

**SIX-YEAR PROGRAM REVIEW (2013-2019)**  
**DEPARTMENT OF MODERN LANGUAGES**  
October 1, 2019

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## **I. INTRODUCTION**

### **A. Mission Statement**

Graduates with a Westmont degree in Modern Languages are expected to be fluent in the language, critical-interdisciplinary thinkers, and world Christians.

1. **Fluent in the Language:** Graduates attain near-native fluency in the foreign language (in all four skills: speaking, listening, reading, writing) and possess the tools necessary to interact gracefully with those of other cultures. Our graduates also write well in the target language, expressing themselves not only with grammatical accuracy, but also with clarity and elegance. (ILOs: Written Communication; Oral Communication)
2. **Critical-Interdisciplinary Thinkers:** Our graduates are trained in how to read, interpret, contextualize, and analyze works of literature, and are knowledgeable in theories of literary analysis. They are familiar with a wide range of works from their country of study, as well as the social, historical, and political context in which they were produced. Our graduates are capable of thinking critically, abstractly, and creatively. They also think broadly, making relevant connections between language and literature and other disciplines such as the arts, history, sociology, political science, and religious studies. (ILO: Critical Thinking)
3. **World Christians:** Our graduates have the understanding and skills necessary to engage people unlike them in terms that affirm the other as another person created in God's image. They are sensitive to those from other cultural and ethnic backgrounds, respect alternative viewpoints, and understand and appreciate the diversity of God's rich creation. (ILO: CUPA; Diversity)

[http://classic.westmont.edu/academics/departments/modern\\_languages/program-review.html](http://classic.westmont.edu/academics/departments/modern_languages/program-review.html)

### **B. Program Learning Outcomes**

1. Graduates demonstrate proficiency in the target language
2. Graduates demonstrate critical thinking skills
3. Graduates can articulate how ML study informs their faith

[https://westmont.edu/academics/departments/modern\\_languages/program-review.html](https://westmont.edu/academics/departments/modern_languages/program-review.html)

### **C. Key Questions**

Our key question this cycle involved **reshaping our Spanish curriculum** (both tracks) in order to (1) create a capstone course without adding credit hours to the major; (2) restructure the four "survey courses" (SP 101-104) into a single new "Introduction to Literary Analysis" course; (3) create new types of courses beyond literature (e.g., an advanced conversation class and two civilization and culture courses); (4) increase enrollment in upper-division courses by limiting the number of courses offered each semester; and (5) institute a course rotation which will help students with their four-year plan. (See Section IIC for details)

## D. PRC Response/Recommendations

The PRC made several recommendations in response to our previous Six-year report, Action Plan, and Multi-year Assessment Plan (see PRC Letters dated 1-24-2014 & 2-17-2015). We have divided these into two general areas: (1) those that require broader college dialogue, and (2) those more specific to the Modern Language (ML) Department:

### College-wide issues

- a. **To encourage a college-wide discussion regarding the language proficiency of Westmont graduates and if our current GE requirement and offerings adequately support our global plank and Global Education programs.** Given that our GE foreign language requirement is the weakest of any comparable school, PRC recommended that we lead a campus-wide discussion on the issue and present our GE assessment findings to the GE committee (and perhaps the college community). A question the PRC had was how an increased language requirement would **affect** our current ML programs, including enrollment in lower-division courses and faculty load.

*ML Response: A detailed response is found in the 2014-2015 Annual Report (Appendix C-1). Also see Sections IIE-1 & IVB of this document.*

- b. **To explore which world languages should be taught at Westmont and how best to nurture and sustain them in the future.** PRC recommended that this discussion move beyond the department (something we wholeheartedly support) and include voices from all parts of the college. Additionally, they recommended determining **what rationale** should be used for such a decision (e.g., preparing students in current majors for graduate school and/or employment, supporting students going to and returning from current off-campus programs, etc.). They specifically wondered if the department had considered the possibility of offering Chinese or Arabic (we have, and we did offer Arabic). Also mentioned was how to spark more interest in intermediate German courses, which have not made in the past several years due to low enrollments.

*ML Response: See 2014-2015 Annual Report (Appendix C-1), 2015-16 Annual Report (Appendix C-2), & Section IVB.*

- c. PRC noted a need to initiate a **“broader conversation about cultivating cross-cultural awareness** at Westmont and about a more prominent role of modern languages in the college’s curriculum.”

*ML Response: Our work over this cycle has been ongoing, including Cardoso’s work on diversity assessment (for which she won the Jane Higa Award) and Docter’s work on the global learning cycle and IDI (including leading workshops and making presentations). See Section III E.*

- d. **That ML give input on new GLC programming and language learning**

*ML Response: The GLC programming has been informally discussed at department meetings in the past. Docter served on a task force addressing this (and other) issues related to the GLC and ML suggested the creation of “Language Corridors” perhaps staffed by a Querétaro student (here on scholarship) who would serve as a language corridor director, as well as other ideas. It does appear that Student Life has greater control of the GLC than the academic sector. Although our input is occasionally sought, none of our suggestions have been addressed to date.*

**Department-specific recommendations:**

- e. Low student enrollment.** PRC recommended that we strategize how to deal with uneven and much lower than average student enrollment in both upper- and lower-division classes, especially if we plan to add a less commonly taught language (LCTL) to our curriculum. Also recommended was a plan to restructure the curriculum to avoid overloads. Related to this, they recommended considering merging SP 150 and IS 192 and rotating instruction of SP 150.

*ML Response: See 2014-2015 Annual Report (Appendix C-1) and Section IID-2A . We have spent a great deal of time discussing our student enrollment issues. At the lower-division levels, our enrollment cap is set at 20 (per the Association of Departments of Foreign Languages' recommendations (ADFL)), which means our averages will be lower than other GEs with caps at 30-50. We continue to manage student placement by working with the Registrar's Office prior to the first week of classes to ensure all students are at the correct level, fewer adds/drops occur, and course enrollment remains high. At the upper-division levels, we have addressed these issues by making changes to the curriculum and course scheduling, including having the chair forfeit upper-division offerings, which bolstered enrollment in the other two courses (and netted the college savings). Regarding SP/FR 150, in Spring 2020, we begin rotation of the course, with Dr. Elias as the instructor. We have discussed possibilities of combining SP 150 with IS 192, but this seems difficult due to (1) the IS 192 professor is dependent on the leader of the WIM program and (2) our major course is a more developed 4-unit course than the 2-unit IS 192 course. Student enrollment will be a key question in our next review cycle (see Section IV).*

- f. French assessment.** PRC noted that assessment of the Spanish program was more robust than that of French and recommended that we (1) provide data related to French in the state of California and national context in order to understand the nature and challenges of the French program; (2) gather more data on student learning in French; (3) include future learning goals for French; (4) identify if we are satisfied with the status quo of the French program and if not, what plans we have for the future.

*ML Response: Our last review cycle included more substantive data collection and analysis of student learning in French classes at both upper- and lower-division levels (see Section IIA). Data regarding French enrollments nationally is included in Section IID. As we are currently in the process of searching for a new French professor, our next cycle will undoubtedly focus more on French (see Section IV).*

- g. Use of IDI for World Christian assessment.** PRC recommended we explore a different instrument to assess our "World Christian" PLO.

*ML Response: Done. See Section IIA-2.*

- h. Assessment: larger data sample, setting benchmarks and standards for evaluating student performance.**

*ML Response: Done. See Section IIA-1,4.*

- i. Lack of gender diversity of departmental faculty**

*ML Response: We have discussed this at length. One of the ways we have tried to mitigate this is to actively seek male adjuncts/part-time professors. We were very successful in this last cycle, hiring Dr. Marcelo Pérez Mejía in Spanish (for two years, one of them full-time) and*

*Michael Hoffman in German. In our current FTE search we have actively pursued male candidates.*

- j. Faculty sustainability & WIM.** Because WIM draws heavily on departmental faculty, the Provost recommended developing a multi-year schedule for staffing the program which might include models for instruction other than a Westmont faculty member taking a full-semester's leave.

*ML Response: Although these decisions are ultimately outside of the department, we have recently begun to discuss WIM leadership regularly at department meetings and have provided input and recommendations to the Provost Office. We did staff the WIM program in 2017 & 2018 with an adjunct professor in ML with mixed results, and we do not recommend repeating this in the future.*

- k. Website issues**

*ML Response: We are equally frustrated with the problems with the website and have worked to address them. Despite multiple reports of problems (old pages loading rather than new ones, for example), IT has failed to address these in a timely manner. Website issues are currently more complicated by the fact that department chairs can no longer edit their own websites. For example, we would like to be able to post a sample four-year schedule (as Chemistry does), but the model only shows a first-year schedule with language classes, which may hamper new student recruitment. We strongly request that IT change this policy so we have the freedom to attract more students through our website.*

## **II. STUDENT ASSESSMENT & PROGRAM REVIEW**

In this review cycle, we focused on assessing two PLOs, Critical Thinking and World Christians, and on restructuring our entire Spanish curriculum, including the addition of three new courses and a capstone. Much of assessment came about as a result of PRC recommendations and feedback from our last Six-Year Report. At the beginning of this cycle, we also reduced our number of PLOs from 5 to 3 to make assessment and closing the loop more manageable.

This report has given us an opportunity to review what we achieved this cycle, and we are very pleased with what we accomplished as well as our ability to effectively close the loop. It also highlighted a couple areas for improvement and continued assessment.

### **A. Assessment of Student Learning**

**1. Critical Thinking:** In this review cycle, we assessed critical thinking—both a PLO and an ILO—using a rubric developed by our department based upon the AACU's critical thinking rubric as well as other departmental rubrics. Heeding recommendations from the PRC's Multi Year Response (2-17-2015), we used LiveText, set benchmarks, and gathered data over a two-year period to have a bigger data set and thereby smaller margin of error.

In the first year (*see Appendix C-1*), we experienced several glitches: multiple problems with LiveText, a prompt that was not constant over all courses evaluated, a failure to have inter-rater reliability because the rubric was not initially assigned numbers for each competency rating (a Live Text operator issue), and a relatively small sample size (n=42). We were able to address most of these problems the following year (*see Appendix C-2*), solving some (but not all) problems with LiveText, using the same prompt

across all courses analyzed, assigning numbers to the rubrics, and a larger sample size (by using 2 years), which provided important evidence for student learning. In other words, we made multiple changes in our assessment methods and are pleased with the progress made in this area.

When looking at the entire sample, we initially were disappointed to see that not all students were meeting our benchmark: “75% of all students will be competent or highly competent in all areas of assessment” (see *Appendix C & D*). However, closer analysis and disaggregation of the data (specifically, separating upper-division courses into three levels: introductory, development, and mastery), made it clear that while students score lower at the introductory level, they do improve significantly: **by the end of their career students in French and Spanish exceeded our benchmark. Hence, our instruction and repeated practice across various levels and throughout the curriculum improves critical thinking in our students** (see *Appendix C-2 & D*).

Moving forward, we will continue to assess this PLO in the capstone course, which will provide more accurate data as we will be assessing only learning from students’ final course in the major (something we have not been able to do up to this point). We also anticipate that with our new curriculum, which does a better job of scaffolding learning, we will have better results. Although LiveText is no longer available at Westmont, students in the capstone will keep an e-portfolio of their work, which we will store on Egnyte. We will discuss the need to tweak the rubric and/or the possibility of setting new standards given the fact that our students are writing in a second language, which could well impact one’s critical thinking. We hypothesize that writing in a second language hampers accurate assessment of critical thinking and that comparing our students to the college as a whole is, in many ways, like comparing apples to oranges.

**2. World Christians:** As a result of our last review cycle and feedback from the PRC, we also assessed faith integration (“World Christians”)—both a PLO and an ILO—with a different instrument. While we were extremely pleased with our assessment results in this area from last cycle using the Intercultural Development Inventory (IDI), we realized (and the PRC also noted) that the instrument is very specifically limited to assessing intercultural competence, a goal we have for global Christians but certainly not the only one. This cycle, therefore, we implemented indirect assessment in the form of focus groups (led by recent alums) composed of junior and senior majors (n=9). Questions focused on three main areas (self, the world, our neighbor) and students were prompted to reflect upon both their on-campus and off-campus experiences (see *Appendix C-3*).

Once again, we are extremely pleased with the findings, as students could clearly articulate how their ML study informed their faith. Alumni data also indicates that these skills transfer to their post-Westmont experience/life journey. Students mentioned all levels—from the introductory SP 100 course, through Cross-Cultural Studies (150), and continuing through advanced literature seminars—demonstrating that faith/learning discussions permeate all levels and courses. We also saw relevant examples of critical thinking in their responses, even though that was not the focus of our assessment. (See *Appendix C-2*)

Moving forward, we will continue to assess this PLO in the capstone course but through different methods (an essay). *If we were to do focus groups in the future, we learned that the method could be improved by giving more complete instructions and training to the student administrators.* Additionally, having a larger sample size would make the data more reliable.



**3. Curriculum revision:** In this cycle we focused on restructuring our entire curriculum based on previous assessment results, current trends, and student input. *So as to not repeat information, please see details in Section IIC.*

**4. Modern Language GELO:** In the Fall of 2018, Collier and Elías assessed the writing competency of their FR 1 (1 section) and SP 1 (2 sections) classes respectively. They used a rubric (*see Appendix D*) for the First Semester Language Assessment, based on national guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL). According to ACTFL, after one semester (45 contact hours), students should be at the novice-mid level. ML set our benchmark higher, however: 75% of students will finish first semester language courses at the novice-high level.

In June 2019, Collier and Elías reported the results to the department and shared examples of student writing. FR 1 assessed 18 students. Of these students, 83% (15 students) placed in the novice high category (4 were not as good, but still fulfilled the rubric's requirements); 17% (3 students) placed in the novice-mid category. SP 1 assessed 27 students. Of these students, 81% scored in the novice high category, and 19 % placed in the novice-mid category.

**The department concluded that in both Spanish and French, our students consistently met our benchmark and 100% performed at or above the national average.** Putting national averages aside, however, and despite the fact that there were a handful of students that did commendable work and met or exceeded expectations, in general the majority of students performed at lower levels than in previous years. **Data shows that our students today have greater difficulty learning a new language.** This general trend, which all ML members have noted in all language-learning skills, has been a frequent topic of discussion in our department meetings. Cardoso, Docter and Elías have had to reduce material in their grammar courses that they were able to include successfully in the past. There remains little time left in class to include a satisfying amount and depth of cultural components. In addition, we note that in some sports, athletes have been missing an inordinate number of classes, which has affected learning.

**As expressed in previous assessment reports, one semester of language instruction does not produce students who can go to a country and function as expected in the language.** After one semester of language instruction, students can merely use the present tense and very basic vocabulary on six general topics, such as telling time, going shopping, and talking about the family and the weather. Even achieving novice high or intermediate low will not permit intercultural communication at a deeper level (*see Appendix D*). While other colleges require one or two-years of a foreign language (*see Appendix I, Table 2*), **our one-semester GE language requirement falls short: it does not provide enough instruction for students to engage in the target language in meaningful ways or to understand anything beyond very basic aspects of culture.** This limitation has been further compounded by the difficulty our current students are having understanding very elemental grammar concepts.

*We look forward to sharing these results with the Westmont faculty as part of a broader conversation about the foreign language GE requirements as they relate to the mission of Westmont College.*

Finally, as stated in our past Six-Year Report, **all department members would like to have training in the Oral Proficiency Inventory (ACTFL OPI)** to further assess oral skills in language and major courses. Also note that the skills learned with this training also transfer over to understanding and evaluating other categories such as writing. Prior to Westmont, Cardoso had a week-long training with ACTFL OPI, which has served the department well and convinced us that we all need this training.

## **B. Alumni Reflections**

The 2019 Alumni Survey gave us extremely useful information (*see Appendix H*). First, it affirmed many of our strengths, which include strong teaching effectiveness, high success in achieving both our departmental PLOs and institutional goals, and an ability to prepare students for life beyond Westmont, particularly in terms of language skills, critical thinking, and global engagement. On the flip side, the survey also highlighted a need to improve our advising effectiveness, especially regarding career advising.

A major improvement in data collection this year as compared to the last cycle was assuring that those surveyed represented graduates only from the requested time period. As a department we reviewed the list of alumni (graduates) and made revisions when errors occurred. Because we had fewer graduates this cycle, we included alumni from 2013-2019 to try to increase the number of participants. Unfortunately, quite a few email addresses on file with the Alumni Office are out of date, which contributed to a disappointing sample size: 22 individuals began the survey and only 16 gave us complete answers. **Despite the lower numbers, these 16 replies still represent a statistically significant 34% of total requests.** While we did send more than one follow-up email, next time we will be more intentional in reaching out to alumni who haven't responded and/or whose information needs to be updated. Additionally, we will send the survey earlier in the year in order to have more time for follow-ups. (Getting the survey out in a timely manner was complicated this cycle due to the new Lime System, which required multiple rewrites and fixes.)

**Demographically** speaking, our respondents generally mirror the Westmont population: 69% are female, 31% male; 75% white, 25% minorities. 14 of the 16 were Spanish majors (87.5%) and 2 were French (12.5%), which reflects ML overall percentages as well as national trends. All (100%) completed their degree in four years or less, indicating that **ML (and Westmont in general) does an excellent job of keeping their majors on track to graduate on time.**

One thing that stands out is the **high number of ML majors who completed a second major: 62.5%**. This represents an increase from an already impressive 47% from the last cycle. As before, with such a high number of ML students in other departments' upper-division courses, ML continues to serve the college mission through both upper as well as lower-division classes. Moreover, of these 62.5%, seven different majors are represented in this sample spanning all three disciplines, which indicates that **ML directly contributes to making Westmont graduates in various fields more linguistically, culturally, and globally competent.** Of the remaining 37.5% who did not complete a second major, 50% completed a minor and 50% graduated in 3 or 3.5 years. Taken together, this data indicates that **our majors are well-rounded students who have embraced the liberal arts model.** We have seen evidence of this in our classrooms at all levels, but especially in our seminars, where students use their knowledge of other disciplines to build upon and enhance their understanding of Francophone and Hispanic literatures and cultures. Anecdotally, we have seen students discuss and analyze literature in our classes using approaches from art theory, post-colonial theory, comparative literature, and even Freudian analysis, among others. Our students are clearly benefitting from a liberal arts education!

**44% of our alumni respondents have or are currently pursuing an advanced degree**, the majority of these (71%; 31% overall) in the teaching profession. Most importantly, **100% of these respondents indicated that Westmont had prepared them either "very well" or "well" for their advanced degree.** Unfortunately, because the wording of this question only refers to Westmont in general, we are uncertain as to our specific role in their preparation. Moving forward, we will want to reword this question to give us data specifically related to ML.

According to survey results, **62.5% of ML majors began their first professional job within two months of graduation, and 94% within the first year** (up from 75.4% from the last cycle). Job areas include the fields of education, sales, tech, law enforcement, and non-profit work, among others. The majority of those surveyed were satisfied with their positions (69%), and only 2 of the 16 (12.5%) were looking for a new job. Moreover, **56% were employed in the ML area or using their ML language skills**. Considering the number of double-majors we have, this is impressive; of these students, **78% (7 of 9) feel that a Westmont ML education had prepared them well for that position**. Additionally, 75% of all students surveyed feel that their Westmont ML education prepared them either stronger or better than average compared to their peers or colleagues. While these numbers are high, we will want to follow up on how we can do better for those students who did not respond as positively. Moving forward, we hope that the capstone course—with an emphasis on career and life planning as well as a required internship—will help address this, and we look forward to assessing this in our next cycle.

**The results regarding how our students embody Westmont’s mission are also impressive: 100% of respondents describe themselves as “thoughtful scholars,” 94% as “prepared for global engagement, 75% as “grateful servants,” and 62.5% as “faithful leaders.”** All surveyed (100%) were either “extremely satisfied” or “satisfied” with their Westmont education and all (**100%**) would recommend Westmont to others.

We were also very pleased with the alumni response to our teaching: **94% describe the teaching in the ML Department as either superior or strong**. This is up from 75.3% in the last cycle. Additionally, 94% left comments, which are both affirming and helpful for moving forward. ML professors are described as “passionate,” “dedicated,” and “committed.” Strengths of the program that students highlight include the immersive study abroad experience, the cross-cultural skills component (e.g., in SP 150), the emphasis on critical thinking (e.g., in literature courses), and the importance of understanding the world from different perspectives, an important component of developing empathy.

Two students (12.5%) had critiques for us to consider: though different, both indirectly hint at a need for better career advising and a broadening of our curriculum. (One mentioned a need to help students see “paths forward;” another felt our program only equips people pursuing teaching or higher ed and that we needed more courses other than literature.) **Our recent curricular revisions should address these concerns:** our new program provides a greater variety of course offerings (limited by enrollments and budgets, of course), and one goal of the capstone course is to help equip students for future careers and life after Westmont.

**Alumni responses regarding our Program Learning Outcomes are extremely positive**, both in terms of their relevance in students’ lives as well as in our effectiveness in helping students achieve them. For example, regarding **proficiency in the target language (PLO 1)**, a full **100%** of alumni surveyed report that this outcome is “very important” (81%) or “somewhat important” (19%) for their professional career and/or personal enrichment and **94% report that the ML prepared them very well or well** to achieve this outcome (up from 72.2% from the last cycle). Regarding **critical thinking (PLO 2)**, a full **100% feel this outcome is “very important” in their current lives, and 87.5% report that we prepared them very well or well** (the same as the last cycle). Regarding our **World Christian** outcome (PLO 3), the results were very good but slightly lower than the others: 75% report that this outcome is “very important” (44%) or “somewhat important” (31%) in their lives. **81% state we prepared them very well or well** (while 19% believe we only did a satisfactory job). As we changed the wording of the PLO as well

as our assessment method, we have no comparative data for this PLO from the last cycle, in which students rated their intercultural knowledge (with 94% rating it superior or strong).

This data reveals several things: first, it **affirmed that the outcomes we selected continue to have relevance to students beyond Westmont**. Second, we did a very good job preparing students to achieve these outcomes. The PLO that received the lowest score involves one's ability to articulate how ML study informs one's Christian faith. Interestingly, though, in a later question, **93% of alumni report that faith/learning discussions in ML impacted their worldview**. The new capstone course will address this outcome specifically through a series of readings and discussions, followed by a final essay, which will serve to assess this "World Christian" PLO as well as the others.

The Alumni Survey also reveals that **78.5% participated in a semester-long internship for their ML major** (up from 64% in the last cycle), which is impressive considering that we did not offer SP 190 as a regular part of our program over the last two years (due to budget cuts; this course has been given as a 2-unit overload). Of these students, **100% cited benefits of the internship for their personal and career development**. This data supports our proposal to have an internship as a required component to the capstone course in Spanish and we look forward to collecting more data in the next cycle to assess its effectiveness for student learning and development.

One area that merits more attention involves advising. Though **71.5% of our alumni reported being extremely satisfied or satisfied with their academic advising**, 21.5% were neutral and 1 student (7%) was somewhat dissatisfied. As mentioned earlier, ML academic advising is complicated by the semester abroad component (where many classes do not align exactly with on-campus courses in terms of curriculum or unit count, thereby creating problems on Webadvisor for the program evaluation). An additional complication is the restructuring of our curriculum, which caused even more complications with Webadvisor (as some students were under the old program, some under the new, and some in a kind of hybrid place). As our new curriculum becomes the norm for all students, advising should be facilitated.

Lower still are the numbers for **career advising: in this area only 35.5% reported being satisfied**, 43% were neutral, and 21.5% were "somewhat dissatisfied." This will be **one of our key questions in the next cycle**, but we are hopeful that the capstone course, which has a significant career preparation component, will help to address this shortcoming.

Our survey concluded with two open-ended questions. When asked to comment about **aspects they appreciated about ML, the most frequently cited response was the study abroad/cultural immersion aspect of our major, followed by a broadening of one's worldview and a respect for other cultures and those who are different**. Other responses made by more than 20% of respondents include the cross-cultural learning, the cultivation of language skills, the sense of community created in the department, and the professors themselves and their investment in students' learning and lives.

Regarding **possible improvements, we were pleased to note that many of the suggestions listed are already being put into place**. For example, one student suggested the addition of a Latin American history course and another a conversation course, both of which were added to our curriculum this review cycle. One wanted longer research papers, which we have begun incorporating into our seminars and which will be a key component of the capstone. Another encouraged more involvement in the SB community, which should be accomplished through the required internship. Not surprisingly, the most-cited area for improvement regarding advising, and especially career advising. As stated earlier, we are

hopeful that the capstone course will provide multiple opportunities for this to occur and we plan to assess its effectiveness in the next cycle. **A key question we will address in the next review cycle is: How can we make ML career advising more effective in general and in the capstone course specifically, without neglecting the increasingly important need to equip students well for high levels of linguistic proficiency and cultural competency.**

### **C. Curriculum Review**

Analysis of various data indicates that the ML program has been successful in multiple areas. Nevertheless, as a result of alumni feedback, national trends, and suggestions from the PRC, we made **significant changes to our curriculum over this cycle**. In short, we engaged in a **major overhaul/restructuring of our Spanish program**. We also added **four new courses to the ML curriculum**, (3 in Spanish and 1 in French, each spearheaded by a different department member). While we still need to *assess the effectiveness of many of these changes (a key question for the next cycle)*, we are very excited about these enhancements.

**1. Capstone:** First, we saw the need for a **capstone course** for our majors. Having a culminating course would not only allow us to collect meaningful data at the end of students' careers for all PLOs, but also help us satisfy the "Integrating the Major Discipline" GE in a more meaningful way. Additionally, this course can help us address the need for **stronger career advising** mentioned in the alumni survey. The Spanish capstone (SP 196) offers a vocational component, including a required 2-unit internship; partnering with the Office of Career Development and Calling, part of the course includes readings, discussions, and workshops designed to help students prepare for life beyond college.

Due to some scheduling issues (Docter's sabbatical and WIM involvement), the capstone course was postponed until Spring of 2020. Instruction of the course will be rotated among all ML Spanish faculty. *One of our key questions for the next cycle will be to evaluate the effectiveness of the capstone course.*

While we see the importance of having a French capstone as well, low numbers of majors make this unfeasible at this time; additionally, offering a capstone each spring to graduating French majors would necessarily limit the upper-division courses needed for non-seniors to graduate on time. The department also discussed offering one capstone for both Spanish and French majors. We ultimately decided against this because the course would have to be in English and we already require a course in English for both majors (FR/SP 150). To add a second course in a 40-unit major would be selling our students short, especially in their senior year. We therefore decided to wait on the French capstone. *One of our key questions for the next cycle is to explore ways to add a French capstone while still keeping students on track to graduate on time.*

**2. Reshaping the literature program:** In this review cycle, we also spent time reviewing current, national trends and ML curricula from other colleges. For example, more and more colleges are moving away from the canonical "great books" model and broadening their offerings to include less represented voices and other courses beyond literature. This information, along with responses from our previous alumni survey and feedback from the 2013 Six-Year Report, led to very fruitful discussions as to how we could make our ML programs more effective, as well as attract greater numbers of students.

Our first significant change was to eliminate all four survey classes (SP 101, 102, 103, & 104) and replace them with a single course, **"Introduction to Literary Analysis" (SP 125)**. Like the original survey courses, one purpose of the class is to offer a panoramic view of the main authors of Hispanic literature (both Spain and Latin America) from the Middle Ages to the present day. Nevertheless, the main goal is *not* to

give a chronological view of the literature, but rather to foment in students the skills necessary for literary analysis. We do this by including texts in prose, poetry, and drama and framing them within the historical context and literary movements in which they were produced.

An added benefit of this new course—which is offered once a year and rotated among all three faculty members—is that we each have the freedom to shape the syllabus with some of our favorite authors, including those “outside” our normal area of expertise. (Prior to this, Cardoso and Docter only taught Latin American authors and Elías, Spain exclusively.) The fact that we are excited about the authors comes across to students, who in turn become more excited to take further literature classes. Course evaluations thus far (in the three semesters it has been offered) have been extremely positive.

**This curricular change also allows us to scaffold our major more effectively.** As a required core course, students take this following Advanced Spanish (SP 100), which has a strong composition component, and prior to the more advanced literature courses. In the past, students took SP 101-104 in no particular order; SP 125 allows us to *focus more effectively* on skills needed for literary analysis before they take the more advanced courses.

The change also **made it possible for us to create and offer more upper-division options that could potentially interest students more than a traditional survey course.** This restructuring, for example, allowed us to offer a capstone (and staff it without overloads); two history/civilization/culture courses (which had not been in the rotation for years, due to having to staff the literature classes for our majors instead); and the new conversation course, which students had clamored for for years.

*One key question we need to address in the next cycle is to determine the best semester to offer the course. While it might seem more natural to offer the course in the spring, immediately following the fall SP 100 prerequisite, students returning from their fall semester-abroad program—who frequently have more advanced auditory and oral skills—potentially intimidate those coming from SP 100 on campus. Scheduling it in the fall gives the students within our program the opportunity to take an additional transitional course.*

**3. New courses (see Appendix M):** Because we no longer offer SP 101-104, we were able to add a new, much-needed course to our curriculum. Feedback from our last alumni survey noted a desire to have more variety in the types of courses we offer, and specifically an advanced conversation course. To this end, we created SP 106, “**Advanced Fluency and Conversation,**” which emphasizes advanced grammatical structures and vocabulary development for oral fluency as well as increased fluency and more nuanced pronunciation (see college catalog). The idea here is to help students produce orally what they have already mastered cognitively (in SP 4 and 100). The class has already been offered once; in the future, we hope to include more individual recordings of students to assess pronunciation and grammar.

Ideally, this course also serves as a “bridge” between intermediate Spanish and upper-division courses and is purposely offered in the spring to allow students who finish SP 4 in the fall to take an advanced class in the spring, when SP 100 is not offered. However, a challenge emerged because this popular course has attracted both those who are just starting the major as well as more advanced students returning from abroad, meaning that the instructor must teach students at very different levels. What we currently do is attempt to maintain SP 106 (as best as we are able) for those starting the major and funnel the advanced students into our seminars.

In the next cycle, we plan to create additional opportunities to help those students returning from abroad to maintain their strengthened conversation skills. Ideas which emerged from departmental

discussions include monthly, rotating meetings in professors' homes—or in a GLC hallway dedicated to Spanish language returning students—in which only the target language is spoken; weekly “tertulia” afternoons for conversation, perhaps led by the leader of the Spanish and French Tables or Sigma Delta Pi members; regular movie nights (complicated now by the elimination of viewing rooms in the library); encouraging students to resurrect and take leadership of the Spanish Club and French Clubs; finding ways to partner with other departments for more interdisciplinary activities, e.g., a dance class, a music class, a cooking lesson, etc. perhaps as part of the Spanish/French Club.

With our new curricular changes, we are also able to **add the two culture courses (SP 110, “Hispanic Cultures: Spain” and SP 111, “Hispanic Cultures: Latin America”) into our regular rotation.** Prior to this cycle, these courses were only rarely offered, as we needed to cover the survey and seminar courses each semester. Having SP 110 & 111 in the regular rotation often also benefits the Liberal Studies Department, which lists SP 110/111 as part of one of their concentrations. These courses were also revised to emphasize history and civilization of the regions.

While we have made significant improvements to our curricular design and offerings, **we still see some gaps.** For example, for years we have recognized the need for a linguistics course. This was mentioned several times in the 2013 Alumni Survey and has come up regularly with our students, especially those going into secondary education. (Interestingly, it was not mentioned in the current Alumni Survey.) Of course, we also recognize that as a small department that devotes 2/3 load to lower-division GE offerings, we cannot offer the breadth of major courses that a Pomona College or Occidental can. Still, a linguistics course remains on our bucket list. If the new FTE in French could offer a Romance linguistics course for ML majors in the French and Hispanic Studies tracks, this could fill this need.

**4. Other changes:** In addition to the changes above, we also made two other revisions to our curriculum. First, we **restored our original unit counts for the French and Spanish majors:** 40 units for Language and Literature tracks (rather than 38-40) and 44 for the Hispanic and French Studies tracks (rather than 42-44). The original range of units was designed to allow for off campus program variations (where, for example, a student could complete 15 rather than 16 units abroad). What we saw, however, was some students completing 17-18 units abroad and then looking for ways to excuse one of our courses. We also **reduced our list of approved off-campus programs** to a more manageable (and potentially assessable) number, which has helped with the unit issues. It should be noted that while many other departments have slowly increased their credit requirements for majors, **we are committed to our original unit count so that students have opportunities to double major,** thereby potentially opening up more opportunities for them in the future.

As a direct result of assessment findings, we also added a **residency requirement for our minors,** which was approved by the Senate last fall. The rationale for this came about while reviewing data for our 2017 annual report (*see Appendix C-3*). It became clear that a large number of our Spanish students (approximately 70%) were able to complete the minor during their time abroad without having taken any upper-division Spanish courses at Westmont. Some students, in fact, completed the minor having *never* taken a single class at Westmont (by doing an AP class followed by 16 units on an abroad program).

The new requirement, which appeared in the 2019 catalog, states that “At least one upper-division class (4 units) must be taken on the Westmont campus.” Note once again that we did not propose a unit increase for the minor; only that students complete at least one of their upper-division courses on campus in order to preserve the integrity of the minor. This also serves the purpose of getting students

who have just returned from abroad back in our classrooms and sharing all they have learned with other students, a bonus for all involved. *A key question for the next cycle will be to assess if/how this new change affects enrollment numbers in upper-division courses.*

#### **D. Program Sustainability and Adaptability**

**1. Contributions to Westmont College and beyond:** While cognizant of current trends showing a downturn in ML enrollments nationwide, we are confident that ML will continue to play an important role in supporting Westmont’s mission to cultivate “thoughtful scholars, grateful servants and faithful leaders *for global engagement* with the academy, church and world” (our italics). We see our role here as key, for without knowledge of another’s language and culture, global engagement is arguably impossible. *(Additionally, please see Section IIB and Appendix H to see our outstanding work in this area according to ML alumni.)*

Learning a language other than one’s own is not merely the study of new sounds, vocabulary, and grammatical structures; it is learning a new way of seeing things, a new way of being. Because language is, among other things, a vehicle for the transmission, articulation, and perpetuation of a world view and a culture, the study of a foreign language inevitably leads students to develop critical insights into their own culture, and helps them realize that their perspective is only one of many. Additionally, the study of a foreign literature not only teaches our students an appreciation for an art form, but also enables them to enlarge their ideas as well as their experience. By exploring the values presented through fictional characters or in poetry, they inevitably question their own values, and are challenged to articulate them in speaking and writing. As they broaden their horizons—both in our classrooms as well as abroad—students become more sensitive to those from other backgrounds, learn to respect alternative viewpoints, gain tools to empathize with those who are different, and appreciate diversity more fully. In the process, they begin to embody true “world Christians.”

