

Form E-1-A for Boston College Core Curriculum

Department/Program: Slavic and Eastern Languages and Literature, Program in East Asian Languages and Literatures

- EALC2161 Ghosts and Strange Happenings in Chinese Literature (Sing-chen Lydia Chiang)
- EALC3163 Contemporary Chinese Literature (Sing-chen Lydia Chiang, Fang Lu)
- EALC 3166 Classical Chinese Literature (Sing-chen Lydia Chiang, Fang Lu)

- 1) **Have formal learning outcomes for the department's Core courses been developed? What are they?**
(What specific sets of skills and knowledge does the department expect students completing its Core courses to have acquired?)

Yes, though learning outcomes for the courses listed above vary. For example, EALC2161 satisfies the cultural diversity core, while EALC 3163 and EALC3166 satisfy the literature core.

- EALC2161 Ghosts and Strange Happenings in Chinese Literature (taught by Sing-chen Lydia Chiang) satisfies the cultural diversity core. It introduces students to the classical Chinese literature of “the strange,” and examines the diverse moral values, literary traditions, philosophical ideals, religious beliefs, and socioeconomical conditions that helped shape these “strange” narratives. It further looks at how representations of “anomalies” may contest contemporary societal and cultural norms. Students taking this course study the generic forms, tropes, and common motifs of the strange tale tradition in China and its influence on modern Chinese and Asian American literatures, with examples drawn from earliest times to the modern era. The course helps students gain a deeper understanding of traditional Chinese culture and its contemporary significance.
- EALC3163 Contemporary Chinese Literature (taught once in Fall 2011 by Sing-chen Lydia Chiang, revised and taught once in Fall 2013 by Fang Lu) satisfies the literature core. It introduces students to post 1980s Chinese short stories and literary essays, and examines the literary themes and narrative techniques of the selected works written by significant contemporary Chinese writers, such as 2012 Nobel Prize winner Mo Yan. This course, taught in Chinese, emphasizes the acquisition of advanced reading proficiency in literary texts, vocabulary building, Chinese-English and English-Chinese translation, composition, as well as verbal and writing skills in literary analysis. In addition to helping students learn how to appreciate the linguistic and literary merits, the course allows students to gain insights into contemporary Chinese society and culture, which have been drastically transformed by modernization, commercialization, and urbanization.
- EALC3166 Classical Chinese Literature (taught once by Sing-chen Lydia Chiang in Fall 2016, revised and taught by Fang Lu in Spring 2019) also satisfies the literature core. It introduces students to the history of Chinese literature from the earliest times to the Qing Dynasty (ended in 1911) through the study of major works, authors, themes, genres, conventions, literary movements, and aesthetics of Chinese literature. It also examines the socio-historical context and philosophical/religious underpinnings of each text in question. Students read English translations of major literary classics such as *Book of Songs* (edited by Confucius), “Encountering Sorrows”, *Daodejing*, *Zhuangzi*, *Records of the Grand Historian*, early and medieval records of anomalies, Tang dynasty poetry and short

stories, Song dynasty song lyrics, Yuan drama, and Ming-Qing vernacular literature, especially the novel, *Dream of the Red Chamber*. The course helps students foster a basic understanding of the Chinese literary heritage. It also provides disciplinary training in literary study, helping students develop basic skills in close reading, critical analysis, and research and writing about literature. In addition, students learn about the unique challenges and rewards of reading world literature through translation.

- 2) **Where are these learning outcomes published? Be specific.** (Where are the department's expected learning outcomes for its Core courses accessible: on the web, in the catalog, or in your department handouts?)

Learning outcomes for the above three courses are included in writing in the course syllabi, distributed to students at the beginning of the semester through Canvas and hard-copies.

- 3) **Other than GPA, what data/evidence is used to determine whether students have achieved the stated outcomes for the Core requirement?** (What evidence and analytical approaches do you use to assess which of the student learning outcomes have been achieved more or less well?)

- Students write weekly (1-to-2-page) reflection papers on the week's readings and present their thoughts/comments in class. These constitute part of our in-class conversations.
- Students write one short paper (6 pages, on a topic of their own choice, but in consultation with me), responding to my general question: "How is the author's philosophical thinking effectively expressed through the use of literary devices?"
- Students also write a final paper (10 pages, choose one writer and his/her short stories, novellas, or one novel, discuss topic ideas with me). This paper explores formal literary elements (e.g. narrative mode, point of view, imagery, symbolism, and irony) in order to find out how these elements convey meaning. In preparing for this final paper, students also present their research topics in class and get feedbacks from class conversations.

