

Humanities Institutional (ILO), Program (PLO), and Course (SLO) Alignment

Program: Foreign Languages		Number of Courses: 40		Date Updated 11/27/12	Submitted by Rachel Williams Ext. 5185					
Institutional SLOs	I. Content Knowledge	II. Critical, Creative, and Analytical Thinking	III. Communication and Comprehension	IV. Professional and Personal Growth	V. Community and Collaboration	VI. Information and Technology Literacy				
Program Rating	4	3	4	3	3	1				
Program Level SLOs					ILOs to PLOs Alignment (Rate 1-4)					
					I	II	III	IV	V	VI
1. Upon completion of the acquisition sequence &/or AA degree requirements students will be able to communicate using culturally appropriate skills (conversation, reading, writing) in interpersonal, interpretative, and presentational settings.					4	3	4	3	3	1
2. Students will be able to demonstrate competence in an ever increasing complexity of social, cultural and academic topics that will facilitate entry into upper division university programs.					4	3	4	3	3	1
3. Real world communication skills combined with culturally appropriate use of lexicon and syntax necessary for employment where bilingual and multicultural abilities are beneficial					4	3	4	3	3	1
4. Culturally appropriate language skills for students who only wish completely functional language ability to travel the various countries of the world where the language studied is spoken.					4	3	4	3	3	1
Course Level SLOs – Chinese- See next page				Course to Program SLO Alignment Mark with an X		ILOs to Course SLOs Alignment (Rate 1-4)				
				P1	P2	P3	P4	I	II	III

Course Level SLOs - Chinese	Course to Program SLO Alignment Mark with an X				ILOs to Course SLOs Alignment (Rate 1-4)					
	P1	P2	P3	P4	I	II	III	IV	V	VI
<p>CHIN 1 Elementary Chinese1: Elementary Chinese: Two step assessment: Step 1: Student Self-Evaluation –students will identify the communication skills they believe they can do without help; those that could be accomplished with some help; and those which they could not accomplish even with help. (It is understood that this communication would be with anon-hostile native speaker.) Step 2: Students will provide a writing sample discussing themselves, their friends and neighbors, their neighborhoods, school, classes and other everyday situations. (Length of sample will vary with language)</p>	X			X	4	3	4	3	3	1
<p>CHIN 2 Elementary Chinese 2: Students should be able to converse, read, and write with native speakers on the language within the limits of vocabulary and structure (to included writing systems) studied in class. Students will be able to answer questions about themselves and others.</p>	X			X	4	3	4	3	3	1
<p>CHIN 21ab Beginning Conversation Chinese: Students will be able to complete a self-evaluation form in writing responding to the instructor's oral questions about the student, the student's family, friends, school, and other everyday situations at conversational level.</p>			X		4	3	4	3	3	1
<p>CHIN 22ab Intermediate Conversational Chinese: Students will be able to demonstrate improved conversational skills acquired in levels 2-4 with a greater variety of vocabulary and structure and greater facility with idiomatic expressions.</p>	X	X	X		3	2	4	3	2	1
<p>CHIN 24 Introduction to Chinese Language and Culture: The student will be able to complete a self-evaluation form and to provide a writing sample that includes narrative responses to two questions about the Chinese culture, demonstrating knowledge of Chinese culture.</p>	X	X			3	2	4	3	2	1

Course Level SLOs - French	Course to PLO Mark with an X				ILOs to Course SLOs Alignment (Rate 1-4)					
	P1	P2	P3	P4	I	II	III	IV	V	VI
FREN 1 Elementary French I: Successful students will be able to: converse about everyday topics within the limits of vocabulary and structure (syntax/grammar) studied; write short paragraphs about themselves and everyday topics; use culturally appropriate language in these communications demonstrating knowledge of French social structure and manners; and use a number of level appropriate idiomatic expressions.		X	X	X	4	3	4	3	2	1
FREN 2 Elementary French II Students should be able to converse, read, and write with native speakers on the language within the limits of vocabulary and structure (to include writing system(s)) studied in class. They will be able to answer questions about themselves and others.		X		X	4	2	4	3	2	1
FREN 3 Intermediate French I: Successful students will be able to communicate about everyday topics within the limits of vocabulary and structure studied, write short essays about themselves and topics suggested by short readings in Spanish using culturally appropriate language and clear knowledge of social structure and manners as well written essay organization with an appropriate number of idiomatic expressions.	X	X	X		4	3	4	4	3	1
FREN 4 Intermediate French II: Successful students will be able to communicate about everyday topics within the limits of vocabulary and syntax studied, write short essays about themselves and topic suggested by readings in the language (from country of origin or adapted for intermediate level students) using culturally appropriate language and manners as well as essay organization and a good variety of vocabulary.	X	X	X		4	3	4	4	3	1
FREN 5 Advanced French I: A term paper in the language of instruction addressing the focus and material studied in class. Length of paper will vary depending on the language being assessed.	X	X	x		4	4	4	4	3	1
FREN 6 Advanced French II: A term paper in which the student demonstrates his/her comprehension of written material and addresses the focus and material studied in class. Length of paper will vary depending on the language being assessed.	X	X	X		4	4	4	4	3	1
FREN 21ab Beginning Conversational French: Students will be able to demonstrate improved conversational skills acquired in acquisition levels 1 & 2 with a greater variety of vocabulary and structure and greater facility with idiomatic expressions.			X	X	3	2	4	3	2	1
FREN 22ab Intermediate Conversational French: Students will be able to demonstrate improved conversational skills acquired in levels 2-4 with a greater variety of vocabulary and structure and greater facility with idiomatic expressions.	X	X	X		3	2	4	3	2	1
FREN 24 Introduction to French and Francophone Cultures: Students will write a three to four page report on one aspect of the target culture such as religion, a familial obligation, a social convention or institution, a cultural artifact, etc. The report will include a description of the aspect, its historical development, and its significance to the culture	X	X			3	3	4	3	2	1