**Cognitively,** [studies show](#) that learning a foreign language sharpens the mind by boosting critical thinking and problem-solving skills, improves memory, enhances one’s ability to multi-task, increases creativity, enhances decision making, keeps the brain sharper for longer, helps with one’s own language skills, and increases perceptual acuity, among other benefits. On a practical level, learning a foreign language **greatly improves one’s career opportunities**, especially in today’s ever-shrinking, interconnected world. [Studies show](#) that the demand for bilingual professionals is “rising exponentially” (between 2010 and 2015 US job postings seeking bilingual candidates more than doubled) as employers seek professionals able to communicate with customers in new and expanding overseas markets as well as serve the growing foreign-born populations at home.

**In summary, the ML program contributes to equipping Westmont students for effective global engagement and helps make them more appreciative of diversity, better critical thinkers, and more marketable after graduation.** *(Results from our Alumni Survey support these claims; see Section IIB.)*

Thus, ML **directly supports Westmont’s core mission**, as well as the **Diversity and Global Awareness ILOs**. We also **serve the GE curriculum** (Common Skills) with our foreign language offerings in Spanish, French, German, and most recently Arabic, recently offered twice by an adjunct. *(Our GELO assessment results are outlined in Section IIA-4.)* Additionally, **ML supports several other programs** that require language learning as part of their curriculum. These include majors in history (graduate school and international studies tracks), liberal studies/teaching credential, political science (international affairs and international security and development tracks), sociology and anthropology (cross-cultural studies



track), and the new global studies minor. Finally, because **more than half of our students double-major** (62.5% according to the alumni survey) and we support a **robust number of minors**, ML serves Westmont's liberal arts mission through both upper and lower-division offerings and directly contributes to making Westmont graduates in various fields more linguistically, culturally, and globally competent.

## 2. Challenges

**A. Enrollments.** There are several challenges to sustainability facing our department. Arguably the **primary challenge involves declining enrollments**. Comparative data (*see Appendix I, Table 1*) reveals a dramatic drop in majors: in our last cycle (2006-12), ML graduated a total of 85 students, representing an average of 14.2 students per year (Spanish average=13.3; French=0.83). Although the current cycle is seven years (2013-19), our graduates only totaled 57 for an average of 8.14 students, (Spanish average=7.7; French=0.43). More alarmingly, if we were to eliminate the large graduating class (n=16) of 2013 and simply use the last six years' data (classes of 2014-19) our numbers are lower still: 41 total, or an **average of 6.8 students per year. Data indicates our majors declined by more than half.**

**Several internal factors** may potentially be at play here. First, enrollment overall at Westmont was down during this same time period, meaning fewer total students to recruit from. Second, some majors increased their units during this cycle, which made it more difficult for students in those majors to double-major, though we did see an increase in minors: From 2014-2019 we had 80 minors total (88 total from 2013-19), or an average of 13.3 per year (Spanish average=12.3; French=1.0).

Finally and most importantly, our numbers **mirror national trends**: according to the 2018 MLA report analyzing data from 2013 to 2016, ML enrollments on average declined by 9.2%; Spanish enrollments declined by almost 10% and French by more than 11% (*see Appendix I, Table 1*). Additionally, as highlighted in the Chronicle of Higher Education, in that same 3-year period, colleges lost a "stunning" 651 language programs (representing a 5.3% decline). Following a period of robust enrollments, the decline began at the time of the Great Recession and recent data suggests "the beginning of a trend rather than a blip," with a 15.3% total decline since 2009. The most common disappearances were in French, followed by Spanish (which by far remains the most commonly taught language in the US), and then German and Italian. Among the 15 most commonly taught languages, only American Sign Language, biblical Hebrew, and Korean saw a net increase in language offerings.

Despite these figures, there are some **bright spots**. For example, while our majors have declined, **our minors have grown, averaging 13.3 per year**. Additionally, **GE enrollments in language classes have remained steady** over time, and are strong in FR 1. Our work with student placement has yielded fruitful results, with students being placed in appropriate lower-division sections and thereby not having to move levels in the first or second week, which had often resulted in students dropping classes (due to scheduling conflicts so late in the semester).

A 2018 summary in Inside Higher Ed notes that despite the recent MLA findings, it remains unclear which comes first: "institutional disinvestment in language programs or waning student interest." The study also clarifies that **institutions that support language instruction are bucking the trend and have had increases in enrollments** in the same time period. MLA executive director Paula Krebs highlights strategic investments schools can make in order to produce stronger enrollments. Some initial recommendations for ML departments include transforming the curricula in order to situate language study in cultural, historical, and cross-cultural frames; encouraging dual majors; and eliminating the "two-tiered" approach in which adjuncts teach lower-division courses while tenured professors teach

upper-division. **This is encouraging news because our department has already implemented each of these three recommendations.** Additionally, we currently have more majors in the pipeline for the coming years and we anticipate an increase in numbers of graduates over the next cycle.

*One of our key questions for the next cycle is to continue to work against national trends and to implement and access new strategies to maintain enrollment in lower-division courses and increase enrollment in upper-division ML courses and in graduating majors.*

**B. French.** Both nationally and at Westmont, **the numbers in French continue to be low and declining.** While enrollment in FR 1 remain strong, most students do not continue in the language and few decide to major. *A key question for the next cycle will be to find ways to reverse this trend by increasing interest in the French program.*

When Dr. Collier announced her 2019 retirement, the ML department **strategized to find ways to maximize the new FTE's potential to benefit not only French specifically but also the broader campus community.** We therefore searched for someone who could teach French as well as another language other than Spanish, with Arabic given preference given its natural link with Francophone literature and its ability to support students going to and returning from two Westmont off-campus programs in Jerusalem and Cairo. We also hoped the new FTE could broaden curricular offerings by teaching Francophone literature (of the African continent, Caribbean, Vietnam, etc.), and perhaps even linguistics (which could aid the Education Department and English, which regularly hires an adjunct to teach ENG 106, Language Acquisition). The search last year, however, did not yield results as the candidates who taught Arabic and Francophone literature were not evangelical Christians. We will search again this year and strategize ways to attract more viable candidates. We remain deeply grateful to Dr. Mary Collier for her dedication, commitment, and leadership in Modern Languages over more than three decades. We are also grateful to the Provost's Office for the opportunity to fill this position, and recognize that finding the right person may require time, patience, and flexibility on our part. *A key question for our next cycle is to successfully fill this position and grow the French program.*

**C. Staffing:** Another **ML challenge involves staffing issues.** It important to note that at least two-thirds of our regular load is devoted to staffing lower-division GE offerings, which greatly limits the number of upper-division courses we can offer in a single year. We have worked hard as a department to try to develop **a consistent rotation of classes to meet students' (and faculty) needs,** but it has proven to be a challenge due to leaves. As a small department, sabbaticals and faculty leaves for leading off-campus programs (WIM) impact us in large ways as the load is distributed to fewer individuals. When we have filled these vacancies with adjuncts, it has been more difficult to staff upper-division offerings or to offer the variety of courses our majors need. When, on the other hand, we have been able to hire a full-time visiting professor (as we did with Dr. Marcelo Mejía-Pérez), our enrollment figures rose and student interest was high. Dr. Mejía-Pérez was also a full-time contributing member of the department, participated in department functions, and even planned a very successful poetry reading with an award-winning author.

**3. Strengths in adaptability:** The ML Department continues to demonstrate adaptability to changing needs. In this cycle, the Spanish program revamped its curriculum based on information gleaned from the previous Six-Year Review, and implemented suggestions from the outside reviewer, the 2013 Alumni Survey, and the PRC. For example, some of the gaps mentioned in the 2013 report included the lack of a conversation course, capstone course, and the inability to offer the Hispanic Cultures classes, all of which were successfully addressed. In response to alumni feedback and national

trends/recommendations, we also streamlined the literature courses in order to offer more variety in upper-division offerings. Interestingly, the current alumni report and recent MLA findings affirm these changes; hence we hope to see the fruits of these efforts in alumni comments in our next Six-Year Report. In French, we redefined the FTE to meet changing needs both at Westmont and beyond.

### **E. Additional Analysis**

**1. GE requirement:** As noted above and in our previous review, **Westmont has the lowest language requirement of any benchmark liberal arts institution** and the college offers the fewest options for learning other languages (*see Appendix I, Table 2*). For a liberal arts college that prides itself on a strong global plank—and certainly promotes it in recruiting and fundraising—requiring a single foreign language course is reprehensible. As stated earlier in *Section IID-1*, true global engagement and understanding is not possible without knowledge of the other’s language and culture, and this knowledge cannot be achieved in a single, introductory language course (*see Section IIA-4*).

We would like to help **engage a campus-wide discussion on the role of languages in our liberal arts curriculum/GE and share comparative data**. While a 4-semester ML GE requirement is ideal for achieving the goals of a liberal arts education committed to global engagement, we realize that this is impossible without a commitment of major financial resources to pay for new FTEs and adjuncts. Still, **changing the requirement to second (or ideally third) semester language** is something we could consider as a first step. Currently the GE requires students to complete one semester of a language beyond the two-year entrance requirement to the college. Students may thus take a course at the level into which they are placed (with the majority placing into first or second semester) or they may take an introductory language course in a new language. Part of this problem is that students, even after 3-4 years of high school foreign language courses, want to be placed in the first semester (something we do not allow). Some even try to skew their placement exam to be placed at a lower level in the hopes of having an “easy A.” Of course, this disrupts the class by having drastically different levels in a single class. By changing the requirement to a specific course, students may in fact want to work hard to be in the correct, more advanced class.

*In the next cycle, we plan to gather more data on financial and staffing/load implications for increasing the GE requirement and share this with the broader community.*

**2. Other language courses:** A second discussion worthy of broader input (from Senate, OCP, and the campus community) involves what additional language(s) should be offered at Westmont. Our belief is that any new language must support existing programs in meaningful ways, and not simply be a trendy add-on. (For example, Arabic, with its natural link to two off campus programs, was recently offered to support those students going to and returning from WIJ and WIC.) Working with Dr. Keaney and the WIC program, we did offer Arabic I & II in Fall of 2018 and 2019. *We would like to gather more data/engage in discussion with OCP leaders to see if this was successful.*

**3. Collaboration with global education:** Besides the question above, our department would like to continue partnering with off-campus program leaders and the Office of Global Education to help staff needed language offerings and ensure standards are being met. We are appreciative that in this cycle, more OCP leaders and the OCP Committee reached out to ML for input on new language classes (in Mandarin and Arabic, for example). We also hoped that off-campus programs would stimulate campus interest in language courses both prior to and following the semester abroad, as taking courses in the natural environment generally increases interest in pursuing further language study. (For example, WIM

has been successful in instilling a love of language and culture that attracts many students to the Spanish program.) This, however, has not generally been the case. With WNE, for example, rather than helping bolster enrollment in German 1 & 2 the opposite occurred: enrollment in GER 1 on campus decreased and GER 2 increases were negligible. Sadly, when a few returning WNE students wanted to continue language studies, we discovered that the level of preparation they received abroad (in GER 1) was linguistically inadequate to equip them to succeed in GER 2. This is something we would like to discuss/address with off-campus program leaders. It seems like the bulk of introductory courses taken abroad are essentially “travel survival skills” courses and not true college introductory language courses that meet our (minimal) GE requirement.

*Thus, another key question for the next cycle is to partner with OCPs to ensure how courses taught abroad meet similar standards for those taught on campus that fulfill the GE. As Arabic 2 has now been offered twice (to meet the needs of students returning from Jerusalem and Cairo), we would like to explore how we can make this course successful in the future, especially if we hire an FTE who can teach Arabic.*

**4. Assessing learning abroad:** Additional areas of analysis involve assessment of off-campus programs for our majors. *In the next cycle we would like to gather and analyze data from major courses taken abroad to make sure they meet standards established in similar classes on campus. We plan to begin with SP 100, a core course for our majors which many elect to take abroad (as most students go abroad in the fall, when this course is offered). Initial plans include meeting with the WIM professor to discuss curricular expectations (e.g., the need for research, MLA citations, etc.) and including a final paper to be turned in for assessment/comparative purposes following the abroad semester. This process is facilitated when a ML professor leads WIM.*

**5. Finances:** Despite our small budget compared to other departments, ML has remained fiscally responsible over the years. One line-item, however, is consistently deficient: hospitality. The main expenditure here is the Senior Tea, followed by the Sigma Delta Pi induction ceremony and the campus-wide Christmas Posada. Nevertheless, because we believe in teaching beyond the classroom, professors regularly host students in their homes (e.g., the French Chandeleur, German OctoberFest, movie nights, etc.). Because the funds from the Provost’s Office have not increased in over 28 years (\$1.50/student), ML covers the difference in cost so that faculty and students can have meaningful interactions that enhance the learning experience. Additionally, in this last cycle we took greater advantage of community events, taking students to concerts and literary readings (sponsored by UCSB). This again came from departmental funds. Because feedback from these events has been so positive, we hope to continue and increase these activities in the next cycle. Having appropriate funds would make this possible. Other expenditures in this area are small gift cards for student workers, honoraria for guest speakers, contributions to Reynolds Hall faculty birthday celebrations, and lunches for summer assessment meetings. *We need to reallocate funds for student wages (which are consistently underspent) into other line-items.*

**6. Faculty:** Our department consists of 4 FTE—3 in Spanish and 1 in French—as well as a regular adjunct in German (who teaches 1 course per semester). We recently added an adjunct in Arabic to teach Arabic I & II in subsequent semesters. Dr. Collier retired officially in 2019 (though she continues to cover French classes this fall in the absence of a new hire). We are currently searching for a new FTE with expertise in French/Francophone literature *and* the ability to teach another language other than Spanish (e.g., Arabic). As we still have a need for a linguistics course, it would be ideal if this individual

also had expertise in this area, though we realize such an individual may be impossible to find. We need to do a better job of networking and *actively* pursuing those who might be a good fit for Westmont.

One long-term concern involves future retirements. Because the remaining three department members (in Spanish) all plan to retire in approximately 10 years, we need to ensure that the new hire is at a different point in his/her career and will be able to carry ML forward as current members leave over the next decade.

### **III. Contribution to Diversity**

The ML Department is very pleased with its ongoing commitment to strengthening diversity and inclusiveness in our courses and in the broader campus community. To this end, over this last review cycle we have engaged in the following activities:

**A. Faculty Development:** Our members have regularly participated in a variety of diversity faculty development opportunities:

- **Week-long seminar:** Cardoso & Docter participated in the **Border Immersion Seminar** (May 2016).
- **Reading groups:** Cardoso and Dean Nazarenko received a grant to conduct reading groups about diversity on campus after they completed the Diversity ILO. Together they selected Ta-Nehisi Coates' *Between the World and Me*, and Nazarenko later selected *Racism, A Short History*. Docter participated in the reading group on Coates's *Between the World and Me* (Fall 2018); Elías participated in the reading group on *Racism, A Short History* (Spring 2019).
- **Workshops:**
  - Cardoso attended a semester-long workshop hosted by Cynthia Toms on underrepresented writers (2014-15)
  - Cardoso and Docter attended the workshop on facilitating difficult conversations.

**B. Giving Talks/Presentations**

- As a result of the **Border Immersion Seminar**, we had several opportunities to share about our experiences with the broader community:
  - Cardoso & Docter presented at a Faculty Forum (Fall 2016).
  - Docter participated in a Library Storytelling Event (Fall 2016), a Reel Talk panel on "Who is Dayani Cristal?" (Fall 2016), and in a WCSA-sponsored "Conversations That Matter" (Fall 2017).
  - Docter also worked with Immigrant Hope and team-taught a Trailhead learning module on immigration (summers 2017, 2018, 2019).
- **Interdisciplinary collaboration with Theater Department:** Elías and Cardoso worked with Theater to suggest new plays from Spain and Latin America:
  - Elías collaborated to help bring *Animales Nocturnos* by Spanish contemporary playwright Juan Mayorga. Cardoso served on a panel discussion following the play.
  - Cardoso collaborated to help bring the reading of *Cartas de Cuba/Letters from Cuba* by Cuban author María Irene Fornés. Cardoso also served on a panel discussion on the play.
  - All Spanish classes were encouraged to attend these plays, as well as the production of *Blood Wedding* (adapted from Spanish playwright García Lorca's *Bodas de sangre*).

- **Poetry Reading:** Our visiting professor, Dr. Marcelo Mejía Pérez, organized a community cultural event (co-sponsored by the Gaede Institute’s Westmont Reads) with award-winning Mexican poet Ignacio Ruiz-Pérez (Spring 2015). Students in his Spanish seminar participated in the event, which was well attended by the Westmont community as well as UCSB and City College students and faculty.
  - **National Conferences:** Cardoso and Dean Nazarenko presented their findings on the Diversity Assessment ILO at two national conferences in Chicago and San Diego and a poster session in Jacksonville.
    - A workshop offered by Nazarenko and Cardoso at a LiveText Conference in Chicago was titled, “Using Signature: A Signature Assignment to Assess Student Learning About Diversity.”
    - A joint presentation with Pepperdine University’s Dean of Assessment at the WASC/WSCU conference in San Diego was titled “Assessing Student Learning About Diversity at Two Faith-Based Institutions.”
    - Initially results were shared in a poster session at the AAC&U’s “2017 Diversity, Learning, and Student Success” in Jacksonville, Florida.
- C. Syllabi Revision:** Members of our department are actively involved in updating/revising our syllabi to include a more diverse set of perspectives and experiences. The following was accomplished in this last review cycle:
- Cardoso revised her seminar on **Women Writers (SP 180)** to include more underrepresented writers as a result of the workshop she attended with Cynthia Toms.
  - Docter revised her seminar on **Latin American Poetry (SP 183)** to include a new unit on “Exile, Immigration, and Identity” as a result of the Border Immersion Seminar. She also included immigration poems in her **lower-division courses (SP 3 & 4)** as well as Advanced Spanish (SP 100) and Intro to Lit (SP 125).
  - Elías revised her syllabi to include contemporary plays on immigration in her seminar on **Spanish Theater (SP 195)**, as well as in **Advanced Spanish (SP 100) & Intro to Lit (SP 125)**
  - In the new **Conversation course (SP 106)**, Cardoso included materials related to the US Latinx population and contemporary women’s protests in the Hispanic world, such as “Ni una menos.”
  - Collier’s new **Chivalric Tradition course (FR 110)** includes 50% women writers.
- D. New Assignments (based on special events)**
- Several of the exhibitions at the **Ridley Tree Museum** inspired integrations with our curriculum.
    - In order to take advantage of the Ridley-Tree Art Museum’s **exhibit on immigration** (“Bowers/ERRE - So Close and So Far,” Spring 2017), Docter **collaborated with the Art Department to design a new visual learning assignment** in which students in Intermediate and Advanced Spanish (SP 3, 4, 100) visited the exhibit and then prepared an essay and oral presentation on a piece that was meaningful to them. SP 100 also had guided tours with the museum director prior to completing this assignment.
    - Cardoso’s SP 180 Latin American Women Writers class toured the multi-venue exhibit in Santa Barbara “LA/LA” that included Ridley Tree’s Fall of 2017 **Modern Guatemalan art** “Guatemala from 33,000 km.” They received a guided tour with the Ridley-Tree museum director and wrote essays on the exhibit.

- In the Spring of 2019 Cardoso's SP 106 was given a tour by Tamara Vaughn of "Watershed: Contemporary Landscape Photography." The class discussed the **ecological issues addressed by the Hispanic photographer.**
- Sodexo invited an award-winning **Colombian chef to Westmont and the Spanish faculty hosted him** in their intermediate and Advanced Spanish classes. Sodexo also arranged a cooking demonstration (in Spanish) in the DC for all upper- and lower-division Spanish classes.
- Students in Cardoso's Women Writers (SP 180) traveled to **LA's Skirball Center to attend a reading with Isabel Allende.** The following year, upper-division students attended another reading by the Colombian author at the Granada Theater with Docter & Elías.
- Twenty students at various levels attended a concert by Mexican artist **Lila Downs** at the Granada Theater with Docter, and also attended a folkloric dance festival earlier that evening on State Street.

#### E. Service

- Cardoso was the **Lead Assessment Specialist for the Diversity ILO**; Docter participated in the ratings of said ILO. As a result of the findings, efforts were made by the Dean of Curriculum and the Lead Assessment Specialist (DC) to influence change in the co-curricular offerings as a supplement to any curricular changes that departments might feel necessary for their programs. Co-curricular activities were to specifically address issues of diversity. Dean Nazarenko and DC met with various constituents throughout Westmont. Over 20 co-curricular activities were documented for the entire college as a result of these efforts in the following year, including those sponsored by the Theater Department, Student Life, ReelTalk, Chapel speakers, and others.
- **For her outstanding work on behalf of diversity assessment, Cardoso won the Jane Higa Award (2017).**
- Cardoso & Docter served on the President's **Track of Work on Diversity.** Docter presented IDI results to the committee (2018).
- Docter led a **two-day workshop to other OCP leaders on the Global Learning Cycle** and the need for increased cross-cultural awareness/competencies (2016)
- **Mentoring:** Docter mentored Enrico Manlapig; Elías mentored Carmen McCain.

#### F. Faculty Recruitment and Retention

- We have an excellent track record of recruiting and retaining women faculty and faculty of color: our small department of 4 FTEs is 100% female and 50% faculty of color.
- For adjunct positions and visiting professors we have a 100% commitment to hiring faculty of color, e.g. Dr. Marcelo Mejía Pérez (in Spanish), Leah Chirinos (Spanish), María Jasmín Puignau (Arabic), and international faculty (Daniela Kostruba and Michael Hoffman in German).

## IV. CONCLUSIONS

### A. What We Learned: Summary

We learned a great deal about our program over this cycle. Here are **some of the strengths:**

- **Our Mission Statement and PLOs remain appropriate.** We are pleased with the reduction of PLOs (from 5 to 3), which made assessment much more manageable without compromising our

mission. We did tweak the aspirational language in PLO 3 (World Christians) to make it more compatible with the outcome itself.

- **ML students are successfully achieving our learning outcomes**, as demonstrated in the very positive assessment results in critical thinking and “World Christians,” the two PLOs assessed this cycle.
- **We successfully addressed key questions** from the last cycle: Most notably, we used data gathered over the previous cycle to **restructure the Spanish major: three new courses were added, included a capstone**, and a new rotation was implemented such that we are able to offer regularly **two additional culture classes** which had previously not been taught in years. We anticipate that these changes will greatly enhance student learning as well as increase enrollment. French added a new class to its curriculum as well.
- **Our alumni affirmed many of our strengths**, including strong teaching effectiveness, high success in achieving both PLOs and ILOs, and our ability to prepare students for life after Westmont, especially in terms of language skills, critical thinking, and global engagement.
- Assessment of **GE classes demonstrates that our students meet or exceed national averages** (for first semester language courses, a low bar indeed for GE requirements).
- Overwhelming evidence demonstrates ML Spanish faculty’s **ongoing commitment to strengthening diversity and inclusiveness** in our courses and in the broader campus community.
- **We added a minor residency requirement** in order to maintain the integrity of our program, to allow students returning from abroad to share their learning with on-campus students, and to increase enrollment in upper-division courses.
- **Two of our recent (2019) graduates received Fulbright Scholarships in Hispanic countries** (Spain and Argentina). Our department was instrumental in writing letters of recommendation, administering the language evaluation, and in helping them edit their proposals.

Data analysis and departmental discussions also revealed **several areas for improvement/next steps**:

- Because our majors are required to attend a semester-long off campus program, **strong academic advising is imperative**. At times this was hindered by WebAdvisor issues: program evaluations were frequently misleading for students, who came to believe they had finished their major when in fact they were short the required number of units. We continue to work with the Registrar on resolving these issues. We have also discussed departmental solutions to help with advising, including having a general meeting with all ML majors at least once a semester to discuss course-work, OCPs, program changes, new course offerings, etc. *We will begin to implement this in the next cycle.*
- Data from the Alumni Survey revealed **career advising as a weakness**. We see many opportunities to address this through capstone course, with its required internship component and unit on vocation. *We plan to assess this in the next cycle.*
- Our **GE requirement falls short** in reaching some goals stated in the college mission and the ILO for global engagement. Moreover, our requirement is the **lowest of any comparable institution**.



## B. Key Questions & Next Steps:

Several key questions and next steps emerged as we examined and discussed data over this cycle and engaged in department discussions:

- **The French program & FTE:** A principal key question is to **fill the new French position and to find ways to increase interest and enrollment in French**. Examination of load reports (over this cycle and others) has made us very aware of consistently low enrollments in French classes beyond the first (GE) semester. A new FTE gives us opportunities to think about the French curriculum in new and creative ways and to attract more students to French and Francophone studies. Given budget shortfalls, we are grateful for the opportunity to fill this FTE and to find ways to use this new hire to not only benefit ML but the college as whole. We are actively pursuing an individual (ideally a male!) who can expand the curriculum beyond France to include Francophone literature of the African continent, the Caribbean, etc. Having someone who can also teach a LCTL (such as Arabic) would support existing on and off campus programs.
  - *Filling the French position and increasing enrollment in French is a key question for the next cycle.*
  - *Another key question is finding ways to restructure the French curriculum so that a capstone could be added without compromising the (already) limited upper-division offerings for French majors.*
- **Increase enrollments in ML overall:** As reported above, our data and national studies reveal a concerning trend: the number of majors graduating in Spanish and French has decreased substantially over this cycle, despite the increased national push for more “global education” in higher ed. Section IID-2A outlined possible factors at play here.
  - *A goal for the next cycle is to continue to assess and make changes in our curriculum in order to increase enrollment in our courses (particularly upper-division, where averages are lower) and in our majors.*
- **Assessing the new Spanish curriculum and continuing to explore ways to enhance student learning and expand our program/offerings.** We are pleased with the restructuring of the Spanish curriculum and the addition of several new courses, including a capstone. One gap still exists, however: we noted in our 2013 Self-Study (p. 3) that the **addition of a linguistics course** would permit Westmont to establish a track in Secondary Education. A lack of linguistics course was also mentioned in our alumni survey as a shortcoming (2013).
  - *In the next cycle, we will continue to assess our new offerings (including the effectiveness of new courses like the capstone) to see what changes need to be made in individual courses as well as the program in general in order to fulfill our PLOs successfully and give students the best ML education possible (given our resources).*
  - *A key question for the next cycle is examining ways to offer a linguistics course to the ML curriculum given limited staffing and financial resources.*
- **New languages to enhance the global plank:** As noted in the PRC responses (*see Section I*), we believe deciding what additional language(s) to offer at Westmont should be a campus-wide discussion. Most recently, our department and the Senate have engaged in this discussion in response to our current FTE search for a French professor who can also teach beginning courses in an additional language. General consensus was that Arabic would be ideal, as it supports two

successful off-campus programs (Cairo and Jerusalem) and could help prepare students prior to departure and stimulate them to continue their language learning upon their return.

- *Next steps include continuing to work with the Senate and the Office of Global Education to determine which new languages should be added to enhance global education at Westmont. Additionally, we would like to help assess the quality of classes offered off-campus to make sure they meet appropriate standards established by ML, our GE, and national norms established by ACTFL.*
- **Discussion of GE foreign language requirement as (in)sufficient for a liberal arts college with a strong global plank.** The ML Department strongly believes that our current GE requirement is insufficient. Other comparable liberal arts colleges require 3-4 semesters of language (*see IID & Appendix I*) and if we seek to be competitive and to truly prepare our students to be global citizens, we need to do the same.
  - *A key question will be to help engage the campus community in this discussion and to gather data regarding financial and staffing implications.*
- **Dealing with language learning challenges:** We have noticed over this review cycle that more and more students are entering into our college underprepared and ill-equipped to study a second language.
  - *A key question will be to determine how can we adapt our teaching style and curriculum to accommodate the growing number of students with language learning challenges. We hope to partner with Disability Services on this matter.*
- **Increase student engagement outside the classroom:** In this review cycle, we increased the number of creative learning experiences outside the classroom by taking advantage of lectures, concerts, art exhibits, poetry readings, etc. on and off the Westmont campus. We would like to continue this, and also to empower our student leaders to take charge of some of these events. For example, our chapter of Sigma Delta Pi (the National Hispanic Honor Society) now has elected officers and in this cycle we entrusted them with certain events (the Posada and the SDP ceremony itself) which was a big success. Not only did they gain valuable leadership experience, they also served as role models for other students.
  - *Next steps include finding more ways to engage students outside the classroom and working with student leaders to help equip and empower them to lead appropriate learning activities outside the classroom.*
- **Address oral communication:** In the next cycle, we need to address oral communication (part of PLO 1, language fluency), as well as critical thinking (PLO 2) through oral communication. This will be one of our key questions. To do this effectively we would like all **professors trained in conducting the OPI** (Oral Proficiency Inventory); **we request funds to make this possible.**
  - *A key question is to assess oral communication in our classes, as well as critical thinking through oral communication. (We have assessed written communication a great deal in previous cycles). We also request funds to make this assessment more effective*

## Appendix A & B

**A. Link to departmental Program Review Site:** [https://westmont.edu/academics/departments/modern\\_languages/program-review.html](https://westmont.edu/academics/departments/modern_languages/program-review.html)

**B. Faculty Race/Ethnicity & Gender Breakdown (FTEs & Part Time)**

Faculty Member	Date hired	Termination Date	Gender	Ethnicity	Rank/(Year)	Tenure Status/(Year)
Cardoso, D.	2008	N/A	F	Hispanic	Professor (2012)	Tenured (2012)
Collier, M.	1981	2019	F	White	Professor (1994)	Tenured (1991)
Docter, M.	1992	N/A	F	White	Profesor (2003)	Tenured (1997)
Elías, L.	1999	N/A	F	Hispanic	Assoc Professor (2006)	Tenured (2006)

Profile of Part-time Faculty				Years Employed						
Faculty Member	Date hired	Gender	Ethnicity	2013-2014	2014-15	2015-16	2016-17	2017-18	2018-19	Notes (reason for hire)
Kostruba	Aug-13	F	White	x	x	x	x	x	x	German language
Mejía-Perez	Aug-13	M	Hispanic	x		x				WIM replacement (Spanish)
Chirinos-Alemán	Jan-18	F	Hispanic						x	Sabbatical replacement (Spanish)
Peláez	Aug-13	F	Hispanic	x						WIM replacement (Spanish)
Hoffman	Aug-18	M	White						x	German language
Puignau	Aug-18	F	Hispanic						x	Arabic language

## Appendix C: Summary of Assessment Results

### I. PLO Assessment (2014-15)

Program Learning Outcome	Demonstrates critical thinking
Who is in Charge	Chair: First semester Dinora Cardoso; second semester Mary Docter
<a href="#">Direct Assessment Methods</a>	<ul style="list-style-type: none"> <li>• Implemented a rubric across the curriculum for the final paper in various levels. See “H 2014 Fall ML Critical Thinking and Writing Rubric.”               <ul style="list-style-type: none"> <li>○ The rubric was developed by the department by using AAC&amp;U’s and other departmental rubrics.</li> <li>○ Unfortunately, the prompt was not the same for all the classes, and we must develop a prompt to be used in all our classes that we can adapt with minor variations.</li> </ul> </li> </ul>
<a href="#">Indirect Assessment Methods</a>	<ul style="list-style-type: none"> <li>• Self-report (through focus groups or survey) will be done with senior class during our Six-Year Review</li> </ul>
Major Findings	<ul style="list-style-type: none"> <li>• For the 2014-15 academic year our sample size was fairly small in both majors: 36 students for Spanish and 6 students for French. Hence, our preliminary conclusions are based on incomplete data, and we will continue to gather data in 2015-16 to analyze a larger sample in both languages. Not all students turned in assignments through LiveText, some due to technical problems and others turned in assignments after the semester dates had expired.</li> <li>• We set a goal of 75% or greater of our students would be rated competent or better in each of the categories of the rubric. If looking at the entire sample, it appears we have not met this goal (See document labeled “A 2014-15Critical Thinking Across ML Curriculum”). However, when we analyze the data more closely, the rubric tells a different story.</li> <li>• For French, the student performance was not disaggregated. Based on the entire sample, only 16% of students are not competent in the criteria for critical thinking. Hence, French students were meeting the standards set by the department (See document “B 314-115 French Critical Thinking”).</li> <li>• For Spanish, when looking at the entire sample, between 23 and 53% were not competent in one of the categories (C 314-115 SpanCriticalThinking).               <ul style="list-style-type: none"> <li>○ However, only between 8-21% of the juniors and seniors were not meeting the standard of “competence” in each category, which meets our standards.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Spanish 100 is a prerequisite for other courses in the Spanish major. Classes with numbers between 170-195 are often the last courses students must take to complete the major. Hence, we have used these classes as a beginning and final assessment of our instruction, with the courses numbered between 101 &amp; 104 as an intermediate assessment of student progress.</li> <li>○ If Spanish 100 is compared to the senior level courses, students performed significantly worse. Between 33 and 100% were not rated competent in each of the rubric categories. See “D 314-115 Critical Thinking Sp 100”</li> <li>○ More significantly, by comparing juniors and seniors in Spanish 100 and in Spanish 180 &amp; 195, the difference in performance between students who were about to complete the major and those in the beginning course produced very positive results. Juniors and Seniors completing the major scored higher on the rubric. See “E 314-115 Critical Thinking Juniors &amp; Seniors” and “E 314-115 Critical Thinking Sp100 Juniors &amp; Seniors.”</li> <li>○ Hence, our instruction and repeated practice in the intervening classes (Spanish 101-104, 110, and 111) and through out the curriculum improves critical thinking in our students. See “F 314-115 Critical Thinking Sp101-104.”</li> </ul>
Closing the Loop Activities	<ul style="list-style-type: none"> <li>● We need not make any changes with the current results. YEAH!</li> <li>● However, our testing needs refinement. <ul style="list-style-type: none"> <li>○ There are some shortcomings to the current rubric. For example, we don’t have inter-rater reliability because our rubric did not have assigned numbers for the competency ratings.</li> <li>○ Some of our descriptions cover two or more areas, so if we decided to change the curriculum, we could not be sure which part of the description is the weakest. Therefore, our changes would have to include both areas assessed.</li> <li>○ Furthermore, we need to develop a common prompt for use across the ML curriculum that can be slightly amended for each course. A sample preliminary prompt is included, please see “G Prelim Sample Prompt.”</li> </ul> </li> </ul>
<p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>● This year was targeted at collecting data, but more importantly the entire department was learning LiveText. <ul style="list-style-type: none"> <li>○ First semester: We had some issues with creating rubrics. Once the rubrics were loaded the way they were written, we realized that LiveText did not accommodate the rubric descriptions the way the department had developed them.</li> <li>○ Second semester: some of the rosters were not loaded until the very end of the semester. Department members were unsure how to deal with LiveText in spite of being in contact with the departmental administrative assistant and Doug Conrad. Clearer points of contact for assistance would be helpful. <ul style="list-style-type: none"> <li>▪ Some of the students did not turn in their assignments through LiveText: both in classes that had problems with the rosters and classes that had access to LiveText all semester. Thus, we did not collect all the data available second semester.</li> </ul> </li> </ul> </li> </ul>	

- **Students were not allowed to upload documents to LiveText after a certain date when the semester is over; it would be helpful if the last day of the semester in LiveText were the date grades are due for professors. In this case, the professors kept hard copies.**
- **Our administrative assistant needs more training in mastering LiveText. She was the first contact person for faculty in our department but could not help. Since our administrative assistant is shared with English, she will be responsible for the data for two departments and her competence in LiveText is essential to keeping faculty workload and frustration to a minimum.**
- **We are grateful for several features of LiveText.**
  - **The ability to collect data from all faculty with ease and to archive evidence for future use.**
  - **Although we are not completely proficient, we were able to generate several types of reports based on the same rubric.**
    - **Looking at the data based on students' class level was something we couldn't have done by just collecting data through individual professor's rubrics.**
    - **Separating upper division into three learning moments as our curriculum map states: introductory classes, development classes, and mastery courses.**
  - **Having nice graphs already developed is great. When trying to develop graphs and apply equations to our Excel spreadsheets for the Six-Year Report, our computers would often take minutes to develop the information (not enough memory or slow processor?). This is soooo much faster!**

## II. Follow-ups (Discussion)

- **We are beginning a new cycle of learning outcomes. We have pared down to three.**  
[http://www.westmont.edu/academics/departments/modern\\_languages/program-review.html](http://www.westmont.edu/academics/departments/modern_languages/program-review.html)
- **The PRC's response to our action plan mentioned several items to address, and we will address items when our entire faculty is on campus. Here are some of the strides made this year in spite of having a visiting professor.**
  - **Conversation about Westmont's language needs (p.2): What venue do we use to begin these conversations? Departments sometimes consult us about language studies if they have an off-campus program, but we are a voice but not a vote when final decisions are made. We have cooperated with other departments that have consulted us about language studies abroad, and the department has attempted to support language practice for returning students by offering language tables that allow students to get together for informal conversations and, thus, practice the foreign language.**
    - **Chair met with both Cynthia Toms and Mark Sargent regarding Turkish and German accommodations for students returning from Off-Campus Programs. The discussion centered on offering a hybrid course where both face-to-face and on-line instruction can be used to keep costs down for the college regarding Turkish. And this conversation**

allowed ML to offer German 3 for the first time in almost a decade to support students returning from Westmont in Northern Europe. However, only one student enrolled, and the course was cancelled this fall (2015). More importantly, the Chair offered the department's expertise for discussions regarding the languages being taught on Off Campus Programs. We hope to be part of the conversation regarding Chinese when arrangements are made for the Asia Program.

