Learning Outcomes for the Graduate Field of East Asian Literature and proposed field of Asian Literature, Religions, and Cultures PhD degree.

1. Students will develop appropriate competence in the language(s) necessary for access to primary sources in the original languages.

2. Students will demonstrate in-depth scholarly knowledge of a literary/cultural, religious, or intellectual tradition within a recognized Asian regional or national zone.

3. Students will demonstrate breadth of study by subspecializing in one or more genre, tradition, period, or discipline ancillary to their major field.

4. Students will demonstrate the ability address major contemporary scholarly debates through their knowledge of one or more theoretical orientations appropriate to their fields of study.

5. Students will communicate effectively in written and spoken scholarly presentations.

6. Students will be competent teachers in the undergraduate classroom.

7. Students will uphold standards of academic integrity in their research and teaching.

Measurements for Learning Outcomes
Please note: Rubrics for structured observation will be provided by the field to accompany the different listed forms of direct measurement such as A-exams, B-exams, and so forth.

Outcome #1 (Language Competency)
Indirect Measurements: Publications of translations or research based on primary materials, research fellowships (peer-reviewed), participation and presentation at conferences using target languages.

Outcomes #2, #3, #4 (Knowledge of Major Area, Subfield, Theory)
Indirect Measurements: Fellowships, publications, conference presentations.
Outcome #5. (Written and Spoken Communication)


Indirect Measurements: Invited classroom Presentations, invited Lectures, publications.

Outcome #6 (Teaching)

Direct Measures: Faculty will do classroom observation for graduate students who are serving as teaching assistants and/or instructors of first-year writing seminars, and file a report based on structured observation rubrics. The Center for Teaching Excellence also conducts classroom observations that can be used for this purpose. Each student should be responsible for procuring two such reports by the fifth year, although students are encouraged to procure the first report in their first teaching semester and the second at least one year later. These reports will be included in each student’s permanent file, after the student and observing faculty member have discussed the report. The student will produce a self-assessment at the end of the semester to accompany the faculty report, following the same rubrics. The self-assessment could also take the form of a teaching portfolio produced by the graduate student, consisting of a one-page statement about teaching together with a sample syllabus. Such a portfolio could later be useful when the student is on the job market.

Indirect Measures: Teaching evaluations completed by students, enrollment in ethics seminars, ITADP, and teacher-training courses (for example Knight Institute seminars for FWS instructors and the department’s language pedagogy courses).

Outcome #7 (Academic Integrity)

Direct Measures: Number of infractions, appeals submitted to Academic Integrity Hearing Board.

Indirect Measures: Teaching evaluations, participation in teacher training or ethics workshops.

Who will collect assessment data? Direct measurements involving the second-year colloquium, A-exam, and B-exam will be collected from Special Committee members involved in these events by the student’s Special Committee Chair, synthesized, and filed as a brief reports with the DGS and the field’s Graduate Field Assistant. Specifically, a student’s file should contain:

1. Chair’s report on Second-Year Colloquium
2. Chair’s report on A-exam.
3. Chair’s report on B-exam.
4. Two class observations by a faculty supervising the course.
5. Annual reports filed every year in May each students’ Special Committee Chair.
6. Annual report filed every year in May by each student listing “indirect measures” such as conference papers, publications, and the like.

**How will data be used?**
The DGS will convene a meeting of the field, ideally in the period between the end of classes and the commencement of examinations each May. The DGS will report on data collected, and will also ask for faculty observations based on reports they themselves have submitted. On this basis, the field will submit to the Graduate School every two years a self-evaluation, emphasizing both its successes and needed improvements relating to the learning outcome goal (one out of #1-#7) adopted for that year.