

**CALIFORNIA STATE UNIVERSITY  
MONTEREY BAY**



**BACHELOR OF ARTS  
IN  
WORLD LANGUAGES AND CULTURES**

WITH MAJOR EMPHASIS AVAILABLE IN:

- **Japanese Language & Culture**
- **Spanish Language & Hispanic Cultures**

(Additional languages & cultures programs will be added to our curriculum as we grow)

**School of World Languages & Cultures**

**College of the Arts, Humanities, and Social Sciences**

## *School of World Languages & Cultures*

### **PROGRAM PHILOSOPHY**

With the advent of the age of telecommunications and the twenty first century, it has become more evident that the future we face will be much more global and international in nature than any previous period in history. The events of each day suggest that our globe is becoming increasingly small and substantially more interdependent. World wide emergencies and regional conflicts illustrate that the distinction between what is domestic and what is foreign is very misleading; and that many seemingly domestic concerns--be they problematic or not--no longer stop at national boundaries. The proliferation of world trade agreements such as the North American Free Trade Agreement (NAFTA) & The General Agreement on Tariffs and Trade (GATT), and the rise in economic importance of areas such as the Pacific Rim, South America, and the Caribbean increasingly make global interdependence more of a reality. As part of its mission to prepare students for global interdependence and to develop their literacy in global matters and cultural diversity, CSUMB offers an undergraduate degree in World Languages & Cultures. The student graduating with a major in World languages and Cultures will reach a high level of proficiency in the language emphasized, as well as acquire a reasonable understanding of different cultural elements (including the arts, literature, history, social interaction, philosophy, etc.), of the primary culture(s) represented by the language which they have chosen to emphasize.

In positioning ourselves as the “21st Campus for the 21st Century” CSUMB’s approach to language education and instruction is proficiency and outcome based, innovative, and technologically driven; and must rely on the new technologies and telecommunication networks to promote the distance delivery of language instruction and educational service to a student clientele that is both traditional and non-traditional. The languages planned under our program are aimed primarily at the Pacific Rim (Spanish, Japanese, Chinese), and local heritage languages such as Italian, Korean, Portuguese, or Tagalog, and Vietnamese. Other languages and culture areas will be incorporated into our program as the university grows and student needs require.

### **WLC Program Mission and Goals**

In alignment with the mission of the College of the Arts, Humanities and Social Sciences, the mission of the World Languages and Cultures program is to prepare students to be active participants in an ever-shrinking and increasingly interdependent globe. WLC prepares students for this global interdependence by developing their literacy in global matters, multi-culturalism and cultural diversity, as well as helping them achieve a formidable level of proficiency in a world language other than English. We also aim to help Heritage speakers maintain and develop their native language skills.

The student graduating with a major in World Languages and Cultures will reach a high level of proficiency in the language emphasized, as well as acquire a reasonable understanding of different cultural elements (including the arts, literature, history, social interaction, philosophy, etc.), of the primary culture(s) represented by the language which they have chosen to emphasize.

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The School World Languages and Cultures encourages multiple ways of learning about world cultures and/or enhancing language skills. Advocating an interdisciplinary approach to the study of World cultures, students are encouraged to access the selected culture(s) from multiple disciplines: literature, history, business, art, the social sciences, etc. The approach to teaching and learning language is communicative and outcomes-based, and relies on the use of multimedia technology that allows students to learn and enhance language skills at an accelerated rate.

WLC majors not only gain the ability to use languages other than English to communicate, interpret and present information, they also gain the knowledge and skills necessary for the understanding of other cultures and worldviews, thereby allowing them to fully participate in multilingual, multi-cultural communities at home and around the world. In this light, the mission and goals of the School of World Languages and Cultures are very much in line with the core values of CSUMB's Vision which,

- recognizes the importance of global interdependence,
- promotes the learning of languages and cross-cultural competence, and
- calls for the integration of modern learning technology and pedagogy to create liberal education for the contemporary world.

## **The World Languages And Cultures Major Program**

The major in World Languages and Cultures is comprised of three levels of requirements:

- ❑ **University-wide graduation requirements**
- ❑ **Breadth Major Learning Outcomes**
- ❑ **Area of Concentration.**

### **1. University Wide Graduation Requirements: For All WLC Majors**

- ❑ **Major Pro-seminar:**

All WLC majors are required to enroll in a Major Pro-seminar involving the world language and culture they have chosen as an emphasis. In the Major Pro-seminar students will be introduced to a range of career opportunities associated with the WLC major and, with the guidance of the pro-seminar instructor and other designated faculty, will develop a learning plan appropriate to their personal and professional goals. With guidance from the instructor, students in the Major Pro-seminar will also begin defining their Senior Capstone Project. The instructor of the Pro-seminar becomes the student's preliminary major advisor until the student identifies a faculty member who is more in tune with his/her particular Capstone interests.

- ❑ **Service Learning:**

All WLC majors will be required to engage in at least one semester of Service Learning involving the language and culture that they have chosen to emphasize.