- 4) **Who interprets the evidence? What is the process?** (Who in the department is responsible for interpreting the data and making recommendations for curriculum or assignment changes if appropriate? When does this occur?)

- The instructor, in collaboration with EALC colleagues, interprets the evidence. Additionally, course evaluations are studied closely, including the qualitative narrative responses. Course adjustments are made accordingly.

- 5) **What were the assessment results and what changes have been made as a result of using this data/evidence?** (What were the major assessment findings? Have there been any recent changes to your curriculum or program? How did the assessment data contribute to those changes?)

- Students' written work (weekly responses, short and long papers) is commented on extensively.
- Additional office hours are added, so each student has sufficient time to discuss his/her writings with me in person. This is done for several reasons. One, it supports students who may lack practice in writing literary essays. Two, it helps drive future improvement in student achievement. Three, it allows me to check the pulse of the course and further develop it.

- 6) **Date of the most recent program review.** (Your latest comprehensive departmental self-study and external review.)

2012

Form E-1-A for Boston College Core Curriculum

Department/Program Slavic & Eastern Languages & Literatures
 Program in Linguistics

Note: I am completing this form with reference to the course Ling2379/ Engl2132 / Socy2275
Language & Ethnicity, which offers Cultural Diversity credit. It was last taught Spring 2019

- 7) **Have formal learning outcomes for the department's Core courses been developed? What are they?**
(What specific sets of skills and knowledge does the department expect students completing its Core courses to have acquired?)

Students completing this course will be able to examine how groups of contemporary Americans define and express their identities through the use of varieties of English, and how they exploit language variation to regulate power relations across boundaries of race, ethnicity, locale, and class. Case studies include the English of rural Appalachia and the Ozark Mountains; language variation in Eastern New England and its history; Hiberno-English; African-American Vernacular English; and language use among Native Americans and among people who identify with Deaf culture. Graduates of the class will also understand on-going debates about language endangerment and bilingual education in the context of US language policy. Student learning outcomes are evaluated by producing four medium-length papers; a single individual or larger group presentation to the class; completing an on-line quiz; and sitting for midterm and final exams.

- 8) **Where are these learning outcomes published? Be specific.** (Where are the department's expected learning outcomes for its Core courses accessible: on the web, in the catalog, or in your department handouts?)

These learning outcomes are specified in the course syllabus, made available to the institution at large through online publication, and distributed to students in hard copy at the beginning of the semester.

- 9) **Other than GPA, what data/evidence is used to determine whether students have achieved the stated outcomes for the Core requirement?** (What evidence and analytical approaches do you use to assess which of the student learning outcomes have been achieved more or less well?)

(1) At mid-semester, students complete an informal course assessment in which they are invited to reflect on their progress in the direction of the course goals. That pooled data informs the subsequent direction of the course; (2) Linguistics majors can elect to present texts they created for this class as an example of their best work in the discipline on the occasion of their senior departmental Colloquium; (3) Students may further elect to submit their work for publication in the Boston College undergraduate Linguistics journal, *Lingua Franckly*, or other venues; (4) The instructor grades and extensively comments on mid-term exams, and posts online both further discussion of the exercise and samples of ideal responses. Final exams are comprehensive of the full course, and graded but not returned to students. They are retained as a permanent record of the group's accomplishments.

- 10) **Who interprets the evidence? What is the process?** (Who in the department is responsible for interpreting the data and making recommendations for curriculum or assignment changes if appropriate? When does this occur?)

The instructor, in collaboration with the course Teaching Assistant, interprets informal evidence for student achievement gathered at mid-semester. The Chair of the Department and other faculty members teaching in linguistics serve a consultative role as needed. In addition, student course evaluations are carried out every year at the end of the semester; summaries are available to both the Chair of the Department and to the Departments of English and of Sociology, where the course is cross-registered. The instructor retains the full content of the course evaluations, including narrative responses to questions which probe students' self-evaluations of course goals. The instructor and TA meet after the course evaluations are returned to discuss these narratives in depth.

- 11) **What were the assessment results and what changes have been made as a result of using this data/evidence?** (What were the major assessment findings? Have there been any recent changes to your curriculum or program? How did the assessment data contribute to those changes?)