- Our department does not determine what languages need to be taught at Westmont. Besides our department being perceived as a service department to other disciplines, we perceive the language needs to be a moving target in today's global context. What will be the next "most needed" language? It's anyone's guess.
  - Shortly after 9-11, the need for Arabic was pre-eminent as the most desired language to add to curriculums across the U.S. The need was fueled by federal agencies in need of translators.
  - Recently, with China's perceived economic strength, Mandarin was thought to be the language most needed. Business departments saw Mandarin as a step toward opening and developing the largest market in the world. Hence in less than 15 year's time, the focus had already shifted from Arabic to Chinese.
  - Although we agree that having non-Western languages represented in our curriculum is necessary, Westmont needs to admit that limited resources do not allow for the development of the languages needs that come along in 10-15 year cycles, or to offer languages to merely support returning students from Off-Campus Programs.
    - Low enrollment kept the department from offering German 3 this fall.
    - If we look at language study as an integral part of the liberal arts, we can begin by understanding that we don't have to provide instruction in all the new languages that are perceived to be necessary at any given moment, but that the study of a language teaches students self-discipline: not only how to communicate in another language, which is a desirable as an end in itself, but also how to learn and study a language. Acquiring a third or fourth language is perceived to be an easier task than learning a second language, so we are training students to continue to learn after they graduate even if we cannot teach every language.
  - Budget considerations override any attempt at expanding our offerings in any one direction. German, Turkish, and Mandarin are the classes on our radar because of the current development in Off-Campus Programs. What budget allocations have been directed at adding classes on campus? Will ML be included in these discussions? Theoretical discussions can only go so far.
- The conversation about increasing the language requirement to the same level as benchmark colleges is a tough sell when every department wants their courses to count toward GE. Where does this conversation begin? The ML Department has a vested interest, and it will be perceived as territorial by the rest of the faculty for ML to propose changes. The shortcoming for the Westmont curriculum needs to be supported and voiced by more than just ML.

- Increasing the language requirement has fiscal consequences as well. We are currently being asked to review our low enrollment in both lower and upper division classes (see discussion below). What would happen if we were to divide students into even smaller classes by expanding the offerings in lower division?
  - Another concern is having Ph.D.s in literature teach only language classes. Ignoring the Spanish and French majors to serve the language requirement is not the best allocation of resources. Please see the discussion below.
- Low student enrollment (p. 2): Nationally, foreign language departments are expensive programs to run and are often the victims of budget cuts. However, foreign language study has historically been viewed as a lynch-pin of the liberal arts. Our lower division classes have caps of 20, following the Association of Departments of Foreign Languages guidelines.
- Certainly first and second semester classes can be closer to the ADFL goal (20), but each semester we run into problems with students registering for courses in which they don't belong. Each student has a story about poor high school teachers or programs or Westmont advisors telling them to take a lower level than the Placement Test. The Registrar's written instructions are ignored as well. Our WebAdvisor registration program has no way to screen students for high school language experience.
    - Hence, we have instituted a more rigorous, manual screening of lower division students in all the ML courses so that our classes are populated with students in the correct level. In previous semesters, we had so many students moving from one level to another that often our classes would be half empty by the end of the first two weeks, when originally there had been waitlists of up to 10 students. After all the shuffling, when waitlisted students were notified, they had already found courses to fill their schedules and did not want to begin a language class a week after it had begun. Fewer level changes means more students accommodated into lower division. We would welcome suggestions for improvement from the committee and can provide a more detailed description of the process we have instituted, which requires many additional hours of work for ML faculty and chair. We're still experiencing shuffling particularly from students who want to place themselves by evaluating their own competency, but classes seem more uniform in skill level.
    - In the 2014-15 academic year the department discussed offering an accelerated Spanish class that would encompass Spanish 1 and 2 in one semester for students with too much experience to enroll in beginning Spanish but not advanced enough to enroll in Spanish 2. It would serve students who have had two or three years of high school Spanish but do not feel confident in Spanish 2 for various reasons. We wonder if the "low" enrollment figures would keep us from instituting a program that may help alleviate some of the placement issues that keep our classes from filling to capacity. Although we acknowledge that placement would still be an issue with all of lower division, the fewer students moving from one section to another the better our student-teacher ratios averages and medians.



- Our upper division classes vary according to language and semesters. Suggestions in order to increase our enrollments would be welcomed.
  - In Spanish in the fall, we typically send students on WIM and to Trinity's Sevilla Program so enrollment is usually lower than in the spring. We have better enrollments in Spring Semester when only a few students study in Sevilla.
  - Nationally, French language study has not been growing, so unless we have robust enrollments in third and fourth semester French courses, there is little chance of increasing the number of majors. However, fewer First-Years arrive with a background in French. Suggestions?
  - Although we are aware that everyone must justify their importance within the Liberal Arts to make sense of the department fiscally, perhaps the question here should also take into account the steady enrollment at Westmont as all departments are urged to recruit more students. If the pie is the same size, cutting a bigger piece for yourself leaves someone else with a smaller piece.
    - One of our advantages is the reasonable number of units needed for a major, so most students can double major with another discipline. We encourage students to double major whenever possible. However, whenever one department recruits a student with only one major, another department loses one.
    - We've also run into instances where double majors drop their French or Spanish in order to accommodate another major with more required units and stricter course sequencing. The competition for majors may not be a healthy morale issue in a small college like Westmont.
- Restructuring the curriculum so no overloads are needed (p. 4): The department did not address in 2014-15, but this is a conversation that must take place in conjunction with the director of Off-Campus Programs as well.
- Merging SP 150 with IS 192 (p. 2): The department did not discuss in 2014-15.
- Capstone course (p. 2): A capstone to serve all of Modern Languages would mean an additional class taught in English or two additional courses, one in French and one in Spanish. A course in English means that students would practice the target language less, and we are not ready to lose another four units of language use. Moreover, adding another course to the rotation for each major seems unreasonable when we are already being asked to "review" our low enrollments. Our 150 course serves both majors and must taught in English already. Any suggestions would be welcomed.
- Assessment (benchmarks, etc.) (p. 3): We would welcome help with benchmarks and standards.
- French assessment & enrollment (p. 3): Dr. Collier collected data for Critical Thinking (and Writing) using LiveText in the 2014-15 academic year. Although samples are small, we hope to be able to analyze data after a few years.
- Nurturing and sustaining interest in other languages post study abroad (p. 3-4): We are sponsoring a German Conversation table for students returning from WINE and for our own German students. We already offer classes and conversation tables

in French and Spanish. Returning WIM students have an evening where they present an aspect of their experience. See also the discussion above under Westmont's Language Needs.

- WIM / ML staffing model (p. 4): Is this an item for Off-Campus Programs? We do not determine this as a department since Dr. Docter is the only person involved.
- Collaboration with global leadership and learning center (p. 4): We would be happy to collaborate with Off-Campus Programs and the Global Leadership and Learning Center, if invited. Often these issues are not under our control.
- **The visiting professor fully participated in departmental assessments and coordinated an outside speaker. He attended both departmental meetings and faculty meetings on a regular basis.**

### III. Other assessment or Key Questions-related projects

Project	
Who is in Charge	
Major Findings	
Action	
<p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>● <b>Without the entire faculty on campus, these projects were mostly put on hold. We've attempted to use Google Hangout and other means of getting together when faculty is on off-campus programs, but different time zones and class schedules make this possibility almost unfeasible. Sabbaticals release professors from departmental meetings. Hence, this past year we did not have full faculty input either semester.</b></li> </ul>	

### IV. Adjustments to the Multi-year Assessment Plan (optional)

Proposed adjustment	Rationale	Timing
Change the assessment of writing to this school year.	We collected data for both writing and critical thinking in 2014-15. This academic year we hope to have two year's worth of data for the writing portion of our assessment.	2015-16
Change faith-learning PLO to 2016-17.	We've been in contact with Calvin College's language department to see their prompt and instrument for faith-learning.	2016-17
List GE assessment in 2016-17	We did not list this in our original Multi-year Assessment Plan	2016-17

## 2. PLO assessment (2015-16)

### I. Response to the previous year PRC's recommendations

<b>Item: Languages at Westmont</b>	<b>Response:</b> <ul style="list-style-type: none"><li>• We were invited to the Provost's Office to approve an online Turkish language follow up to the Off-Campus Program. The instructors from Turkey would be hired to continue working with our students. This strategy allows students to work with faculty whom they already trust and know rather than being an entirely digital delivery.</li><li>• We were informed the Off-Campus Program in Asia would include Chinese as a language component.</li><li>• Additions to the language program at Westmont are not done through courses on campus. We are consulted when a language is added through Off-Campus Programs. Thus, the languages added are subject to the strategic creation new programs, according to the Off-Campus Programs director and office.</li><li>• Thus far, Modern Languages is only consulted when an Off-Campus Program is added to the College's curriculum. None of the questions the PRC addressed to us has been within our realm of influence.</li><li>• We've attempted to offer German 3 for two years as a support to students returning from Westmont In Northern Europe. We have not had the minimum 8 students to fund the class. We've also offered a German Table at lunch. There was little student interest, but we will try again in the Spring of 2017.</li></ul>
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<b>Item: Benchmarks</b>	<b>Response:</b> <ul style="list-style-type: none"> <li>• Our goal was to have 75% of seniors at the “Developed” or “Highly Developed” category, so we are within the parameters the PRC suggested.</li> <li>• Our results are higher than our benchmark; hence, we are well-within these parameters.</li> </ul>
<b>Item:</b>	<b>Response:</b>
<b>Item:</b>	<b>Response:</b>
<b>Notes:</b>	

**II A. Program Learning Outcome (PLO) assessment**

*If your department participated in the ILO assessment you may use this section to report on your student learning in relation to the assessed ILO. The assessment data can be requested from the Dean of Curriculum and Educational Effectiveness.*

<b>Program Learning Outcome</b>	<b>Modern Language students can demonstrate critical thinking.</b>
<b>Who is in Charge /Involved?</b>	<b>Chair, Dinora Cardoso; Involved, the entire department.</b>
<b><u>Direct Assessment Methods</u></b>	The Department of Modern Languages worked together to adapt the AAC&U’s rubric for critical thinking. We used the same rubric across upper division literature and advanced grammar courses and collected data from Fall of 2014 to Spring of 2016. The assignment was a research paper for a literary text. Unfortunately, our first efforts at implementing the rubric through LiveText had a few glitches. Our administrative assistant did not know that she had to imbed numbers into the template rubric, so we don’t have the mean, mode and standard deviation for the first year 2014-15. The second year, 2015-16, the numbers were imbedded into the rubric categories. Because the rubric was changed, LiveText saw the rubric as two separate documents and could not add all the data for both years. The collected data points appear as an attachment to this document. Both Spanish and French used the same rubric.
<b><u>Indirect Assessment Methods</u></b>	<b>None</b>

<p><b>Major Findings</b></p>	<p>SPANISH:          With two year's worth of assessments in critical thinking, we have a reasonable sample in Spanish to analyze data at different levels. (See Attachment 1AA Aggregate Critical Thinking) It is clear: students who enter the upper division classes (SP 100) are not as proficient as students who finish the program<sup>1</sup>. However, there are a few anomalies in comparing other upper division courses. First, we only have data for senior-level classes from 2014-15<sup>2</sup>. We only had one senior level class in 2015-16, and the instructor did not include a final research paper in the course. Thus, we have incomplete data for 2015-16. Second, students in the Introduction to Literature sequence (Sp101-104) seem to perform better than those in the senior-level courses in the first category (<i>1. Thesis &amp; explanation of issues: Thesis/issue to be considered is relevant to the assigned topic, stated clearly and described comprehensively</i>) and do equally well in the third (<i>3 Originality &amp; assumptions: Student's position is imaginative and fresh; writer makes novel connections and poses new ways to think about the material, i.e. writer does more than merely provide a summary of others' work</i>), with only a slight increase for seniors in the last category (<i>6 Quality and analysis of evidence: Analysis is based on a synthesis of sources; writer appropriately interprets and evaluates sources to develop a comprehensive analysis</i>).<sup>3</sup></p> <p>Next time, it might have been interesting to include critical thinking from Sp150, a course in which students write in English, so that we could compare/contrast their ability in their native language and differences due to language development in the target language.</p> <p>Every student met the competence standards set by the rubric (75% of students at the "Highly Competent" or "Competent" level); however, one senior student did not meet the last two categories. Both categories require evidence to be incorporated into student writing. Category 5 sets the standard of having students select and incorporate reliable sources into their writing. This student may be an outlier.</p> <p>FRENCH          We have kept the French data together due to the small sample size. Every student in upper division French met the competence standards in critical thinking (75% of students at the "Highly Competent" or "Competent" level). See attachments D and DD.</p>
<p><b>Closing the Loop</b></p>	<p>Our assessment proved that our program is meeting its goals. Additionally, we are currently going through a revision of the major requirements, which ultimately will result in the establishment of a course rotation and new courses developed. One of the new courses will be capstone course in Spanish, which can only be offered on a regular basis if we have a firm course</p>

<sup>1</sup> Attachments A and AA

<sup>2</sup> Attachment B

<sup>3</sup> Attachments C and CC

<b>Activities</b>	rotation.
<b>Collaboration and Communication</b>	
<p>The entire department collaborated by including the assessment in their courses over the course of the last two years. The final results were shared with all members of the department at the 8/25/16 meeting, and the chair circulated a rough draft of this document. Suggestions and additional closing the loop activities had to be shared by 9/3/16 so that this report could be finalized by 9/15/16.</p>	

or/and

### II B. Key Questions

<b>Key Question</b>	
<b>Who is in Charge/Involved?</b>	
<b><u>Direct Assessment Methods</u></b>	
<b><u>Indirect Assessment Methods</u></b>	
<b>Major Findings</b>	
<b>Recommendations</b>	
<b>Collaboration and Communication</b>	

### III. Follow-ups

<b>Program Learning Outcome or Key Question</b>	Our previous PLO had positive results, so there were no changes required. In spite of this we have undertaken an update of the Spanish major. One of the goals is to create a capstone course. Because not all our students will continue to graduate school in literature, a second aim of the curriculum revision is to expand the types of courses that students take in order to fulfill the major requirements. A third objective is to institute a course rotation which will help students with their four-year plan, while limiting the number of courses the department offers each semester and, thus, increasing enrollment in upper division courses.
<b>Who was involved in implementation?</b>	All department members
<b>What was decided or addressed?</b>	In process.
<b>How were the recommendations implemented?</b>	
<b>Collaboration and Communication</b>	

**IV. Other assessment or Key Questions related projects**

<b>Project</b>	Capstone Course in Spanish
<b>Who is in Charge /Involved?</b>	All department members
<b>Major Findings</b>	<ul style="list-style-type: none"> <li>• Models from other schools have been secured both from Christian and secular institutions.</li> <li>• We're still working on a course rotation for Spanish upper division.</li> <li>• Substantive work has taken place on the curriculum revision.</li> </ul>
<b>Action</b>	

	We hope to have a course pilot by this year's end.
<b>Collaboration and Communication</b>	
ML faculty met over the summer to change the requirements for the Spanish major and began work on the capstone course.	

**V. Adjustments to the Multi-year Assessment Plan (optional)**

Proposed adjustment	Rationale	Timing

**VI. Appendices**

- A. Prompts or instruments used to collect the data
- B. Rubrics used to evaluate the data
- C. Relevant assessment-related documents (optional)



### 3. PLO Assessment (2016-17): Summary

<b>PLO</b>	We are assessing our students’ ability to articulate how Modern Language study informs their faith.
<b>in Charge /Involved?</b>	All department members contributed to the discussions regarding methodology and reviewing the responses collected.
<b><u>Direct Assessment Methods</u></b>	After consulting the Dean of Curriculum and getting input from other faith-based institutions, we opted for indirect assessment to gauge our faith-learning outcome. Because we do not yet have a Senior Capstone but needed all our junior and senior majors to participate in the Faith Learning Assessment, we decided to use focus groups and get a general impression that will aid us in fine-tuning future teaching and evaluation of faith-learning. Another reason for our assessment choice was that we did not find a good testing model in the language major among sister schools. One model we examined had to do with vocation and others with practices, neither aspect of faith-learning that had been scaffolded and emphasized along our entire program.
<b><u>Indirect Assessment Methods</u></b>	<p>Using seed questions from one of Dr. Docter’s courses, the ML faculty edited the initial questions. We also added a question so the student responses would focus on three major areas: self, the world, and our neighbors. Christian self-examination was the main focus of the first question, along with a restriction to hear how our on-campus classes shaped student thinking. The second question emphasized learning about the world from a Christian point of view, and the third inquired about our Christian response in interacting with our neighbors.</p> <p>Since our major curriculum can be roughly divided into our offerings on-campus, for which we have oversight, and off-campus programs, for which we have no input, we specifically needed to address both of these areas in our faith-learning assessment. The Off-Campus experience, although essential in our program, oftentimes is the overriding memory in students’ minds when they look back on their learning. However, without some intellectual formation and prompting they often overlook how Spanish and Hispanic American histories and cultures are more than their day-to-day experiences abroad. We expect students to make connections and examine the rich civilizations on both sides of the Atlantic through the eyes of faith.</p> <p>The same questions were used on two subsequent evenings March 20 and 21, in order to include all our majors. No faculty attended these focus groups to keep them as impartial as possible. Recent graduates ran the focus groups and transcribed the recorded answers. The questions and responses were kept in English to include both French and Spanish majors. The departmental administrative assistant took out student names from the transcriptions, and the Chair distributed the copies to the ML faculty, and at the last department meeting of 2016-17 academic year, everyone was asked to send the Chair their comments. At the beginning of August, the ML faculty was reminded to respond with written input. Finally at our departmental meeting on September 7, the faculty offered verbal comments on the student responses. It was decided that we should highlight some of the answers but conclude that, overall, we were satisfied with student progress in this area.</p>
<b>Major Findings</b>	<p>Because our focus groups were small, all students were asked each question. We noted some variations in the complexity of responses, but every student demonstrated an examination and application of their faith. We are pleased that students are thinking deeply and have been challenged to reflect richly about themselves and others in light of their commitment to God. Generally, we are happy with the responses, and realize that in the next round of assessment for this PLO, we will implement direct assessment in our capstone course(s).</p> <p>The first question asked, “What were there topics in your on-campus Modern Language classes (both in foreign language and English) that were particularly suited to faithful examination?” Although the individual’s prompt for examining their faith may have differed, students were challenged to look at their own belief system. Even non-Christian themes, when examined through the literature, became a way for students to focus on their</p>

	<p>beliefs. When students related specifics points about coursework, these tended to be the last few courses they took. This observation or finding makes the capstone course even more important as a launching point after graduation.</p> <p>Question two: “Were there topics in your on-campus Modern Language classes (both in the foreign language and English) that prompted you to think about sin (brokenness, isolation) and redemption (reconciliation) in the world?” Our students noted the relationship between sin and social injustices and/or the human condition. They also began to seek ways in which to bring redemption to the world through their contribution.</p> <p>Question three: “Reflect upon your faith and spiritual life/journey/development as a Modern Language student. Specifically, describe how your learning both in and outside the classroom has helped you to better understand your faith in relationship to God and your neighbor.” These responses indicated that students began to respect different perspectives, even when speaking of other religious beliefs. The learning another language and culture (both on campus and off) opened them to experience the Church Universal.</p>
<b>Closing the Loop Activities</b>	We will continue to include faith-learning discussion topics in our classes and will do direct, individual assessment for our faith-learning outcome next time.
<p><b>Collaboration and Communication</b>          Transcription of focus group information is Appendix B.</p>	

## II B. Key Questions

<b>Key Question</b>	<p>Adding a Capstone Course and a Conversation Course in Spanish          Redefining the Introduction to Literature Sequence (from 4 courses to 1)          In order to add the Capstone, we had to re-define our major.</p>
<b>Who is in Charge/Involved?</b>	All Spanish faculty
<p><b>Collaboration and Communication</b></p> <ul style="list-style-type: none"> <li>• See preliminary syllabi for the three courses: Appendix C, D, E</li> <li>• Discussion about our changes to the major have already taken place. We must write our proposal and vote on final document.</li> <li>• We will submit the syllabi and changes to the major this fall.</li> <li>• We will be implementing the Capstone in the Spring of 2019.</li> </ul>	

## V. Adjustments to the Multi-year Assessment Plan (optional)

Proposed adjustment	Rationale	Timing
Next year when the department undergoes our Program Review, the Chair will write the next six-year plan for assessment.		

## 4. PLO Assessment (2017-18): Summary

### I. Response to the previous year PRC’s recommendations

<b>Item:</b> Submitted the syllabus for the <b>Capstone Course (SP196)</b> to the Academic Senate Committee.	<b>Response:</b> <b>Capstone Course Approved</b> was by Academic Senate.
<b>Item:</b> Submitted the syllabus for the <b>Hispanic Literature Survey Course (SP125)</b> to ASC.	<b>Response:</b> <b>Hispanic Literature Survey</b> was approved by ASC.
<b>Item:</b> Submitted the syllabus for the <b>Advanced Fluency and Communication Course (SP106)</b> to ASC.	<b>Response:</b> <b>Advanced Fluency and Communication</b> approved by ASC.
<b>Item:</b> Submitted the syllabus for the <b>Chivalric Tradition Course (FR 151)</b> to the ASC.	<b>Response:</b> <b>Chivalric Tradition</b> was approved by ASC
<p><b>Notes:</b></p> <p>Mary Docter will be the first person to teach the Spanish Capstone because she taught the Internship in the past. Our new Capstone Course will include both research and experiential learning. As part of the four-unit course, half will include an internship as part of the culminating experience. Students spoke highly of the internship, but we found that dividing 12-15 majors into four courses each spring was detrimental to our enrollment. In addition, not all students could participate in the internship and did not benefit from seeing their linguistic and cultural knowledge at work. Dr. Docter requested we delay offering the Capstone until 2020.</p> <p>Copies of the syllabi are attached as supporting documents.</p>	

### II A. Program Learning Outcome (PLO) assessment

*If your department participated in the ILO assessment you may use this section to report on your student learning in relation to the assessed ILO. The assessment data can be requested from the Dean of Curriculum and Educational Effectiveness.*

<b>Program Learning Outcome</b>	<b>No PLO was assessed this year, as we prepared for our Six-Year Report next year by discussing changes within our Spanish major. We concentrated on revising the requirements for majors and submitting four syllabi to support our re-structuring.</b>
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## II B. Key Questions

<b>Key Question</b>	In order to institute the Spanish capstone course, the department had to streamline the curriculum for both Spanish tracks.
<b>Who is in Charge/Involved?</b>	The entire department collaborated on this change.
<u>Direct Assessment Methods</u>	
<u>Indirect Assessment Methods</u>	
<b>Major Findings</b>	
<b>Recommendations</b>	<p>Our two tracks for the major must have different requirements to accommodate the Capstone Course. Formerly, we required 2 courses out of a four semester Survey of Literature (2 for Latin America, 2 for Spain), we will only be requiring 1 Survey. And the other requirements were shifted accordingly.</p> <ol style="list-style-type: none"> <li>a. The <b>Language and Literature Track</b> will require 40 units and now includes             <ol style="list-style-type: none"> <li>i. 12 units of core courses (SP100, 125, 150)</li> <li>ii. 12 units of literature courses</li> <li>iii. 12 units of electives</li> <li>iv. 4 units of capstone</li> </ol> </li> <li>b. The <b>Hispanic Studies Track</b> will require 44 units and now includes             <ol style="list-style-type: none"> <li>i. 16 units of core courses (SP100, 125, 150 and one course from SP110, SP111)</li> <li>ii. 8 units of literature</li> <li>iii. 8 units of related courses approved by the department</li> <li>iv. 8 units of electives in Spanish</li> <li>v. 4 units of the capstone</li> </ol> </li> <li>c. IS 193 will not count for the major or minor except as a related course for the Hispanic Studies track.</li> <li>d. PEA-025 and the equivalent PE in SIS (Off-Campus Programs) will not count as upper division units.</li> <li>e. “Spanish American” will replace “Latin American” in course descriptions.</li> </ol>
<b>Collaboration and Communication</b>	

**III. Follow-ups**

<b>Key Question</b>	It has come to the Department’s attention that we are granting a degree (a minor) to students who do not take any of Spanish upper division classes on campus (approximately 70%). We’ve recently had three students who did not take any classes in our department but also graduated with a minor from Westmont. Upon closer examination of records the number of students who have not taken a single class on campus is higher (17.8% or 5 students). Hence, we have no assessment data on upper for any of these minors. A question tabled for next year is should we institute a residency requirement for minors so that we can gather data on students whose studies (for the minor) are done mostly abroad. In this manner we can assure that a Westmont minor is achieving adequate skills. The integrity of the program and the degree are at stake.
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**Collaboration and Communication**

As part of an investigation on student records, the Chair realized that while on their study abroad programs many students from our program are also being allowed to register in upper division without first taking Spanish 4, the final semester of the language courses. And although we are delighted to know that our students can perform in the upper division classes without taking four semesters in our sequence, this is not a best practice and raises other questions regarding the final outcome of student competency. Often the oral fluency of students who study abroad is cited as a mark of academic achievement, but this is only one component of competency we require (writing and reading are the others). Academic language classes don’t merely expect students to speak a language fluently without regard to accuracy. Lower competency levels are also noted in incoming students, as well as many students returning from off-campus programs and who have not completed the core SP 100 course on campus . Unfortunately, this lack of competency frustrates both the student, who may decide the major is not for them, and for the professor, whose outcomes for a course may be thwarted because there are students who cannot meet the basic writing requirements. Please review Appendix E.

**IV. Other assessment or Key Questions related projects (none)**

**V. Adjustments to the Multi-year Assessment Plan (optional)**

Proposed adjustment	Rationale	Timing
2018-19	Six Year Report	
2019-20	Language Competency (Written or Oral) Assessment	

## **Appendix D: Rubrics**

The following rubrics were created and used by ML for assessment purposes:

- 1. Critical Thinking**
- 2. Faith/Learning Focus Groups**
- 3. GE Assessment**

Resources for ML rubrics:

- I. AACU Value Rubric**
- II. ACTFL Rubrics/Performance Descriptors**

ML Department Critical Thinking Rubric - Fall 2014

**Rubric**

	<p><b>Highly Competent:</b> Meets all criteria fully and at a high level (0 pt)</p>	<p><b>Competent:</b> Meets all or most criteria; some may be less developed or uneven (0 pt)</p>	<p><b>Emerging Competent:</b> Meets some criteria, but falls short on most of them (0 pt)</p>	<p><b>Not Competent:</b> Meets few or none of the criteria (0 pt)</p>
<p><b>THESIS, ANALYSIS &amp; ARGUMENTATION. 1a.</b> Thesis &amp; explanation of issues: Thesis/issue to be considered is relevant to the assigned topic, stated clearly and described comprehensively. (1.000, 16%)</p>				
<p><b>THESIS, ANALYSIS &amp; ARGUMENTATION: 1b.</b> Thesis &amp; explanation of issues: Argument is identifiable, reasonable and sound, presenting all relevant information necessary for a full understanding and leading to a logical conclusion. (1.000, 16%)</p>				
<p><b>THESIS, ANALYSIS &amp; ARGUMENTATION 2a.</b> Originality &amp; assumptions: Student's position is imaginative and fresh; writer makes novel connections and poses new ways to think about the material, (i.e. writer does more than merely provide a summary of others' work). (1.000, 16%)</p>				
<p><b>THESIS, ANALYSIS &amp; ARGUMENTATION 2b.</b> Originality &amp; assumptions: Writer takes into account the complexities of an issue and acknowledges possible limits of his/her position. (1.000, 16%)</p>				

<b>EVIDENCE 3a. Quality and analysis of evidence: Writer includes sufficient evidence to support points, only using reliable sources and those that advance his/her position. (1.000, 16%)</b>				
<b>EVIDENCE 3b. Quality and analysis of evidence: Analysis is based on a synthesis of sources; writer appropriately interprets and evaluates sources to develop a comprehensive analysis. [CUT?: Writer differentiates between his/her views and those of sources.] (1.000, 16%)</b>				



## Faith Learning Focus Group - Questions & Instructions

### Instructions for the leaders

- 1) Please use the MP3 recording device provided. You will need a computer to connect the USB cable to upload the file for transcribing. Test before you begin.
- 2) Take notes on students' answers of the questions below, just in case some of the students' responses are inaudible.
- 3) You should not "guide" the conversation but merely record what students are reporting.
- 4) In order to respect the time constraints, you can only spend 20 minutes maximum on each of the questions included below. You should strive to hear each student's response.
- 5) Please make sure we have the correct paperwork in order to pay you. Eliane will contact you for the logistics.

### Student questions

1. What were the topics in your on-campus Modern Language classes (both in Spanish and English) that were particularly suited to faithful examination? (SELF)
2. What were the topics in your on-campus Modern Language classes (both in Spanish and English) prompted you to think about sin (brokenness, isolation) and redemption (reconciliation) in the world?
3. Reflect upon your faith and spiritual life/journey/development as a Modern Language student. Specifically, describe how your learning both in and outside the classroom has helped you to better understand your faith in relationship to God and your neighbor.

#### Group 1

Monday, March 20, 2017

#### Group 2

Tuesday, March 21, 2017

Christina Pena Ilana Baer Katie Skiff  Leaders: Alison Mendoza Andy Wood	Ana Goena Bekah Beveridge Emily McBride Hailey Wiper Mia Dortch Rachel Ketenjian  Leaders: Blair Taft & Caitlin Henry
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## Rubric for First Year GE Assessment

Functions	<i>Novice Mid</i>	<i>Novice High</i>	<i>Intermediate Low</i>	<i>Intermediate Mid</i>
<b>Content</b>	Supplies limited information on simple forms and documents, and other biographical information, such as names, numbers, and nationality	Is able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes.	Can create statements and formulate questions based on familiar material. Most sentences are combinations of learned vocabulary and structures.	They can write short, simple communications, compositions, and request for information in loosely connected texts.
<b>Context</b>	Can reproduce from memory a modest number of words and phrases in context	Is able to express herself/himself within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life.	Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs.	The writing is about personal preferences, daily routines, common events, and other personal topics.
<b>Accuracy</b>	The writing only partially communicates the intentions of the writer, due to inadequate vocabulary and grammar	Exhibits a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked level in accuracy.	There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of nonalphabetic symbols.	The writing is framed in present time, but may contain references to other time frames. The writer shows evidence of control of basic sentence structure and verb forms.
<b>Discourse Type</b>	Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills.	Is able to combine learned vocabulary and structures to create simple sentences on very familiar topics, but is not able to sustain sentence-level writing all the time.	Most sentences are combinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure.	The writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization.
<b>Comprehensibility</b>	The writing may be difficult to understand even by those accustomed to non-native writers.	Is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.	Writing is understood by natives used to the writing of non-natives, although additional effort may be required. When attempting to write at the Advanced level, the writing deteriorates significantly and the message may be left incomplete.	Writers can be understood readily by natives used to the writing of non-natives. When attempting to write at the Advanced level, the quality and/or quantity declines and the message may be unclear.

# CRITICAL THINKING VALUE RUBRIC

*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

## Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

## Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

## Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- **Ambiguity:** Information that may be interpreted in more than one way.
- **Assumptions:** Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from [www.dictionary.reference.com/browse/assumptions](http://www.dictionary.reference.com/browse/assumptions))
- **Context:** The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- **Literal meaning:** Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- **Metaphor:** Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.

