

FOREIGN LANGUAGES PROGRAM

In line with the guidelines of the National Council for Accreditation of Teaching Education (NCATE) and the American Council of Teachers of Foreign Languages (ACTFL), the Foreign Languages Program makes no distinction in language instruction whether students will eventually major or not in the target language. The degree of competency acquired varies for each course or sequence of courses. Performance will range from ACTFL novice (101-102 courses) and intermediate levels (103-104 courses) to the advanced level (200 and 300-level courses). All students in the Foreign Languages Program are evaluated according to the learning outcomes displayed in Table 1. In order to establish the degree to which students achieve these learning outcomes, the Foreign Languages program employs ACTFL guidelines for Speaking, Listening, Reading and Writing. It also integrates content and evaluates it through the length of each course to establish student competency (see the assessment column in Table 1 for more information on the measures used for assessing students learning outcomes on each course).

TABLE 1: Curriculum Map of Foundational Learning Outcomes for the Foreign Languages Program

Learning outcome	<p>1</p> <p>Students will convey and receive messages based on the three modes of communication: interpersonal, interpretive, and presentational</p>	<p>2</p> <p>Students will understand the culture of the people who use the target language through learning about the products and practices of the culture and how those relate to the perspectives of the people of that culture</p>	<p>3</p> <p>Students will be able to access knowledge in other disciplines through the target language and to reinforce concepts already learned in these disciplines in the language classroom</p>	<p>4</p> <p>Students will develop insight into the students' own language and culture, thus providing them with a deeper understanding of how language works and how cultures reflect the perspectives, practices, and products of the people who speak that language</p>	<p>Assessment</p>
Course					

ASL 101: American Sign Language I	X	X	X	X	<ul style="list-style-type: none"> • Fingerspelling and content tests • Written essay on deafness: medical perspective versus cultural • Sign presentations • Signed videotaped mid-terms on ASL grammar • Translation of stories from American Sign Language to English • Signed project "Your Childhood Story"
ASL 102: American Sign Language II	X	X	X	X	<ul style="list-style-type: none"> • Signed storytelling • ASL to English back translation • Fingerspelling quizzes • Written paper on deaf culture • Vocabulary and grammatical structure tests • Signed presentation of "Your Bucket List" • Role-plays
ARAB 101: Elementary Arabic I	X	X	X	X	<ul style="list-style-type: none"> • Online educational games and quizzes • Activities on reading, listening and writing • Role-plays • Voice recordings • Oral presentations on a chosen relevant topic • Midterm and finals tests
ARAB 102: Elementary Arabic II	X	X	X	X	<ul style="list-style-type: none"> • Online educational games and quizzes

					<ul style="list-style-type: none"> • Activities on reading, listening, translating, and writing • Role-plays • Voice recordings • Oral presentations on a chosen relevant topic • Midterm and finals tests
FRNCH 101: Elementary French I	X	X	X	X	<ul style="list-style-type: none"> • Tests • Practice quizzes • Brief written notes, messages, cards, letters, descriptions, dialogues, and compositions • Activities on readings of short texts and video-clips • Translation of short passages • Write brief • Production and responses to personalized questions • Role-plays • Class presentation
FRNCH 102: Elementary French II	X	X	X	X	<ul style="list-style-type: none"> • Tests • Practice quizzes • Brief written notes, messages, cards, letters, descriptions, dialogues, compositions, and journal entries • Activities on readings of short texts and video-clips • Translation of short passages • Write brief • Production and responses to personalized questions • Role-plays

					<ul style="list-style-type: none"> • Class presentation
<p>FRNCH 231: Introduction to French Culture & Civilization I</p>	<p>X In English</p>	<p>X</p>	<p>X</p>	<p>X</p>	<ul style="list-style-type: none"> • Midterm and final exams • Research finding proper secondary sources for a class presentation • PowerPoint presentation on a chosen relevant topic • Analysis of a chosen work of art by formulating original thoughts and ideas associated with personal observations and reactions • Discussion of a chosen work of art applying appropriate arguments, taking under the consideration the historical frame, author, genre, social, political, and religious context • Formulation and answer to questions on the relevant topics
<p>POLSH 260: Special Topics-Polish Short Stories</p>	<p>X In English</p>	<p>X</p>	<p>X</p>	<p>X</p>	<ul style="list-style-type: none"> • Tests • Research finding proper secondary sources for a class presentation: written essay on research and oral presentation • Written paper using appropriate, sources, arguments, original thoughts, and writing style • Analysis and discussion of a chosen short story applying critical reading of the story, arguments, and original ideas,