Assessment findings indicated that the course exceeded students' expectations. Student evaluations led to some minor changes in focus and pace, but overall student satisfaction was very high, about 20% higher than the average for courses in the Morrissey College overall. Moreover, during the 2017–8 school year, the syllabus of this course was revised in consultation with the University Core Committee to realign the course content with the new initiative on 'Difference, Justice, and the Common Good'. On the basis of feedback from the Core Committee, I have added a component to the course of reflection on what it means to go beyond '(mere) tolerance' of language difference to the goal of building a national consensus that expands community ownership and appreciation of language difference. I look forward to returning to this class in 2019.

- 6) **Date of the most recent program review.** (Your latest comprehensive departmental self-study and external review.)

Our latest departmental review occurred in 2012, and included review of each of the courses we offer.

Form E-1-A for Boston College Departments/Programs

Department/Program: Slavic and Eastern Languages and Literatures

Literature Core Assessment SLAV2173/ENGL2228 Twentieth-Century Russian Literature

- 12) **Have formal learning outcomes been developed? What are they?** (What specific sets of skills and knowledge does the department expect its majors to have acquired before they graduate?)

In addition to their in-depth study of representative works of Russian literature in the 20th century within the Russian, Soviet and world context, students will pursue the general outcomes stated for all Literature Core courses at Boston College:

Literature, a product of the imagination, is a vehicle for understanding human experiences. In this part of the Core program, students read in order to assess the shape and values of their own cultures; to discover alternative ways of looking at the world; to gain insights into issues of permanent importance and contemporary urgency; and to distinguish and appreciate the linguistic and formal satisfactions of literary art.

To read literature critically is to examine the human condition through language's expressive power and to place the reception of literary works in a cultural, historical, and social context. In Literature Core courses, students will be introduced to disciplinary skills including close reading, analysis of texts, and the practice of writing about them with clarity and engagement. Through shared critical and reflective inquiry, students will explore ways in which meaning is textually produced in the world.

- 13) **Where are these learning outcomes published? Be specific.** (Where are the department's learning expectations accessible to potential majors: on the web or in the catalog or in your dept major handouts?)

Learning outcomes for Literature Core courses will correspond to those published on the English Department website:

<http://www.bc.edu/schools/cas/english/undergraduate.html>

Additionally, the syllabus contains a detailed statement on the learning outcome.

- 14) **Other than GPA, what data/evidence is used to determine whether graduates have achieved the stated outcomes for the degree?** (What evidence and analytical approaches do you use to assess which of the student learning outcomes are being achieved more or less well?)

Students are assigned an early short paper, which also serves as a writing sample (3-4 pp.). The paper is graded for both writing and analysis, and is returned copy-edited. The goal is to provide an example of formal writing and to indicate to the student what is required in terms of analysis. There is a midterm, a longer paper (10-12 pp.), and a final exam. There may be an additional short writing assignment.

- 15) **Who interprets the evidence? What is the process?** (Who in the department is responsible for interpreting the data and making recommendations for curriculum or assignment changes if appropriate? When does this occur?)

Core literature courses (2) in Slavic and Eastern Languages and Literatures are taught by the two FT faculty in Russian/Slavic literature. These professors assess the outcomes of their students. Changes are made to the curriculum in consultation and in response to student performance and evaluation.

- 16) **What were the assessment results and what changes have been made as a result of using this data/evidence?** What were the major assessment findings? Have there been any recent changes to your curriculum or program? How did the assessment data contribute to those changes?

The SELL department conducts annual reassessments of its core literature courses. The most recent changes included an emphasis on a broader representation of genres and literary movements, as well as on ethnic and gender diversity of the authors/materials taught.

- 6) **Date of the most recent program review.** (Your latest comprehensive departmental self-study and external review.)

2012

Form E-1-A for Boston College Departments/Programs

Department/Program: Slavic and Eastern Languages and Literatures

Cultural Diversity Core Assessment SLAV 2065/SOCY 2280 Society and National Identity in the Balkans

- 17) **Have formal learning outcomes been developed? What are they?** (What specific sets of skills and knowledge does the department expect its majors to have acquired before they graduate?)

In this cultural diversity course students study aspects of ethnic, cultural, and religious diversity among the peoples of the Balkans: Albanians, Bosnians, Bulgarians, Croats, Greeks, Jews, Macedonians, Serbs, Slovenes, Romanians, and Turks. They examine the various parameters of identity: linguistic typologies, religious diversity (Catholicism, Orthodoxy, Judaism, Islam), culture, and social class. They analyze sources of nationalism and identify reasons for conflicts and war. They examine and compare their own social experience and value system with the ones they learn about. In the process of learning, they develop appreciation of the Balkan history and culture (which contributed the term “Balkanization” to the American political lexicon) and come to understand the factors for nations’ disintegration.