- ❑ **Senior Capstone:**

All WLC majors will be required to enroll in a Senior Capstone learning experience and complete a major Capstone project encompassing the world language and culture of their emphasis. The Capstone Project is the student's opportunity to demonstrate depth of knowledge and advanced linguistic skills. Student Capstone projects may vary from extended research thesis to interpretive and creative performances, and/or the creation of language and culture oriented CD ROM's, etc. In all cases, Capstone projects must demonstrate complex and integrated knowledge, and penetrating understanding of the topic of choice.

**Note:** The Major Pro-seminar, Service Learning and Senior Capstone are required learning experiences. It is recommended that the Pro-seminar and the Service Learning courses be taken concurrently, during the first year of the major.

## **2. Major Learning Outcomes:**

Like all CSUMB students, World Language and Culture majors must satisfy two sets of outcome based graduation requirements: The **University Learning Requirements** (ULR's) and the **Major Learning Outcomes** (MLO's) for their particular major.

The **University Learning Requirements** are a set of learning outcomes designed to insure that ALL CSUMB students, regardless of major, acquire a broad range of basic skills and knowledge to help them live and function effectively in our complex, information-intensive, global community. The ULR's consist of 13 diverse competencies that students must demonstrate before graduation.

The **Major Learning Outcomes** are a set of more specialized skills and knowledge associated with the major. There are a total of eight Major Learning Outcomes for majors of World Languages and Cultures. The World Languages & Cultures MLO's are designed to help students develop the skills, knowledge and understanding necessary for the fulfillment of their personal, social, and professional goals. These MLO's may be satisfied through a variety of pathways including, in-class learning experiences, study abroad, involvement in a local heritage community, service learning internships, and/or other independent or directed study-type projects in which the target language is utilized and applied in a natural fashion.

### □ **MLO'S 1-4: LANGUAGE PROFICIENCY:**

All WLC majors at CSUMB will demonstrate ACTFL [American Council on the Teaching of Foreign Languages], **Intermediate-High or Advanced** proficiency level in the four major skills (speaking, listening, reading and writing), of the world language they have chosen to emphasize. (Due to the discrepancy that exists in learning category-one languages such as Spanish, Italian and Portuguese, versus category-three & four languages such as Japanese, Chinese and Korean, the language proficiency for majors of category-three & four languages will be adjusted to the **Intermediate-High** level.)

### □ **MLO 5: PRIMARY CULTURAL COMPETENCE:**

All WLC majors will develop a reasonable understanding of the ways of thinking (ideas, beliefs, attitudes, values, philosophies), the behavioral practices (patterns of social interactions) and the cultural products--both tangible and intangible (for example, art, history, literature, music), of the society or major culture(s) reflected by the language which they have chosen to study.

### □ **MLO 6 SECOND CULTURE KNOWLEDGE:**

In addition to the linguistic and cultural group the WLC student has chosen to emphasize for the major, all WLC majors will demonstrate a general knowledge of a socio-cultural group other than that one emphasized by the major. Students will develop a basic understanding of the ways of thinking (ideas, beliefs, attitudes, values, philosophies), the behavioral practices (patterns of social interactions) and the cultural products--both tangible and intangible-- (for

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example, art, history, literature, music) of the second culture. The second culture refers to a new culture being studied in addition to the target culture or emphasis. It is expected that the second culture will be totally different from the target culture and/or majority American culture.

### □ **MLO 7: CULTURAL PRACTICE:**

All WLC majors will demonstrate that they have been actively immersed in and have internalized the culture of the chosen language at an intermediate level.

### □ **MLO 8: TECHNOLOGY:**

All WLC majors will demonstrate an ability to use the new multi-media technology and the World Wide Web to support interactive linkages & distance learning activities between the CSUMB community and individuals and/or organizations in the country (countries) of the language they have chosen as a major.

### **3. Depth Concentration:**

Employing Major Learning Outcomes 1-5 as a point of departure, students will design an area of concentration in World Languages and Cultures. The area of concentration may be thematic, discipline-focused, or career-oriented. In this way, students will acquire deeper level knowledge in a particular area of the WLC discipline relative to their specific interests and goals, especially if they are seeking to enter Graduate School. This Area of Concentration is also designed to help students prepare for and support their particular Senior Capstone projects.

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### **LEARNING OUTCOMES AND LEARNING PATHWAYS FOR WORLD LANGUAGES & CULTURES MAJORS**

World Languages and Cultures Major Learning Outcomes may be fulfilled through course based assessment and/or independent assessment. All WLC upper-division learning experiences are designed to help meet a Major Learning Outcome and/or other WLC learning requirements. Consequently, students may fulfill all requirements for the Bachelor of Arts degree in World Languages and Cultures through coursework at CSUMB. With careful planning, students will be able to complete **ALL** WLC major requirements in four semesters (See the “sample four semester schedule for a WLC Major” in appendix). Also, in accordance with the outcome-based pedagogy embraced by CSUMB and all of its institutes, WLC majors with prior expertise and/or demonstrable expertise in any of the Major Learning Outcomes (e.g., personal, professional and/or social experience) may petition for an independent assessment of this previously attained knowledge. Criteria for independent assessment are defined by each MLO.