# CRITICAL THINKING VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)



## Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	<b>Capstone</b> 4	<b>Milestones</b>		<b>Benchmark</b> 1
		3	2	
<b>Explanation of issues</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively; delivering all relevant information necessary for full understanding	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Domains	Novice Range	Intermediate Range	Advanced Range
	<p><b>Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.</b></p>	<p><b>Expresses self and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.</b></p>	<p><b>Expresses self fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics. Can communicate in paragraph-length conversation about events with detail and organization. Confidently handles situations with an unexpected complication. Shares point of view in discussions.</b></p>
<b>Functions</b>	<p>Can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying. May show emerging evidence of the ability to engage in simple conversation.</p>	<p>Can communicate by understanding and creating personal meaning. Can understand, ask, and answer a variety of questions. Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction. May show emerging evidence of the ability to communicate about more than the "here and now."</p>	<p>Can communicate with ease and confidence by understanding and producing narrations and descriptions in all major time frames and deal efficiently with a situation with an unexpected turn of events. May show emerging evidence of the ability to participate in discussions about issues beyond the concrete.</p>
<b>Contexts/Content</b>	<p>Able to function in some personally relevant contexts on topics that relate to basic biographical information. May show emerging evidence of the ability to communicate in highly practiced contexts related to oneself and immediate environment.</p>	<p>Able to communicate in contexts relevant to oneself and others, and one's immediate environment. May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.</p>	<p>Functions fully and effectively in contexts both personal and general. Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence. May show emerging evidence of the ability to communicate in more abstract content areas.</p>
<b>Text Type</b>	<p>Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions.</p>	<p>Able to understand and produce discrete sentences, strings of sentences and some connected sentences. Able to ask questions to initiate and sustain conversations.</p>	<p>Able to understand and produce discourse in full oral paragraphs that are organized, cohesive, and detailed. Able to ask questions to probe beyond basic details.</p>

# ACTFL Performance Descriptors for Language Learners | Interpersonal

Domains	Novice Range	Intermediate Range	Advanced Range
<b>Language Control</b>	<p>Can usually comprehend highly practiced and basic messages when supported by visual or contextual clues, redundancy or restatement, and when the message contains familiar structures.</p> <p>Can control memorized language sufficiently to be appropriate to the context and understood by those accustomed to dealing with language learners, however at times with difficulty.</p>	<p>Understands straightforward language that contains mostly familiar structures.</p> <p>Control of language is sufficient to be understood by those accustomed to dealing with language learners.</p>	<p>Language control is sufficient to interact efficiently and effectively with those unaccustomed to dealing with language learners.</p> <p>Consistent control of basic high-frequency structures facilitates comprehension and production.</p>
<b>Vocabulary</b>	<p>Able to understand and produce a number of high frequency words, highly practiced expressions, and formulaic questions.</p>	<p>Communicates using high frequency and personalized vocabulary within familiar themes or topics.</p>	<p>Comprehends and produces a broad range of vocabulary related to school, employment, topics of personal interest, and generic vocabulary related to current events and matters of public and community interest.</p>
<b>Communication Strategies</b>	<p>May use some or all of the following strategies to maintain communication, able to:</p> <ul style="list-style-type: none"> <li>• Imitate modeled words</li> <li>• Use facial expressions and gestures</li> <li>• Repeat words</li> <li>• Resort to first language</li> <li>• Ask for repetition</li> <li>• Indicate lack of understanding</li> </ul>	<p>Uses some of the following strategies to maintain communication, but not all of the time and inconsistently, able to:</p> <ul style="list-style-type: none"> <li>• Ask questions</li> <li>• Ask for clarification</li> <li>• Self-correct or restate when not understood</li> <li>• Circumlocute</li> </ul>	<p>Uses a range of strategies to maintain communication, able to:</p> <ul style="list-style-type: none"> <li>• Request clarification</li> <li>• Repeat</li> <li>• Restate</li> <li>• Rephrase</li> <li>• Circumlocute</li> </ul>
<b>Cultural Awareness</b>	<p>May use culturally appropriate gestures and formulaic expressions in highly practiced applications. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.</p>	<p>Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.</p>	<p>Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.</p>

Domains	Novice Range	Intermediate Range	Advanced Range
	<p><b>Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts, with strong visual support.</b></p>	<p><b>Understands main ideas and some supporting details on familiar topics from a variety of texts.</b></p>	<p><b>Understands main ideas and supporting details on familiar and some new, concrete topics from a variety of more complex texts that have a clear, organized structure.</b></p>
<b>Functions</b>	<p>Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized.</p> <p>May show emerging evidence of the ability to make inferences based on background and prior knowledge.</p>	<p>Comprehends main ideas and identifies some supporting details.</p> <p>May show emerging evidence of the ability to make inferences by identifying key details from the text.</p>	<p>Comprehends the main idea and supporting details of narrative, descriptive, and straightforward persuasive texts.</p> <p>Makes inferences and derives meaning from context and linguistic features.</p>
<b>Contexts/Content</b>	<p>Comprehends texts with highly predictable, familiar contexts (those related to personal background, prior knowledge, or experiences).</p>	<p>Comprehends information related to basic personal and social needs and relevant to one's immediate environment such as self and everyday life, school, community, and particular interests.</p>	<p>Comprehends texts pertaining to real-world topics of general interest relevant to personal, social, work-related, community, national, and international contexts.</p>
<b>Text Type</b>	<p>Derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar.</p> <p>Comprehends texts ranging in length from lists, to phrases, to simple sentences, often with graphically organized information.</p>	<p>Comprehends simple stories, routine correspondence, short descriptive texts or other selections within familiar contexts.</p> <p>Generally comprehends connected sentences and much paragraph-like discourse.</p> <p>Comprehends information-rich texts with highly predictable order.</p>	<p>Comprehends paragraph discourse such as that found in stories, straightforward literary works, personal and work-related correspondence, written reports or instructions, oral presentations (news), anecdotes, descriptive texts, and other texts dealing with topics of a concrete nature.</p>

# ACTFL Performance Descriptors for Language Learners | Interpretive

Domains	Novice Range	Intermediate Range	Advanced Range
<b>Language Control</b>	<p>Primarily relies on vocabulary to derive meaning from texts.</p> <p>May derive meaning by recognizing structural patterns that have been used in familiar and some new contexts.</p>	<p>Sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease short, non-complex texts on familiar topics; limited control of language to understand some more complex texts.</p> <p>May derive meaning by:</p> <ul style="list-style-type: none"> <li>• Comparing target language structures with those of the native language</li> <li>• Recognizing parallels in structure between new and familiar language</li> </ul>	<p>Sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease more complex and descriptive texts with connected language and cohesive devices.</p> <p>Derives meaning by:</p> <ul style="list-style-type: none"> <li>• Understanding sequencing, time frames, and chronology</li> <li>• Classifying words or concepts according to word order or grammatical use</li> </ul>
<b>Vocabulary</b>	<p>Comprehends some, but not all of the time, highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions.</p>	<p>Comprehends high frequency vocabulary related to everyday topics and high frequency idiomatic expressions.</p>	<p>Comprehends generic and some specific vocabulary and structures, specialized and precise vocabulary on topics related to one's experience, and an expanding number of idiomatic expressions.</p>
<b>Communication Strategies</b>	<p>May use some or all of the following strategies to comprehend texts, able to:</p> <ul style="list-style-type: none"> <li>• Skim and scan</li> <li>• Rely on visual support and background knowledge</li> <li>• Predict meaning based on context, prior knowledge, and/or experience</li> </ul> <p>For alphabetic languages:</p> <ul style="list-style-type: none"> <li>• Rely on recognition of cognates</li> <li>• May recognize word family roots, prefixes and suffixes</li> </ul>	<p>May use some or all of the following strategies to comprehend texts, able to:</p> <ul style="list-style-type: none"> <li>• Skim and scan</li> <li>• Use visual support and background knowledge</li> <li>• Predict meaning based on context, prior knowledge, and/or experience</li> <li>• Use context clues</li> <li>• Recognize word family roots, prefixes and suffixes</li> </ul> <p>For non-alphabetic languages:</p> <ul style="list-style-type: none"> <li>• Recognize radicals</li> </ul>	<p>Comprehends fully the intent of the message adapting strategies for one's own purposes; uses some or all of the following strategies, able to:</p> <ul style="list-style-type: none"> <li>• Skim and scan</li> <li>• Use visual support and background knowledge</li> <li>• Predict meaning based on context, prior knowledge, and/or experience</li> <li>• Use context clues</li> <li>• Use linguistic knowledge</li> <li>• Identify the organizing principle of the text</li> <li>• Create inferences</li> <li>• Differentiate main ideas from supporting details in order to verify</li> </ul>
<b>Cultural Awareness</b>	<p>Uses own culture to derive meaning from texts that are heard, read, or viewed.</p>	<p>Generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.</p>	<p>Uses knowledge of cultural differences between own culture and target culture(s) as well as increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.</p>



Domains	Novice Range	Intermediate Range	Advanced Range
	<p><b>Communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.</b></p>	<p><b>Communicates information and expresses own thoughts about familiar topics using sentences and series of sentences.</b></p>	<p><b>Communicates information and expresses self with detail and organization on familiar and some new concrete topics using paragraphs.</b></p>
<p><b>Functions</b></p>	<p>Presents simple, basic information on very familiar topics by producing words, list, notes, and formulaic language using highly practiced language.</p> <p>May show emerging evidence of the ability to express own thoughts and preferences.</p>	<p>Expresses own thoughts and presents information and personal preferences on familiar topics by creating with language primarily in present time.</p> <p>May show emerging evidence of the ability to tell or retell a story and provide additional description.</p>	<p>Produces narrations and descriptions in all major time frames on familiar and some unfamiliar topics.</p> <p>May show emerging evidence of the ability to provide a well-supported argument, including detailed evidence in support of a point of view.</p>
<p><b>Contexts/ Content</b></p>	<p>Creates messages in some personally relevant contexts on topics that relate to basic biographical information.</p> <p>May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and immediate environment.</p>	<p>Creates messages in contexts relevant to oneself and others, and one’s immediate environment.</p> <p>May show emerging evidence of the ability to create messages on general interest and work-related topics.</p>	<p>Creates messages fully and effectively in contexts both personal and general.</p> <p>Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence.</p> <p>May show emerging evidence of the ability to create messages in more abstract content areas.</p>
<p><b>Text Type</b></p>	<p>Produces words and phrases and highly practiced sentences or formulaic questions.</p>	<p>Produces sentences, series of sentences, and some connected sentences.</p>	<p>Produces full paragraphs that are organized and detailed.</p>

# ACTFL Performance Descriptors for Language Learners | Presentational

	Novice Range	Intermediate Range	Advanced Range
Language Control	<p>Produces memorized language that is appropriate to the context; limited language control may require a sympathetic audience to be understood.</p> <p>With practice, polish, or editing, may show emerging evidence of Intermediate-level language control.</p>	<p>Control of language is sufficient to be understood by audiences accustomed to language produced by language learners.</p> <p>With practice, polish, or editing, may show emerging evidence of Advanced-level language control.</p>	<p>Control of high-frequency structures is sufficient to be understood by audiences not accustomed to language of language learners.</p> <p>With practice, polish, or editing, shows evidence of Advanced-level control of grammar and syntax.</p>
Vocabulary	<p>Produces a number of high frequency words and formulaic expressions; able to use a limited variety of vocabulary on familiar topics.</p>	<p>Produces vocabulary on variety of everyday topics, topics of personal interest, and topics that have been studied.</p>	<p>Produces a broad range of vocabulary related to topics of personal, public, and community interest, and some specific vocabulary related to areas of study or expertise.</p>
Communication Strategies	<p>May use some or all of the following strategies to communicate, able to:</p> <ul style="list-style-type: none"> <li>• Rely on a practiced format</li> <li>• Use facial expressions and gestures</li> <li>• Repeat words</li> <li>• Resort to first language</li> <li>• Use graphic organizers to present information</li> <li>• Rely on multiple drafts and practice sessions with feedback</li> <li>• Support presentational speaking with visuals and notes</li> <li>• Support presentational writing with visuals or prompts</li> </ul>	<p>May use some or all of the following strategies to communicate and maintain audience interest, able to:</p> <ul style="list-style-type: none"> <li>• Show an increasing awareness of errors and able to self-correct or edit</li> <li>• Use phrases, imagery, or content</li> <li>• Simplify</li> <li>• Use known language to compensate for missing vocabulary</li> <li>• Use graphic organizer</li> <li>• Use reference resources as appropriate</li> </ul>	<p>May use some or all of the following strategies to communicate and maintain audience interest, able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate conscious efforts at self-editing and correction</li> <li>• Elaborate and clarify</li> <li>• Provide examples, synonyms, or antonyms</li> <li>• Use cohesion, chronology and details to explain or narrate fully</li> <li>• Circumlocute</li> </ul>
Cultural Awareness	<p>May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.</p>	<p>Uses some culturally appropriate vocabulary, expressions, and gestures. Reflects some knowledge of cultural differences related to written and spoken communication.</p>	<p>Uses cultural knowledge appropriate to the presentational context and increasingly reflective of authentic cultural practices and perspectives.</p>



**ACTFL** AMERICAN COUNCIL ON THE  
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## Appendix E: Curriculum Map

Courses/Activities	Core/Elective	PLO#1 Language Fluency	PLO #2 Critical Thinking	PLO #3 World Christians
SP/FR 001	Core	I	I	I
SP/FR 002	Core	I	I	I
SP/FR 003	Core	I	I	I
SP/FR 004	Core	I/D	I/D	I/D
SP 100	Core	D	D	D
SP 106	Elective	D	D	D
SP 125	Core	D	D	D
SP 110/111	Elective	D	D	D
SP 130	Elective	D	D	D
SP/FR 150	Core		D	D
SP 172	Elective	D/M	D/M	D/M
SP 173	Elective	D/M	D/M	D/M
SP 176	Elective	D/M	D/M	D/M
SP 180	Elective	D/M	D/M	D/M
SP 183	Elective	D/M	D/M	D/M
SP 184	Elective	D/M	D/M	D/M
SP 185	Elective	D/M	D/M	D/M
SP 196	Core	M/A	M/A	M/A
FR 101	Elective	D	D	D
FR 102	Elective	D	D	D
FR 103	Elective	D	D	D
FR 104	Elective	D	D	D
FR 105	Elective	D/M	D/M	D/M
FR 110	Elective	D	D	D
FR 195	Elective	M/A	M/A	M/A
FR 199	Elective	M/A	M/A	M/A
I = Introduced, D = Developed, M=Mastered, M/A = Mastered/Assessed				

## Appendix F: PLO Alignment Chart

	PLO1 (Lang Fluency)	PLO2 (Critical Thinking)	PLO3 (World Christians)
<b>Alignment with Westmont ILOs</b>	Competence in written and oral communication	Critical Thinking	CUPA (Christian Understanding, Practices and Affections)
<b>Benchmarks</b>	Guidelines/Rubric adapted from ACTFL	Adapted rubric from AACU	Can articulate how modern language studies informs their faith
<b>Means of Assessment</b>	<ul style="list-style-type: none"> <li>• Written communication: Essay in upper-division courses with rubric</li> <li>• Oral communication: Voice recording /OPI in capstone (next cycle)</li> </ul>	<ul style="list-style-type: none"> <li>• Essays in upper-division classes using rubric</li> <li>• Alumni Survey</li> <li>• Capstone essay evaluation with rubric (next cycle)</li> </ul>	<ul style="list-style-type: none"> <li>• Self-report: focus groups</li> <li>• Alumni Survey</li> <li>• Final faith essay in capstone (next cycle)</li> </ul>
<b>Who is in charge</b>	Chair / all involved in data collection and assessment	Chair / all involved in data collection and assessment	Chair / all involved in data collection and assessment

## Appendix G: Inventory of Educational Effectiveness Indicators (IEEI)

WASC requires a brief IEEI for each degree program. The relevant definition of “program” is “a systematic, usually sequential, grouping of courses that forms a considerable part, or all, of the requirements for a degree in a major or professional field.” (*WASC 2013 Handbook*). If your department offers more than one program provide separate information for each of your programs. You need to explicit about expectations for student learning and to ensure that your degree program has in place a quality assurance system for assessing, tracking, and improving the learning of its students.

Category	(1) Have formal learning outcomes been developed? <i>Yes/No</i>	(2) Where are these learning outcomes published (e.g., catalog, syllabi, other materials)?	(3) Other than GPA, what data / evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of the last program review for this degree program.
1. Major program	Yes	Website Syllabi	<ul style="list-style-type: none"> <li>• Evaluation of language skills with rubrics and ACTFL standards</li> <li>• Evaluation of writing samples with rubric adapted from AACU</li> <li>• Focus groups</li> <li>• Alumni Survey</li> <li>• OPI (oral proficiency inventory), for next cycle</li> <li>• Capstone Course final papers &amp; portfolio review (next cycle)</li> </ul>	<ul style="list-style-type: none"> <li>• All department members are involved in interpreting the evidence (certain classes are chosen for data collection, e.g. capstone), but all dept members read samples, interpret data, &amp; discuss</li> </ul>	<ul style="list-style-type: none"> <li>• Findings used to make program improvements (e.g. curricular changes/ additions)</li> <li>• Findings used to ask questions of broader community (e.g., is our FL GE sufficient? What new languages should be offered?)</li> </ul>	<ul style="list-style-type: none"> <li>• September 2019</li> </ul>
2. The GE component of your program	Yes	Syllabi	<ul style="list-style-type: none"> <li>• Evaluation of language skills with rubrics and ACTFL standards</li> </ul>	<ul style="list-style-type: none"> <li>• See above</li> </ul>	<ul style="list-style-type: none"> <li>• See above</li> </ul>	<ul style="list-style-type: none"> <li>• 2018-19</li> </ul>



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## Results

### Survey 536848

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Number of records in this query:	16
Total records in survey:	16
Percentage of total:	100.00%



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## Field summary for gender

### Gender

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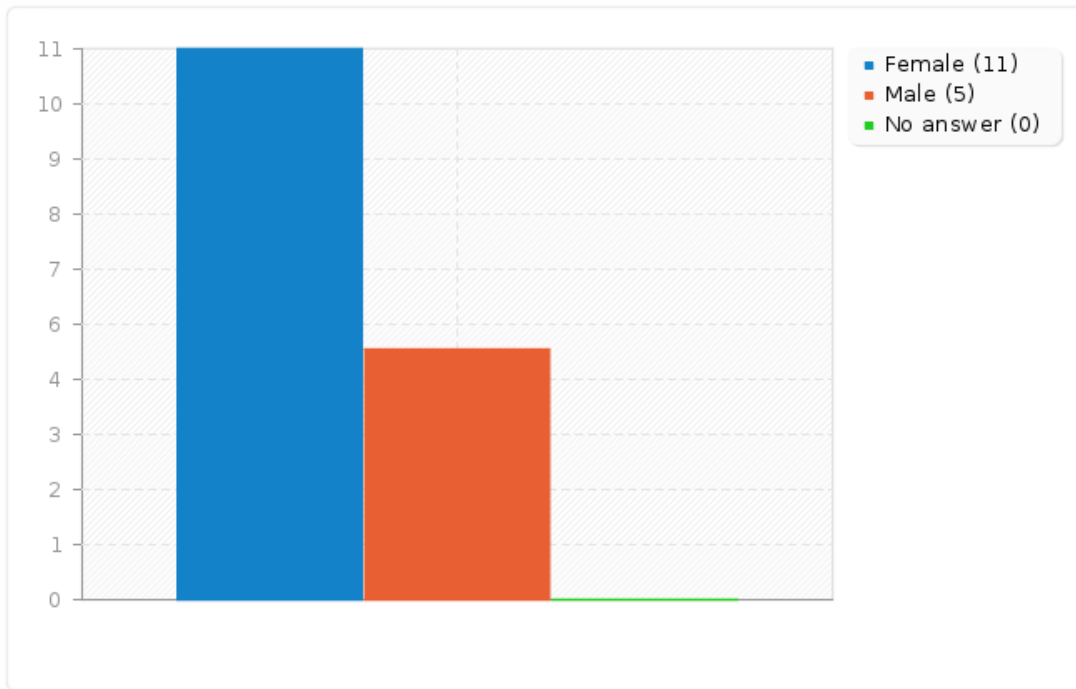
Answer	Count	Percentage
Female (F)	11	68.75%
Male (M)	5	31.25%
No answer	0	0.00%





## Field summary for gender

Gender





## Field summary for ethnicity

### Ethnicity/race

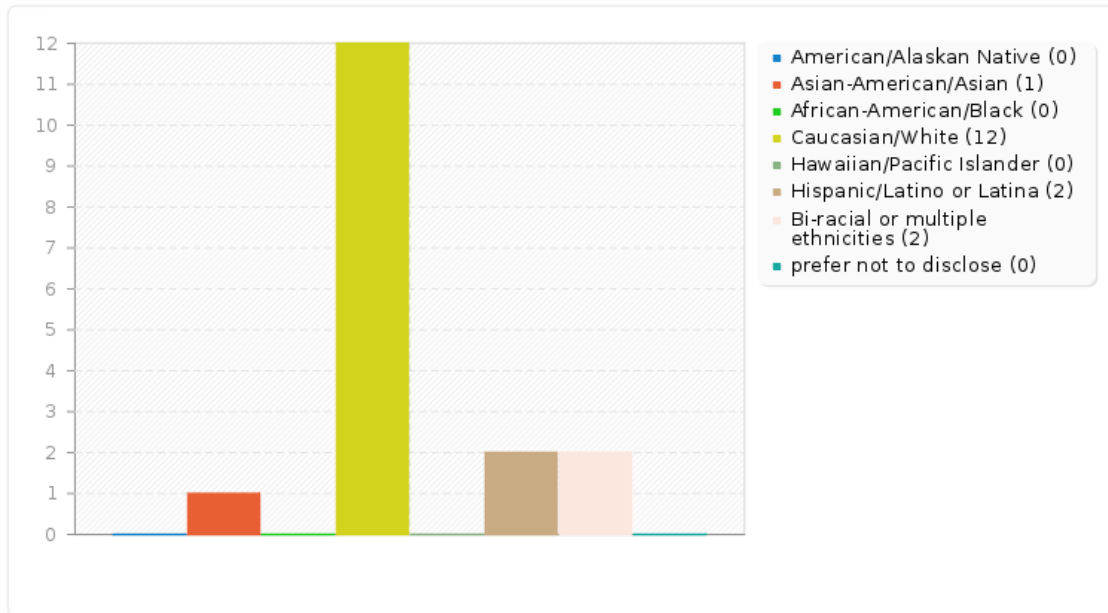
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Answer	Count	Percentage
American/Alaskan Native (4)	0	0.00%
Asian-American/Asian (2)	1	6.25%
African-American/Black (1)	0	0.00%
Caucasian/White (7)	12	75.00%
Hawaiian/Pacific Islander (3)	0	0.00%
Hispanic/Latino or Latina (5)	2	12.50%
Bi-racial or multiple ethnicities (6)	2	12.50%
prefer not to disclose (8)	0	0.00%



## Field summary for ethnicity

### Ethnicity/race





## Field summary for gradyear

### Year graduated

---

Calculation	Result
Count	16
Sum	32257.0000000000
Standard deviation	2.08
Average	2016.06
Minimum	2013.0000000000
1st quartile (Q1)	2015
2nd quartile (Median)	2016
3rd quartile (Q3)	2018.5
Maximum	2019.0000000000

**Null values are ignored in calculations**

**Q1 and Q3 calculated using minitab method**



---

## Field summary for major

### Major

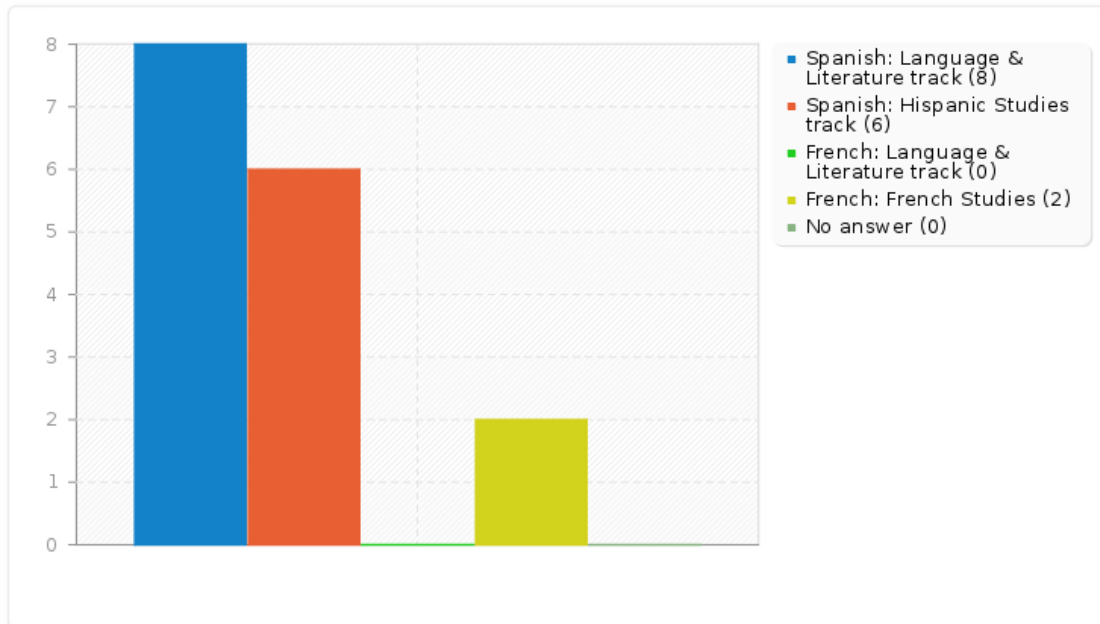
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Answer	Count	Percentage
Spanish: Language & Literature track (A1)	8	50.00%
Spanish: Hispanic Studies track (A2)	6	37.50%
French: Language & Literature track (A3)	0	0.00%
French: French Studies (A4)	2	12.50%
No answer	0	0.00%



## Field summary for major

Major





---

## Field summary for didcomplete

Did you complete a second major at Westmont?

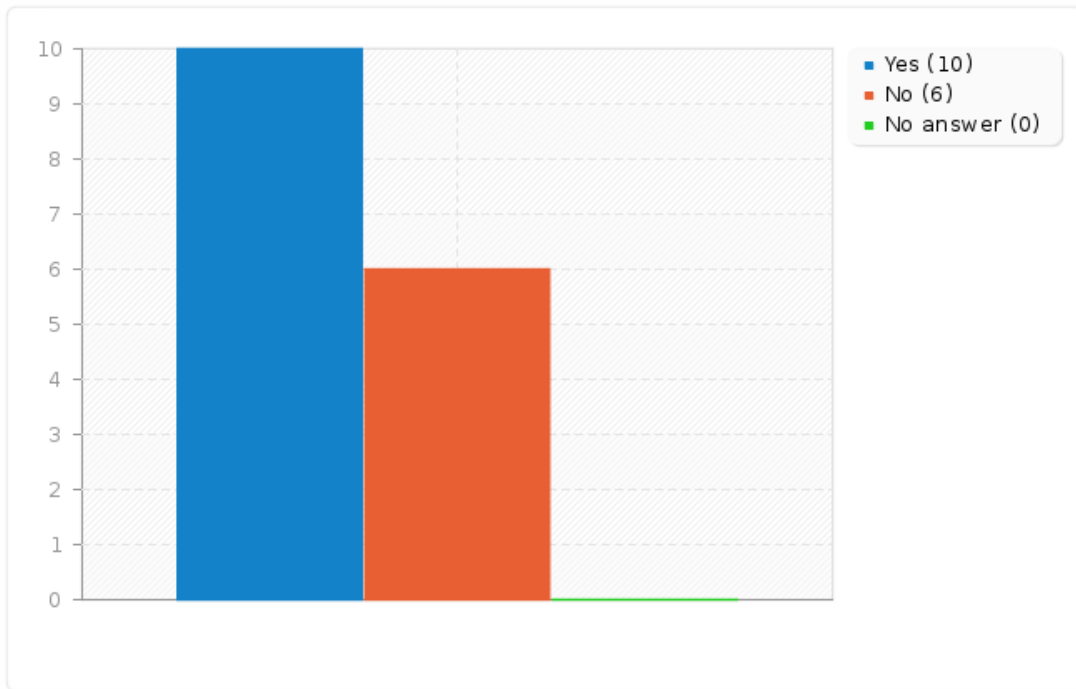
---

Answer	Count	Percentage
Yes (Y)	10	62.50%
No (N)	6	37.50%
No answer	0	0.00%



## Field summary for didcomplete

Did you complete a second major at Westmont?







---

## Field summary for secondmajor

What was your second major?

---

Answer	Count	Percentage
Answer	10	100.00%
No answer	0	0.00%

ID	Response
2	Biochemistry
5	History
7	Biology
11	Kinesiology
14	History
16	Communications studies
19	Englsih
20	Communication Studies
21	Psychology
22	Kinesiology



---

## Field summary for minor

Did you complete a minor(s) Westmont?

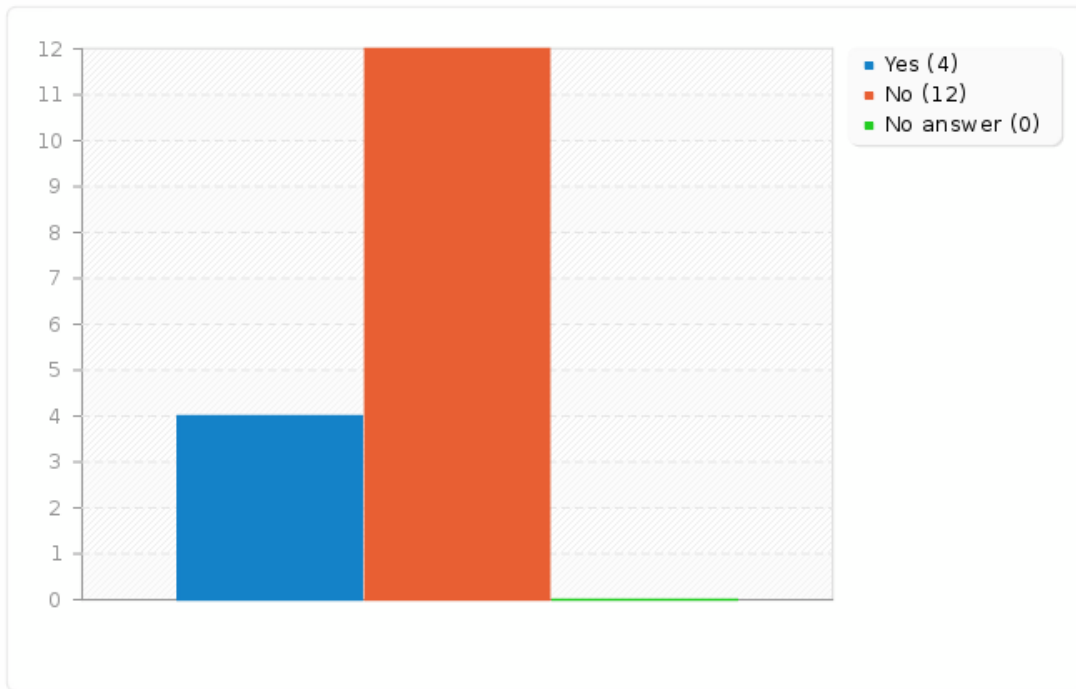
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Answer	Count	Percentage
Yes (Y)	4	25.00%
No (N)	12	75.00%
No answer	0	0.00%



## Field summary for minor

Did you complete a minor(s) Westmont?





## Field summary for whatminor

What minor(s) did you complete?

---

Answer	Count	Percentage
Answer	4	100.00%
No answer	0	0.00%

ID	Response
1	Religious Studies
17	Religious Studies
18	Communication Studies
20	Psychology



## Field summary for length

How long did it take you to complete your Westmont degree?

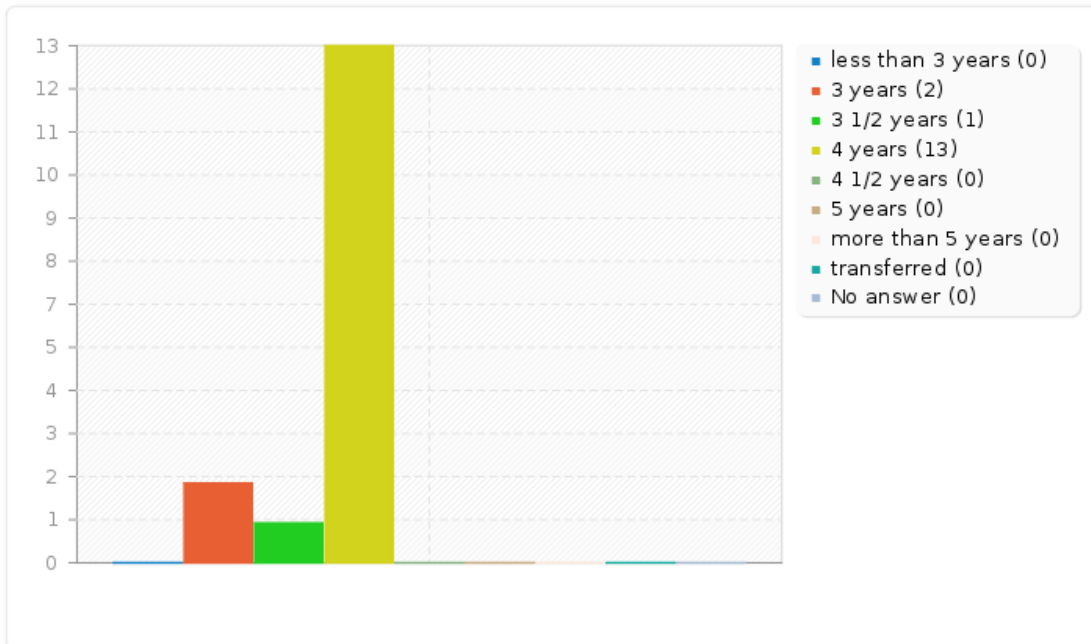
---

Answer	Count	Percentage
less than 3 years (A1)	0	0.00%
3 years (A2)	2	12.50%
3 1/2 years (A3)	1	6.25%
4 years (A4)	13	81.25%
4 1/2 years (A5)	0	0.00%
5 years (A6)	0	0.00%
more than 5 years (A7)	0	0.00%
transferred (A8)	0	0.00%
No answer	0	0.00%



## Field summary for length

How long did it take you to complete your Westmont degree?