					<p>paying attention to the author's message, historical frame, narrator, main and minor protagonists, literary devices, mood, intended audience, personal reaction and association with music, art, and other literary works</p> <ul style="list-style-type: none"> • Formulation and answer to questions on relevant topics
<p>POLSH 260: Special Topics-Polish Masterpieces in Translation</p>	<p>X In English</p>	<p>X</p>	<p>X</p>	<p>X</p>	<ul style="list-style-type: none"> • Tests • Research finding suitable secondary sources for a class presentation and a paper • Written paper using applicable secondary sources, original thoughts, and writing style • Analysis and discussion of chosen literary works applying critical reading of texts and formulating proper arguments, taking under consideration the historical frame, author, genre, title, main and minor protagonist, narrator, mood, predominant imagery, social, political, and religious context, language and style, literary devices used (irony, metaphors, comparisons, symbols, etc.), themes, subject matter, literary influence, intended audience, personal reaction, emotions,

					associations with music, art, movies, and other literary works
POLSH 261: Polish Culture & Civilization	X In English	X			<ul style="list-style-type: none"> • A 4-5-page course essay devoted to a person, event, movement, recurring idea or core value that reflects the Polish collective experience • Short essays engaging questions posted on the 3 or 4 tests scheduled during the semester. These questions pertain to a person, event, cultural period, movement, idea or value that reflects the Polish experience. Each test also includes a series of multiple choice questions.
SPAN 101: Elementary Spanish I	X	X	X	X	<ul style="list-style-type: none"> • Oral tests • Written tests • Vocabulary quizzes
SPAN 102: Elementary Spanish II	X	X	X	X	<ul style="list-style-type: none"> • Oral tests • Written tests • Vocabulary quizzes
SPAN 103: Intermediate Spanish I	X	X	X	X	<ul style="list-style-type: none"> • Oral tests • Written tests • Book reports • E-tandem communication • Written compositions • Interpretations of texts' meanings and perspectives

SPAN 104: Intermediate Spanish II	X	X	X	X	<ul style="list-style-type: none"> • Oral tests • Written tests • Book reports • Written compositions • Journal on service-learning experience with native speakers of the L2 • Interpretations of texts' meanings and perspectives
SPAN 200: Advanced Grammar and Composition	X	X	X	X	<ul style="list-style-type: none"> • Written tests • Analysis of texts in relation to their historical and social contexts • Written compositions in a variety of genres for a variety of purposes and audiences • Integration of literary, rhetorical, and cultural theories into their own writing • Analysis of cultural artifacts • Interpretations of texts' meanings and perspectives
SPAN 205: Language and Culture I	X	X	X	X	<ul style="list-style-type: none"> • Analysis of cultural artifacts • Discussion of cultural perceptions
SPAN 206: Language and Culture II	X	X	X	X	<ul style="list-style-type: none"> • Analysis of cultural artifacts • Discussion of cultural perceptions
SPAN 210: Advanced Spanish Conversation	X	X	X	X	<ul style="list-style-type: none"> • Written tests • Group discussions • Oral presentations • Analysis of cultural artifacts

					<ul style="list-style-type: none"> • Analysis of texts in relation to their historical and social contexts • Interpretations of texts' meanings and perspectives
SPAN 211: Spanish for Speakers of Spanish	X	X	X	X	<ul style="list-style-type: none"> • Analysis of cultural artifacts • Analysis of texts in relation to their historical and social contexts • Written compositions in a variety of genres for a variety of purposes and audiences • Interpretations of texts' meanings and perspectives • Integration of literary, rhetorical, and cultural theories into their own writing
SPAN 212: Spanish in the Workplace	X	X	X	X	<ul style="list-style-type: none"> • Written compositions in a variety of genres for a variety of purposes and audiences • Analysis of cultural artifacts • Interpretations of texts' meanings and perspectives • Integration of rhetorical and cultural theories into their own writing
SPAN 217: Women in Mexican Culture	X	X	X	X	<ul style="list-style-type: none"> • Analysis of texts in relation to their historical and social contexts • Essays for a variety of purposes and audiences • Interpretations of texts' meanings and perspectives

					<ul style="list-style-type: none"> • Integration of literary, rhetorical, and cultural theories into student's final paper • Analysis of cultural artifacts
SPAN 220: Interpretation of Texts	X	X	X	X	<ul style="list-style-type: none"> • Analysis of texts in relation to their historical and social contexts • Essays on a variety of literary genres of • Interpretations of texts' meanings and perspectives • Integration of literary, rhetorical, and cultural theories into exam essays written analyses • Presentations on cultural/literary topics in Spanish.
SPAN 231: Introduction to Hispanic Culture and Civilization I	X	X	X	X	<ul style="list-style-type: none"> • Analysis of cultural artifacts • Analysis of texts in relation to their historical and social contexts
SPAN 232: Introduction to Hispanic Culture and Civilization II	X	X	X	X	<ul style="list-style-type: none"> • Analysis of cultural artifacts
SPAN 300: Field Work	X	X	X	X	<ul style="list-style-type: none"> • Communication in a classroom environment • Exams and essays that targets specific workplace language skills • Interpersonal communication in a fieldwork environment • Lengthy interpretative writing in journal form that seeks to