As in any other university core for cultural diversity, students in this class develop appreciation of other cultures and ways of life and develop capacity to see the world from the point of view of others. In addition, they examine and compare their own culture, moral concepts, and social values with the one they learn about.

A critical component of a liberal arts education is the capacity to see human experience from the point of view of others who encounter and interpret the world in significantly different ways. Courses in Cultural Diversity, by introducing students to different cultures and examining the concepts of cultural identity and cultural differences, are aimed at developing students' appreciation of other ways of life and providing a new understanding of their own cultures.

- 18) **Where are these learning outcomes published? Be specific.** (Where are the department’s learning expectations accessible to potential majors: on the web or in the catalog or in your dept major handouts?)

Learning outcomes for Cultural Diversity Core courses will correspond to those published on the Core Requirements & Courses website:

https://www.bc.edu/bc-web/schools/mcas/undergraduate/core-curriculum/core-requirements.html#1_course_in_cultural_diversity

Additionally, the syllabus contains a detailed statement on the learning outcome.

- 19) **Other than GPA, what data/evidence is used to determine whether graduates have achieved the stated outcomes for the degree?** (What evidence and analytical approaches do you use to assess which of the student learning outcomes are being achieved more or less well?)

Successful completion of this course requires a midterm, a final exam, consistent participation in class discussions, and a class presentation. The exams target students' learning outcomes in regard to factual comprehension and analytical thinking. Major errors are discussed in class, and then students are asked to analyze and correct their own work. Students prepare pre-circulated questions and participate in class discussions, which are designed to measure their learning outcome. Another source of students learning outcome is the individual research, development, and presentation on a topic related to the syllabus.

- 20) **Who interprets the evidence? What is the process?** (Who in the department is responsible for interpreting the data and making recommendations for curriculum or assignment changes if appropriate? When does this occur?)

Cultural diversity courses in the fields of Slavic Studies are taught by the two FT faculty and one PT faculty in Russian/Slavic literature. These professors assess the outcomes of their students. Changes are made to the curriculum in consultation and in response to student performance and evaluation.

- 21) **What were the assessment results and what changes have been made as a result of using this data/evidence?** What were the major assessment findings? Have there been any recent changes to your curriculum or program? How did the assessment data contribute to those changes?

Errors or deficiencies in student performance are clearly marked on the exams. The exams are returned for individual corrections and discussed in class. Student projects are evaluated by the instructor before and after presentations in class --before, for better conceptualization of the projects, and after, for clarifications and encouragement. The performance data is analyzed and taken into account for future improvement of study materials and/or changes in the syllabus.

The SELL department conducts annual reassessments of its core literature courses.

- 6) **Date of the most recent program review.** (Your latest comprehensive departmental self-study and external review.)

2012

Form E-1-A for Boston College Departments/Programs

Literature Core Assessment SLAV2162/ENGL2227 Classics of Russian Literature

Department/Program: Slavic and Eastern Languages and Literatures

- 22) **Have formal learning outcomes been developed? What are they?** (What specific sets of skills and knowledge does the department expect its majors to have acquired before they graduate?)

In addition to their in-depth study of representative classics of Russian literature within the Russian and world context, students will pursue the general outcomes stated for all Literature Core courses at Boston College:

Literature, a product of the imagination, is a vehicle for understanding human experiences. In this part of the Core program, students read in order to assess the shape and values of their own cultures; to discover alternative ways of looking at the world; to gain insights into issues of permanent importance and contemporary urgency; and to distinguish and appreciate the linguistic and formal satisfactions of literary art.

To read literature critically is to examine the human condition through language's expressive power and to place the reception of literary works in a cultural, historical, and social context. In Literature Core courses, students will be introduced to disciplinary skills including close reading, analysis of texts, and the practice of writing about them with clarity and engagement. Through shared critical and reflective inquiry, students will explore ways in which meaning is textually produced in the world.

- 23) **Where are these learning outcomes published? Be specific.** (Where are the department's learning expectations accessible to potential majors: on the web or in the catalog or in your dept major handouts?)

Learning outcomes for Literature Core courses will correspond to those published on the English Department website:

<http://www.bc.edu/schools/cas/english/undergraduate.html>

Additionally, the syllabus contains detailed information on the learning outcome.

- 24) **Other than GPA, what data/evidence is used to determine whether graduates have achieved the stated outcomes for the degree?** (What evidence and analytical approaches do you use to assess which of the student learning outcomes are being achieved more or less well?)