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## Field summary for degrees

What degree(s) have you completed or are you currently pursuing since graduating from Westmont College?

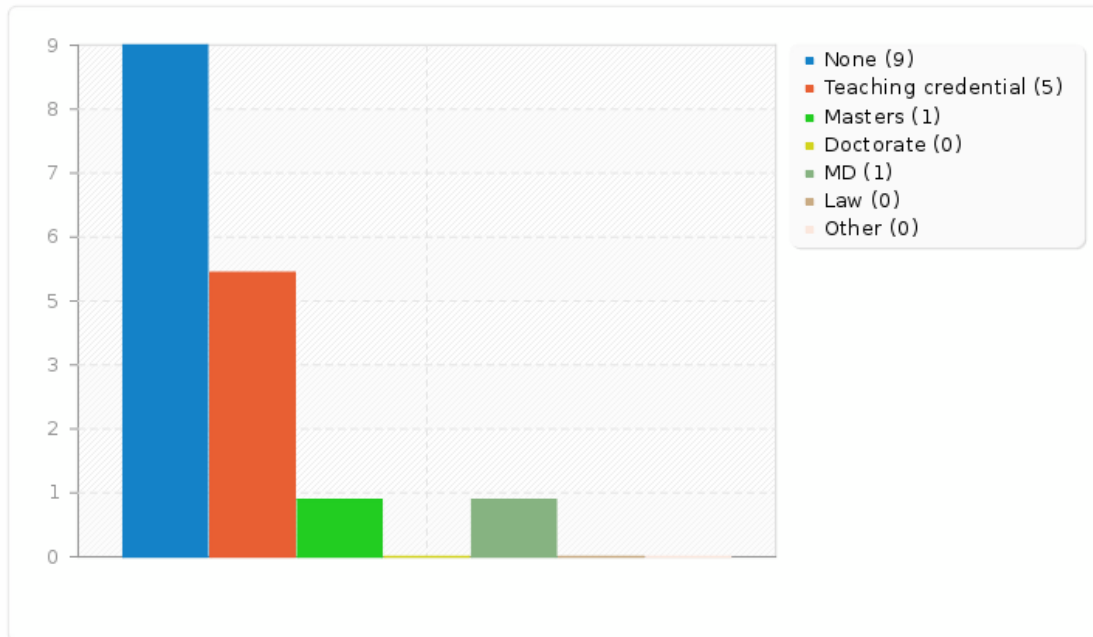
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Answer	Count	Percentage
None (1)	9	56.25%
Teaching credential (2)	5	31.25%
Masters (3)	1	6.25%
Doctorate (4)	0	0.00%
MD (5)	1	6.25%
Law (6)	0	0.00%
Other (7)	0	0.00%



## Field summary for degrees

What degree(s) have you completed or are you currently pursuing since graduating from Westmont College?







## Field summary for advanceddegree

What is your advanced degree in? (e.g., a teaching credential in bilingual education, MA in history, etc.)

---

Answer	Count	Percentage
Answer	7	100.00%
No answer	0	0.00%

ID	Response
2	Medicine
5	TESOL Certification
7	Master's in Construction Management
8	California Teaching Credential (Spanish)
14	Multiple Subject Teaching Credential
18	Teaching credential in physical education
19	Secondary teaching credential in English with bilingual authorization



## Field summary for institution

What institution granted/will grant your degree?

---

Answer	Count	Percentage
Answer	7	100.00%
No answer	0	0.00%

ID	Response
2	University of South Florida
5	Gonzaga University
7	Purdue University
8	Westmont
14	California State University Northridge
18	Brandman University
19	SDSU Imperial Valley Campus



---

## Field summary for graduationdate

What was/is your (expected) date of graduation?

---

Calculation	Result
Count	7
Sum	14133.0000000000
Standard deviation	1.85
Average	2019
Minimum	2015.0000000000
1st quartile (Q1)	2018
2nd quartile (Median)	2020
3rd quartile (Q3)	2020
Maximum	2021.0000000000

**Null values are ignored in calculations**

**Q1 and Q3 calculated using minitab method**



---

## Field summary for preparation

How well did Westmont prepare you for your advanced degree?

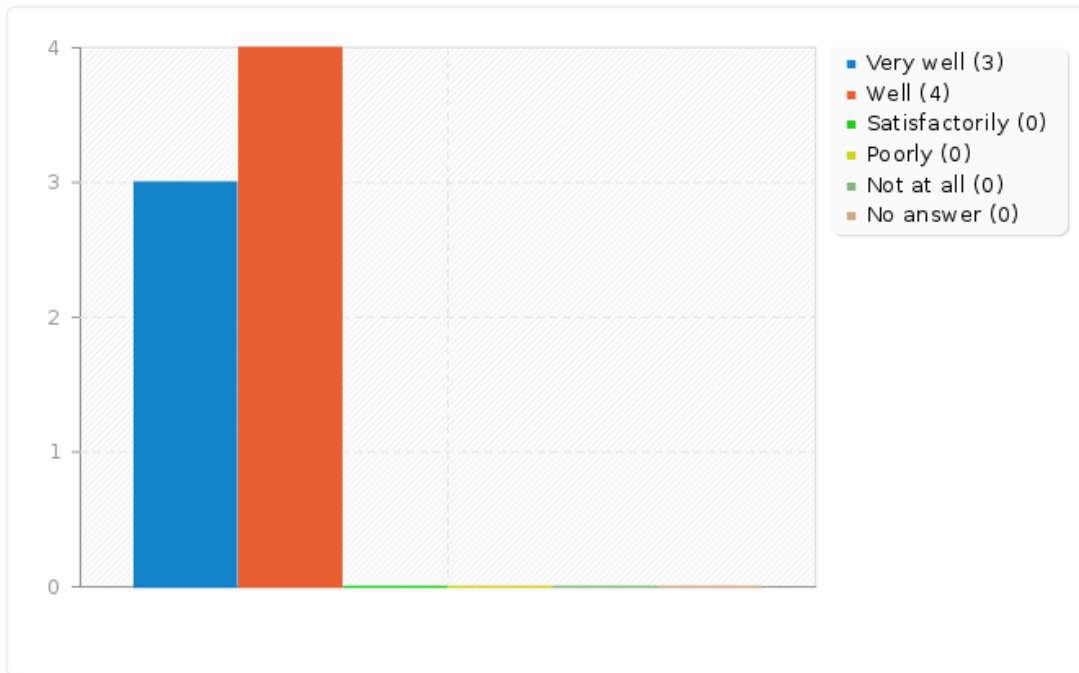
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Answer	Count	Percentage
Very well (A1)	3	42.86%
Well (A2)	4	57.14%
Satisfactorily (A3)	0	0.00%
Poorly (A4)	0	0.00%
Not at all (A5)	0	0.00%
No answer	0	0.00%



## Field summary for preparation

How well did Westmont prepare you for your advanced degree?





## Field summary for profjob

What was your first professional job out of college?

Answer	Count	Percentage
Answer	16	100.00%
No answer	0	0.00%

ID	Response
1	Winery sales assistant
2	ESL Teacher
3	Direct Support Professional
4	Program Advisor for University of California Education Abroad Program
5	Program assistant with WIM
7	Contractor
8	Middle school Spanish teacher
11	Event Planner
14	Tutor at C2 Education
16	Nonprofit work
17	AmeriCorps VISTA service member
18	substitute teacher
19	NA
20	Public Relations Coordinator
21	English Teaching Assistant
22	Law Enforcement



## Field summary for jobsearch

How long did it take you after graduation (or after graduate school) to find your first professional job?

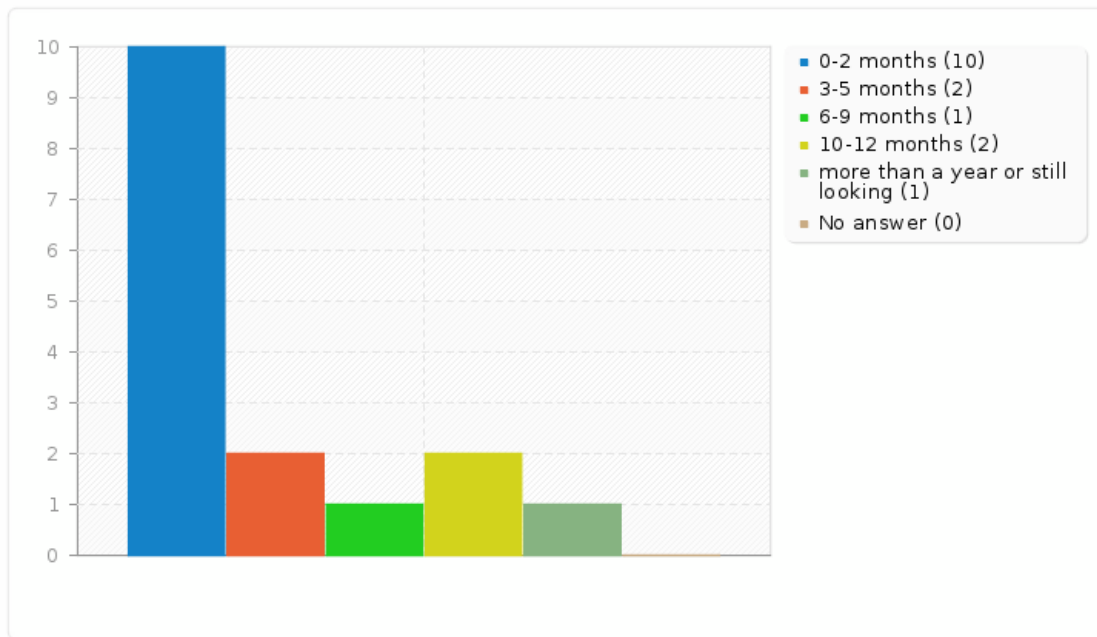
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Answer	Count	Percentage
0-2 months (A1)	10	62.50%
3-5 months (A2)	2	12.50%
6-9 months (A3)	1	6.25%
10-12 months (A4)	2	12.50%
more than a year or still looking (A5)	1	6.25%
No answer	0	0.00%



## Field summary for jobsearch

How long did it take you after graduation (or after graduate school) to find your first professional job?







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## Field summary for related

Related to this first professional job:

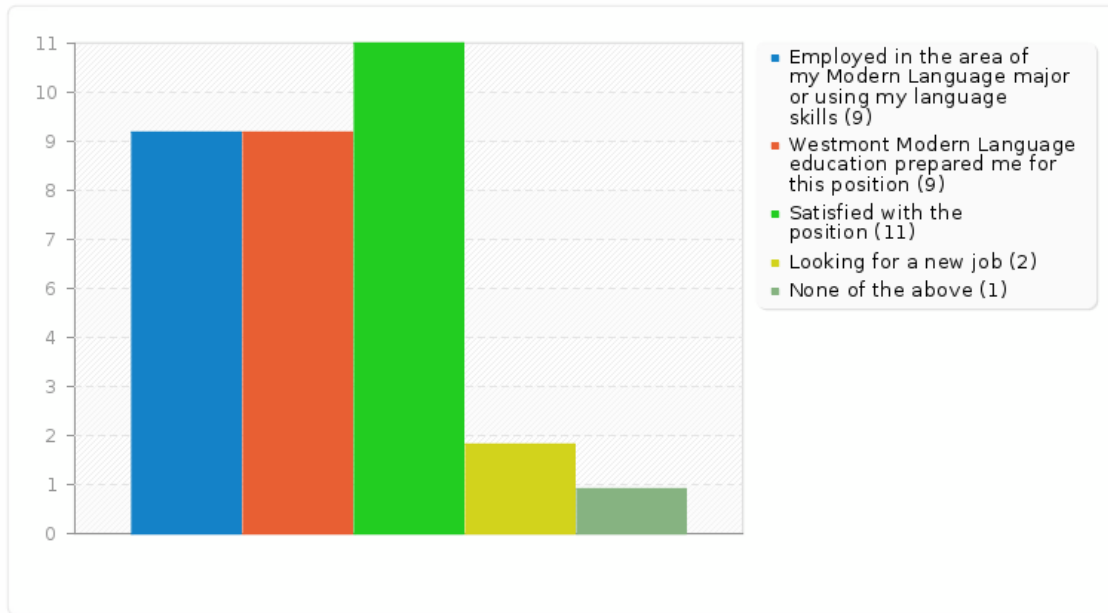
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Answer	Count	Percentage
Employed in the area of my Modern Language major or using my language skills (1)	9	56.25%
Westmont Modern Language education prepared me for this position (2)	9	56.25%
Satisfied with the position (3)	11	68.75%
Looking for a new job (4)	2	12.50%
None of the above (5)	1	6.25%



## Field summary for related

Related to this first professional job:





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Field summary for currentstatus

What is your current employment status?

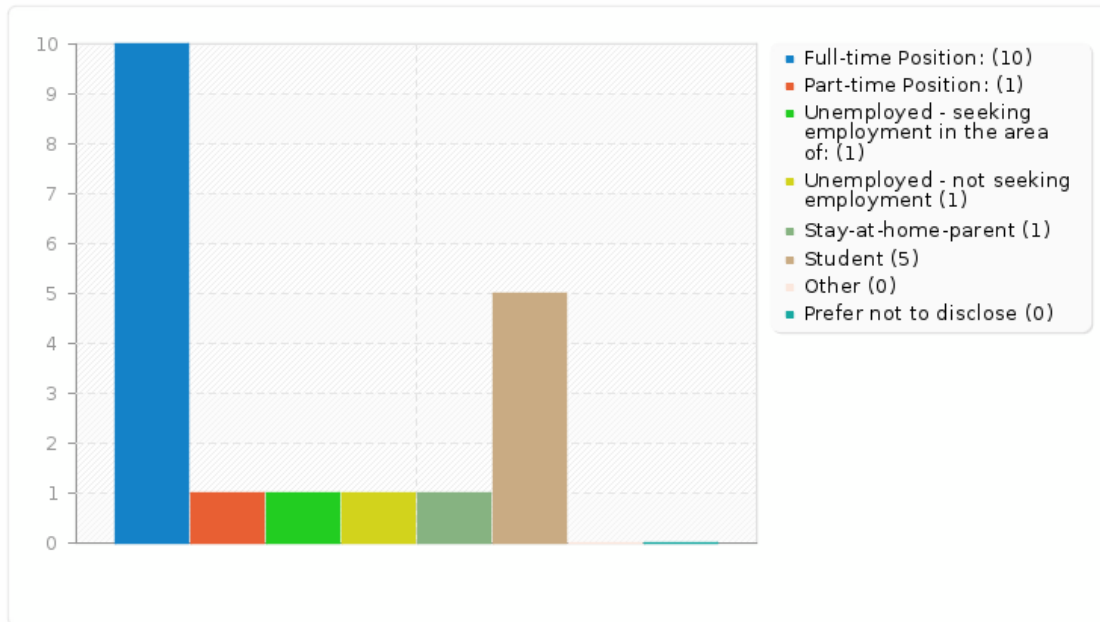
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ID	Response
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## Field summary for currentstatus

What is your current employment status?





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### Field summary for mission

The college mission statement is: Westmont College is an undergraduate, residential, Christian, liberal arts community serving God's kingdom by cultivating thoughtful scholars, grateful servants and faithful leaders for global engagement with the academy, church and world. When you graduated from Westmont, would you have described yourself as:

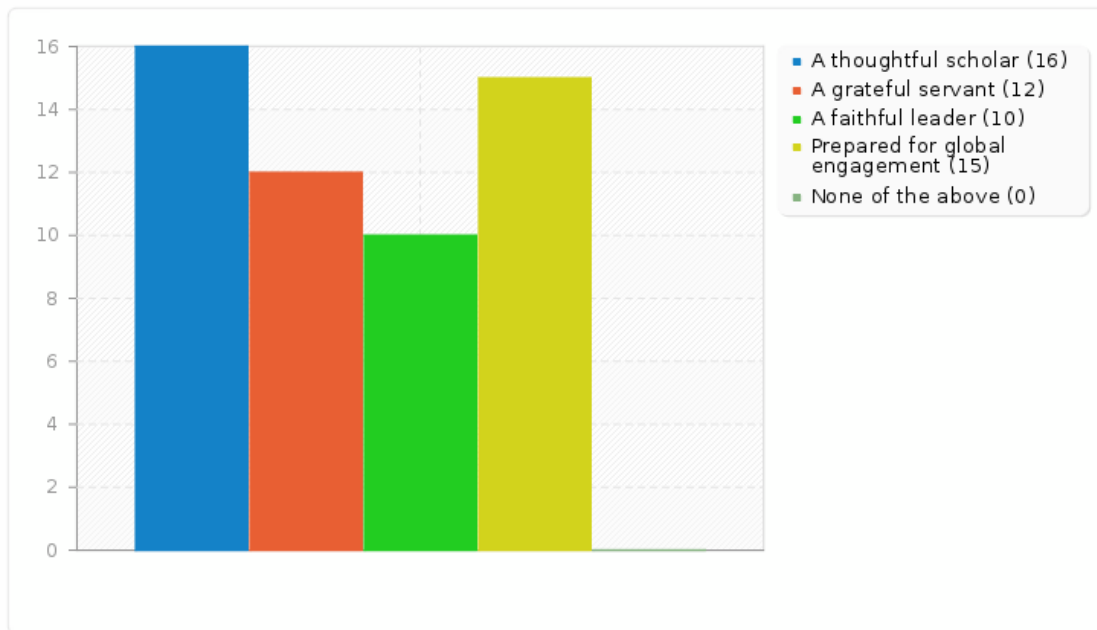
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Answer	Count	Percentage
A thoughtful scholar (1)	16	100.00%
A grateful servant (2)	12	75.00%
A faithful leader (3)	10	62.50%
Prepared for global engagement (4)	15	93.75%
None of the above (5)	0	0.00%



## Field summary for mission

The college mission statement is: Westmont College is an undergraduate, residential, Christian, liberal arts community serving God's kingdom by cultivating thoughtful scholars, grateful servants and faithful leaders for global engagement with the academy, church and world. When you graduated from Westmont, would you have described yourself as:





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## Field summary for SattWestmont

Overall, how satisfied were you with the education you received at Westmont?

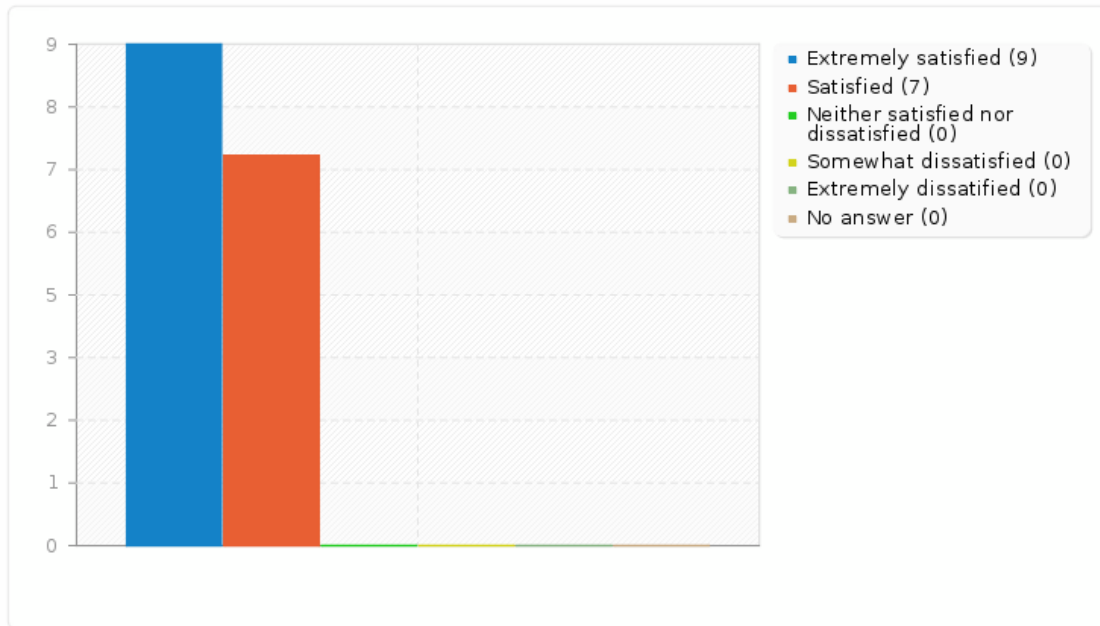
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Answer	Count	Percentage
Extremely satisfied (A1)	9	56.25%
Satisfied (A2)	7	43.75%
Neither satisfied nor dissatisfied (A3)	0	0.00%
Somewhat dissatisfied (A4)	0	0.00%
Extremely dissatisfied (A5)	0	0.00%
No answer	0	0.00%



## Field summary for SattWestmont

Overall, how satisfied were you with the education you received at Westmont?







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## Field summary for Effectteaching

How effective was the teaching in the Modern Language Department?

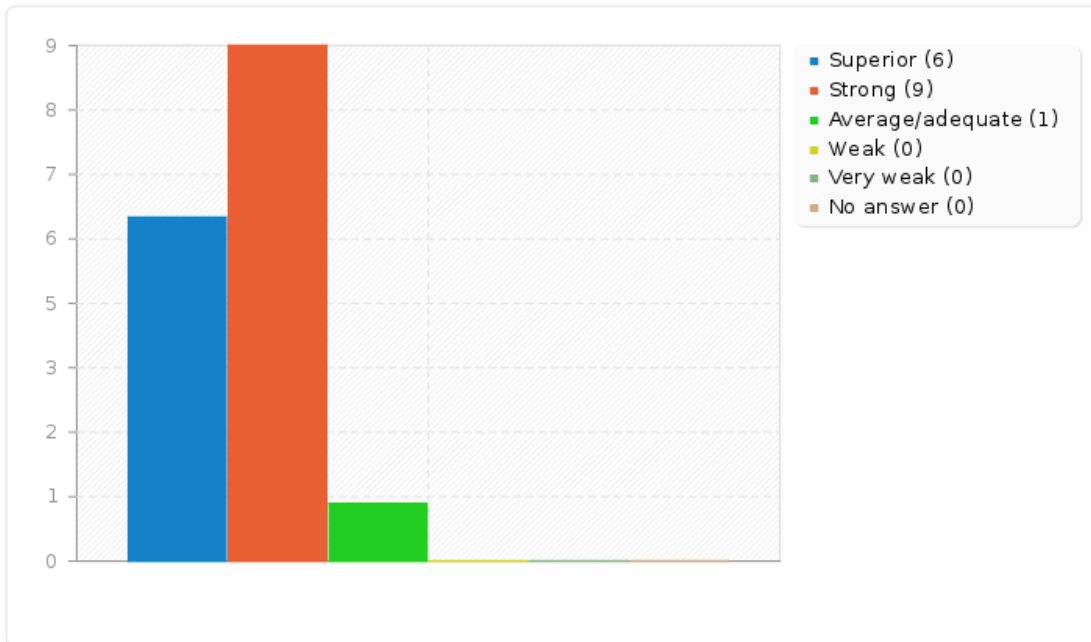
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Answer	Count	Percentage
Superior (A1)	6	37.50%
Strong (A2)	9	56.25%
Average/adequate (A3)	1	6.25%
Weak (A4)	0	0.00%
Very weak (A5)	0	0.00%
No answer	0	0.00%



## Field summary for Effectteaching

How effective was the teaching in the Modern Language Department?



## Field summary for effectcomments

Please provide your comments on teaching effectiveness

Answer	Count	Percentage
Answer	15	93.75%
No answer	1	6.25%

ID	Response
2	I was able to take a variety of courses on the hispanic studies track, the strongest teaching I received was through the immersion experience with Westmont in Mexico, where Mary Docter facilitated thought-provoking discussions and excellent opportunities to synthesize our thoughts through our writing. The immersive experience also provided me an excellent learning structure that I carried with me in medical school, which included a respect and love for other cultures and a humility when approaching topics I don't understand yet.
3	Solid focus on academics and education paired with strong emphasis on inter-personal skills and empathy
4	All of the faculty encouraged each student in his/her own way The teaching was effective. I made goals for myself and the faculty helped me to acheive those goals.
5	The best facet of the teaching was the cyclical cultural orientation, in-country WIM aculture class, and the teen try class. Also, the seminar literature classes. Overall in the upper division classes, the instruction was very helpful and fun because there was less busy work than the intro language classes. We just got to read, write and discuss.
7	teaching was effective but did not show paths forward
8	I hope that in future years, westmont would consider strengthening the advisor program. I felt as if I didn't place enough importance on my advisor until I was too busy to meet with them. There should also be more communication between the credential program and secondary candidates.
11	The Spanish professors in the modern language department were a mixture of native speakers and Dr. Docter who speaks Spanish as a second language. Learning grammar from a professor who also had walked through the process of learning Spanish while having native speakers who were able to explain the deeper meanings of literature was extremely effective.
14	All of my Modern Language courses helped me improve my Spanish language skills, but they also opened my mind to understanding the world from different perspectives. My teachers were passionate and dedicated to helping us succeed and I'm so grateful for their commitment.
16	Excellent
17	I was well-prepared with both language skills and—somewhat more transferable—cross-cultural skills.i don't have the opportunity to use my Spanish much, but I use cross-cultural communication daily in community development work.
18	I loved all of my professors, I loved being able to study abroad and how that was a requirement for the Spanish Language and Literature major. I love Dr. Mary Docter, extremely kind and compassionate professor but so knowledgeable. I learned so much in her classes not only about Spanish but life in general and being a Christian
19	I believe that the teaching was very effective.
20	I think the Spanish department is only equipped to teach Spanish to people pursuing teaching or higher ed in some capacity. I wish I could have taken more modern Spanish classes focusing on how to use Spanish in business/interpreting/translating/etc. as opposed to literature.
21	The most useful part of my modern languages education was the discussion in classes that both helped me to hone my Spanish speaking abilities and to learn to think critically (especially when learning to analyze texts).
22	I would describe the teaching that I experienced in the ML department as, "traditional."



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## Field summary for comtopeers

How well would you say your Westmont Modern Language education prepared you compared to your current peers (or other colleagues)?

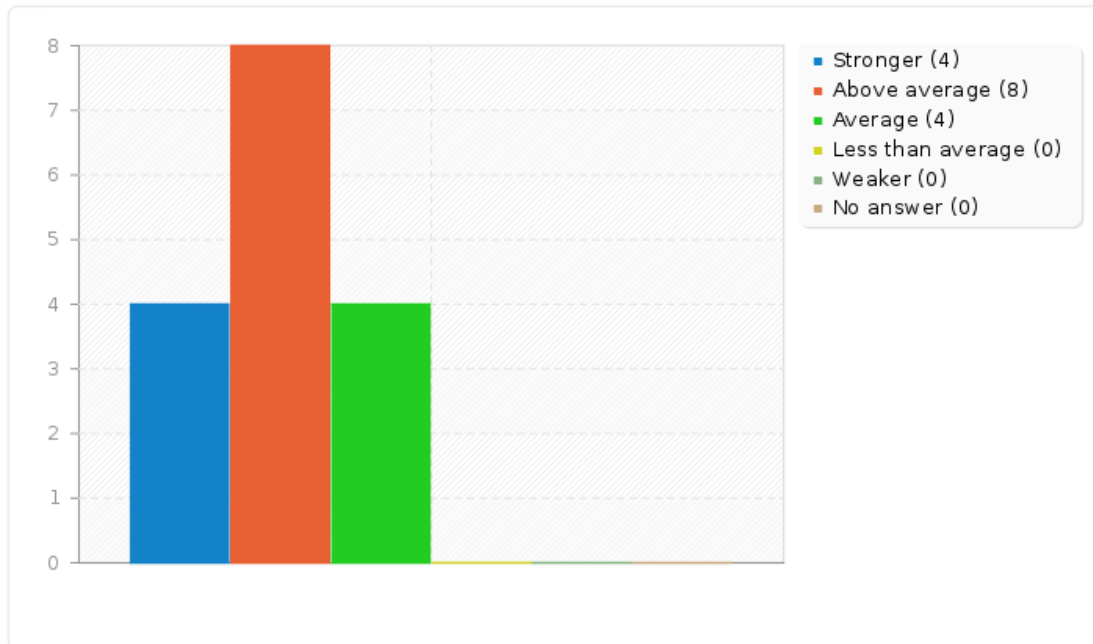
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Answer	Count	Percentage
Stronger (A1)	4	25.00%
Above average (A2)	8	50.00%
Average (A3)	4	25.00%
Less than average (A4)	0	0.00%
Weaker (A5)	0	0.00%
No answer	0	0.00%



## Field summary for comtopeers

How well would you say your Westmont Modern Language education prepared you compared to your current peers (or other colleagues)?





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## Field summary for PLO1

Outcome 1: Graduates demonstrate proficiency in the target language. How important is this outcome for your professional career and/or personal enrichment?

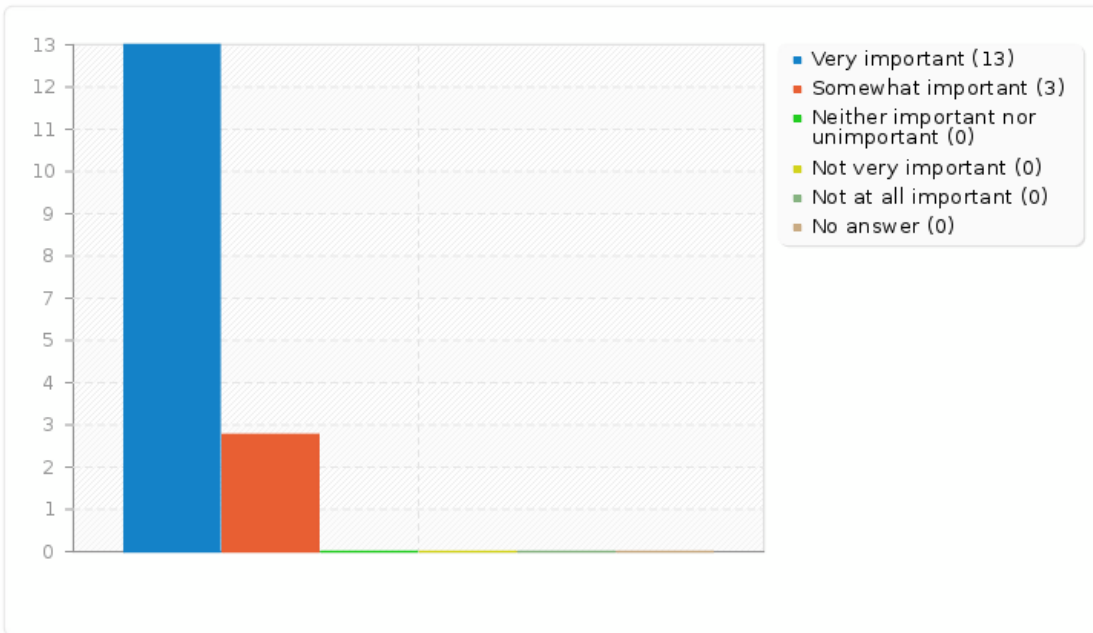
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Answer	Count	Percentage
Very important (A1)	13	81.25%
Somewhat important (A2)	3	18.75%
Neither important nor unimportant (A3)	0	0.00%
Not very important (A4)	0	0.00%
Not at all important (A5)	0	0.00%
No answer	0	0.00%



## Field summary for PLO1

Outcome 1: Graduates demonstrate proficiency in the target language. How important is this outcome for your professional career and/or personal enrichment?





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## Field summary for PLO1quality

How well did the Westmont Modern Language program prepare you to achieve this outcome?

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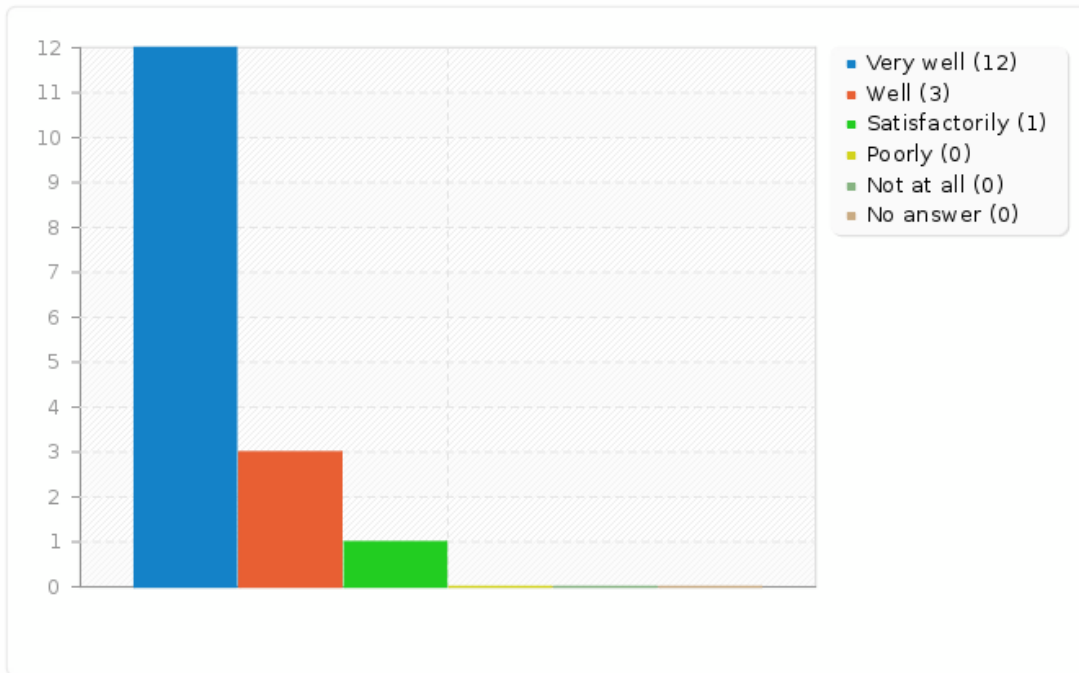
Answer	Count	Percentage
Very well (A1)	12	75.00%
Well (A2)	3	18.75%
Satisfactorily (A3)	1	6.25%
Poorly (A4)	0	0.00%
Not at all (A5)	0	0.00%
No answer	0	0.00%





## Field summary for PLO1quality

How well did the Westmont Modern Language program prepare you to achieve this outcome?





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## Field summary for PLO2

Outcome 2: Graduates can articulate how Modern Language study informs their faith. How important is this outcome for your professional career and/or personal enrichment?