					synthesize knowledge and skills gained through coursework
SPAN 312: Literary Responses to Armed Conflicts in the Twentieth Century	X	X	X	X	<ul style="list-style-type: none"> • Analysis of texts in relation to their historical and social contexts • Written compositions in a variety of genres for a variety of purposes and audiences • Interpretations of texts' meanings and perspectives • Integration of literary, rhetorical, and cultural theories into their own writing
SPAN 315: Imaginary Caribbean: Literature of Cuba and Puerto Rico	X	X	X	X	<ul style="list-style-type: none"> • Analysis of texts in relation to their historical and social contexts • Essays on a variety of literary genres of • Interpretations of texts' meanings and perspectives • Integration of literary, rhetorical, and cultural theories in a lengthy final paper. • Lengthy interpretative writing in journal form • Analysis of cultural artifacts
SPAN 317: Narrative and Spectacle of the Mexican Revolution	X	X	X	X	<ul style="list-style-type: none"> • Analysis of texts in relation to their historical and social contexts

					<ul style="list-style-type: none"> • Interpretations of texts' meanings and perspectives • Integration of literary, rhetorical, and cultural theories in a lengthy final paper • Analysis of cultural artifacts
SPAN 319: Cervantes' Don Quixote	X In English	X	X	X	<ul style="list-style-type: none"> • Analysis of cultural artifacts • Analysis of texts in relation to their historical and social contexts • Written compositions in a variety of genres for a variety of purposes and audiences • Interpretations of texts' meanings and perspectives • Integration of literary, rhetorical, and cultural theories into their own writing
SPAN 334: Film and Literature	X	X	X	X	<ul style="list-style-type: none"> • Analysis of cultural artifacts • Analysis of texts in relation to their historical and social contexts • Written compositions in a variety of genres for a variety of purposes and audiences • Interpretations of texts' meanings and perspectives • Integration of literary, rhetorical, and cultural theories

					into their own writing and oral presentation
SPAN 395: Senior Seminar	X	X	X	X	• Synthesize knowledge and skills gained through coursework into culminating senior project that incorporates primary and secondary research materials to support their written arguments

TABLE 2: Curriculum Map of Learning Outcomes for the Spanish Language, Literature and Civilization Concentration/ Spanish in the Professions Concentration ¹²³

Learning outcome	1	2	3	4	5	6	7	8
	Students will demonstrate knowledge of Spanish language arts subject matter content that specifically includes literature and/or cultural texts.	Students will demonstrate knowledge of Spanish language arts subject matter content that specifically includes language and writing.	Students will read a wide range of print and non-print texts from many periods in many genres to build an understanding of texts, of themselves, and of the cultures of the Spanish-speaking countries and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and	Students will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They will draw on their knowledge of the major traditions of literature, their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their	Students will adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively in Spanish with a variety of audiences and for different purposes.	Students will conduct research on issues and interests by generating ideas and questions, and by posing problems. They will gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people, databases, computer	Students will develop an understanding of and respect for diversity in Spanish language use, patterns, and dialects across Spanish-speaking cultures, ethnic groups, geographic regions, and social roles.	Students will participate as knowledgeable, reflective, creative, and critical members of a variety of Spanish-speaking communities within and the United States and abroad.
Course								

¹ See Table 1 for assessment. Additionally, students who major in Spanish Education are expected to complete state certification requirements and the Oral Proficiency Interview (OPI) administered by ACTFL.

² For students majoring in Spanish Secondary Education, K-12, there are 5 more learning outcomes: (1) Students will be able to plan instruction and design assessments for reading and the study of language, literature and culture to promote learning for all students; (2) Students will be able to plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students; (3) Students will be able to plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of Spanish language arts, and responds to diverse students' context-based needs; (4) Students will demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in Spanish Language Arts; and (5) Students will be prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in Spanish Language Arts professional learning communities, and actively develop as professional educators. See curriculum map for Secondary Education, K-12 on the Department of Education website.

³ Learning outcomes 3-8 also apply to the Spanish in the Professions Concentration.

Spanish Conversation								
SPAN 211: Spanish for Speakers of Spanish	X	X	X	X	X	X	X	X
SPAN 212: Spanish in the Workplace	X	X	X	X	X	X	X	X
SPAN 217: Women in Mexican Culture	X	X	X	X	X	X	X	X
SPAN 220: Interpretation of Texts	X	X	X	X	X	X	X	X
SPAN 231: Introduction to Hispanic Culture and Civilization I	X	X	X	X	X	X	X	X
SPAN 232: Introduction to Hispanic Culture and Civilization II	X	X	X	X	X	X	X	X
SPAN 300: Field Work		X		X	X		X	X

SPAN 312: Literary Responses to Armed Conflicts in the Twentieth Century	X	X	X	X	X	X	X	X
SPAN 315: Imaginary Caribbean: Literature of Cuba and Puerto Rico	X	X	X	X	X	X	X	X
SPAN 317: Narrative and Spectacle of the Mexican Revolution	X	X	X	X	X	X	X	X
SPAN 319: Cervantes' Don Quixote	X	X	X	X	X	X	X	X
SPAN 334: Film and Literature	X	X	X	X	X	X	X	X
SPAN 395: Senior Seminar	X	X	X	X	X	X	X	X