

Departmental Student Learning Goals and Objectives

The Department of Classical and Modern Languages and Cultures seeks to meet John Carroll's Academic Learning Outcome #5, to graduate students who will "act competently in a global and diverse world." The Department contributes to this Academic Learning Outcome through its own Departmental Learning Goals, created in Spring 2014. Consistent with best practices of second language acquisition, these three goals are sought at all levels of instruction. While the Departmental Learning Goals establish standards for knowledge, skills, and attitudes in general, the goals also necessarily complement each other, such that learning in one goal area advances learning in another.

For the programs which it directly oversees, the Department of Classical and Modern Languages and Cultures has set the following goals:

CMLC Departmental Learning Goal 1: Students can communicate skillfully and effectively in a language other than English, at a level commensurate with the language and program. This goal focuses on both linguistic and analytical skills. It recognizes the importance of developing learners' ability to listen to, read, and view texts in order to extract meaning, and to articulate ideas interpersonally and in presentational writing and speaking. Programs in CMLC therefore develop learners' proficiency in all relevant skill areas.

Upon graduation, departmental majors and minors will be able to:

- a. engage in effective interpersonal communication (modern languages);
- b. engage in effective interpretive listening (modern languages);
- c. engage in effective interpretive reading (modern and classical languages);
- d. engage in effective presentational speaking (modern and classical languages);
- e. engage in effective presentational writing (modern and classical languages).

CMLC Departmental Learning Goal 2: Students can demonstrate foundational cultural and linguistic knowledge of a target-language area. This learning goal reflects best practices of the profession by recognizing the inextricable link between developing learners' language skills and cultural knowledge. It also supports an integrative and contextualized notion of culture, in which learners are encouraged to see how the history, geography, and religion of an area may inform cultural products, practices, and perspectives.

Upon graduation, departmental majors and minors will be able to:

- a. demonstrate knowledge of features of the culture of a target-language area, such as its art, literature, music, film, popular culture, tradition, and customs;
- b. demonstrate knowledge of how aspects of the history, politics, religion, or geography of a target-language area relate to its culture;
- c. compare linguistic features of the target language with those of English;
- d. compare the culture and society of the target-language area with one's own.

CMLC Departmental Learning Goal 3: Students can demonstrate emerging intercultural competence. Intercultural competence has been gaining traction as an integral

component of language learning for several decades. Intercultural competence reflects “the ability to interact with others, to understand other perspectives and perceptions of the world, to mediate between different perspectives, and to be conscious of one’s own and other’s evaluation of difference.”¹ These learning outcomes seek to measure learners’ self-knowledge and reflection on culture-general phenomena, which in turn facilitate a transfer of these skills to new situations. In order to advance students’ skills in this area, programs in the Department of Classical and Modern Languages seek to achieve the following learning outcomes.

Upon graduation, departmental majors and minors will be able to:

- a. demonstrate an awareness of the interplay of personal identity and culture;
- b. interpret an event, cultural product, or issue from the perspective of a worldview outside their own.

¹ Wendy Allen, “Developing Cultural Proficiency.” *The Language Educator* 9.1 (January 2014): 27.