Course Level SLOs - German	Course to Program SLO Alignment Mark with an X				ILOs to Course SLOs Alignment (Rate 1-4)					
	P1	P2	P3	P4	I	II	III	IV	V	VI
GERM 1 Elementary German I: Using the vocabulary and structures learned, students will be able to perform elementary everyday communicative functions in the target language orally and in writing.				X	4	2	4	3	2	1
GERM 2 Elementary German II: Students should be able to converse, read, and write with native speakers on the language within the limits of vocabulary and structure (to include writing systems (s)) studied in class. They will be able to answer questions about themselves and others.	X			X	4	3	4	3	3	1
GERM 3 Intermediate German I: Successful students will be able to communicate about everyday topics within the limits of vocabulary and structure studied, write short essays about themselves and topics suggested by short readings in Spanish using culturally appropriate language and clear knowledge of social structure and manners as well written essay organization with an appropriate number of idiomatic expressions.	X	X	X		4	3	4	4	3	1
GERM 21ab Beginning Conversational German: The student will complete a self-evaluation form of approximately twenty answers in writing to the instructor's oral questions. The questions will be about the student, the student's family, friends, school, and other everyday situations.				X	3	2	4	3	2	1
GERM 22ab Intermediate Conversational German: Students will be able to demonstrate improved conversational skills acquired in levels 2-4 with a greater variety of vocabulary and structure and greater facility with idiomatic expressions.	X	X	X		3	2	4	3	2	1

Course Level SLOs - Italian	Course to Program SLO Alignment Mark with an X				ILOs to Course SLOs Alignment (Rate 1-4)					
	P1	P2	P3	P4	I	II	III	IV	V	VI
ITAL 1 Elementary Italian I: Using the vocabulary and structures learned, students will be able to perform elementary everyday communicative functions in the target language orally and in writing.				X	4	2	4	3	2	1
ITAL 2 Elementary Italian II: Students will be able to converse, read, and write with native speakers on the language within the limits of vocabulary and structure (to include writing system(s)) studied in class. They will be able to answer questions about themselves and others.	X		X		4	2	4	3	2	1
ITAL 21ab Beginning Conversational Italian: Students will be able to demonstrate improved conversational skills acquired in acquisition levels 1 & 2 with a greater variety of vocabulary and structure and greater facility with idiomatic expressions. Students work on functional oral communication. Emphasis is placed on understanding and using the Italian language in meaningful “real-life” situations and culture-based contexts.				X	3	2	4	3	2	1
ITAL 22ab Intermediate Conversational Italian: SLO #1. Students will be able to demonstrate improved conversational skills acquired in levels 2-4 with a greater variety of vocabulary and structure and greater facility with idiomatic expressions.	X		X		3	2	4	3	2	1
ITAL 22ab Intermediate Conversational Italian: SLO #2. Students will be able to demonstrate improved conversational skills acquired in acquisition levels 1 & 2 with a greater variety of vocabulary and structure and greater facility with idiomatic expressions. Students work on functional oral communication. Emphasis is placed on understanding and using the Italian language in meaningful “real-life” situations and culture-based contexts.	X		X		3	2	4	3	2	1
ITAL 24 Introduction to Italian Culture: After completing Italian 24 the student will be able to identify and analyze cultural aspects of the Italian society such as social institutions, literature, art, architecture, music, cuisine, sport and other cultural aspects of Italian life. Themes and topics include a comparison of Italian and other Western languages and cultures.		X			4	4	4	4	4	4