#### **MLO’S 1-4: LANGUAGE PROFICIENCY:**

All WLC majors at CSUMB will demonstrate ACTFL [American Council on the Teaching of Foreign Languages], **Intermediate-High or Advanced** proficiency level in the four major skills (speaking, listening, reading and writing), of the world language they have chosen to emphasize. Category One Language/Cultures majors must achieve the Advanced proficiency levels as described below; category 3-4 Language/Culture majors must achieve the Intermediate-Mid proficiency levels as described below.

**MLO 1. ACTFL Advanced speaking:** Student is able to satisfy the requirements of everyday situations and routine school and work requirements. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. The **Advanced-level** speaker can be understood without difficulty by native interlocutors.

**ACTFL Intermediate-High speaking:** Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse; particularly for simple narration and/or description. **The Intermediate-High** speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may add be required.

**MLO 2. ACTFL Advanced Listening:** Student is able understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic factors and topics.

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**Intermediate-High** Listening: Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.

### □ **How does student acquire speaking and listening competencies?:**

Virtually all learning experiences completed by the student in the target language, will help the student to fulfill Major Learning Outcomes 1 (speaking) & 2 (listening), as described above. Students who do not come to the program with significant prior learning in these areas of competency should expect to enroll in 6-8 upper-division learning experiences that are relative to and/or are taught in the student's target language (**including a minimum of two upper-division language courses**). In addition to engaging in courses taught in the target language (WLC classes as well as classes from other institutes), the WLC major is also encouraged to be involved in a local heritage community, study abroad, and/or work-study in the target language; and other language use activities that will help enhance and perfect their language skills. Other language use activities include the language lab, language facilitation and enhancement sessions with heritage speakers of the target language, group tutorials, living in target language theme houses residential areas, etc.

### □ **MLO-Course Alignment:** The following WLC learning experiences are specifically designed help students acquire, develop, and maintain speaking/listening competencies:

- **JAPN 301: Advanced Japanese I**
- **JAPN 301SL: Advanced Japanese Service Learning**
- **JAPN 302: Advanced Japanese Language II: History of Japan**
- **JAPN 303: Business Japanese**
- **JAPN304: Technical Japanese**
- **JAPN308: Japan Land and People**
- **JAPN312: Japanese for Professions**
- **JAPN 401: Advanced Japanese III**
- **JAPN 402: Advanced Japanese IV**
- **SPAN 212-213: Spanish for Spanish Speakers**
- **SPAN 301: Composition and Oral Practice**
- **SPAN 301SL: Advanced Spanish Service Learning**
- **SPAN 302: History and Phonetic Structure of the Spanish Language**
- **SPAN 303: Advanced Spanish Grammar**
- **SPAN 305: Spanish for the Professions**

**Course Sequence:** These learning experiences are normally offered every second or third semester (once every academic year), unless student demand dictates otherwise.

### □ **Assessment for speaking and listening competency:**

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1. Demonstration of the speaking and listening skills at the Intermediate-high / Advanced level according to ACTFL guidelines will be assessed in the Senior Capstone project;
- or
2. In person via an Oral Proficiency Interview (OPI) administered by an approved assessment team of WLC faculty familiar with ACTFL standards and ACTFL OPI procedures. For each language we offer as a emphasis, there will be an assessment team comprised of ACTFL superior-level speakers of the target language, to interview and dialogue with the student in the language and evaluate his/her proficiency according to the criteria established as Advanced/Advanced-High level of proficiency.
  3. In lieu of the formal Oral Proficiency Interview, students with prior knowledge and proficiency of a world language other than English, may provide a 30-45 minute videotape conversation with a native speaker(s) of the language. The student's performance will be evaluated against the ACTFL guidelines to determine performance level.

**MLO 3. ACTFL Advanced Reading:** Student is able read prose selections of several paragraphs in length, particularly if printed clearly and if prose is in familiar sentence patterns. Reader gets the main ideas and facts but may miss some details. At this level student can read such texts as descriptions, narratives, short stories, news items, and routine personal and business correspondence.

**ACTFL Intermediate—High:** Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

### □ **How does student acquire reading competency in a second language?**

Once the student has attained the basic skills and a basic working vocabulary in a second language, he/she can begin to strengthen reading competency. Reading competency in a second language is perhaps best attained via dedicated practice, directed instruction and/or learning experiences in which student reads materials written originally in the target language. As previously indicated, it is assumed that, prior to graduation, students will have enrolled in 6-8 upper-division learning experiences related to the target language, in which he/she will constantly be required to perform and demonstrate an

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Advanced /Advanced-High understanding of a variety of authentic texts in the target language (articles, newspapers, magazines, novels, poetry, e-mail, etc.). As an alternative to the “on-site” learning experience, a student might opt to do a “directed-study,” of selected readings in which she/he works independently, but under the guidance and direction of a faculty member from the Institute of World Languages and Cultures. Students can also enhance their reading skills via the World Wide Web, with immediate access to target-language information and resources from different parts of the globe (newspapers, encyclopedias, articles, fiction, non-fiction, poetry, etc.).