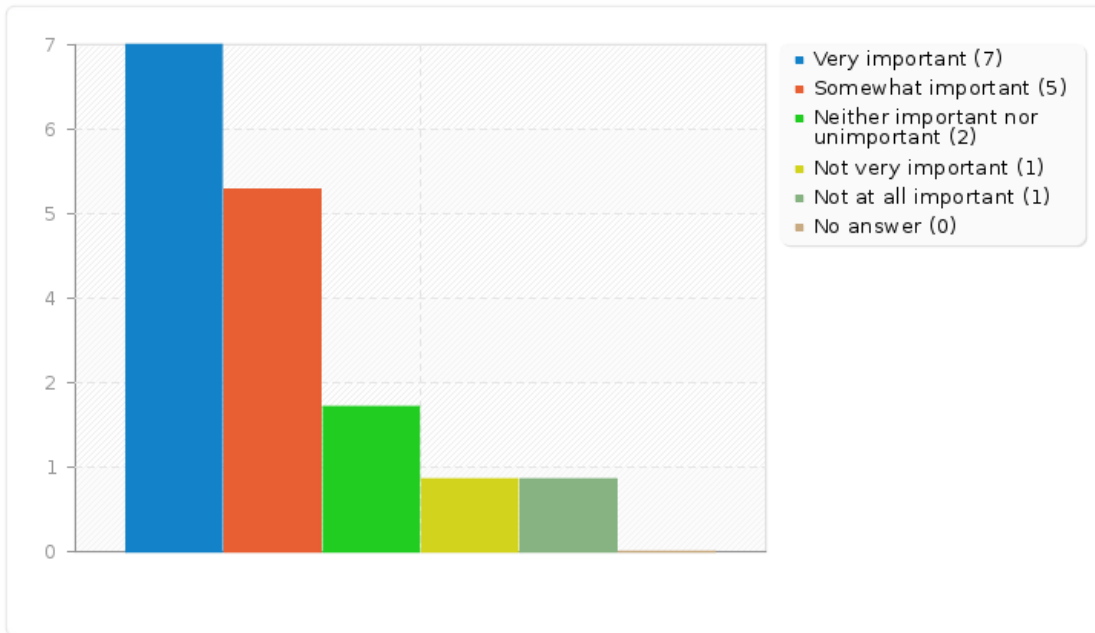
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Answer	Count	Percentage
Very important (A1)	7	43.75%
Somewhat important (A2)	5	31.25%
Neither important nor unimportant (A3)	2	12.50%
Not very important (A4)	1	6.25%
Not at all important (A5)	1	6.25%
No answer	0	0.00%



## Field summary for PLO2

Outcome 2: Graduates can articulate how Modern Language study informs their faith. How important is this outcome for your professional career and/or personal enrichment?





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## Field summary for PLO2quality

How well did the Westmont Modern Language program prepare you to achieve this outcome?

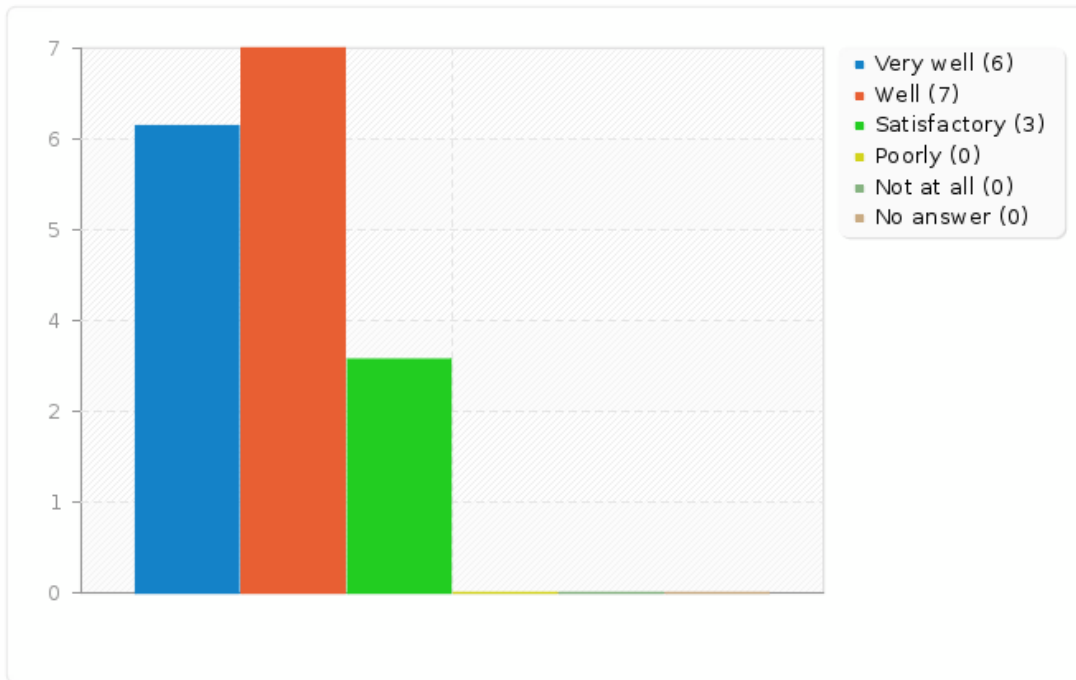
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Answer	Count	Percentage
Very well (A1)	6	37.50%
Well (A2)	7	43.75%
Satisfactory (A3)	3	18.75%
Poorly (A4)	0	0.00%
Not at all (A5)	0	0.00%
No answer	0	0.00%



## Field summary for PLO2quality

How well did the Westmont Modern Language program prepare you to achieve this outcome?





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### Field summary for PLO3

Outcome 3: Graduates demonstrate critical thinking skills. How important is this outcome for your professional career and/or personal enrichment?

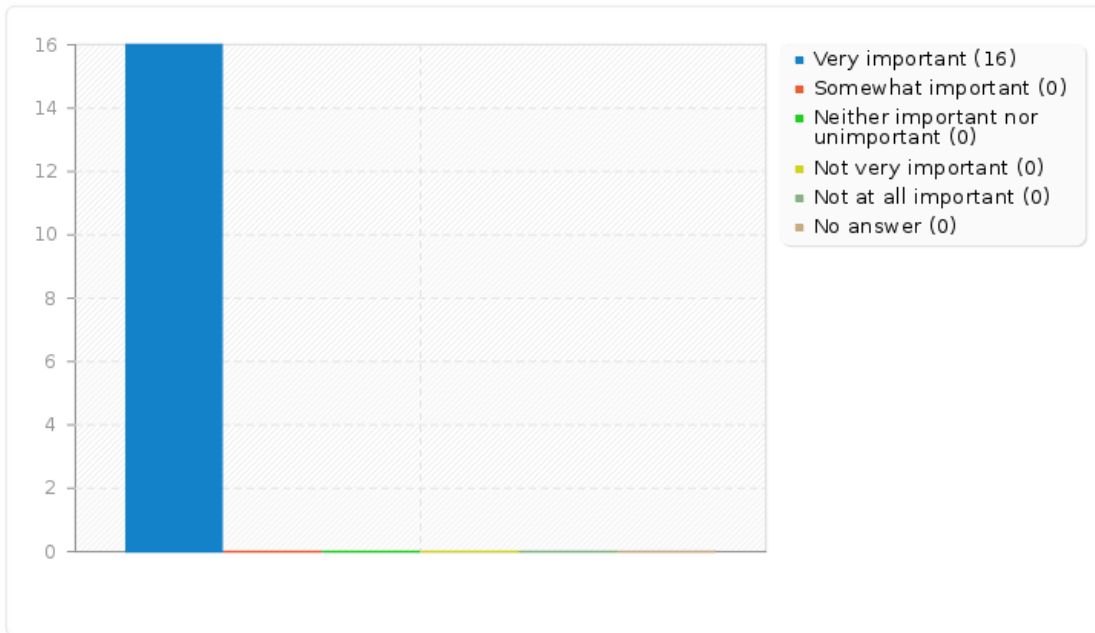
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Answer	Count	Percentage
Very important (A1)	16	100.00%
Somewhat important (A2)	0	0.00%
Neither important nor unimportant (A3)	0	0.00%
Not very important (A4)	0	0.00%
Not at all important (A5)	0	0.00%
No answer	0	0.00%



### Field summary for PLO3

Outcome 3: Graduates demonstrate critical thinking skills. How important is this outcome for your professional career and/or personal enrichment?





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## Field summary for PLO3quality

How well did the Westmont Modern Language program prepare you to achieve this outcome?

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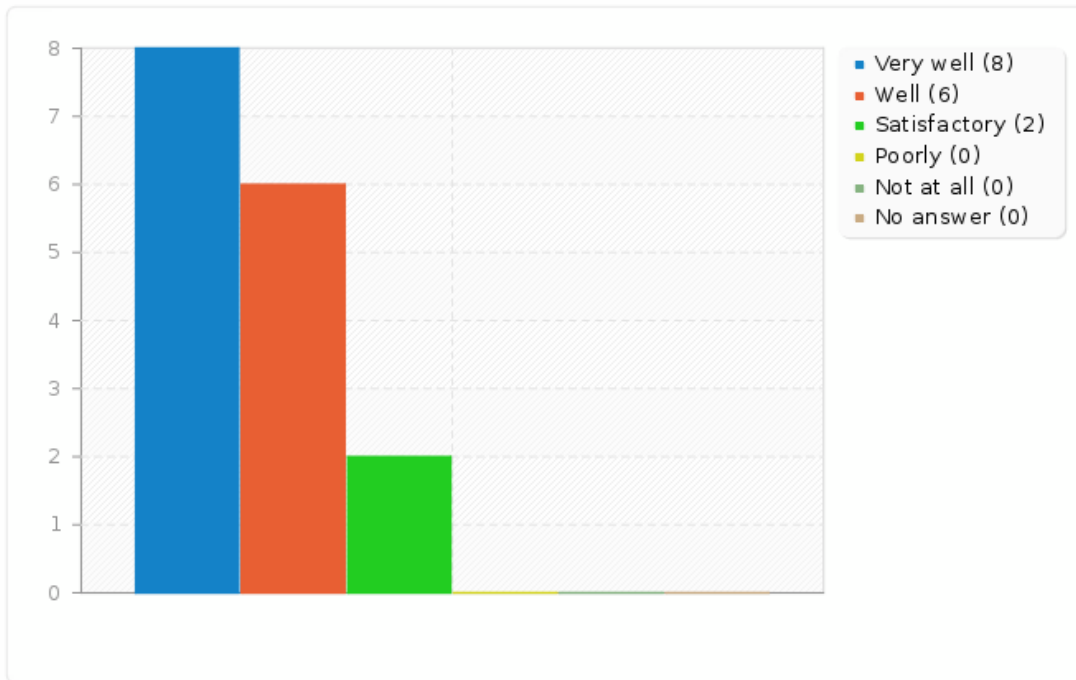
Answer	Count	Percentage
Very well (A1)	8	50.00%
Well (A2)	6	37.50%
Satisfactory (A3)	2	12.50%
Poorly (A4)	0	0.00%
Not at all (A5)	0	0.00%
No answer	0	0.00%





## Field summary for PLO3quality

How well did the Westmont Modern Language program prepare you to achieve this outcome?





## Field summary for internship

Did you participate in an internship (whether for units or not) while an undergraduate as part of a Spanish or French major?

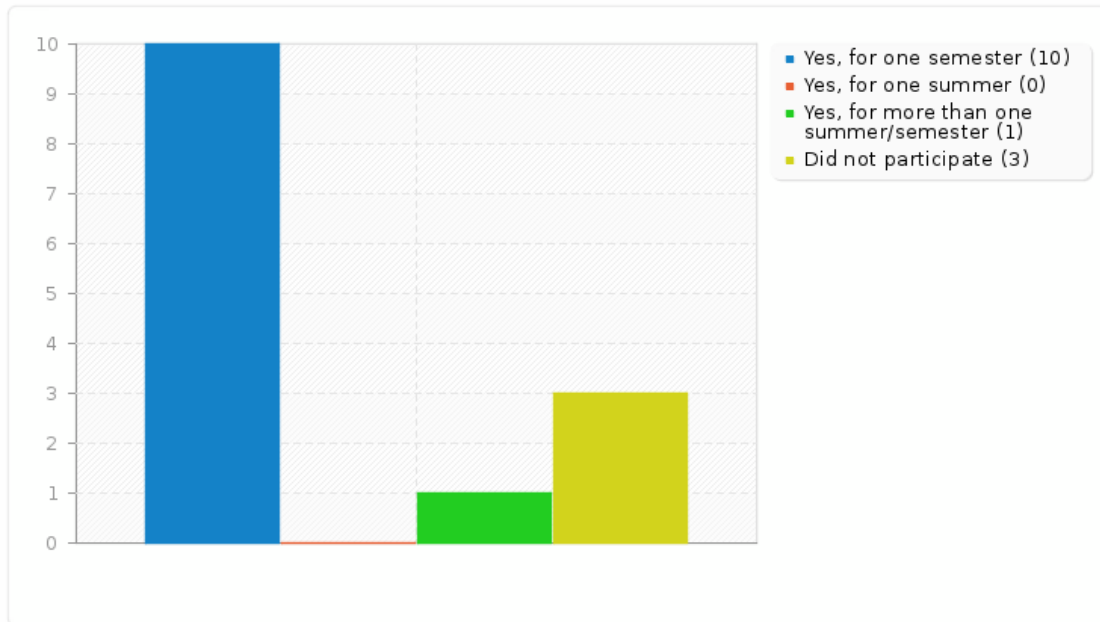
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Answer	Count	Percentage
Yes, for one semester (1)	10	71.43%
Yes, for one summer (2)	0	0.00%
Yes, for more than one summer/semester (3)	1	7.14%
Did not participate (4)	3	21.43%



## Field summary for internship

Did you participate in an internship (whether for units or not) while an undergraduate as part of a Spanish or French major?





## Field summary for areaofinternship

What area was your internship in and how was it beneficial?

Answer	Count	Percentage
Answer	9	81.82%
No answer	2	18.18%

ID	Response
2	Eastside Neighborhood Clinic - this was a bilingual clinic that gave me valuable exposure to the healthcare field, necessary in my decision to pursue medicine and serve the underserved.
5	Latin American sourcing of coffee. I was doing translation and interviews. Very helpful to get more experience with both individuals and issues important to Latin America.
11	My internship was with Immigrant Hope Santa Barbara providing classes in Spanish to immigrants applying for citizenship. This position allowed me to become more comfortable presenting to native speakers in their own language.
14	I interned at Immigrant Hope Santa Barbara and had the opportunity to serve by doing translation work as well as engaging with members of the local community.
16	Immigrant Hope nonprofit. I learned how to conduct business and assist the Latino community
18	I was teaching English courses one night per week to native Spanish speakers. It was beneficial because I was able to practice my Spanish as most of my students didn't speak English. I also got used to creating lesson plans and researching what resources would be beneficial for the students' maximum learning benefit. This prepared me for the teaching credential I am currently pursuing.
19	My internship was as a bilingual class aid for an English-learning adult civics class. The internship allowed me to be more informed about the lives of some of the members of the Hispanic community in Santa Barbara as well as allowed me to practice my skills in speaking Spanish and practice teaching English to Spanish speakers.
20	Immigrant Hope in Santa Barbara Public Relations Intern at RAREFORM
21	Give professional job experience and was more practical than classes I served as a bilingual aide and counseling intern working with immigrant Latino students at SBHS. It was extremely beneficial for me to be able to pilot test working with this demographic and to grow my conversation skills, and most of all to learn from the students I worked with and be blessed by their willingness to invite me into their stories.



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## Field summary for acadadvising

How satisfied were you with departmental academic advising?

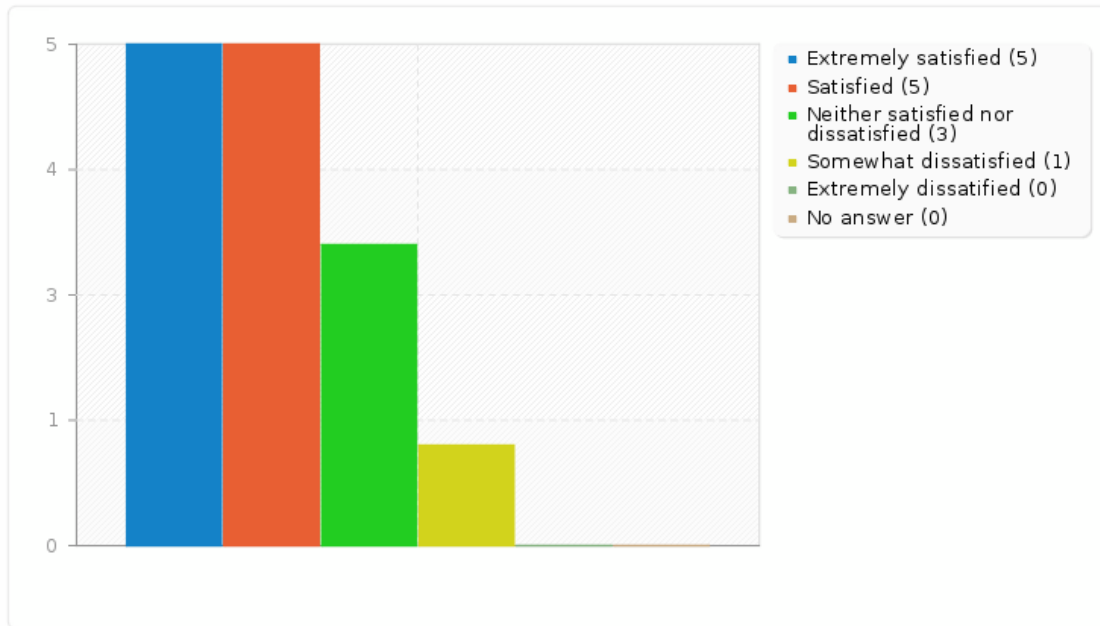
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Answer	Count	Percentage
Extremely satisfied (A1)	5	35.71%
Satisfied (A2)	5	35.71%
Neither satisfied nor dissatisfied (A3)	3	21.43%
Somewhat dissatisfied (A4)	1	7.14%
Extremely dissatisfied (A5)	0	0.00%
No answer	0	0.00%



## Field summary for acadadvising

How satisfied were you with departmental academic advising?





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## Field summary for careeradvising

How satisfied were you with departmental career advising?

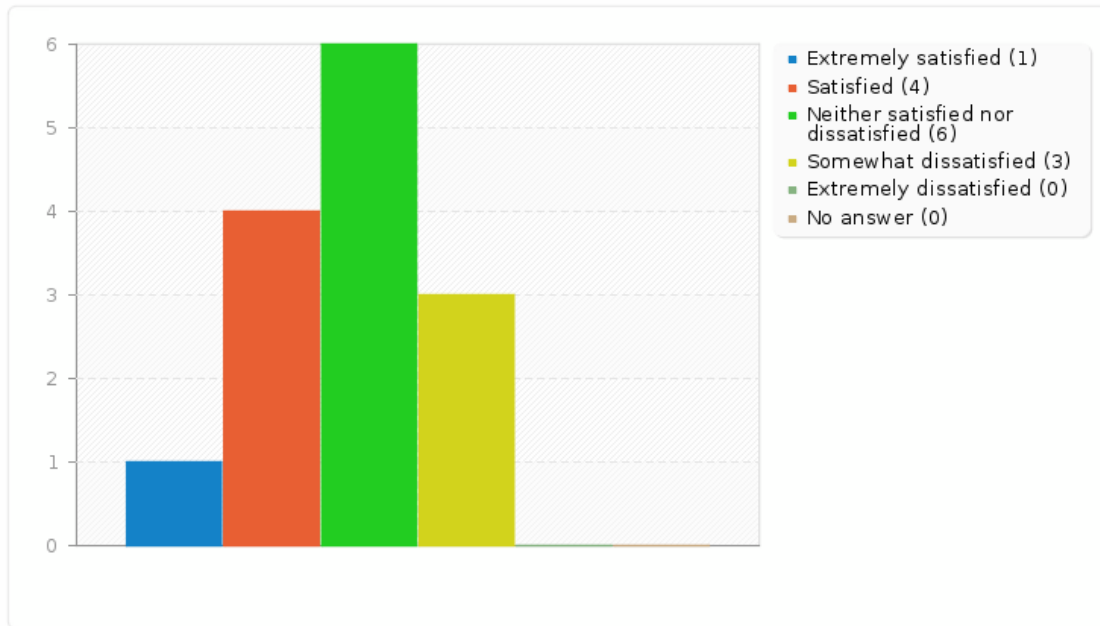
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Answer	Count	Percentage
Extremely satisfied (A1)	1	7.14%
Satisfied (A2)	4	28.57%
Neither satisfied nor dissatisfied (A3)	6	42.86%
Somewhat dissatisfied (A4)	3	21.43%
Extremely dissatisfied (A5)	0	0.00%
No answer	0	0.00%



## Field summary for careeradvising

How satisfied were you with departmental career advising?







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## Field summary for faith

How much did faith/learning discussions in the Modern Language program impact your worldview?

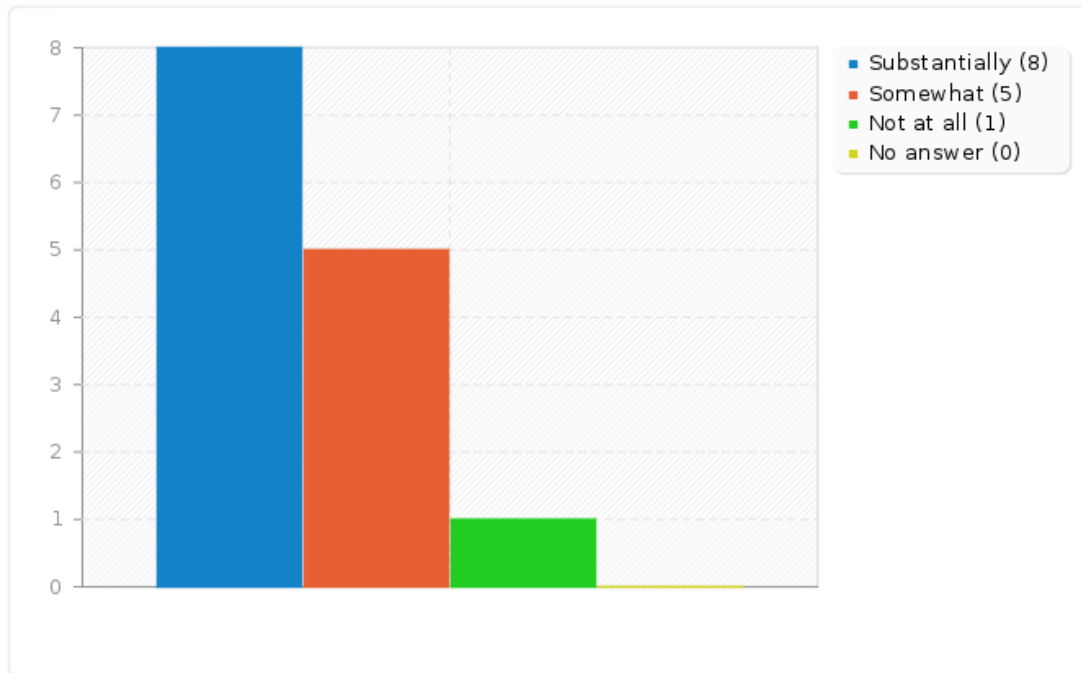
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Answer	Count	Percentage
Substantially (A1)	8	57.14%
Somewhat (A2)	5	35.71%
Not at all (A3)	1	7.14%
No answer	0	0.00%



## Field summary for faith

How much did faith/learning discussions in the Modern Language program impact your worldview?





## Field summary for appreciation

What aspects of the Modern Language program have you appreciated the most?

Answer	Count	Percentage
Answer	14	100.00%
No answer	0	0.00%

ID	Response
2	The study abroad opportunity and the tight-knit community. Westmont in Mexico changed my life for the better, and the language and cultural skills I developed in college have prepared me for success as I lived internationally after graduating and in the medical field as I care for my Spanish-speaking patients.
3	Obligation of studying abroad challenged me to broaden my perspective about daily living.
4	Studying abroad
5	The chance to explore literature and another language to the end of opening up my worldview and seeking to enjoy and understand others who are different than me.
7	staff was helpful in building relationships
8	Community
11	The cross-cultural classes that we took before and after studying abroad in Mexico were some of the most impactful and life-changing classes. I also appreciated studying abroad in Mexico. I appreciated every class, but the process of studying abroad and preparing for it really stands out.
14	Our professors - their passion and dedication inspired me to cultivate a love for language
16	Cultural immersion through Westmont in Mexico
18	Fluency in Spanish Study abroad experience Interconnectedness of faith and subject content Praying before class Internship Cultural diversity awareness Historical info and cultural values of most Spanish speaking countries
19	I appreciated that the professors in the Modern Language program regarded one another and their students as family, and as a result I felt personally invested in. I also appreciated that in many of the courses there was an element of understanding and respecting cultures which are not our own.
20	Studying abroad in Mexico
21	I have loved the investment of the faculty in their students and being able to develop relationships with my professors who have encouraged me and advised me along the way. I loved my literature courses as well and the chance to dig into analyzing a text in another language. I think the most useful part of these courses was the discussion they stimulated which also allowed me to work on my conversation skills. I also loved my cross cultural studies class, which is definitely the class where I gained the most practical and readily applicable cultural knowledge.
22	The emphasis on inter-cultural learning and understanding.



## Field summary for improvements

What improvements would you suggest for the program?

Answer	Count	Percentage
Answer	13	92.86%
No answer	1	7.14%

ID	Response
3	Encourage and facilitate more activity within the Santa Barbara community, outside of Westmont
4	More culture learning classes. Perhaps Latin American History. I felt that as a Hispanic Studies major I took mostly literature classes and, while I learned much from them and thoroughly enjoyed them, I felt as though I could have incorporated more cultural/historical learning.
5	Quarterly Spanish major meetings where we can talk about faith/modern languages or current issues in Latin America or read poetry together. Building a better cohesive modern languages community.  Ask more of us academically in terms of research. I only did 2 (1.5, really) research projects in my modern languages classes, and I think there's room to elevate our critical thinking about literature and/or culture with something like that.
7	guidance moving forward, options for future employment
8	Communication
11	It would be good to incorporate a class that was more topic and discussion based. An idea would be a current events class. Each student could bring an article about something happening in a different Spanish-speaking country and just spend time in class discussing or presenting on what they found. Discussions can be hard in the literature classes because inevitably not everyone has done the reading. This one would allow everyone to speak a lot and practice, while also staying up to date on news around the world.
14	More career advisement - maybe providing opportunities for students to speak with current alumni or people in the workforce that use their language skills daily.
16	Get rid of Prof Cardoso
18	Better career advising More opportunities to speak Spanish with professors or other students
19	Since I was in the last class of graduates before these major changes to the program, the confusion of which requirements I would need to fulfill, how I would fulfill them, and how many total program units I had added stress to my final semester. I would suggest that student advisers try their best to know the program well, and if possible, that webster be made more simple to understand. i.e. showing how many units are needed to graduate, and under the requirements listing classes which are actually available.
20	There needs to be a stronger alumni network for students - Westmont's (in general) is so lacking and it is putting students so behind in the job market compared to other colleges.
21	I think it would be great to tie more cultural discussions in with the literature classes to better understand how the literature can serve as a window into a given Hispanic culture.
22	Find ways to make the majors more applicable to the modern career field.



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## Field summary for recommend

If a family member, friend, or business acquaintance asked you to recommend an educational institution, how likely would you be to recommend Westmont?

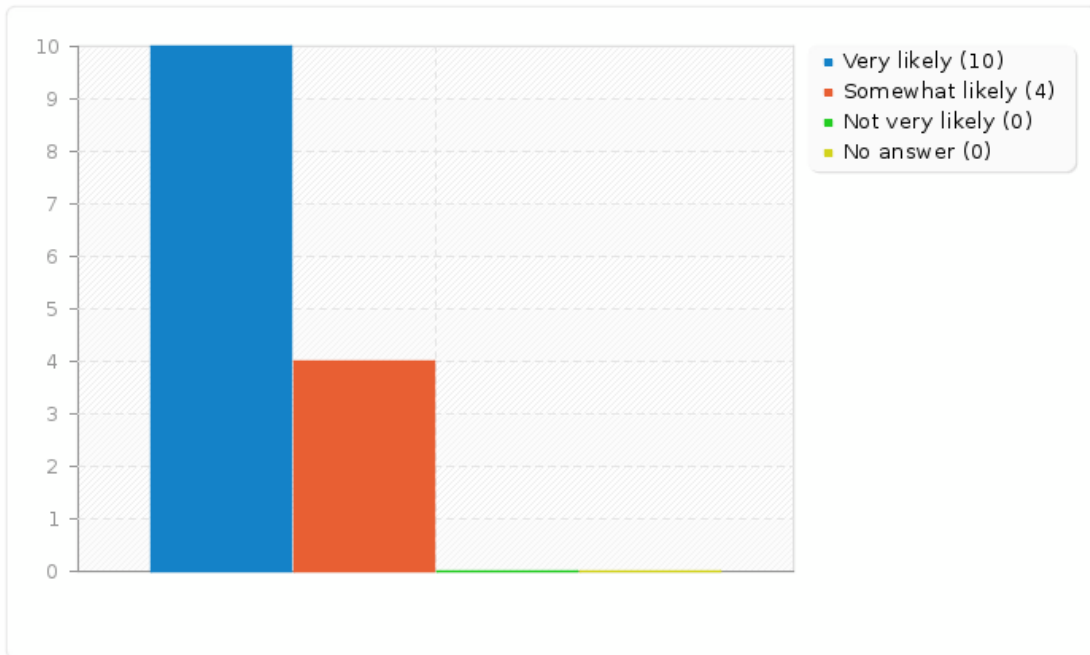
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Answer	Count	Percentage
Very likely (A1)	10	71.43%
Somewhat likely (A2)	4	28.57%
Not very likely (A3)	0	0.00%
No answer	0	0.00%



## Field summary for recommend

If a family member, friend, or business acquaintance asked you to recommend an educational institution, how likely would you be to recommend Westmont?





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## Field summary for whynot

Why would you not recommend Westmont?

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Answer	Count	Percentage
Answer	0	0.00%
No answer	0	0.00%

ID	Response
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## Field summary for whatelse

If you desire, please share with us anything else you would like to, including your contact information.

Answer	Count	Percentage
Answer	5	35.71%
No answer	9	64.29%

ID	Response
2	Elizabeth Simoneit esimoneit@gmail.com
11	I love the Modern Language Department. It shaped me into the person I am today. I think everyone should learn a second language and spend extended time in another country, and I am so grateful that Westmont gave me the opportunity to do that. Keep up the amazing work and give the professors a raise!
18	Alyson Mandle 805 320 0887 alysonmandle@gmail.com
21	I have been incredibly blessed by the Modern Languages Department and just want to share my deep gratitude for you. Many blessings this summer!  Noel Hilst noel@hilst.org (206) 218-2684
22	Thank you for investing in me!



## Appendix I: Comparative Data

**Table 1 (National Enrollment Data)**

Table 1  
Fall Language Enrollments and Percentage Change in United States Institutions of Higher Education (Languages in Descending Order of 2016 Totals)

	2006	2009	% Change, 2006–09	2013	% Change, 2009–13	2016	% Change, 2013–16
Spanish	822,148	861,015	4.7	789,888	-8.3	712,240	-9.8
French	206,019	215,244	4.5	197,679	-8.2	175,667	-11.1
American Sign Language	79,744	92,068	15.5	109,567	19.0	107,060	-2.3
German	94,146	95,613	1.6	86,782	-9.2	80,594	-7.1
Japanese	65,410	72,357	10.6	66,771	-7.7	68,810	3.1
Italian	78,176	80,322	2.7	70,982	-11.6	56,743	-20.1
Chinese	51,382	59,876	16.5	61,084	2.0	53,069	-13.1
Arabic <sup>1</sup>	24,010	35,228	46.7	33,526	-4.8	31,554	-5.9
Latin	32,164	32,446	0.9	27,209	-16.1	24,866	-8.6
Russian	24,784	26,740	7.9	21,979	-17.8	20,353	-7.4
Korean	7,146	8,449	18.2	12,256	45.1	13,936	13.7
Greek, Ancient <sup>2</sup>	22,842	21,515	-5.8	16,961	-21.2	13,264	-21.8
Portuguese	10,310	11,273	9.3	12,407	10.1	9,827	-20.8
Hebrew, Biblical <sup>3</sup>	14,137	13,764	-2.6	12,596	-8.5	9,587	-23.9
Hebrew, Modern	9,620	8,307	-13.6	6,698	-19.4	5,521	-17.6
Other Languages	33,800	39,349	16.4	34,746	-11.7	34,830	0.2
<b>Total</b>	<b>1,575,838</b>	<b>1,673,566</b>	<b>6.2</b>	<b>1,561,131</b>	<b>-6.7</b>	<b>1,417,921</b>	<b>-9.2</b>

Number of institutions reporting in 2016: 2,547

1. Includes enrollments reported under "Arabic," "Arabic, Algerian," "Arabic, Classical," "Arabic, Egyptian," "Arabic, Gulf," "Arabic, Iraqi," "Arabic, Levantine," "Arabic, Modern Standard," "Arabic, Moroccan," "Arabic, Qur'anic," "Arabic, Sudanese," and "Arabic, Syrian."
2. Includes enrollments reported under "Greek, Ancient," "Greek, Biblical," "Greek, Koine," "Greek, New Testament," and "Greek, Old Testament"; excludes enrollments reported under "Greek," "Greek and Hebrew," and "Greek and Latin."
3. Includes enrollments reported under "Hebrew, Biblical," "Hebrew, Classical," and "Hebrew, Rabbinic"; excludes enrollments reported under "Hebrew" and "Hebrew, Biblical and Modern."