Course Level SLOs - Japanese	Course to Program SLO Alignment Mark with an X				ILOs to Course SLOs Alignment (Rate 1-4)					
	P1	P2	P3	P4	I	II	III	IV	V	VI
JAPA 1 Elementary Japanese I: Two step assessment: Step 1 Student Self-evaluation - students will identify the communication skills they believe they can do without help; those they could accomplish with some help; and those which they could not accomplish even with help. (Understood that this communication would be with a non-hostile native speaker.) Step 2 Students will provide a writing sample discussing themselves, their friends and neighbors, their neighborhoods, school, classes and other everyday situations. (Length of sample will vary with language: Japanese and Chinese with other than Latin alphabets will write shorter samples).		X		X	4	2	4	3	2	1
JAPA 2 Elementary Japanese II: Students should be able to converse, read, and write with native speakers on the language within the limits of vocabulary and structure (to include writing system(s)) studied in class. They will be able to answer questions about themselves and others	X	X		X	4	2	4	3	2	1
JAPA 3 Intermediate Japanese I: Successful students will be able to communicate about everyday topics within the limits of vocabulary and structure studied, write short essays about themselves and topics suggested by short readings in Japanese using culturally appropriate language and clear knowledge of social structure and manners as well written essay organization with an appropriate number of idiomatic expressions.	X	X	X		4	2	4	3	2	1
JAPA 4 Intermediate Japanese II: Successful students will be able to communicate about everyday topics within the limits of vocabulary and syntax studied, write short essays about themselves and topic suggested by readings in the language (from country of origin or adapted for intermediate level students) using culturally appropriate language and manners as well as essay organization and a good variety of vocabulary.	X	X	X		4	2	4	3	2	1
JAPA 21ab Beginning Conversational Japanese: After the successful completion of the course, the students will communicate in the target language using proper bodily gestures and manners about the given topic			X		4	2	4	3	2	1
JAPA 22ab Intermediate Conversational Japanese: Students will be able to demonstrate improved conversational skills acquired in levels 2-4 with a greater variety of vocabulary and structure and greater facility with idiomatic expressions.		X	X		4	2	4	3	2	1
JAPA 25 Cultural Aspects of the Japanese Language: Students will identify the Japanese people's way of thinking about social issues, such as gender, money, community and work ethics, especially from the perspective of their religious beliefs (Shintoism, Buddhism and Confucianism). They will also interpret Japanese arts (literature, theater, painting, and architecture) from early periods and contemporary culture, as well as understand how modern Japanese films and media compare to those in Western culture. Also, students will describe how the Japanese language reflects these cultural aspects of Japan.			X		4	2	4	3	2	1

Course Level SLOs - Spanish	Course to Program SLO Alignment Mark with an X				ILOs to Course SLOs Alignment(Rate 1-4)					
	P1	P2	P3	P4	I	II	III	IV	V	VI
SPAN 1 Elementary Spanish I: Using the vocabulary and structures learned, students will be able to perform elementary everyday communicative functions in the target language orally and in writing.			X	X	4	2	4	3	2	1
SPAN 2 Elementary Spanish II: SLO #1. Students should be able to converse, read, and write with native speakers on the language within the limits of vocabulary and structure (to include writing system(s)) studied in class. They will be able to answer questions about themselves and others.	X			X	4	2	4	3	2	1
SPAN 2 Elementary Spanish II: SLO #2. Students should be able to converse, read and write with native speakers in the language within the limits of vocabulary and structure studied in class. They will be able to answer questions about themselves and others.	X			X	4	2	4	3	2	1
SPAN 3 Intermediate Spanish I: Successful students will be able to communicate about everyday topics within the limits of vocabulary and structure studied, write shorts essays about themselves and topics suggested by short readings in Spanish using culturally appropriate language and clear knowledge of social structure and manners as well as written essay organization with an appropriate number of idiomatic expressions.		X	X		4	3	4	3	3	1
SPAN 4 Intermediate Spanish II: Successful students will be able to communicate about everyday topics within the limits of vocabulary and syntax studies, write short essays about themselves and topics suggested by readings in the language (from country of origin or adapted for intermediate level students) using culturally appropriate language and manners as well as written essay organization and a good variety of vocabulary.		X	X		4	3	4	3	3	1
SPAN 5 Advanced Spanish I: SLO #1. A term paper in the language of instruction addressing the focus and material studied in class. Length of paper will vary depending on the language being assessed.	X	X			4	4	4	4	3	1
SPAN 5 Advanced Spanish I: SLO #2. Given a take-home writing assignment based on assigned reading the student shall demonstrate and understanding of the material and address assigned concepts for discussion in an organized paper written in culturally appropriate and grammatical correct Spanish with a variety of vocabulary appropriate to the topic.	X	X			4	4	4	4	3	1
SPAN 6 Advanced Spanish II: A term paper in which the student demonstrates his/her comprehension of written material and addresses the focus and material studied in class. Length of paper will vary depending on the language being assessed.	X	X	X		4	4	4	4	3	1
SPAN 21ab Beginning Conversational Spanish: Students will be able to demonstrate improved conversational skills acquired in acquisition levels 1 & 2 with a greater variety of vocabulary and structure and greater facility with idiomatic expressions.	X	X	X		3	2	4	3	2	1

Course Level SLOs - Spanish	Course to Program SLO Alignment Mark with an X				ILOs to Course SLOs Alignment(Rate 1-4)					
	P1	P2	P3	P4	I	II	III	IV	V	VI
SPAN 22ab Intermediate Conversational Spanish: Students will be able to demonstrate improved conversational skills acquired in levels 2-4 with a greater variety of vocabulary and structure and greater facility with idiomatic expressions.	X	X	X		3	2	4	3	2	1
SPAN 24 Introduction to Spanish and Latin American Language and Cultures: The student will write narrative responses to two questions, demonstrating knowledge of Spanish culture and the major topics covered in class.	X	X	X		3	3	4	3	2	1