**MLO-Course Alignment:** The following WLC learning experiences are specifically designed help students acquire and develop reading competencies in the target language:

- **JAPN 301: Advanced Japanese I**
- **JAPN 301SL: Advanced Japanese Service Learning**
- **JAPN 302: Advanced Japanese Language II: History of Japan**
- **JAPN 303: Business Japanese**
- **JAPN304: Technical Japanese**
- **JAPN308: Japan Land and People**
- **JAPN312: Japanese for Professions**
- **JAPN 401: Advanced Japanese III**
- **JAPN 402: Advanced Japanese IV**
- **JAPN403: Advanced Japanese Reading I**
- **JAPN404: Advanced Japanese Reading I**
- **SPAN 304 Introduction to Hispanic Literatures**
- **SPAN 306 Cultures and Civilizations of Spanish-Speaking Latin America**
- **SPAN 310 Hispanic Children’s Literature**
- **SPAN 321 Masterpieces of Hispanic Literature: Spain**
- **SPAN 322 Masterpieces of Hispanic Literature: Latin America**
- **SPAN 329 Auto/biografías**
- **SPAN 425 La Literatura Mexicana**
- **SPAN 426 La Narrativa Hispanoamericana Contemporánea**
- **SPAN 427 Latin American Woman Writers**
- **SPAN 428 La Literatura Afro-Latina**

**Course Sequence:** These learning experiences are normally offered every third or fourth semester (once every other academic year), unless student demand dictates otherwise.

□ **Assessment for reading competency:**

1. Demonstration of the student’s reading skills at the Intermediate-High / Advanced levels will be done in the Senior Capstone; or.
2. Course based assessment will be conducted by WLC instructors within the context of reading based learning experiences, or

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3. Extensive written projects demonstrating competency and an understanding of specific written texts.

**MLO 4. ACTFL Advanced Writing:** Student is able write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Is able to express self simply with some circumlocution. Good control of the most frequently used syntactic structures, but makes frequent errors in producing complex sentences. Writing is understandable to natives not used to the writing of non-natives.

**ACTFL Intermediate-High Writing:** Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.

### □ **How does student acquire writing competency in a second language?**

Perhaps the most difficult of second-language acquisition skills to master, writing aptitude must be continuously and carefully nurtured from the time a student begins studying a second language. In order to master this skill at the ACTFL Advanced or Advanced-High level, students majoring in World Languages and Cultures will be prescribed to do writing assignments in all of their upper division language curriculum, be it “on-site” or a self-managed learning experience. These writing assignments, varying from short compositions to dairy-like journals and/or extensive research-type papers, will also be extended to the Service Learning experience and Senior Capstone project.

Use of computers, electronic mail, computer aided instruction (CAI) software in the language lab, the Internet, and other media technology for enhancing writing skills will also be promoted and even required in many World Languages and Cultures learning experiences.

**MLO-Course Alignment:** The following WLC learning experiences are specifically designed help students acquire and develop writing competency:

- **JAPN 301: Advanced Japanese I**
- **JAPN 301SL: Advanced Japanese Service Learning**
- **JAPN 302: Advanced Japanese Language II: History of Japan**
- **JAPN 303: Business Japanese**
- **JAPN304: Technical Japanese**

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- **JAPN308: Japan Land and People**
- **JAPN312: Japanese for Professions**
- **JAPN 401: Advanced Japanese III**
- **JAPN 402: Advanced Japanese IV**
- **JAPN403: Advanced Japanese Reading I**
- **JAPN404: Advanced Japanese Reading I**
- **JAPN 401-402 Advanced Japanese III-IV**
- **SPAN 301: Composition and Oral Practice**
- **SPAN 301SL: Advanced Spanish Service Learning**
- **SPAN 302: History and Phonetic Structure of the Spanish Language**
- **SPAN 303: Advanced Spanish Grammar**
- **SPAN 305: Spanish for the Professions**

**MLO Course sequence:** These learning experiences are normally offered every third or fourth semester (once every other academic year), unless student demand dictates otherwise.

As indicated above, writing assignments in the target language, varying from short compositions to dairy-like journals and/or extensive research-type papers, will also be required in upper-division culture classes; thus giving students ample opportunity to enhance and master writing skills.

□ **Assessment for writing competency:**

1. Course based assessment via written assignments graded and evaluated by instructors, verifying that student has indeed demonstrated ACTFL Advanced /Advanced-High writing skills.
2. Students may submit a portfolio of written samples to the appropriate LANG assessment committee for evaluation. This portfolio must include verified samples from all upper-division language classes or other classes taught in the target language taken by the student.
3. The student **WILL** demonstrate his/her written competency in a Senior Capstone Project that is written in the target language.

**MLO 5 PRIMARY CULTURAL COMPETENCE:** All WLC majors will develop a reasonable understanding of the ways of thinking (ideas, beliefs, attitudes, values, philosophies), the behavioral practices (patterns of social interactions) and the cultural products--both tangible and intangible (for example, art, history, literature, music), of the society or major culture(s) reflected by the language which they have chosen to study.

**OUTCOMES:**

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**5.1** Students will describe concepts of culture, apply that understanding to varied contexts, and use the concepts in their comparisons of the target culture (emphasis) with another culture.

**5.2** Students will analyze and make connections between perspectives (ways of thinking) and cultural practices (rituals, traditions, holidays, cultural practices) and between perspectives (ways of thinking) and cultural products (arts, literature, artistic performance, technology, cinema) of varied world cultures for understanding, making choices, and for participation in varied contexts.

