

## Alignment Between the University General Education Policy and Student Learning Outcomes Assessment Goals and Objectives

### C.3. Foreign Language/Foreign Literature in Translation

Courses:

FLAN 102, Language Study II (4 units)	JAPN 102, College Japanese II (4 units)
FLAN 150, Intermediate Language Study (4 units)	JAPN 150, Intermediate Japanese (4 units)
FREN 102, College French II (4 units)	MAND 102, College Mandarin II (4 units)
FREN 150, Intermediate French (4 units)	MAND 150, Intermediate Mandarin (4 units)
FREN 200, Culture and Communication (4 units)	SPAN 102, College Spanish II (4 units)
FREN 201, Conversation and Composition I (4 units)	SPAN 150, Intermediate Spanish (4 units)
FREN 202, Conversation and Composition II (4 units)	SPAN 155, Interm. Span for Span Speakers (4 units)
FREN 290, French Literature in English (4 units)	SPAN 212, Composition (4 units)
GER 102, College German II (4 units)	SPAN 213, Composition for Span Speakers. (4 units)
GER 150, Intermediate German (4 units)	SPAN 214, Conversation (4 units)
GER 212, Composition (4 units)	SPAN 290, Span. & Latin Am. Lit. in English (4 units)
GER 214, Conversation (4 units)	
GER 216, Introduction to the Literary Text (4 units)	
GER 290, German Literature in English (4 units)	

GE Policy	Outcomes Assessment Learning Goals
<p>Students may select which they wish to take—a course on foreign literature in translation or a course in a foreign language, and that language may either be a new one or the one in which they accumulated two years of high school “seat time” Whichever choice is made, the intent is to ensure that all students have some experience at their undergraduate level with either foreign language or foreign culture.</p> <p>Language classes will be available for students with different competency levels, and those levels will be determined by entrance examinations to be developed. Introductory courses will be offered for those wishing to begin a new language. Intermediate language courses will be available for those passing the language entrance exams at appropriate levels for such courses.</p> <p>a. Introductory language classes will focus</p>	<p>Upon Completion of this requirement students will be able to:</p> <p>Goal 1. Communicate in the foreign language in a culturally appropriate manner.</p> <p>Objectives:</p> <ol style="list-style-type: none"> <li>1. Engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions in the foreign language.</li> <li>2. Understand and interpret written and spoken language on a variety of topics.</li> <li>3. Present information, concepts and ideas in the foreign language to an audience of listeners or readers on a variety of topics.</li> <li>4. Demonstrate an understanding of the nature of language through comparisons of the language studied and English.</li> </ol>

<p>on the acquisition of language skills through pronunciation, grammar, composition and conversation and will be exempt from Criteria 1 and 2 under the objectives for the humanities breadth area, but must include a cultural component; and</p> <p>b. Intermediate language classes will concentrate on culture and/or literature and refine skills in grammar, composition and conversation.</p> <p>i. Literature-oriented classes should conform to the basic criteria for the literature section described above: that is, focus on basic analytical skills and methods of appreciation and the basic typology of forms and genres;</p> <p>ii. Courses focusing more on culture, or a combination of culture and literature, should either incorporate, as appropriate, the criteria for the arts section described above, or concentrate on the intellectual history of the artistic and cultural forms under consideration</p> <p style="text-align: center;">OR</p> <p>iii. Courses may introduce students who already possess intermediate level language skills to the application of a foreign language within particular social and economic contexts, such as the media, commerce and technology.</p>	<p>studied and English.</p> <p>Goal 2. Enhance their critical thinking skills by constructing a perspective of culture(s) other than their own.</p> <p>Objectives:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the relationship between the practices and perspectives of the culture(s) studied.</li> <li>2. Demonstrate an understanding of the relationship between the products and perspectives of the culture(s) studied.</li> <li>3. Apply analytical skills in a language other than their own.</li> <li>4. Differentiate and integrate ways to appreciate similarities and differences between cultures, including gender and social issues.</li> <li>5. Acquire information and recognize the distinctive viewpoints only available through the foreign language and its culture(s)</li> <li>6. Demonstrate an understanding of the concepts of culture through comparison with U.S. culture(s)</li> </ol> <p><b>Students completing the Literatures in Translation 290 in the Humanities Breath Area C-3 will be able to do the following:</b></p> <p>Goal 1. Differentiate and integrate objective and subjective responses to literature and the arts of non-English speaking culture(s).</p> <p>Objectives:</p> <ol style="list-style-type: none"> <li>1. Comprehend a variety of literary texts translated in English from other cultures;</li> <li>2. Interpret meaning in literary texts translated from other languages and cultures;</li> <li>3. Situate literary texts as productions emanating from specific social, historical, intellectual and cultural</li> </ol>
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settings;

4. Appraise the significance of the literary text to contemporary life in the U.S.A.;
5. Differentiate and integrate ways to appreciate similarities and differences between cultures, including gender and social issues