

Spanish Program Learning Outcomes and Assessment

STUDENT LEARNING OUTCOMES		STANDARDS		ASSESSMENT			
GOALS		OBJECTIVES		DIRECT		INDIRECT	
SKILLS	To communicate effectively, clearly and cohesively in both written and oral discourse	COMPREHENSION	Listening	We aim for and typically achieve a common minimum of Advanced Plus on the ACTFL Proficiency Guidelines among our graduating majors.	Class discussions (observation by faculty)	Discussions in the program are conducted exclusively in Spanish; co-curricular opportunities such as Tertulia, Spanish Club, Theater workshop, service learning, exchange through ISSA also help reinforce spoken interaction	
			Reading				Course embedded assignments: exams and papers
		PRODUCTION	Speaking	We aim for a common minimum of Advanced High for graduating majors. The majority of our students for whom Spanish is not their first language reach at least Advanced mid of the ACTFL Proficiency guidelines	Class discussions (observation); embedded assignments (oral presentations)	Discussions in the program are conducted exclusively in Spanish; co-curricular opportunities such as Tertulia, Spanish Club, Theater workshop, service learning, exchange through ISSA also help reinforce spoken interaction	
			Writing				Course embedded assignments, exams and papers essay exams, Multi-draft writing assignments through 300 level

SKILLS (cont.)	To develop modes of analysis and ways of critical, interpretive, and creative thinking that may be applied to a variety of career paths	ANALYSIS	Information literacy/ Critical Thinking: Students will be able to: Evaluate and interpret texts through a range of critical approaches (stylistic, historical, intertextual, etc.); apply analytical skills to the interpretation of a wide spectrum of cultural phenomena including art, film and popular media; uncover hidden meanings and complexities of the text through multiple modes of inquiry; discern between well-argued and poorly articulated points of view and to use this critical perspective to formulate their own arguments; recognize stated and unstated assumptions and to judge the validity of inferences; assess the claims of competing interpretations of a literary text Support their judgements with textual evidence, bibliographical research and relevant secondary sources; appraise the merits of ideas and materials from a variety of bibliographic sources; differentiate between popular and scholarly material; apply the standard citation format of literary studies (MLA)	We aim for a minimum equivalent at or above the mean scores in the verbal and analytical GRE scores of students planning to study foreign language and literature at the graduate level. We aim for and typically achieve a common minimum equivalent to level 3 of the ACRL information literacy competency standards among our graduating majors	Course and curricular embedded assignments; essay exams; substantive research papers at 400 level; senior seminar (first majors); graduate seminar/thesis (honor's track majors)	Number of students involved in research fellowships; number receiving post-baccalaureate fellowships; numbers and placement of students in top-tier PhD programs, or accepted to top tier professional schools in law or medicine
KNOWLEDGE	To communicate effectively, clearly and cohesively in both written and oral discourse	LITERARY	Texts, movements / Terms, concepts Identify different stylistic devices and rhetorical tropes and evaluate their function within the text; apply appropriate critical and theoretical terminology to the formulation of their own work; relate abstract concepts and theories to specific literary texts. Identify major literary, artistic, and cultural figures of the Spanish-speaking world and their principal works; demonstrate knowledge of different approaches, principles, and schools of literary analysis (e.g. stylistic, historical, intertextual analyses); distinguish the principal characteristics of major trends, periods, and movements in the Hispanic literary traditions; recognize the limitations of such categorization and consider that conventions and canons may be questioned.		Course embedded assignments, exams, essays exams, compositions	Terminology and rhetorical tropes introduced in gateway course; reinforced in subsequent coursework Curriculum embedded: majors take minimum of four courses equally distributed between Spain and Spanish America
		SOCIO-HISTORICAL	Context Recognize key terms specific to the Hispanic world; situate literary works in the context of their historical, cultural, and aesthetic traditions; demonstrate knowledge of significant historical events that have impacted Spanish/ Spanish American literature and culture across the centuries; consider relationships between culture, society, history, politics, religion, and economics in the production of texts		Course embedded essay exams, compositions through survey level and above, research papers expected at 400 levels.	

DISPOSITIONS

<p>To respect difference and diversity both in the context of their own culture and globally</p>	<p>CULTURAL AWARENESS</p>	<p>Global citizenship / Intercultural competence</p>	<p><i>Students will be able to:</i></p> <p>Demonstrate an awareness of the linguistic, ethnic, racial, religious, cultural, and social diversity of Latin America, Spain, and the U.S.; recognize the points of contact between Latin America and the United States, including questions impacting US Latinos; reflect upon how cultural values can be traced across time and how these values shape perceptions, practices, and texts; consider issues of colonization, globalization, race, and ethnicity in their Spanish and Latin American contexts</p>	<p>We aim for and typically achieve a common minimum equivalent to level 3 of the 4 point Behavioral Assessment Scale for Intercultural Competence (BASIC) among our graduating majors</p>	<p>Course – embedded assignments; research papers, reflection papers, journals; curricular embedded distribution requirements cover both Spain and Spanish America.; electives in U.S. Latino literature; pre-study abroad course in Spanish explicitly addresses intercultural competence and reflectivity</p>	<p>Number of majors: in international study programs; in service learning and internships during or after graduation, including those through international study (service or internship required of all students in Mexico program; most students in Chile program take Poverty and Development seminar); receiving grants from Kellogg, Nonovic; Fulbright, etc.; involved in service or research in Spanish-speaking communities in the US, in Teach for America, ACE, Latino Leadership Intern Program etc</p>
		<p>Global citizenship / Intercultural competence</p>	<p>Recognize and respect difference; engage the perspective of others to better understand and critically reflect on their own world view; discuss contemporary ethical issues related to Latin America and Spain; act with informed awareness of contemporary issues in their historical contexts</p>			
<p>To develop an intellectual engagement and reflective sensibility that will contribute to their life-long learning</p>	<p>LITERARY</p>	<p>Texts, movements / Terms, concepts</p>	<p>Consider how aesthetic categories and value judgements are constituted historically; reflect upon how the analysis of cultural texts encourages creative thinking; develop a heightened sensitivity to figurative language and imagery that may be applied to other contexts; be attentive to connections they may otherwise have overlooked</p>		<p>Embedded assignments; research papers, reflection papers, journals</p>	<p>Number of students who go to graduate programs in literature</p>
		<p>SOCIO-HISTORICAL</p>	<p>Context</p>			