**5.3** Students will design research, identify/locate/evaluate sources, and organize and synthesize for presentation.

**EVIDENCE: All of the following evidence will include at least one example of a comparison of the target culture with another culture.**

- ❑ Written and oral responses to critical incidents (role plays, films, written descriptions, discussions, and literature, etc.) (5.1, 5.2)
- ❑ Written and/or oral examples and critical incidents representing the concept of culture using the characteristics of culture from current literature (refs) to explain the examples or incidents (the examples and incidents may take the form of digital stories, oral histories, videos, posters, displays, papers, etc.) (5.1, 5.2)
- ❑ A written or oral analysis of a cultural product. (5.2)
- ❑ Research-based projects, papers, and presentations. (5.3)

### **CRITERIA FOR ALL EVIDENCE:**

- ❑ **COMPLEXITY**
  - Discusses awareness of own culture and how it influences perceptions of other cultures
  - Discusses awareness of individual differences within a culture
  - Explains the impact of regional, gender, socioeconomic and political differences between and within a culture
  - Differentiates between popular and high culture
- ❑ **DEPTH OF UNDERSTANDING**
  - Applies theoretical perspectives to the description, analysis, and comparisons
  - Uses and cites multiple sources
  - Brings together different perspectives to draw conclusions

### **Additional Criteria for Research-based Projects, Papers, and Presentations**

- ❑ **EFFECTIVE**

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Focused around questions, goal, or topic

Organized clearly for communicating to audience with logical transitions, introduction and conclusions

Demonstrates depth of research through references, bibliography, and familiarity with literature

Uses varied examples, illustrations, definitions, data, anecdotes, etc. for variety and interest

Accurate use of language conventions (grammar, spelling, etc.)

Follows the Modern Language Association (MLA), or other style guide for written presentations

Appropriate delivery skills for oral presentations

- **How does the student major acquire this knowledge and understanding of the Primary Culture?**

**Pathway # 1:** Student will complete two learning experiences in each of two general areas (for a total of four learning experiences), whose focus is the culture or society reflected by the language that they have chosen to study. General areas to choose from are: literature, the social sciences (anthropology, geography, history, political systems), art history, music history, religion, and/or other non-WLC learning experiences specific to the culture or society reflected by the target language.

**MLO-Course Alignment:** Learning experiences offered by WLC to help students attain the knowledge and understanding of the target-language cultures are:

- **For the Japanese Emphasis:**

- **JAPN 305** Introduction to Japanese Culture and Civilization
- **JAPN 306** The Japanese Mind
- **JAPN 307** The Japanese-American Experience
- **JAPN 308** Japanese Pop Culture, Anime, and Multimedia
- **JAPN 309** Japanese Literature in Translation
- **JAPN 310** Japanese Cinema
- **JAPN 311** Social Issues of Japan
- **JAPN 313** Manga and Anime and Modern Japan: The Reality of an Illusion
- **JAPN 380** Japan: Land and People: Online
- **JAPN 405** Economic History of Japan
- **JAPN 408** Business in Japan

- **For the Spanish Emphasis:**

- **SPAN 304** Introduction to Hispanic Literatures
- **SPAN 306** Cultures and Civilizations of Spanish-Speaking Latin America
- **SPAN 307** History And Politics Of Mexico
- **SPAN 308** History And Culture Of Aztlán: The Southwestern United States
- **SPAN 309** History and Politics of Latin America

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- **SPAN 310** Hispanic Children's Literature
- **SPAN 311** U.S. Foreign Policy in the Pacific Rim and Third World Countries
- **SPAN 321** Masterpieces of Hispanic Literature: Spain
- **SPAN 322** Masterpieces of Hispanic Literature: Latin America
- **SPAN 325** Cinema of the Spanish Speaking World
- **SPAN 365** The Chicano Novel
- **SPAN 366** Chicano Poetry and Short Fiction
- **SPAN 370** The Chicano Community
- **SPAN 425** La Literatura Mexicana
- **SPAN 426** La Narrativa Hispanoamericana Contemporánea
- **SPAN 427** Latin American Women Writers
- **SPAN 428** La literatura Afro-Latina

**MLO Course Sequence:** These learning experiences are normally offered every third or fourth semester unless student demand dictates otherwise.

**Note:** Other learning experiences will be added to this list as the School of World Languages and Cultures grows and adds courses to its curricular base.

□ **Non-WLC courses accepted to help student majors fulfill this Major Learning Outcome. No more than two non-WLC courses will be accepted for the WLC Major Learning Outcomes:**

- **HCOM 322** Asian American Literature (for Japanese Emphasis only)
- **HCOM 328** Latina Life Stories
- **HCOM 329** Autobiografías
- **HCOM 344** Chicana / Latina Experiences
- **HCOM 345** Chicano Life and History
- **HCOM 455** Paradigms of the Chicano Community
- **SBS 325** Art of the Aztec Empire
- **SBS 348** Ancient Maya Civilization
- **SBS 480** Ethnography in Mexico—The Querétaro Project
- **VPA 319** Chicano/a Art History: Image, Ideology and Iconography

□ **Assessment of pathway # 1:** Course based assessment by successfully completing the learning experiences with a grade of C or better.

