1) **Have formal learning outcomes for the department’s Core courses been developed? What are they?**

(What specific sets of skills and knowledge does the department expect students completing its Core courses to have acquired?)

In addition to their in-depth study of representative classics of Russian literature in the 20\textsuperscript{th} century within the Russian and world context, students will pursue the general outcomes stated for all Literature Core courses at Boston College:

Literature, a product of the imagination, is a vehicle for understanding human experiences. In this part of the Core program, students read in order to assess the shape and values of their own cultures; to discover alternative ways of looking at the world; to gain insights into issues of permanent importance and contemporary urgency; and to distinguish and appreciate the linguistic and formal satisfactions of literary art.

To read literature critically is to examine the human condition through language’s expressive power and to place the reception of literary works in a cultural, historical, and social context. In Literature Core courses, students will be introduced to disciplinary skills including close reading, analysis of texts, and the practice of writing about them with clarity and engagement. Through shared critical and reflective inquiry, students will explore ways in which meaning is textually produced in the world.

2) **Where are these learning outcomes published? Be specific.** (Where are the department’s expected learning outcomes for its Core courses accessible: on the web, in the catalog, or in your department handouts?)

Learning outcomes for Literature Core courses will correspond to those published on the English Department website:

http://www.bc.edu/schools/cas/english/undergraduate.html

3) **Other than GPA, what data/evidence is used to determine whether students have achieved the stated outcomes for the Core requirement?** (What evidence and analytical approaches do you use to assess which of the student learning outcomes have been achieved more or less well?)

Students are assigned an early short paper, which also serves as a writing sample (3-4 pp.). The paper is graded for both writing and analysis, and is returned copy-edited. The goal is to provide an example of formal writing and to indicate to the student what is required in terms of analysis. There is a midterm paper (10-12 pp.), and a final exam. There may be an additional short writing assignment.
4) **Who interprets the evidence? What is the process?** (Who in the department is responsible for interpreting the data and making recommendations for curriculum or assignment changes if appropriate? When does this occur?)

Core literature courses (2) in Slavic and Eastern Languages are taught by the two FT faculty in Russian literature. These professors assess the outcomes of their students. Changes are made to the curriculum in consultation and in response to student performance and evaluation.