Source: Modern Language Association

**Table 2 (Benchmark Schools: ML requirements, Languages & FTE)**

College/University	FL Requirement	Undergrad pop	Languages*	FTE**
Willamette University	4 semesters	1950	6/3	15
Pomona College	3 semesters	1650	6	24
Occidental College	2 semesters	2000	7/2	16
Calvin College	4 semesters	3600	7/2	16
Wheaton College	3 semesters	2400	4/3	12
Pepperdine University	3 semesters	3600	5/2	13
<b>Westmont College</b>	<b>1 semester</b>	<b>1300</b>	<b>3/2</b>	<b>4</b>

\*Number of modern languages taught /number of classical languages (e.g. Greek, Hebrew, and Latin)

\*\*Not counting professors of classical languages (Greek, Hebrew, and Latin) or part-time/adjunct professors

## Appendix J: Faculty Load & Advising Reports

### Faculty and Advising Loads 2012-2018

Department	----Instructor	FALL 2012					SPRING 2013					2012-13 TOTALS			
		Course title	Units	Enrolled	Student Credit Hours	Faculty Load Credit	Course title	Units	Enrolled	Student Credit Hours	Faculty Load Credit	Student Credit Hours	Dept. Student Credit Hours	Faculty Load Credit Hours	Dept. Faculty Credit Hours
<b>MODERN LANGUAGES</b>															
FT	Cardoso	Intermediate Sp	4	3	12	4	Elementary Spa	4	20	80	4	260		260	
	Cardoso	Latin Amer Wo	4	12	48	4	Elementary Spa	4	21	84	4				
	Cardoso	Admin assignment					Latin Amer Lit:	4	9	36	4				
	Collier	Elementary Fre	4	17	68	4	Elementary Fre	4	10	40	4	196		196	
	Collier	Intermediate Fr	4	7	28	4	Intermediate Fr	4	4	16	4				
	Collier	French Novel o	4	5	20	4	Chivalric Tradit	4	6	24	4				
	Collier	Dept Chair				4									
	Docter	Elementary Spa	4	15	60	4	Intermediate Sp	4	16	64	4				
	Docter	Elementary Spa	4	17	68	4	Cross-Cultural	4	15	60	4	308		308	
	Docter	Latin American	4	10	40	4	Practicum	4	4	16	4				
Elias	Elementary Spa	4	22	88	4	Elementary Spa	4	15	60	4					
Elias	Elementary Spa	4	22	88	4	Elementary Spa	4	19	76	4	412		412		
Elias	Advanced Span	4	14	56	4	Topics: Don Qu	4	11	44	4					
PT	Kostruda	Elementary Ger	4	11	44	4	Elementary Ger	4	4	16	4	128		128	
	Pelaez	Intermediate Sp	4	11	44	4	Intermediate Sp	4	6	24	4				
<b>MODERN LANGUAGES TOTALS</b>			<b>52</b>	<b>166</b>	<b>664</b>	<b>56</b>	<b>56</b>	<b>160</b>	<b>640</b>	<b>56</b>	<b>1304</b>			<b>1304</b>	

### 2012-13 Department and Faculty Academic Advising Load

Department	Advisor	# of Advisees	Dept Total	Dept Average per Faculty
Modern Langs.	Cardoso	13		
Modern Langs.	Collier	6		
Modern Langs.	Docter	13		
Modern Langs.	Elias	12	44	11

College Average per Faculty:	17
College Average per Department:	74

Department	-- Instructor	FALL 2013					SPRING 2014					2013-14 TOTALS			
		Course Title	Units	Enrolled	Student Credit Hours	Faculty Load Credit	Course Title	Units	Enrolled	Student Credit Hours	Faculty Load Credit	Student Credit Hours	Dept. Student Credit Hours	Faculty Load Credit Hours	Dept. Load Credit Hours

<b>MODERN LANGUAGES</b>															
FT	Cardoso	Elementary Spa	4	8	32	4	Elementary Spa	4	12	48	4	277		276	
	Cardoso	Elementary Spa	4	20	80	4	Elementary Spa	4	14	56	4				
	Cardoso	Advanced Span	4	6	24	4	Latin American I	4	9	36	4				
	Cardoso						Research	1	1	1	0				
	Collier	Elementary Fre	4	13	52	4	Elementary Fre	4	7	28	4	136		136	
	Collier	Intermediate Fr	4	6	24	4	Intermediate Fr	4	3	12	4				
	Collier	French Lit II 180	4	5	20	4	Dept. Chair								
	Docter	See Westmont in Mexico					Cross-Cultural St	4	3	12	4	62		76	
	Docter						20th C. Latin Arr	4	9	36	4				
	Docter						Practicum	2	7	14	4				
Elias	Elementary Spa	4	17	68	4	Sabbatical					156		156		
Elias	Elementary Spa	4	17	68	4										
Elias	Span Lit: 1700 tr	4	5	20	4										
Adj	Kostruda	Elementary Ger	4	6	24	4	Elementary Ger	4	6	24	4				
	Mejia-Perez	Elementary Spa	4	19	76	4	Intermediate Sp	4	14	56	4				
	Mejia-Perez	Intermediate Sp	4	3	12	4	Intermediate Sp	4	8	32	4				
	Pelaez	Intermediate Sp	4	19	76	4	Elementary Spa	4	15	60	4				

Pelaez			Elementary Spa	4	17	68	4	428	428
<b>MODERN LANGUAGES TOTALS</b>		52	144	52	50	483	56	1059	1072

**2013-14 Department and Faculty Academic Advising Loads**

Department	Advisor	# of Advisees	Dept Total	Dept Average per Faculty
Modern Languages	Cardoso	12	46	12
	Collier	10		
	Docter	15		
	Elias	9		

College Average per Faculty: 17  
 College Average per Department: 72

Department	-- Instructor	FALL 2014					Instructor	Course	SPRING 2015					2014-15 TOTALS				
		Course Title	Units	Enrolled	Student Credit Hours	Faculty Load Credit			Course Title	Units	Enrolled	Student Credit Hours	Faculty Load Credit	Student Credit Hours	Dept. Student Credit Hours	Faculty Load Credit Hours	Dept. Load Credit Hours	
<b>MODERN LANGUAGES</b>																		
FT	Cardoso	SP-001-1	Elementary Spa	4	19	76	4	Sabbatical									160	160
		SP-001-2	Elementary Spa	4	15	60	4											
		SP-180-1	Latin-Amer Wo	4	6	24	4											
		Chair																
	Collier	FR-001-1	Elementary Fre	4	17	68	4	Collier	FR-002-1	Elementary Fre	4	10	40	4				
		FR-003-1	Intermediate Fr	4	3	12	4	Collier	FR-004-1	Intermediate Fr	4	4	16	4				
		FR-105-1	French Lit of 21	4	4	16	4	Collier	FR-103-1	French Lit of 1'	4	2	8	4	160	160		
	Docter	SP-002-1	Elementary Spa	4	19	76	4	Docter	SP/FR-150	Cross-Cultural	4	5	20	4				
		SP-002-2	Elementary Spa	4	18	72	4	Docter	SP-002-1	Elementary Spa	4	19	76	4				
		SP-100-1	Advanced Span	4	14	56	4	Docter	SP-002-2	Elementary Spa	4	18	72	4				
		Docter						Docter	SP-190-1	Practicum	2	6	12	2				
	Elias	Westmont in Mexico						Elias	SP-001-1	Elementary Spa	4	19	76	4				
			Elias	SP-001-2	Elementary Spa	4	16	64	4									
			Elias	SP-101-1	Survey Spanish	4	14	56	4	196	196							
Mejia-Perez	SP-003-1	Intermediate Sp	4	20	80	4	Mejia-Perez	SP-003-1	Intermediate Sp	4	20	80	4					
Mejia-Perez	SP-004-1	Intermediate Sp	4	19	76	4	Mejia-Perez	SP-004-1	Intermediate Sp	4	13	52	4					
Mejia-Perez	SP-104-1	Latin Amer Lit.	4	4	16	4	Mejia-Perez	SP-195-1	Seminar:Ecocrit	4	9	36	4	340	340			
Adj	Kostruba	GER-001-1	Elementary Ger	4	18	72	4	Kostruba	GER-002-1	Elementary Ger	4	5	20	4	92	92		
<b>MODERN LANGUAGES TOTALS</b>		52		704	54	0	0	54	628	56		1332	1332					

**2014-15 Department and Faculty Academic Advising Loads**

Department	Advisor	# of Advisees	Dept Total	Dept Average per Faculty
Modern Languages	Cardoso	13	46	12
	Collier	12		
	Docter	14		
	Elias	7		

College Average per Faculty: 17  
 College Average per Department: 77

Department	--Instructor	FALL 2015	SPRING 2016	2015-16 TOTALS
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Instructor Status	Course Title	Units	Enrolled	Student Credit Hours	Course Title	Units	Enrolled	Student Credit Hours	Student Credit Hours	Dept. Student Credit Hours
<b>MODERN LANGUAGES</b>										
FT	Cardoso	Elementary Spa	4	15	60	Intermediate Sp	4	11	44	
FT	Cardoso	Elementary Spa	4	11	44	Latin American I	4	7	28	
FT	Cardoso	Advanced Span	4	10	40	Dept Chair				216
FT	Collier	Elementary Fre	4	8	32	Elementary Fre	4	5	20	
FT	Collier	Intermediate Fr	4	7	28	Intermediate Fr	4	5	20	
FT	Collier	Survey French L	4	2	8	Survey French L	4	3	12	120
FT	Docter	(see Westmont in Mexico)				Elementary Spa	4	11	44	
FT	Docter					Elementary Spa	4	10	40	
FT	Docter					Practicum	2	4	8	92
FT	Elias	Elementary Spa	4	18	72	Elementary Spa	4	16	64	
FT	Elias	Elementary Spa	4	19	76	Elementary Spa	4	18	72	
FT	Elias	Survey Span Lit	4	9	36	Cervantes's Dor	4	12	48	368
Adj	Kostruba	Elementary Ger	4	21	84	Elementary Ger	4	7	28	
Adj	Mejia-Perez	Elementary Spa	4	11	44	Intermediate Sp	4	14	56	
Adj	Mejia-Perez	Intermediate Sp	4	10	40					
Adj	Mejia-Perez	Intermediate Sp	4	13	52					304
<b>MODERN LANGUAGES TOTALS</b>			52		616	50		484		1100

2015-16 Department and Faculty Academic Advising Loads				
Department	Advisor	# of Advisees	Dept Total	Dept Average per Faculty
Modern Languages	Cardoso	4	28	7
	Collier	5		
	Docter	13		
	Elias	6		

College Average per Faculty:	14.59
College Average per Department	57.68

SUB	STATUS	Instructor	Course Title	Fall 2016					Spring 2017					
				Faculty Load	Units	Enrolled	Student Credit Hours	TERM	Course Title	Faculty Load	Units	Enrolled	Student Credit Hours	TERM
MOD	FT	Cardoso	Elementary Sp	4	4	11	44	16/FA	Elementary Sp	4	4	12	48	17/SP
MOD	FT	Cardoso	Elementary Sp	4	4	14	56	16/FA	Elementary Sp	4	4	20	80	17/SP
MOD	FT	Cardoso	Elementary Sp	4	4	10	40	16/FA	Dept. chair	4				
MOD	FT	Docter	Elementary Sp	4	4	10	40	16/FA	Internship	0	1	1	1	17/SP
MOD	FT	Docter	Elementary Sp	4	4	13	52	16/FA	Internship	0	1	4	4	17/SP
MOD	FT	Docter	20th Century	4	4	10	40	16/FA	Intermediate	4	4	10	40	17/SP
MOD	FT	Docter							Intermediate	4	4	18	72	17/SP
MOD	FT	Docter							Cross-Cultura	4	4	11	44	17/SP
MOD	FT	Elias	Intermediate	4	4	14	56	16/FA	Survey Span L	4	4	9	36	17/SP
MOD	FT	Elias	Intermediate	4	4	19	76	16/FA	Hispanic Cult	4	4	4	16	17/SP
MOD	FT	Elias	Advanced Spa	4	4	9	36	16/FA	Elementary Sp	4	4	20	80	17/SP
MOD	FT	Elias							Elementary Sp	4	4	13	52	
MOD	FT	Collier	Intermediate	4	4	4	16	16/FA	Intermediate	4	4	3	12	
MOD	FT	Collier	French Novel	4	4	2	8	16/FA	Elementary Fr	4	4	4	16	
MOD	FT	Collier	Elementary Fr	4	4	13	52	16/FA	Chivalric Trad	4	4	5	20	
MOD	ADJ	Kostruba	Elementary C	4	4	24	96	16/FA	Elementary G	4	4	6	24	
<b>MOD Total</b>				52	52		612		56	54		545		

2016-17 Department and Faculty Academic Advising Loads				
--	--	--	--	--

Department	Advisor	# of Advisees	Dept Total	Dept Average per Faculty
	Cardoso	3		
Modern Languages	Collier	0		
	Docter	5		
	Elias	4	12	3

College Average per Faculty:	14.80
College Average per Department	61.33

**2017-18 Department and Faculty Academic Advising Loads**

DEP	STATUS	LAST_NAME	SECTION_TITL	Fac Load	Units	ENR	dent Credit Hc	TERM
<b>MOD LANG</b>								
ML	FT	Cardoso	Intermediate	4	4	15	60	17/FA
ML	FT	Cardoso	Intermediate	4	4	12	48	17/FA
ML	FT	Cardoso	Latin-Americ	4	4	6	24	17/FA
ML	FT	Cardoso	Elementary S	4	4	17	68	18/SP
ML	FT	Cardoso	Elementary S	4	4	21	84	18/SP
ML	FT	Cardoso	Hispanic Cult	4	4	10	40	18/SP
ML	FT	Cardoso	Department	4			0	
		<b>Cardoso Total</b>		28	24	81	324	
ML	FT	Collier	Elementary F	4	4	16	64	17/FA
ML	FT	Collier	Intermediate	4	4	3	12	17/FA
ML	FT	Collier	Survey Frenc	4	4	4	16	17/FA
ML	FT	Collier	Internship	0	1	1	1	17/FA
ML	FT	Collier	Elementary F	4	4	2	8	18/SP
ML	FT	Collier	Intermediate	4	4	2	8	18/SP
ML	FT	Collier	Survey Frenc	4	4	4	16	18/SP
ML	FT	Collier	First-Year Se	0	1	2	2	18/SP
		<b>Collier Total</b>		24	26	34	127	
ML	FT	Docter	Elementary S	4	4	18	72	17/FA
ML	FT	Docter	Elementary S	4	4	21	84	17/FA
ML	FT	Docter	Advanced Sp	4	4	16	64	17/FA
ML	FT	Docter	Sabbatical	12			0	
		<b>Docter Total</b>		24	12	55	220	
ML	FT	Elias	Elementary C	4	4	17	68	17/FA
ML	FT	Elias	Elementary S	4	4	19	76	17/FA
ML	FT	Elias	Elementary S	4	4	20	80	17/FA
ML	FT	Elias	Elementary S	4	4	17	68	18/SP
ML	FT	Elias	Elementary S	4	4	18	72	18/SP
ML	FT	Elias	Cervantes's C	4	4	12	48	18/SP
		<b>Elias Total</b>		24	24	103	412	
ML	Adj	Chirinos-Aler	Intermediate	4	4	15	60	18/SP
ML	Adj	Chirinos-Aler	Intermediate	4	4	10	40	18/SP
ML	Adj	Kostruba	Elementary C	4	4	5	20	18/SP
<b>ML Total</b>				112	98	303	1203	

## **Appendix K: Library Holdings**

We have not conducted a thorough review of resources available for ML recently; this is something that could benefit us moving forward.

Our department continues to work closely with our liaison, Diane Ziliotto. We are grateful for her consistently good work. Despite major gaps, several years ago, we agreed to stop adding to the primary literature holdings in ML to focus on purchasing theoretical and secondary sources for the collection based on the budgetary allocation for ML. For students to do literary research, the secondary sources seemed a more pressing need. While our budget remains small and we are still in need of many resources, our students and faculty greatly benefit from the databases and the electronic sources available. In addition, we are impressed with the quick return on interlibrary loans. Materials requested from other institutions arrive within a few days from regional sources and, for national requests, within a week to 10 days. This service benefits our students and our own research.

Regarding partnering with library staff and Ziliotto, students in Spanish 100 always benefit from library instruction in the fall semester each year. We also regularly take students from our other upper division literature classes for library/research instruction. We currently use the "Cafeteria" style classes offered, but before these were available, we traditionally requested our own mixture of instruction regarding databases, web resources, and available resources in the library. We will be using all of the "A La Carte" items in our Spanish 100 course this fall.

## Appendix L: List of Key Questions & Next Steps

Please refer to Section IVB of the report, which is copied below:

Several potential key questions and next steps emerged as we examined and discussed data over this cycle and engaged in department discussions:

1. **The French program & FTE:** A principal key question is to **fill the new French position and to find ways to increase interest and enrollment in French**. Examination of load reports (over this cycle and others) has made us very aware of consistently low enrollments in French classes beyond the first (GE) semester. A new FTE gives us opportunities to think about the French curriculum in new and creative ways and to attract more students to French and Francophone studies. Given budget shortfalls, we are grateful for the opportunity to fill this FTE and to find ways to use this new hire to not only benefit ML but the college as whole. We are actively pursuing an individual (ideally a male!) who can expand the curriculum beyond France to include Francophone literature of the African continent, the Caribbean, etc. Having someone who can also teach a LCTL (such as Arabic) would support existing on and off campus programs.
  - *Filling the French position and increasing enrollment in French is a key question for the next cycle.*
  - *Another key question is finding ways to restructure the French curriculum so that a capstone could be added without compromising the (already) limited upper-division offerings for French majors.*
2. **Increase enrollments in ML overall:** As reported above, our data and national studies reveal a concerning trend: the number of majors graduating in Spanish and French has decreased substantially over this cycle, despite the increased national push for more “global education” in higher ed. Section IID-2A outlined possible factors at play here.
  - *A goal for the next cycle is to continue to assess and make changes in our curriculum in order to increase enrollment in our courses (particularly upper-division, where averages are lower) and in our majors.*
3. **Assessing the new Spanish curriculum and continuing to explore ways to enhance student learning and expand our program/offerings.** We are pleased with the restructuring of the Spanish curriculum and the addition of several new courses, including a capstone. One gap still exists, however: we noted in our 2013 Self-Study (p. 3) that the **addition of a linguistics course** would permit Westmont to establish a track in Secondary Education. A lack of linguistics course was also mentioned in our alumni survey as a shortcoming (2013).
  - *In the next cycle, we will continue to assess our new offerings (including the effectiveness of new courses like the capstone) to see what changes need to be made in individual courses as well as the program in general in order to fulfill our PLOs successfully and give students the best ML education possible (given our resources).*
  - *A key question for the next cycle is examining ways to offer a linguistics course to the ML curriculum given limited staffing and financial resources.*
4. **New languages to enhance the global plank:** As noted in the PRC responses (*see Section I*), we believe deciding what additional language(s) to offer at Westmont should be a campus-wide discussion. Most recently, our department and the Senate have engaged in this discussion in response to our current FTE search for a French professor who can also teach beginning courses

in an additional language. General consensus was that Arabic would be ideal, as it supports two successful off-campus programs (Cairo and Jerusalem) and could help prepare students prior to departure and stimulate them to continue their language learning upon their return.

- *Next steps include continuing to work with the Senate and the Office of Global Education to determine which new languages should be added to enhance global education at Westmont. Additionally, we would like to help assess the quality of classes offered off-campus to make sure they meet appropriate standards established by ML, our GE, and national norms established by ACTFL.*

5. **Discussion of GE foreign language requirement as (in)sufficient for a liberal arts college with a strong global plank.** The ML Department strongly believes that our current GE requirement is insufficient. Other comparable liberal arts colleges require 3-4 semesters of language (*see IID & Appendix I*) and if we seek to be competitive and to truly prepare our students to be global citizens, we need to do the same.

- *A key question will be to help engage the campus community in this discussion and to gather data regarding financial and staffing implications.*

6. **Dealing with language learning challenges:** We have noticed over this review cycle that more and more students are entering into our college underprepared and ill-equipped to study a second language.

- *A key question will be to determine how can we adapt our teaching style and curriculum to accommodate the growing number of students with language learning challenges. We hope to partner with Disability Services on this matter.*

7. **Increase student engagement outside the classroom:** In this review cycle, we increased the number of creative learning experiences outside the classroom by taking advantage of lectures, concerts, art exhibits, poetry readings, etc. on and off the Westmont campus. We would like to continue this, and also to empower our student leaders to take charge of some of these events. For example, our chapter of Sigma Delta Pi (the National Hispanic Honor Society) now has elected officers and in this cycle we entrusted them with certain events (the Posada and the SDP ceremony itself) which was a big success. Not only did they gain valuable leadership experience, they also served as role models for other students.

- *Next steps include finding more ways to engage students outside the classroom and working with student leaders to help equip and empower them to lead appropriate learning activities outside the classroom.*

8. **Address oral communication:** In the next cycle, we need to address oral communication (part of PLO 1, language fluency), as well as critical thinking (PLO 2) through oral communication. This will be one of our key questions. To do this effectively we would like all **professors trained in conducting the OPI** (Oral Proficiency Inventory); **we request funds to make this possible.**

- *A key question is to assess oral communication in our classes, as well as critical thinking through oral communication. (We have assessed written communication a great deal in previous cycles). We also request funds to make this assessment more effective.*



## **Appendix M: New Syllabi**

Over this cycle, four new courses were designed and approved by the Academic Senate. Three have been taught at least once. The fourth course, the capstone, will be taught Fall 2020.

- 1. SP 106 (Advanced Fluency and Conversation)**
- 2. SP 125 (Intro to Literary Analysis)**
- 3. SP 196 (Capstone)**
- 4. FR 151 (Chivalric Tradition in French Literature)**

**Westmont College, Modern Language Department**  
**Sp 106: Advanced Fluency and Communication**

**Instructor:**  
**Office Location:**  
**Office Hours:**

**Phone:**  
**Email:**

This course can satisfy both major and minor requirements. It satisfies the Common Skills requirement of being Speech Intensive. Pre-requisite: Spanish 4. It is for students transitioning between lower division and upper division classes as well as students who are hoping to maintain their fluency. Students should not take this course if they have just returned to campus from their required study abroad semester.

**Description**

Advanced Fluency and Communication focuses on the development and improvement of students' communication skills in Spanish (based on the Language Proficiency Categories used by American Council on the Teaching of Foreign Languages). This course emphasizes advanced grammatical structures and vocabulary development for oral proficiency as well as increased fluency and more nuanced pronunciation. Students will be delivering informative, demonstrative, and persuasive formal speeches. The course places a strong emphasis on the acquisition of necessary grammar and vocabulary through dialogues, discussions, debates, extemporaneous talks, and readings.

**Course Outcomes.**

Institutional Learning Outcome	Program Learning Outcome	Course Learning Outcome
<ul style="list-style-type: none"> <li>demonstrate substantial knowledge of a field of study and the modes of inquiry pertinent to that field</li> </ul>	<ul style="list-style-type: none"> <li>writes competently in the foreign language</li> <li>demonstrates critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>Develop their use of foreign language to express ideas orally with accuracy and fluency through active participation in class discussions and presentations.</li> </ul>
<ul style="list-style-type: none"> <li>effectively communicate orally in various contexts</li> </ul>		<ul style="list-style-type: none"> <li>Speak and write extemporaneously on a given topic using appropriate vocabulary and accurate grammar.</li> </ul>
<ul style="list-style-type: none"> <li>be able to access, evaluate, use and communicate</li> </ul>		<ul style="list-style-type: none"> <li>Select and use appropriate forms of evidence.</li> <li>Design verbal messages to suit particular audiences and purposes.</li> </ul>

information effectively and ethically		
		<ul style="list-style-type: none"> <li>• Use visual cues to enhance a public presentation.</li> </ul>

**Required Text (one of the following will be required):**

- Benítez, Ruben and Paul C. Smith. *Hablando seriamente: Textos y pretextos para conversar y discutir*. 3<sup>rd</sup> ed. Saddle River, NJ: Prentice Hall, 2001.
- Blanco, José A, María Isabel García and María Cinta Aparisi. *Revista: Conversación sin barreras*. Vista Higher Learning Publishing Co, 2014.
- Iorillo, Nino R., Andrés C. Díaz, and Dennis L. Hale. *Conversación y controversia: Tópicos de hoy y de siempre*. 6<sup>th</sup> ed. Saddle River, NJ: Prentice Hall, 2011
- McVey Gill, Mary, Deana Smalley, and María Paz-Haro. *Cinema for Spanish Conversation*. 4<sup>th</sup> ed. Indianapolis: Hackett Publishing Co, 2014.

**Recommended Dictionaries:**

1. <WordReference.com> students will find:
  - a. A Spanish-English dictionary
  - b. A thesaurus
2. <REA.es> is the dictionary of the Real Academia Española.

**RATIONALE:**

According to the mission of Westmont College, we are called to “appreciate the rich diversity of human cultures—cultures shaped by people who bear the mark of God’s image in creation,” and hence we are a community dedicated to the “thoughtful and intentional study of and interaction with cultures other than our own.” Language is a primary form of communication and of interaction among people and between individuals and God. Without the acquisition of other languages we are not completely prepared to understand the Other and recognize Christ’s face in our neighbors. This course fulfills, in part, Westmont College’s intent “To prepare people to function intelligently, effectively and for the good in a world of global politics, global economics, and global communications” (“Philosophy of Education” *Westmont Faculty Handbook* 3). Moreover, as the Hispanic population in the United States continues to grow, knowing how to speak Spanish fluently provides you with unique opportunities to help people in our nation as well as share and empathize with them. Good communication skills are essential to understanding and serving others in a spirit of truth and love. Not only can graduates apply their knowledge in the Latino community but also to participate globally for the good of humankind and the glory of God.

**METHODOLOGY:**

This class is taught primarily in Spanish, and students will be actively participating every class period. There will be oral work and grammar acquisition as well as short writing assignments and exercises in and outside of class. Students will be responsible for memorizing vocabulary, completing readings, researching and writing assignments that must be completed outside of class. Class time will be composed of conversations based on analysis of readings, oral presentations, and debates. This course requires individual, independent work and community activities. Class participation will help to develop fluency and communication.

**EVALUATION OF STUDENT PROGRESS:**

**Daily work** cannot be made up. My goal is to help you IMPROVE your communication. Although grades may be extremely important, it is more important to learn and grow.

Grades will be based on written work, daily class participation, oral presentations, and debates. For the final examination time, there is no make-up. You must be present, so plan your travel accordingly. Grades are posted on Eureka throughout the semester and will be calculated based on the following values:

		GRADING SCALE:		
Written work and quizzes.....	200 pts	A 94-100%	A- 90-93%	
Daily participation .....	400 pts	B+ 87-89%	B 84-86%	B- 80-83%
Oral presentations .....	400 pts	C+ 77-79%	C 74-76%	C- 70-73%
Final debate .....	200 pts	D+ 67-69%	D 64-66%	D- 60-63%
TOTAL	1000 pts	F 0-59%		

**ASSIGNMENTS:**

It is essential that assignments be prepared before coming to class. There is no make-up for homework. Eureka will be your best friend for this class. Please check Canvas for your daily assignments and readings. Supplementary readings are in a folder, and you can look for the required title among the documents. Having looked at, studied and prepared the material before class will increase your enjoyment and your proficiency (think: I can make mistakes in class that I can eliminate from my writing). The interaction among us as a class is a way of achieving proficiency in speaking with the new material we are learning. This experience cannot be reproduced.

**ATTENDANCE AND PARTICIPATION:**

Class attendance is crucial to oral competency. We are here to encourage and help one another to learn and grow: our classroom interactions are the practical application of what you're studying.

Excessive absences will make it difficult to earn a passing grade in the course, and more than three absences will result in a one point deduction from your final percentage for each occurrence.

In order to receive full credit for participation you must: arrive/leave on time, attend the entire class period, demonstrate your preparation of the day's material, contribute positively to class discussions and group activities, volunteer and ask questions when possible/necessary and behave with respect towards all members of the class.

**CLASSROOM ETTIQUETTE:**

"I urge you to live a life worthy of the calling you have received. Be completely humble and gentle; be patient, bearing with one another in love" (Ephesians 4:1-2). These verses urge you to respect your neighbor and your calling. God's calling for you at this moment is to be a student at Westmont College—whether you chose it or not. Perhaps God knows why you are here, and you still have to find out. Our goal as teacher and student is to put forth our utmost effort so that we can truly say that we have done our best—each and every day. Moreover, in Spanish there is a saying that is used quite frequently, "Hay que respetar para ser respetado," which is not unlike the Christian principle of doing unto others, as you would have them do unto you. Let's make our goal to attempt to practice this simple commandment in our interactions each day.

Be prepared to laugh at yourself. We will all make mistakes, and this is a normal and welcomed part of the learning process. The trick is to remember that while you may be laughing at your neighbors today, they may be laughing at you tomorrow. Be kind to others: the shoe may be on the other foot next time.

Please do not use your computers in class and turn off your phones. Because this is not a lecture course, there is no need for lengthy note taking on a computer. Phones, texting and Internet surfing are unnecessary distractions. It is more fruitful if you fully participate in and concentrate on class activities.

Be in class regularly, arrive and leave at the appointed time.

Grades will be posted on Canvas throughout the semester. It is your responsibility to note your progress and seek help, as soon as possible when necessary.

To plagiarize is to present someone else’s work—her or his words, line of thought or organizational structure—as your own. This occurs particularly when sources are not cited properly. This is plagiarism and is not allowed since you are presenting someone else’s knowledge as your own. Also familiarize yourself with the entire Westmont College Plagiarism Policy. This document defines plagiarism and contains helpful information on strategies for avoiding this type of error. This type of sin violates relationships with known classmates and professors, and it violates the legal rights of people, some of whom you may never meet. OJO: Using translations of other’s work is plagiarism.

**STUDENTS WITH SPECIAL NEEDS:**

Students who have been diagnosed with a disability are strongly encouraged to contact the Office of Disability Services as early as possible to discuss appropriate accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by the Office of Disability Services. These accommodations may be necessary to ensure your equal access to this course. Please contact Sheri Noble, Director of Disability Services. (310A Voskuyl Library, 565-6186, [snoble@westmont.edu](mailto:snoble@westmont.edu)) or visit the website for more information: [http://www.westmont.edu/\\_offices/disability](http://www.westmont.edu/_offices/disability)

**Important Dates**

Primera semana:	Intro. al curso	Semana 9:	Readings and discussion Grammar development
Semana 2:	Readings and discussion Grammar development	Semana 10:	Outline for persuasive speech
Semana 3:	Readings Outline for speech due	Semana 11:	Persuasive Speech (200 points)
Semana 4:	Informative Speech (100 points)	<i>Semana 12:</i>	Readings and discussion Grammar development
Semana 5:	Readings and discussion Grammar development	<i>Semana 13:</i>	Readings and discussion Grammar development
Semana 6:	Readings and discussion Grammar development	Semana 14:	Debate topic research Readings and discussion
Semana 7:	Outline demonstrative speech	Semana 15:	Debate topic research Readings and discussion
Semana 8:	Demonstrative Speech (100 points)		

**Examen final:** Debate (200 points)

**Department of Modern Languages at Westmont College**  
**Introducción a la literatura hispánica**  
**Español 125 (Spring 2017)**

Leonor Elías

RH 206, ext. 7085

**Horas de consulta:** lunes y viernes de 2-3 y con cita

**Examen final:** 2 de mayo (martes) de 8-10

**Modern Languages as part of GE in Common Inquiries. Reading Imaginative Literature**

This course satisfies the General Education Foreign Language requirement for Common Inquiries of Reading Imaginative Literature. The Modern Language Department embraces the College's mission to enable students to know and to live the Christian faith. Inherent to foreign language and literature study in Christian higher education is the goal of cultivating world Christians, individuals prepared to interact tactfully and winsomely in Christ's name and for His sake with peoples of other languages and cultures. Inherent, too, to knowing another language well enough to live meaningfully among its native speakers is an understanding of the literature and history which are part of their cultural heritage.

We encourage students to value language as one of God's good gifts to us, to use it with care and respect, recognizing the sanctity of The Word as His chosen means of creation and revelation. Both in course content and in assignments, our faculty members seek to transmit to students the vitality of words, to inspire them with a love of language and literature, and to convey to them the connection between speaking and being. We wish to enlarge their awareness of the power and the grace of the written word by having them concentrate on the individual elements of sentence structure, syntax, and style. At the same time, students enhance their understanding of their own mother tongue.

**Descripción del curso:**

La meta de este curso es dar una visión panorámica de los principales autores de la literatura hispana. Aunque las lecturas incluyen obras variadas desde la Edad Media hasta el siglo presente, la meta no es dar una visión cronológica de la literatura hispana. Más bien, se trata de fomentar el análisis literario del estudiante. Para hacer esto, se examinan varios textos de prosa, teatro y poesía en un contexto Cristiano. A la vez se pondrá en contexto la historia y los movimientos en que se produjeron estas obras.

Finalmente, otro propósito importante de este curso es ayudar al/a la estudiante a practicar y mejorar su español -- puliendo las cuatro habilidades lingüísticas: la lectura, la comprensión auditiva, la conversación, y la escritura. Con este propósito, el curso será impartido enteramente en español. La participación, las presentaciones orales, los exámenes y los trabajos escritos deberán escribirse en español.

***(Translation: The purpose of this course is to offer a panoramic view of the main authors of Hispanic literature. Even though the course includes readings from the Middle Ages to the present, the goal is not to give a chronological view of Hispanic literature. Rather, the main focus is to foment in the students the skills necessary for literary analysis. To do this, numerous texts in prose, drama, and poetry will be framed within the historic context and the literary movements in which they were produced. In addition, the readings shall be examined within a Christian context.***

**Finally, another important purpose of the course is to help the student to practice and improve their Spanish by polishing their four linguistic skills: reading, listening, speaking and writing. With this purpose in mind, the course is entirely imparted in Spanish. Participation, oral presentations, exams and essays will require the use of Spanish.)**

**Textos requeridos:**

Paquete de fotocopias

**Learning Outcomes:**

Student and Program Learning Outcomes	Instructional Activity	Assessment
<p><b>Speak, read, and write in Spanish in order to achieve the advanced proficiency in the Program's Learning Objective (PLO).</b></p>	<p>Readings in and out of class Class presentations Group discussions</p>	<p>Written exams Writing assignment(s) and Literary Analysis Class presentations Class participation</p>
<p><b>Summarize major literary texts of Hispanic authors in order to have students develop the PLO of intercultural knowledge and competence, and critical thinking.</b></p>	<p>Oral and written plot summaries Texts</p>	<p>Written &amp; oral plot summaries Class participation Exams</p>
<p><b>Use Spanish vocabulary specific to the study of literature that students might apply this knowledge in their critical thinking about literature, as the PLO states. By learning the language specific to the study of literature, students will engage with text beyond its literal meaning.</b></p>	<p>Lectures Discussions Readings Research</p>	<p>Class participation Writing assignment(s) and Literary Analysis Class presentation Exams</p>
<p><b>Articulate general trends in Hispanic literature, which will allow students to develop their cultural knowledge and competence (PLO). Intercultural competence focuses on the experience of the Other, which develops empathy.</b></p>	<p>Readings Discussions Lectures Films Research</p>	<p>Writing Assignment(s) and Literary Analysis Student presentations Exams</p>

<p><b>Critique Hispanic writing from a Christian perspective, which in part fulfills the Program Learning Outcome (PLO) of expressing how their faith informs their reading of literature, and develop critical thinking skills. By looking at literature from a Christian perspective, students can implement faith-based principles to develop empathy and practice mercy with culturally different peoples.</b></p>	<p>Lectures Discussions Plot summaries Students' analytical questions Films</p>	<p>Exams Plot summaries and written questions Student class presentations Class participation Writing assignment(s) and Literary Analysis</p>
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### **Responsabilidades del/de la estudiante:**

**Asistencia:** La asistencia es indispensable para aprobar el curso. Más de una ausencia sin justificar perjudicará su nota, y más de cuatro ausencias resultarán en la pérdida de la clase (con una nota final de 'F').