**Pathway # 2:** With prior approval and guidance from The School of World Languages and Cultures, and the appropriate WLC faculty, the WLC major may opt for a more individual pathway. They may choose to independently study, research and analyze four of the following areas as they are reflected in the civilization or national culture of the language chosen to study: architecture, dance, dress, fiction, healing processes, high art, issues of gender and racial equity, music, national history, poetry, political systems, popular art, religious beliefs, theatre.

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- ❑ **Assessment of pathway # 2:** For each of the four areas studied, the student will demonstrate competency and understanding in 25-30 page essay or another comparable project in which subject is thoroughly developed and documented. The essay or project will be accompanied by a 1-hour oral presentation for defense.

**Pathway # 3:** With prior approval and guidance from the appropriate WLC faculty, the WLC major may opt for a combination of pathways # 1 and # 2, as described above.

**MLO # 6: SECOND CULTURE KNOWLEDGE:** In addition to the linguistic and cultural group the WLC student has chosen to emphasize for the major, all WLC majors will demonstrate a general knowledge of a socio-cultural group other than that one emphasized by the major. Students will develop a basic understanding of the ways of thinking (ideas, beliefs, attitudes, values, philosophies), the behavioral practices (patterns of social interactions) and the cultural products--both tangible and intangible-- (for example, art, history, literature, music) of the second culture. The second culture refers to a new culture being studied in addition to the target culture or emphasis. It is expected that the second culture will be totally different from the target culture and/or majority American culture.

### **OUTCOMES:**

**6.1** Students will describe concepts of culture and use that understanding in their comparison of the target culture with a second culture.

**6.2** Students will analyze and make connections between the ways of thinking and perspectives, behavioral practices, and cultural products of a second culture.

### **EVIDENCE:**

- ❑ Oral or written presentations that involve comparisons and analyses. (6.1, 6.2)
- ❑ Written or oral responses to critical incidents or examples. (6.1, 6.2)

### **CRITERIA:**

- ❑ **COMPLEXITY**
  - Discusses awareness of individual differences within a culture
  - Explains the impact of regional, gender, socioeconomic and/or political differences between and within a culture
  - Differentiates between popular and high culture
- ❑ **DEPTH OF UNDERSTANDING**
  - Applies theoretical perspectives to the analysis and comparison
  - Brings together different perspectives to draw conclusions

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### □ **EFFECTIVENESS**

Focused around questions, goal, or topic

Organized clearly for communicating to audience with logical transitions, introduction and conclusions

Demonstrates depth of research through references, bibliography, and familiarity with literature

Uses varied examples, illustrations, definitions, data, anecdotes, etc. for variety and interest

Accurate use of language conventions (grammar, spelling, etc.)

Follows the MLA or other style guide for written presentations

Uses appropriate delivery skills for oral presentations

### □ **How does the student acquire this knowledge and understanding of the second Culture?**

**Pathway # 1:** Student will complete at least one upper division learning experience whose focus is a socio-cultural group not reflected by the language or culture that they have chosen to study. General areas to choose from are: literature, the social sciences (anthropology, geography, history, political systems), art history, music history and/or the second cultural group.

- **Assessment of pathway # 1:** Course based assessment by successfully completing the learning experiences with a grade of C or better.

**MLO-Course Alignment:** Learning experiences offered by WLC to help students attain the knowledge and understanding of the target-language cultures are:

### □ **For the Japanese Emphasis:**

- **SPAN 304** Introduction to Hispanic Literatures
- **SPAN 306** Cultures and Civilizations of Spanish-Speaking Latin America
- **SPAN 307** History And Politics Of Mexico
- **SPAN 308** History And Culture Of Aztlán: The Southwestern United States
- **SPAN 309** History and Politics of Latin America
- **SPAN 310** Hispanic Children's Literature
- **SPAN 311** U.S. Foreign Policy in the Pacific Rim and Third World Countries
- **SPAN 321** Masterpieces of Hispanic Literature: Spain
- **SPAN 322** Masterpieces of Hispanic Literature: Latin America
- **SPAN 325** Cinema of the Spanish Speaking World
- **SPAN 365** The Chicano Novel
- **SPAN 366** Chicano Poetry and Short Fiction
- **SPAN 370** The Chicano Community
- **SPAN 425** La Literatura Mexicana
- **SPAN 426** La Narrativa Hispanoamericana Contemporánea
- **SPAN 427** Latin American Women Writers
- **SPAN 428** La literatura Afro-Latina

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- **CHIN 305** Introduction to China & Tibet
- **ITAL 305** Introduction to Italian Culture and Civilization
- **KOR 395** Contemporary History of Korea
- **KOR 695** Political History of North Korea

### □ **For the Spanish Emphasis:**

- **CHIN 305** Introduction to China & Tibet
- **ITAL 305** Introduction to Italian Culture and Civilization
- **JAPN 305** Introduction to Japanese Culture and Civilization
- **JAPN 306** The Japanese Mind
- **JAPN 307** The Japanese-American Experience
- **JAPN 308** Japanese Pop Culture, Anime, and Multimedia
- **JAPN 309** Japanese Literature in Translation
- **JAPN 310** Japanese Cinema
- **JAPN 311** Social Issues of Japan
- **JAPN 313** Manga and Anime and Modern Japan: The Reality of an Illusion
- **JAPN 405** Economic History of Japan
- **JAPN 408** Business in Japan
- **KOR 395** Contemporary History of Korea
- **KOR 695** Political History of North Korea

**MLO Course Sequence:** These learning experiences are normally offered every third or fourth semester unless student demand dictates otherwise.