In addition to a midterm and a final exam, students complete two short papers. The paper is graded for both writing and analysis, and is returned copy-edited. The goal is to provide an example of formal writing and to indicate to the student what is required in terms of analysis.

- 25) **Who interprets the evidence? What is the process?** (Who in the department is responsible for interpreting the data and making recommendations for curriculum or assignment changes if appropriate? When does this occur?)

Core literature courses (2) in Slavic and Eastern Languages and Literatures are taught by the two FT faculty in Russian/Slavic literature. These professors assess the outcomes of their students. Changes are made to the curriculum in consultation and in response to student performance and evaluation.

- 26) **What were the assessment results and what changes have been made as a result of using this data/evidence?** What were the major assessment findings? Have there been any recent changes to your curriculum or program? How did the assessment data contribute to those changes?

The SELL department conducts annual reassessments of its core literature courses. The most recent changes included an emphasis on a broader representation of genres and literary movements, as well as on ethnic and gender diversity of the authors/materials taught.

- 6) **Date of the most recent program review.** (Your latest comprehensive departmental self-study and external review.)

2012

Form E-1-A for Boston College Departments/Programs

Cultural Diversity Core Assessment SLAV2169 Slavic Civilizations

Department/Program: Slavic and Eastern Languages and Literatures

- 27) **Have formal learning outcomes been developed? What are they?** (What specific sets of skills and knowledge does the department expect its majors to have acquired before they graduate?)

This cultural diversity course introduces students to the history, culture, and languages of the Slavs, the most numerous ethnic and linguistic group in Europe. Students learn elements of the shared culture as well as the unique identities of the Western, the Eastern, and the Southern Slavs. They compare and contrast Slavic languages, religion, and social experiences. Their learning outcome is based on the study of works of scholarship and exemplary Slavic literature. While examining the selection of literary works, students develop analytical skills and learn how to contextualize art to social and historical experience.

As in any other university core for cultural diversity, students in this class develop appreciation of other cultures and ways of life and develop capacity to see the world from the point of view of others. In addition, they examine and compare their own culture, moral concepts, and social values with the one they learn about.

A critical component of a liberal education is the capacity to see human experience from the point of view of others who encounter and interpret the world in significantly different ways. Courses in Cultural Diversity, by introducing students to different cultures and examining the concepts of cultural identity and cultural differences, are aimed at developing students' appreciation of other ways of life and providing a new understanding of their own cultures.

- 28) **Where are these learning outcomes published? Be specific.** (Where are the department's learning expectations accessible to potential majors: on the web or in the catalog or in your dept major handouts?)

Learning outcomes for Cultural Diversity Core courses correspond to those published on the Core Requirements & Courses website:

https://www.bc.edu/bc-web/schools/mcas/undergraduate/core-curriculum/core-requirements.html#1_course_in_cultural_diversity

Additionally, the syllabus contains a detailed statement on the learning outcome.

- 29) **Other than GPA, what data/evidence is used to determine whether graduates have achieved the stated outcomes for the degree?** (What evidence and analytical approaches do you use to assess which of the student learning outcomes are being achieved more or less well?)

There is a midterm as well as a final exam, in addition to a short paper. The paper gives students a variety of choices, ranging from literary analysis based on close reading to broader themes. The paper is graded for both writing and analysis, and is returned with detailed comments. The goal is to provide an example of formal writing and to indicate to the student what is expected in terms of analytical writing.

The successful completion of the course requires passing a midterm and a final exam, both of which are comprised of factual and analytical questions. Each question targets students' learning outcomes. When the midterms are graded, they are returned to students for corrections. In addition, during scheduled class discussions based on posted questions, students share their knowledge and understanding. Students' participation demonstrates the achieved individual learning outcomes.

- 30) **Who interprets the evidence? What is the process?** (Who in the department is responsible for interpreting the data and making recommendations for curriculum or assignment changes if appropriate? When does this occur?)

Cultural diversity courses in the fields of Slavic Studies are taught by the two FT faculty and one PT faculty in Russian/Slavic literature. In Spring 2019, the course was co-taught. These professors assess the outcomes of their students. Changes are made to the curriculum in consultation and in response to student performance and evaluation.

- 31) **What were the assessment results and what changes have been made as a result of using this data/evidence?** What were the major assessment findings? Have there been any recent changes to your curriculum or program? How did the assessment data contribute to those changes?

