

Assessment Plan (E1A) Form

Program:	Department of Eastern, Slavic, and German Studies, Program in East Asian Languages and Civilizations
Date of Plan's Most Recent Update:	June 3, 2025
Contact Name for Assessment Plan:	Fang Lu

[1]	LIST LEARNING OUTCOMES AND ASSOCIATED WEBSITE
<p>(a) List the program's learning outcomes</p> <p>EALC2064 Far Eastern Literary Masterpieces (Fang Lu, Sing-chen Lydia Chiang) EALC2161 Ghosts and Strange Happenings in Chinese Literature (Sing-chen Lydia Chiang) EALC2162 Gods and Heroes in Chinese Literature (Sing-chen Lydia Chiang) EALC3166 Classical Chinese Literature (Sing-chen Lydia Chiang, Fang Lu) EALC3163 Contemporary Chinese Literature (Sing-chen Lydia Chiang, Fang Lu) EALC2330 Contemporary Korean Literature and Culture (Seung Hee Jeon)</p> <p>The East Asian Languages and Civilizations program at BC has offered the courses listed above on a rotating basis. These courses fulfill either the undergraduate Diversity Core requirement (EALC2064, EALC2161, EALC2162) or the Literature Core requirement (EALC3166, EALC3163, EALC2330). Over all, these courses aim to introduce students to the diverse cultures, histories, and literatures of the East Asian countries, while also equipping them with the skills to think critically, conduct research, and write thoughtfully about China, Japan, and Korea. In doing so, students gain a deeper understanding not only of the world beyond their own borders, but also themselves.</p> <p>Among the three courses that fulfill the Diversity core, EALC2064 Far Eastern Literary Masterpieces stands out as the most comprehensive and diverse. Originally taught by Fang Lu in Fall 2010 and revised and taught most recently by Lydia Chiang in Fall 2024, this course provides an overview of the ancient and pre-modern literary traditions of China, Japan and Korea through a selection of representative masterpieces. It aims to foster students' understanding of the development and interconnections among these three East Asian literary traditions by examining the historical, philosophical, religious, political, and social contexts in which the selected masterpieces were produced. The course is designed to give students a foundational knowledge of East Asian literatures, serving as a valuable basis for further study of East Asian literatures and cultures.</p> <p>Both the EALC2161 Ghosts and Strange Happenings in Chinese Literature and EALC2162 Gods and Heroes in Chinese Literature were taught by Sing-chen Lydia Chiang, with a focus on China's rich traditions. EALC2161 introduces students to the classical Chinese literature of "the strange," including traditional tales about ghosts, immortals, monsters, fantastic lands, cosmic anomalies, and other such "strange-but-true" happenings. On the other hand, EALC 2162 explores the heroic and divine dimensions of the traditions across Chinese and other</p>	

East Asian cultures, examining how people understand the Divine and the Human, and how these interact—on the battlefield, in the rise and fall of governments, and amid the tensions between individual and society. Students acquire skills of analyzing the generic forms, tropes, and recurring motifs found in selected works, and explore their influence on modern Chinese and Asian American literatures. In addition, they also learn how to investigate the diverse moral values, literary traditions, philosophical ideals, religious beliefs, and socioeconomical conditions that shaped these compelling narratives. Together, students will gain a deeper understanding of traditional Chinese culture and its contemporary relevance, revealing how the internal diversity within China mirrors the diversity of East Asia and, ultimately, of humanity itself.

The three EALC courses fulfill the Literature Core focus respectively on traditional Chinese literature, contemporary Chinese literature, and contemporary Korea literature and culture.

EALC3166 Traditional Chinese Literature (originally taught by Sing-chen Lydia Chiang in Fall 2016, revised and taught by Fang Lu in Spring 2019) introduces students to the history of Chinese literature from the earliest times to the Qing Dynasty (ended in 1911). It introduces students to the masterworks and authors, major genres and themes, poetics and aesthetics, as well as literary movements in classical Chinese literature. By analyzing the selected major literary classics from various dynasties, and examining the socio-historical context and philosophical/religious underpinnings of each text in question, students acquire a basic understanding of the Chinese literary heritage, and develop basic skills in close reading, critical analysis, and research and writing about Chinese literature. In addition, students learn about the unique challenges and rewards of reading world literature through English translation.

EALC3163 Contemporary Chinese Literature (originally taught in Fall 2011 by Sing-chen Lydia Chiang and revised and taught by Fang Lu in Fall 2013) introduces students to post-1980s Chinese short stories and literary essays, focusing on the themes and narrative techniques of works by major contemporary writers, including the 2012 Nobel Prize in Literature winner Mo Yan. Taught bilingually in Chinese and English, the course emphasizes advanced reading proficiency in literary texts, strategies for Chinese-English translation, composition techniques, and both verbal and writing skills in literary analysis. By close reading and analyzing the selected masterpieces, students develop an appreciation for the linguistic and artistic qualities of the texts while gaining deeper insight into contemporary Chinese society and culture, which have been drastically transformed by modernization, commercialization, and urbanization.

EALC2330 Contemporary Korean Literature and Culture, taught by Seung Hee Jeon in Fall 2024, introduces students to Korean literature and culture, focusing on the Korean peoples' pursuit of modernity from the early modernization period to the present. Through reading, viewing, and analysis of the major works—all in English—by contemporary authors from Korea and overseas, including the 2024 Nobel Prize in Literature winner Han Kang, as well as films by directors such as Bong Jun-ho and other art forms, students will acquire a basic understanding of the key concepts in modern Korean history, literature, and culture. These include colonialism, (trans)modernity, biopolitics, and spectacle. The course also emphasizes the development of basic skills in close reading and critical analysis in the study of literature and culture.

(b) Include the link to the website where they are posted

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

[2]	COLLECT EVIDENCE OF STUDENT LEARNING
<p>What data/evidence is used to determine that students have achieved the stated outcome(s) of the program?</p> <p>Although the courses listed above cover different topics and content, they employ similar methods to assess whether students have met the stated outcomes of the Core requirement.</p> <ul style="list-style-type: none"> Students write weekly (1-to-2-page) reflection on the assigned readings and post it on either Canvas or Perusall. Instructors will provide brief, timely feedback to help students strengthen their understanding and improve their reflective writing skills. Students present their thoughts/comments in class. These constitute part of our online and in-class conversations. Early in the semester, students write a short paper on a topic of their choice, selected in consultation with the course instructor. This paper will be evaluated for both analytical content and writing quality, and returned with detailed feedback to guide future critical analysis assignments. Students are required to complete a mid-term paper (approximately 6-7 pages) and a final paper (approximately 10-12 pages), each of which should engage with central questions emerging from the assigned readings and class discussions. Drafts of both papers will be submitted and discussed in one-on-one mini conferences with the instructor. In addition, each student will deliver a brief in-class presentation (approximately 8-10 minutes) on their final paper, providing an opportunity to share and refine their ideas through dialogue with peers and the instructor prior to submission. Both papers will receive detailed feedbacks from the instructor, aimed at evaluating and supporting students' learning progress. 	

[3]	REFLECT ON ASSESSMENT FINDINGS
<p>Who interprets the evidence? What is the process?</p> <p>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.</p>	

[4]	IDENTIFY ACTIONS FOR IMPROVEMENT
<p>What changes to support the achievement of the learning outcomes have been made as a result of the data/ evidence?</p> <p>Minor adjustments have been made to the course materials and essay topics, all aimed at better supporting the stated learning outcomes.</p>	

[5]	Date of most recent program review:
	2012