### □ **Non-WLC courses accepted to fulfill SECOND CULTURE Major Learning Outcome.**

- **HCOM 322** Asian American Literature
- **HCOM 324** African American Literature
- **HCOM 326** Jewish Holocaust Literature
- **HCOM 328** Latina Life Stories
- **HCOM 329** Autobiografías
- **HCOM 344** Chicana / Latina Experiences
- **HCOM 345** Chicano Life and History
- **HCOM 346** African American Life and History
- **HCOM 455** Paradigms of the Chicano Community
- **SBS 325** Art of the Aztec Empire
- **SBS 348** Ancient Maya Civilization
- **SBS 365** The Black Civil Rights Movement in The South
- **SBS 369** Ancient Mesoamerica
- **SBS 381** Vietnam and the United States since 1880
- **SBS 382** History of Modern Africa
- **SBS 383** Ancient African Civilizations

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**Pathway # 2:** The WLC major may opt for a more individual pathway, choosing to independently study, research and analyze the working components of second culture.

- **Assessment of pathway # 2:** For the Cultural area studied, the student will demonstrate competency and understanding in project, 20-25 page essay or multimedia presentation in which subject is thoroughly developed and documented. The project, essay or multimedia presentation should...
  - document student's direct contact with the cultural group and demonstrate insight into that group.
  - demonstrate a fairly comprehensive understanding of the second culture.

**MLO 7: CULTURAL PRACTICE:** All WLC majors will demonstrate that they have been actively immersed in and have internalized the culture of the chosen language at an intermediate level.

### **OUTCOMES:**

- 7.1 Students will engage with the target culture and internalize their developing wisdom through reflection on their experiences to “produce new knowledge and practice/action” (Fieire, 1985, 1987). The internalization may take the form of one or more of the following:
- Identification and respect for unwritten cultural norms and practices
  - Explanation of situations or incidents from the perspective(s) of individuals from the target culture.
  - Reflection on cultural differences that leads to new insights and possible action.
  - Reflection on learning process for new knowledge/understandings with description of future action.

### **EVIDENCE:**

- Journal or reflection paper in varied formats including multi-media (with a log of experiences)

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### **CRITERIA:**

#### □ **REFLECTIVE COMPLEXITY**

Documents the experience(s) with depth and description  
Forms a hypothesis(s) associated with cultural concepts or literature that has been studied  
Connects experiences with understandings and knowledge of the major  
Includes self-awareness (beliefs, values, traditions, views of the world)  
Includes other awareness (beliefs, values, traditions, views of the world)  
Describes new insights about stereotypes, racism, etc.  
Integrates both affective and cognitive changes  
Involves critical analysis, synthesis, and drawing of conclusions  
Suggests future behaviors and actions

#### □ **How does the student demonstrate his/her ability to participate in a second culture?**

**Pathway # 1:** By participating in a study-abroad program for the course of at least one semester, or...

**Pathway # 2:** By living and working in a local heritage community over an extended period of time, or...

**Pathway # 3:** By participating in and/or completing 10 of the following cultural learning scenarios, in the target language:

- Participate in service learning a local heritage community whose primary language is the target language being emphasized by the major (for a minimum of eight weeks beyond the actual SL requirement)
- Reside in language housing with heritage speakers of target language.
- Go on (a minimum of three) Home-visits in the local heritage community to interact and communicate with members of the other culture regarding topics of personal interest, the community, culture, language...
- Attend or view via media a minimum of 10 cultural events and /or social activities of target culture.
- Actively participate and/or perform in a school or heritage community event or celebration.
- Participate in a heritage community project (of some duration) which requires proficiency in the target language and culture.
- By conducting a one hour in-depth interview with a speaker of the target language, eliciting, in a conversational manner, comments of a biographical nature, cultural and social observations, and anecdotal reflections.

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- View and comment on ten (10) movie-length films produced by and about the culture studied.
  - Participate at least 10 times at language lunch tables with speakers of target language.
  - Participate (at least five times) in organized sports or recreation activities of the target culture.
  - Demonstrate cultural skills by making hotel reservations, ordering meals, and shopping in stores or markets in heritage settings where target language is spoken.
- ❑ **Assessment of Cultural *praxis* learning outcome:** By portfolio in which students will document and show verification of participation in the above cultural scenarios, by either presenting photos, videos, tape-recordings, or other evidence of participation; and/or by actual testimony of heritage speakers with whom student interacted. In the case of languages and cultures that are not readily accessible, the list of praxis requirements and scenarios may be determined through consultation with appropriate WLC faculty.

**MLO 8: TECHNOLOGY:** All WLC majors will demonstrate an ability to use multi-media technology and the Internet to support interactive linkages & distance learning activities between the CSUMB community and individuals and/or organizations in the country (countries) of the culture and language they have chosen as a major.