Exams and papers are graded and returned to students, followed by a general discussion about them in class. Exams are designed for students to demonstrate the learning outcome. The performance data is analyzed and taken into account for future improvement of study materials and/or changes in the syllabus.

The SELL department conducts annual reassessments of its core courses.

- 6) **Date of the most recent program review.** (Your latest comprehensive departmental self-study and external review.)

2012

Form E-1-A for Boston College Departments/Programs

Department/Program: Slavic and Eastern Languages and Literatures,
Program in Near Eastern Languages and Civilizations

**NELC2061/SOCY1148: Language Memory and Identity in the Middle East
(Salameh)**

**NELC 2161/RLRL2292/ENGL2348: Modern Middle Eastern and Arabic
Literature (Salameh)**

NELC2062/SOCY1150: States and Minorities in the Middle East (Salameh)

32) **Have formal learning outcomes been developed? What are they?** (What specific sets of skills and knowledge does the department expect its majors to have acquired before they graduate?)

Learning outcomes for the courses listed above vary. But all three, satisfying cultural diversity core, address enduring questions made especially significant in our time: What are the Near and Middle East? Where are they situated geographically, historically, culturally, linguistically, and religiously? Who are the peoples of the Near and Middle East, how do we approach their varied histories, languages, traditions, and religious accretions, and how do their cultural, political, linguistic, and literary rituals compare to and differ from those of “cultural west”? How does our understanding of the cultural productions and other traditions of the Near and Middle East (religious, linguistic, political...) shape our understanding of the region itself, *our* selves, and the world at large. In seeking answers to this quest for understanding, the courses examine ways in which language and history—remembered, restored, invented, and suppressed—have been used in the process of myth building and in the development of collective memories and corporate identities in the Near and Middle East of the nineteenth and early twentieth centuries, and the cultural and political challenges of the twenty-first century. Likewise, the courses also try to shed light on alternative and revisionist views challenging prevalent conceptions/assumptions about the Near and Middle East. In various contexts, and relying on a variety of texts (literary, journalistic, political, legal, religious, and historiographical) we consider how Middle Easterners, at least since the 2011 events known as “The Arab Spring,” have been questioning and rethinking their assumptions about themselves, their region, their identities, and the world outside of their immediate “neighborhoods.” In sum, the courses help us navigate our own “rethinking” of our own paradigms, stereotypes, and *idées reçues* about the Near and Middle East, which, shattered as they may be, remain “mosaics” *not* “monoliths,” and in that sense closer to—and in some cases a “progenitor” of—the “cultural west” than conventional knowledge might suggest.

- 33) **Where are these learning outcomes published? Be specific.** (Where are the department's learning expectations accessible to potential majors: on the web or in the catalog or in your dept major handouts?)

Learning outcomes are spelled out in the course syllabi, made available to students at the beginning of the semester through Canvas and hard-copies, and currently being published on the department website.

- 34) **Other than GPA, what data/evidence is used to determine whether graduates have achieved the stated outcomes for the degree?** (What evidence and analytical approaches do you use to assess which of the student learning outcomes are being achieved more or less well?)

Students write weekly (500-word) "reactions" which they post on Canvas, reflecting on the week's readings, and constituting the bases of our online and in-class conversations. Students also write a 2000-word mid-term assignment, initially on a topic of their own choosing (but in consultation with the instructor,) synthesizing, analyzing, and responding to various questions generated in assigned readings and in-class discussions. In preparation for a 5000-word Final Paper, students also give a short oral presentation, and begin a class conversation on a research topic dealing with Near and Middle Eastern literary and cultural traditions, in an attempt to frame, question, challenge, and augment "self" and "other" understanding.

- 4) **Who interprets the evidence? What is the process?** (Who in the department is responsible for interpreting the data and making recommendations for curriculum or assignment changes if appropriate? When does this occur?)

The instructor, in collaboration with NELC colleagues, interprets the evidence. Additionally, course evaluations are studied closely, including the qualitative narrative responses, and course adjustments are made accordingly.

- 35) **What changes have been made as a result of using the data/evidence?** (Have there been any recent changes to your curriculum or program? Why were they made?)

Students' written work (weekly responses, as well as mid-term and final paper) is commented extensively, usually using the "comments" function in Word, and subsequently discussed in person and by way of class conversations. This is done for the purpose of future improvement in student performance and achievement, and further course development.

- 36) **Date of the most recent program review.** (Your latest comprehensive departmental self-study and external review.)

2012

Completed by Franck Salameh, June 11, 2019.

