis individual research abilities to be able to use this self-awareness for future coursework. *Developed by:* Initial self-assessment in class; self-assessment as a written assignment in week 2 of class; follow-up mini self-assessments throughout semester; final self-assessment in form of portfolio.
5. *Demonstrate* an understanding of the importance of the novel as a modern genre and the role of criticism in deciphering cultural production and social change. *Developed by in-class writing and final essay.*
6. *Identify* the relationship between literature and its social context. *Developed by exams and final essay project.*
7. *Identify and analyze* connections between different authors and art forms. *Developed by short essays and final essay project.*

8. *Analyze* the importance of literature and art as they relate to their socio-cultural context and to their “universal” appeal. *Developed by short essays and final essay project.*
9. *Perform* close textual analysis as a means of identifying and deciphering the aesthetic, political, and cultural importance of literature as a means of cultural production. *Developed by in-class presentations and writing; exams; final essay.*
10. *Demonstrate* advanced writing and critical thinking skills. *Developed by in-class writing, exams, and writing assignments.*

**C. Bloom’s Taxonomy to help with language related to SLOs from**  
<http://www.officeport.com/edu/blooms.htm>



1. **Knowledge:** arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state.
2. **Comprehension:** classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate,
3. **Application:** apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.
4. **Analysis:** analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
5. **Synthesis:** arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.
6. **Evaluation:** appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.