### **OUTCOMES:**

- 8.1** Students will identify and use appropriate technology for research and presentations in WLC.
- 8.2** Students will use strategies to obtain, evaluate, select, and use Internet resources to achieve their Major Learning Outcomes.

### **EVIDENCE:**

- ❑ A multi-media presentation (Power Point, video, film, CD RAM, etc.)
- ❑ A research report/paper – oral and/or written

### **CRITERIA:**

- ❑ PROFESSIONAL QUALITY

Creative and appropriate use of technology for purpose

Word processed for clarity

Uses a style guide for citations, bibliography, and other formatting

Uses appropriate character sets and supporting technology

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❑ DEPTH OF EXPLORATION

Critically assesses information found  
Sorts through available information for relevance  
Systematic searches that comprehensively probe the available resource base

❑ EFFECTIVENESS

Achieves its purpose  
Organizes clearly for communication to audience  
Appropriate delivery skills for oral presentations

❑ **How does the student major demonstrate his/her ability use Multi-media Technology?**

1. Student may complete a Capstone Project that is multi-media based and /or technology driven. Examples of such projects are culturally relevant Power Point Presentations, home pages, and/or CD ROMS.
2. Student accesses newspapers, articles, and other research material via the World Wide Web for class projects and the Senior Capstone project. Students will also be requested to communicate on a personal level with instructors and other speakers of the target language via electronic mail.

❑ **Assessment of technology learning outcome:**

- Built into upper-division language learning experiences
- Senior Capstone project will be publicly demonstrated and assessed during Capstone learning experience.

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**CAREERS FOR WHICH A WLC MAJOR HELPS PREPARE GRADUATES**

- **Education:** Teaching, School administration, Exchange programs, Language testing, Translation & interpretation; Graduate school
- **Government:** Foreign Service, Security, International Affairs, Military, State & local government, World Trade Center
- **Business:** International Marketing, Sales, Accounting, Finance, Trade, Import, Export
- **Development:** Peace Corps, International research, International issues groups

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**SAMPLE FOUR SEMESTER SCHEDULE FOR COMPLETION OF THE  
WLC MAJOR THROUGH COURSE-BASED ASSESSMENT**

Semesters 1-4 student will generally work toward completion of the ULR's

**JAPANESE**

Semester 5		Semester 6	
CLASS & MLO	Credit	CLASS & MLO	Credit
Major Pro-seminar	2	Japanese Lit in Translation (MLO 5)	4
Japanese 301 & 301SL	6	Advanced Japanese II (MLO 1-4)	4
Japanese Culture & Civ. (MLO 5)	4	The Japanese Mind (MLO 5)	4
1 other UD learning experience (Option: depth of concentration course)	<u>4</u>	1 other UD learning experience (Option: depth of concentration course)	<u>4</u>
<b>Total Japanese Units</b>	<b>12-16</b>	<b>Total Japanese Units</b>	<b>12-16</b>
Semester 7		Semester 8	
CLASS & MLO	Credit	CLASS & MLO	Credit
Japanese for Professions (MLO 1-4)	4	Upper Div. Culture MLO	4
Japanese Cinema (MLO 5)	4	Japan Land and People (MLO 1-4)	4
Japanese Popular Culture (MLO 5)	4	Senior Capstone Project	4
1 other UD learning experience (Option: depth of concentration course)	<u>4</u>	1 other UD learning experience (Option: depth of concentration course)	<u>4</u>
<b>Total Japanese Units</b>	<b>12-16</b>	<b>Total Japanese Units</b>	<b>12-16</b>

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**SPANISH**

<b>Semester 5</b>		<b>Semester 6</b>	
<b>CLASS &amp; MLO</b>	<b>Credit</b>	<b>CLASS &amp; MLO</b>	<b>Credit</b>
Major Proseminar	2	Mexican Literature (MLO 5)	4
Spanish 301 & 301SL	6	Adv. Span. Grammar (MLO 1-4)	4
Intro. LA Amer.Culture (MLO 5)	4	Hist. & Politics of Mex (MLO 5)	4
1 other UD learning experience	<u>4</u>	1 other UD learning experience	<u>4</u>
(Option: depth of concentration course)		(Option: depth of concentration course)	
<b>Total Span Units</b>	<b>12-16</b>	<b>Total Span Units</b>	<b>12-16</b>
<b>plus additional Univ. requirements</b>		<b>plus additional Univ. requirements</b>	
<b>Semester 7</b>		<b>Semester 8</b>	
<b>CLASS &amp; MLO</b>	<b>Credit</b>	<b>CLASS &amp; MLO</b>	<b>Credit</b>
LatAmer. Women Writers (MLO 5)	4	La Narrativa HispanoAmer.	4
Spanish for Professions (MLO 1-4)	4	Upper Div. Lang. MLO	4
Hist. of Aztlan: SW USA (MLO 5)	4	Senior Capstone Project	4
1 other UD learning experience	<u>4</u>	1 other UD learning experience	<u>4</u>
(Option: depth of concentration course)		(Option: depth of concentration course)	
<b>Total Span Units</b>	<b>12-16</b>	<b>Total Span Units</b>	<b>12-16</b>
<b>plus additional Univ. requirements</b>		<b>plus additional Univ. requirements</b>	