**La lectura / La preparación:** La lectura de las selecciones asignadas es *obligatoria*. Las clases serán, en su mayor parte, de explicación y comentario de lo ya leído por los alumnos. Así, es imperativo que el/la estudiante llegue a clase habiendo leído y estudiado *ya* la materia asignada, preparado/a para hablar, debatir, hacer preguntas, ... en fin, *participar*.

Para facilitar la máxima participación de cada estudiante, a veces un individuo o un equipo de estudiantes tendrá la responsabilidad de preparar la lectura de algún texto y de guiar la discusión de la clase.

Se recomienda que todos los estudiantes tomen apuntes mientras leen en casa (para estimular la sistemática aumentación de vocabulario). El uso de un buen diccionario será de mucha utilidad.

A veces, para probar la comprensión de la lectura, la profesora asignará unas tareas escritas sobre las lecturas. La profesora también reserva el derecho de examinar a los estudiantes con respecto a las lecturas.

**Los exámenes:** Durante el curso del semestre habrá tres (3) exámenes parciales sobre los temas, asuntos y autores tratados en clase. Los alumnos deben prepararse con tiempo para los exámenes estudiando los textos de la lista y los apuntes de clase, y leyendo las obras de consulta y otras fuentes de información que consideren pertinentes para ampliar los conocimientos recibidos en clase.

La profesora calificará los exámenes teniendo en cuenta los siguientes criterios:

- conocimiento del material (tanto la obra principal como la crítica)
- claridad en los conceptos
- organización de la exposición
- capacidad para presentar un punto de vista y fundamentarlo debidamente
- manejo del español.

**Ensayos:** Los estudiantes entregarán tres trabajos cortos (de 3-4 páginas) que serán entregados en las fechas indicadas. La profesora les asignará los temas o les dará una lista de temas de los cuales pueden escoger. Los ensayos han de escribirse a máquina, a doble espacio, con márgenes de una pulgada por todos lados. No se aceptarán ensayos escritos a mano. Se documentarán las fuentes de información utilizando el formato del *MLA Handbook*. Se tomará en cuenta la **CORRECCIÓN**, es decir la gramática y el vocabulario adecuados.

La profesora calificará los ensayos teniendo en cuenta lo siguiente:

- capacidad del/de la estudiante para encarar un tema y tratarlo coherentemente



- organización del pensamiento y expresión de ideas personales
- adecuada utilización de fuentes secundarias
- claridad de la exposición
- manejo del español
- aptitud para proponer una conclusión y fundamentarla suficientemente

**Informe oral:** Además de guiar la discusión de algún texto, cada estudiante dará dos presentaciones orales formales (de 15-20 minutos) sobre un texto de uno de los autores (y su obra) estudiados en la clase, completas con una "hoja de información" para distribuir a la clase como una guía de estudio.

El propósito de esto es múltiple; es para

- 1) hacer que todos los estudiantes participen activamente en la clase
- 2) darle más práctica oral en español y ayudarlo a mejorar sus destrezas lingüísticas y comunicativas
- 3) forzarle a pensar más profundamente sobre un autor y ser "experto" en éste
- 4) darle práctica en analizar un texto (algo que necesitan hacer en los exámenes y ensayos)
- 5) servir como un guía de estudio para los exámenes
- 6) darle la oportunidad de compartir lo que ha aprendido con toda la clase.

La profesora calificará la presentación teniendo en cuenta los siguientes criterios:

- la preparación y conocimiento del material (y el uso de otras fuentes de información)
- la organización general de la presentación
- la claridad en los conceptos
- la habilidad para expresarse *en español*
- la "hoja de información" distribuida a la clase (como referencia)
- la presentación oral misma, i.e. el buen uso del tiempo; el *no* leer (aunque sí es posible consultar apuntes); la habilidad para estimular la participación e interés de la clase.

\*\*\* La profesora verá la hoja de información un día antes de la presentación oral para asegurarse de que no haya ningún error escrito en ella.

**Participación:** La participación se evaluará con la asistencia, preparación, tareas escritas y orales, y participación activa.

<b>Sistema de evaluación:</b>	Exámenes (3) . . . . .	45%
	Ensayos (3) . . . . .	45%
	Informes orales . . . . .	5%
	Participación . . . . .	5%

**Participación:** La participación se evaluará con la asistencia, preparación, tareas y participación activa.

**Asistencia:** Se pasará lista semanalmente. La asistencia es indispensable para aprobar el curso. Más de una ausencia de las tres permitidas perjudicará su nota ya que se le restará un punto del promedio de la nota final.

**Academic Accommodations:** Students who have been diagnosed with a disability (learning, physical/medical, or psychological) are strongly encouraged to contact the Disability Services office as early as possible to discuss appropriate accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by the Disability Services office. These accommodations may be necessary to ensure your full participation and the successful completion of this course. For more information, contact Sheri Noble, Director of Disability Services (565-6186, [snoble@westmont.edu](mailto:snoble@westmont.edu)) or visit the website <http://www.westmont.edu/offices/disability>

**Academic Integrity:**

Academic dishonesty is considered a serious breach of trust within the Westmont community, as it both violates the regard for truth essential to genuine learning and Christian consistency, and

disadvantages those students who do their work with integrity. Any work that encompasses academic dishonesty will receive a zero and may result in an “F” for the course if a significant portion of the grade is affected. Academic dishonesty may consist of (a) plagiarism, (b) cheating, or (c) falsification. For more information regarding Westmont’s policies on this issue, please visit the following:

[http://www.westmont.edu/offices/provost/plagiarism/plagiarism\\_policy.html](http://www.westmont.edu/offices/provost/plagiarism/plagiarism_policy.html)

**Prontuario:**

1/9 (lunes)	Introducción a la literatura
1/11 (miércoles)	Don Juan Manuel, <i>El Conde Lucanor</i> : <i>De lo que le sucedió a un rey con los burladores que hicieron el paño</i> <i>Lo que sucedió a los dos caballos con el león</i> <i>De lo que sucedió a un hombre bueno con su hijo</i> <i>Doña Truhana</i>
1/13 (viernes)	<i>Lazarillo de Tormes</i> : Tratado Primero
1/16 (lunes)	No hay clase
1/17 (martes)	<i>Lazarillo de Tormes</i> : Tratado Segundo
1/18 (miércoles)	<i>Lazarillo de Tormes</i> : Tratado Tercero
1/20 (viernes)	<i>Lazarillo de Tormes</i> : Tratado Cuarto, Quinto, Sexto y Séptimo
1/23 (lunes)	<i>Lazarillo de Tormes</i> : Tratado Cuarto, Quinto, Sexto y Séptimo
1/25 (miércoles)	Bécquer, <i>El monte de las ánimas</i> o Echeverría, <i>El matadero</i>
1/27 (viernes)	Bécquer, <i>El monte de las ánimas</i> o Echeverría, <i>El matadero</i>
1/30 (lunes)	Horacio Quiroga, <i>A la deriva</i>
2/1 (miércoles)	Horacio Quiroga, <i>A la deriva</i>
2/3 (viernes)	Carmen Laforet, <i>El regreso</i>
2/6 (lunes)	Juan Rulfo, <i>No oyes ladrar los perros</i>
2/8 (miércoles)	Guillermo Téllez, <i>Espuma y nada más</i> y Gabriel García Márquez, <i>Un día de estos</i> Jorge Luis Borges, <i>El sur</i>
2/10 (viernes)	Rosario Castellanos, <i>Lección de cocina</i>
2/13 (lunes)	Isabel Allende, <i>Dos Palabras</i>
2/15 (miércoles)	Isabel Allende, <i>Dos Palabras</i>
2/17 (viernes)	Carlos Fuentes, <i>Chac Mool</i>

2/20 (lunes)	No hay clase
2/22 (miércoles)	Carlos Fuentes, <i>Chac Mool</i>
2/24 (viernes)	Examen 1
2/27 (lunes)	Cervantes, <i>El retablo de las maravillas</i>
3/1 (miércoles)	Cervantes, <i>El retablo de las maravillas</i>
3/3 (viernes)	Federico García Lorca, <i>Bodas de sangre</i>
3/6 (lunes)	Federico García Lorca, <i>Bodas de sangre</i>
3/8 (miércoles)	Federico García Lorca, <i>Bodas de sangre</i>
3/10 (viernes)	Federico García Lorca, <i>Bodas de sangre</i>
3/13 (lunes)	Vacaciones de primavera
3/15 (miércoles)	Vacaciones de primavera
3/17 (viernes)	Vacaciones de primavera
3/20 (lunes)	Antonio Buero Vallejo, <i>En la ardiente oscuridad</i>
3/22 (miércoles)	Antonio Buero Vallejo, <i>En la ardiente oscuridad</i>
3/24 (viernes)	Antonio Buero Vallejo, <i>En la ardiente oscuridad</i>
3/27 (lunes)	Alfonso Sastre, <i>Escuadra hacia la muerte/ Muerte en el barrio</i>
3/29 (miércoles)	Alfonso Sastre, <i>Escuadra hacia la muerte/ Muerte en el barrio</i>
3/31 (viernes)	Alfonso Sastre, <i>Escuadra hacia la muerte/ Muerte en el barrio</i>
4/3 (lunes)	Examen 2
4/5 (miércoles)	Sor Juana Inés de la Cruz, <i>Hombres necios que acusáis En perseguirme, Mundo, ¿qué intereses?</i>
4/7 (viernes)	José de Espronceda, <i>Canción del pirata</i>
4/10 (lunes)	Alfonsina Storni, <i>Tú me quieres blanca Hombre pequeñito Peso ancestral</i>

*Cuadrados y ángulos*

4/12 (miércoles)	Rosario Castellanos, <i>Autorretrato</i> <i>Valium 10</i>
4/14 (viernes)	Vacaciones de Semana Santa
4/17 (lunes)	Vacaciones de Semana Santa
4/19 (miércoles)	Nicolás Guillén, <i>Balada de los dos abuelos</i> <i>No sé por qué piensas tú</i>
4/21 (viernes)	Nicolás Guillén, <i>Balada de los dos abuelos</i> <i>No sé por qué piensas tú</i>
4/24 (lunes)	Pablo Neruda, <i>Oda a la cuchara</i>
4/26 (miércoles)	Pablo Neruda, <i>Oda al tomate</i> <i>Oda la alcachofa</i> <i>Oda a la sal</i> <i>Oda a la papa . . .</i>

**Examen 3 (Final):** 2 de mayo (martes) de 8-10

Gabriela Gambaro, *Decir sí*

## SPANISH CAPSTONE SEMINAR

### Spanish 198

Dr. [xxx]  
Phone: (805) 565-[xxxx]  
[xxx@westmont.edu](mailto:xxx@westmont.edu)

Class: TBD  
Office: Reynolds [xxx]  
Office hours: [xxx]

#### **Spanish Capstone: "Looking back and moving forward"**

The capstone seminar is designed to be a culminating experience for Spanish majors to reflect upon, refine and celebrate all you have learned as a Westmont Spanish major (*looking back*) as well as a space to imagine and plan how that learning will propel you into post-graduate life (*moving forward*). As seen above, the goals are two-fold:

- First, students will *demonstrate accumulated skills and knowledge garnered from your experience within the Spanish program* in an e-portfolio of your work. This portfolio will clearly show your language ability, cultural competence, critical thinking and expression and faith integration.
- Second, students will *learn new skills and knowledge to help you plan for your life after graduation*. This second goal includes career preparation (e.g. resume writing, interviewing, skills assessment) as well as an internship in the community. Your final portfolio entry will therefore include a written reflection demonstrating application of your Spanish major skills and knowledge to your personal and professional life.

Open exclusively to senior level Spanish majors, this integrative seminar invites intentional reflection and open and thoughtful dialogue with your peers and professors. All students will read and give feedback on each other's projects and papers. At the end of the semester, students will give a formal public presentation of their capstone project to all Spanish majors and minors (as well as other invited guests).

As a capstone, this course satisfies the GE requirement for Integrating the Major Discipline.

#### **Writing for the Liberal Arts**

Because this course seeks to contribute to your development as a writer, it satisfies the GE requirement for a Writing Intensive class. Throughout the course of this semester, you will keep a weekly journal of your internship experience (1-2 pages each) and write several small papers (2-3 pages) and one research project (10-12 pages). All of these will be read by your peers, who will comment both in writing and orally on your work. You will have multiple opportunities to revise and rewrite your work and will typically turn in three drafts of each essay (A: to be reviewed by peers; B: to be reviewed by professor; C: final draft). Through the many types of writing you will do in this course (e.g. critical analysis, investigative research, personal response, creative writing, evaluative summaries, etc.) you will learn to express yourself clearly, cogently, and grammatically. Your work will be evaluated for both the quality of your ideas (the content) as well as the manner in which you express yourself (i.e. your organization, style, word usage, clarity, etc.). See the rubric on Canvas for specifics regarding your evaluation.

## **Course Description & Requirements:**

**E-portfolio:** Throughout the semester, you will assemble an e-portfolio which best synthesizes your work in the Spanish major. In your portfolio, include the following:

- **Capstone Project:** Each student will plan and complete a self-designed research project related to the Spanish major and, ideally, relevant to your post-graduation goals. For those with double majors, this work might also encompass your interest in another discipline. This need not be a brand new undertaking (though it could be). We suggest you review your best (or most interesting) work thus far in other classes and choose one you are excited about to revise, augment and improve. This paper, which must involve a works cited page and MLA citations, should aptly demonstrate your knowledge of research tools and techniques for effective critical analysis of a well-defined topic. Although the most common way of completing this original project is the writing of a research paper, alternate projects can be explored in consultation with the professor. You will write a **proposal** due the fourth week of class. Throughout the semester you will work both independently and with your peers and professor to discuss and improve your project. During finals week, all students will give a **formal oral presentation** on an aspect of their project to Spanish majors and minors. A PowerPoint presentation or other visual aids are highly encouraged.
- **Final self-assessments:** Each student will write several short reflection essays (or one larger piece) on their intellectual, personal and spiritual growth as a Spanish major. This should reflect your best thinking and writing. Please see the detailed prompt/instructions at the end of the syllabus for more information. This paper will be due in several stages, including for peer review, revised draft to the professor, and a final draft (due week 15).
- **Oral Proficiency Assessment:** Each student will take the OPI and include his/her results in the portfolio. Also include a 3-minute audio or video clip that demonstrates your Spanish oral skills.

### **Internship:**

As stated in the college catalogue, "a Christian liberal arts education is more than an intellectual exercise; students must incarnate their emerging maturity in competent and compassionate action. Living out what one has learned not only embodies the liberal arts tradition, ... but also the Christian tradition, in which faith is demonstrated through works." Therefore, an integral part of this class is participation in a 72-hour internship in the local community.

This internship will provide you with the opportunity to put into practice all you have learned as a Spanish major while serving the local Latino community. You may work, for example, in a bilingual school, a hospital or clinic, a business, social service agency, or church. One advantage of this course is the ability to combine your interest in Spanish language and culture with other interests or fields of study, such as business, communications, medicine, education, etc.

In addition to the broad goals mentioned above, this part of the course has the following objectives:

- To provide you with valuable work experience in the local community, and provide a practical context in which to test, refine and flesh out classroom learning
- To provide an opportunity to process and reflect upon the work experience through readings, discussions, journaling, formal essays and presentations
- To help you think more profoundly about the concept of vocation, calling, and Christian service

- To explore and identify your specific gifts and strengths as well as your values in the context of the workplace
- To reflect upon issues of justice grounded in social class, gender, ethnicity, and human disability, and to provide a forum to examine your own presuppositions and develop your skills in the exercise of charity and compassion
- To practice and improve your Spanish (speaking, listening, reading, and writing skills)
- To help you grow as Christians: working in the community, in service to others, will provide you with an opportunity to reflect upon your own growth and maturity as a person of faith

Students will spend the first two weeks interviewing for an internship and be ready to start by the beginning of week 3 at the latest. Students will serve on-site 6 hours/week for 13 weeks.

Related to this part of the course students will (1) write and revise a resume; (2) write and revise a Learning Contract; (3) read about calling and vocation; (4) reflect orally and in writing on their work experiences; (5) take and reflect upon the Strong Interest Inventory; (6) take and reflect upon a skills and values card sort exercise; (7) have a site visit by the professor; (8) receive a formal letter of evaluation from your supervisor.

### **Course Learning Outcomes & Assessment**

By the end of the course, students will be able to:

<b>Student Learning Outcomes</b>	<b>Instructional Activity</b>	<b>Assessment</b>
Write with advanced proficiency: students will be able to write essays with appropriate grammar and vocabulary in Spanish.* (cf. ML PLO #1)	<ul style="list-style-type: none"> <li>• Capstone paper</li> <li>• Reflection papers</li> <li>• Final portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of capstone project paper</li> <li>• Evaluation of final portfolio</li> </ul>
Achieve advanced oral proficiency. Students will be able to understand and respond to appropriate cues in Spanish.*	<ul style="list-style-type: none"> <li>• Regular on-site work in Spanish</li> <li>• Regular class oral discussions</li> <li>• Final oral presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of oral presentation</li> <li>• OPI exam</li> <li>• Supervisor evaluation</li> </ul>
Demonstrate evidence of self-awareness of individual strengths and gifts, especially as related to a possible future career	<ul style="list-style-type: none"> <li>• Presentation by Office of Life Planning</li> <li>• Strong Interest Inventory</li> <li>• Skills &amp; values card sort activity</li> <li>• Readings</li> </ul>	<ul style="list-style-type: none"> <li>• Reflections on Strong Interest Inventory &amp; skills and values card sort</li> <li>• Reflection essay on internship experience</li> </ul>
Demonstrate professionalism and competence in the workplace	<ul style="list-style-type: none"> <li>• Weekly on-site work &amp; supervisor feedback (meetings)</li> <li>• Learning Contract</li> </ul>	<ul style="list-style-type: none"> <li>• Professor site visit</li> <li>• Interview with supervisor</li> <li>• Letter of evaluation by supervisor</li> </ul>

Have command of the appropriate research tools and techniques for critical analysis and demonstrate a capacity for in-depth research ( <i>cf. ML PLO #2</i> )	<ul style="list-style-type: none"> <li>• Capstone project proposal</li> <li>• Capstone bibliography</li> <li>• Capstone research, writing and revision</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of capstone project (written)</li> <li>• Final portfolio</li> </ul>
Students will articulate how Modern Language study informs their faith	<ul style="list-style-type: none"> <li>• Final self-assessment essay</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of final self-assessment essay</li> </ul>

*\*Advanced proficiency is defined by ACTFL (American Council on the Teaching of Foreign Languages)*

## **The basics**

**Prerequisites:** Senior standing in the Spanish major.

### **Required texts:**

- Jerry Sittser, *The Will of God as a Way of Life*
- Capstone reader (various articles)
- An individualized bibliography for each student (for the Capstone Project)

### **Grading:**

#### **E-Portfolio: 85 %**

- Capstone project (research paper) 30 %
- Internship evaluation 25 %
- Reflection papers 30 %

#### **Oral & Participation 15 %**

- OPI
- Oral presentation

### **Academic Accommodations:**

Students who have been diagnosed with a disability (learning, physical/medical, or psychological) are strongly encouraged to contact the Disability Services office as early as possible to discuss appropriate accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by the Disability Services office. These accommodations may be necessary to ensure your full participation and the successful completion of this course. For more information, contact Sheri Noble, Director of Disability Services (565-6186, [snoble@westmont.edu](mailto:snoble@westmont.edu)) or visit the website [http://www.westmont.edu/\\_offices/disability](http://www.westmont.edu/_offices/disability)



WEEK	DATE	CLASS TOPIC	DUE*
1	Jan 12	<b>Course introduction</b> <ul style="list-style-type: none"> <li>• Review course structure, internships &amp; syllabus</li> <li>• Resume writing</li> </ul>	
2	Jan 19	<b>Internships &amp; Capstone Intro</b> <ul style="list-style-type: none"> <li>• Discuss resumes</li> <li>• Individual appointments with professor (re: placements)</li> </ul>	<ul style="list-style-type: none"> <li>• Resume</li> <li>• Site interviews</li> </ul>
3	Jan 26	<b>Vocation</b> <ul style="list-style-type: none"> <li>• Discussion of article 1 (Taylor and King) &amp; Vocation</li> <li>• Palmer (cap. 1-2)</li> </ul>	<ul style="list-style-type: none"> <li>• Read &amp; reflect Taylor &amp; King</li> <li>• Read Palmer (cap. 1-2)</li> <li>• <b>Confirm Internship site</b></li> </ul>
4	Feb 2	<b>Research discussion</b>	• <b>Capstone prospectus</b>
5	Feb 9	<b>Strong Interest Inventory</b> (Presentation by OLP)	• Turn in Learning Contract
6	Feb 16	[Holiday; work on Capstone project]	
7	Feb 23	<b>Alumni Presentations</b>	• <b>CP:</b> annotated bibliography
8	Mar 2	<b>Capstone Project:</b> Peer editing	• <b>Capstone Project Due (A)</b>
9	Mar 9	<b>Skills/Values Card Sort</b> (Presentation by OLP)	• Revised Learning Contract
10	Mar 23	<b>Site visit</b> by professor	• <b>Revised Capstone due (B)</b>
11	Mar 30	Sittser discussion (oral presentations)	• Read Sittser (ch. 1-3) & prepare oral presentation
12	Apr 9	<b>ML &amp; faith development</b> <ul style="list-style-type: none"> <li>• discussion of Carvell &amp; Smith (articles)</li> <li>• Peer editing of papers</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection paper #1-2 (A)</li> <li>• Read Carvell &amp; Smith</li> </ul>
13	Apr 13	<b>ML &amp; personal growth and vocation</b> <ul style="list-style-type: none"> <li>• discussion &amp; peer editing (Palmer &amp; Sittser)</li> <li>• Peer editing of papers</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection papers #3-4 (A)</li> <li>• Palmer &amp; Sittser chapters</li> </ul>
14	Apr 20	<b>Final reflection papers</b>	• <b>Reflection Papers (draft2)</b>
15	Apr 27	<b>Appointments</b> with professor	<ul style="list-style-type: none"> <li>• Design Webpage w/ visuals</li> <li>• <b>OPI/ video</b></li> </ul>
16	May 4	<b>Oral presentations</b>	• <b>FINAL PORTFOLIO DUE</b>

## **[Appendix]**

### **Assignment: Final Self-Assessment**

Write a polished, substantive and detailed essay (double-spaced, approximately 5-7 pages) **reflecting upon your growth as a Spanish major**. Essentially, you will be addressing *personal* growth, *cultural* growth, and *spiritual* growth. Be concrete and specific rather than vague or general. *Illustrate your main points with specific examples*. Make sure your essay is coherent, well written, and free of grammar, spelling, and punctuation errors. If possible, have a friend or two read it and give you feedback. Give your essay an original title. Note that while the format and organization for this essay is rather open-ended—and I am fully aware that many of these areas overlap—you should consider the following questions as you think about and write this essay:

#### **Personal growth (what have you learned about yourself?)**

- What have you discovered about *yourself* during your time at Westmont and abroad as a Spanish major? Think about both your strengths and areas for continued growth. In what ways have you grown the most? How have you been challenged or stretched this semester? How have you responded to the challenges?
- If you prefer, you can also approach this with answers to these questions: how has *your story changed* or been significantly altered as a result of your Spanish major? How might your story *impact* your future choices and actions?

#### **Cultural growth (what have you learned about your neighbor?)**

- What have you discovered about *culture in general and Hispanic culture* in particular? What new insights have you gained about Spain or Latin America and its people? (You may want to review previous assignments and essays for this one, noting how you have grown in your understanding.) Focus on those aspects that have been the most profound for you. Also, discuss any issues that still puzzle you or that you would like to explore further.
- How has your time as a Spanish major better prepared you to *think globally*? Focus on changes that have occurred in your understanding and thinking, for example: How has your *knowledge* of culture (and global issues) expanded? How has your *appreciation* of other cultures' ways of thinking and/or worldview changed? In what ways are you better equipped to examine *your own assumptions* and predispositions? How might your learning here affect your *future choices and actions*, especially in terms of engaging our global society?
- Optionally, assess your current level of *cultural adjustment*. Provide specific examples of why you see yourself at a particular stage or moving back and forth between stages. (Note that I will not evaluate you based on what level you've reached but on how accurately and specifically you assess yourself.)

#### **Spiritual growth (what have you learned about God?)**

- Reflect upon your faith and spiritual life/journey/development as a result of your time as a Spanish major. *Specifically, describe how your experience in this major has helped you to better understand an aspect of your own faith in and relationship with God, your neighbor, the worldwide Christian church, and/or to see Christ with new eyes or to see Christ in others.*

- You might consider one or more of the following questions as you begin reflect and process; you might also try a free-write to answer some of these to help you get started: What has happened (e.g. a specific event or an ongoing experience) that has helped me to understand *myself* better as an individual and Christian? What has happened that has helped me better understand *God, Christ, the Holy Spirit, or the worldwide Christian church*? How do these experiences relate to/challenge my *own perceptions of God* (e.g. my individual walk or my experience prior to my time at Westmont?)
- What have I learned from (or about) *my neighbor*/the people with whom I live (e.g. their beliefs, values, attitudes, perceptions, relationships, etc)? What type of *action* do these experiences inspire in me? How might *I act differently* as a result of these experiences? How have I changed and/or might I change/continue growing?

### **Suggested Bibliography (related to calling and vocation)**

<b>Forgetting Ourselves on Purpose:</b> Vocation and the Ethics of Ambition	Mahan	Jossey-Bass
<b>Live Your Calling:</b> A Practical Guide to Finding and Fulfilling Your Mission in Life	Brennfleck	Jossey-Bass
<b>Serving God:</b> The grand Essentials of Work and Worship	Patterson	InterVarsity
<b>The Fabric of this World:</b> Inquiries into Calling, Career Choice and the Design of Human Work	Hardy	Eerdmans
<b>The Other Six Days:</b> Vocation, Work and Ministry in Biblical Perspective	Stevens	Eerdmans
<b>The Successful Internship:</b> Transformation and Empowerment in Experiential Learning	Sweitzer/King	Thomson/Brooks/Cole
<b>Vocation:</b> Discerning Our Callings in Life	Schuurman	Eerdmans
<b>Let Your Life Speak:</b> Listening for the Voice of Vocation	Palmer	Jossey-Bass
<b>The Purpose Driven Life</b>	Warren	Zondervan National Conference-
<b>StrengthsQuest: Towards a Theology of Strengths</b>	Anderson	Eastern College

*\*From Jennifer Taylor, Westmont College*

French 151: Chivalric Tradition in French  
Literature  
MWF 2 – 3:05, Voskuyl Library 307  
Spring, 2017

Madame le Docteur Collier  
Reynolds Hall 202, x7175;  
collier@westmont.edu  
Office Hours: MW 4:15 – 5:15, Tu 2:30  
3:30, and by appointment

IT resource person: Jeffrey Aquilon; ex 6250; [jaquilon@westmont.edu](mailto:jaquilon@westmont.edu)  
Library Research resource person: Diane Ziliotto; ex 6143; [dziliott@westmont.edu](mailto:dziliott@westmont.edu)

Midterm Examination: Friday/Monday, 3/6 March 2017  
Final Examination: Thursday, 4 May 2017, noon – 2 p.m.

Texts and Materials:

*The Song of Roland*, translated by Dorothy L. Sayers (Penguin Classics, ISBN 9780140440751)  
*Yvain*, Chrétien de Troyes (Petits Classiques Larousse, ISBN 978 2 03 583424 9)  
*Le Cid*, Pierre Corneille (Petits Classiques Larousse, ISBN 9 78203 871620)  
*La Princesse de Clèves*, Madame de Lafayette (Petits Classiques Larousse, ISBN 9 78203 584444 6)  
Various scholarly articles, as distributed  
Various scriptures and songs, as distributed

Recommended Texts:

*La Sainte Bible*, édition Louis Segond  
*Harrap's French and English Dictionary*, édition J. E. Mansion

This course meets the General Education requirement for Common Inquiries, Reading Imaginative Literature. It is under review to satisfy also requirements for Writing and Speech within or without the major among the Common Skills of General Education at Westmont College. The Modern Language Department embraces the College's mission to enable our students — you! — to know and to live the Christian Faith. Inherent to foreign language and literature study in Christian higher education is the goal of cultivating world Christians, individuals prepared to interact tactfully and winsomely in Christ's name and for His sake with peoples of other languages and cultures. Inherent, too, to knowing another language well enough to live meaningfully among its native speakers is an understanding of the literature and history which are part of their *patrimoine*, their cultural heritage.

As a Christian and as a teacher, I believe in the mimetic and moral worth of texts that allow my students to rehearse their lives in their imaginations, to know themselves in versions of what they might have been in different

times and circumstances and what they desire to be. My work as a teacher is to open these texts, make them accessible, meaningful, and useful to the students who trust themselves to me.

This trust represents the second continuity between my faith and my work. In the medieval university, the “professor” was exactly that--a monk who professed, made public declaration of both knowledge and the Creator of knowledge. To teach was a spiritual “vocation,” the original sense of the word, to which one was set apart . . . Teachers bore witness to the truth, not only by their words, but also by their lives. Pupils were charges from God, to be nurtured in faith and knowledge. A professor was concerned not only with communicating the facts of the subject, but also with the edification – the building up – of the student for service.

Bobby Fong, “Called to Teach: An English Professor’s Apologia,” *Veritas Reconsidered*. September, 1986: 8.

#### Objectives:

1. To read, in C. S. Lewis’ phrase, “responsively, insightfully, and whole-heartedly;”
2. To strengthen fluency and precision in discussing and writing about ideas;
3. To study distinguished works spanning two centuries in the history of French literature.
4. To foster an affectionate interest in that language and culture as they lead us to and reveal to us a people.

#### Ground Rules:

- I. Attendance is required.
  - A. In the case of excused absences (illness or other extenuating circumstance), a message must reach me within 24 hours, by calling or e-mailing either me (coordinées ci-dessus) or the Administrative Assistant for the English and the Modern Language Departments, Eliane Yochum, (Reynolds Hall, x6079, eyochum@westmont.edu).
  - B. No late assignments are accepted. No tests are rescheduled except as in A.

- C. Four unexcused absences result in the lowering of the final grade by one whole grade.

Why?

We are learning in a community of friends; and we build personal relationships by caring for each other and being kind to each other. We, therefore, insist on courtesy as a point of departure in building our relationship. For example, we greet each other when we meet; we take leave of each other when we part; we are ready to work when the class begins. There are no private conversations in process during the class time. All questions and comments made by members of the class are to edify – and be heard by – the whole group. Except in cases of sickness or death, we all come to every class meeting so that the fellowship will not suffer. And we pray for each other: If your name is on my class list, you know that I pray for you every morning. If you let me know that you are sick or troubled, I can pray more specifically for you. I encourage you to pray for me and for each of your professors as well as for your fellow students.

Not only are we building a community of friends here, known by our love expressed in practical ways, but we are also in training to observe a recognized standard of *politesse* so that we integrate ourselves into the French culture, which has a much more formal style than our own.

- II. Two hours' preparation is the average time required for each classroom hour.
- A. This will vary according to individual reading speed (retention taken for granted!). The number of pages per session may vary slightly according to the works to be studied. However, your reading should be done **in anticipation** of the classroom lecture and discussion. To encourage you to keep up in the reading, unannounced quizzes are given once a week.
- The format of the class meeting alternates between lecture and discussion, so the reading assignments must be completed to insure engaged and lively participation. Discourteous, disrupting, or distracting behavior in class, which includes whispering or chatting with a classmate, not having your texts with you, not listening or not responding diligently to someone else's contribution to the learning experience, will lower your participation grade.
- B. Two formal papers of four–to–six pages, two formal 20–minute oral presentations, two oral recitations, an essay midterm examination, and an essay final examination, all of which are written or spoken in French, are required.

The papers are handed in twice: the first time they are marked with corrections to be made for form and style and critiqued for content; the rewritten paper is given a letter grade. The oral presentations consist of one *explication de texte* and one research exposition; the outline and/or notes from which you speak are handed in for written comments following the oral presentation.

- C. Whatever is presented or discussed in class is part of the course content for which you are responsible, whether or not you are present, whether or not the absence is excused.
- III. The final grade is made up of the oral participation in class and written and oral assignments counting as one half, the midterm and final examinations each weighing one quarter. An “A” (91 – 100%) is for exceptional work; a “B” (81 – 90%) denotes superior work; a “C” (71 – 80%) represents good work; a “D” (61 – 70%) is poor work; an “F” is work below passing quality (at least 60% of the assignment/course).
- IV. Texts recommended for this course are a good, bilingual desk dictionary and the Holy Bible in French. Advanced students are at a point of development at which they are looking much more closely at the differences in usage and nuance among synonyms. (A good English language desk dictionary is also a necessary tool!) Both intermediate and advanced students are also at a stage of development where they can and should read aloud in French the passage of scripture they have chosen for that day’s personal devotions. Not only does this exercise enlarge their spiritual vision and practice of the language, but it will add a dimension to their Bible study as well.
- V. Students who have been diagnosed with a disability (learning, physical, or psychological) are strongly encouraged to contact the Disability Services office as early as possible to discuss appropriate accommodations for this course. Formal accommodations will be granted only for students whose disabilities have been verified by the Disability Services office. These accommodations may be necessary to ensure your full participation and the successful completion of this course.
- Please contact the Director of Disability Services, Sheri Noble (805-565-6186, [snoble@westmont.edu](mailto:snoble@westmont.edu)), as soon as possible.
- VI. Any academic dishonesty (plagiarism, cheating, or falsification) will result in a failing grade in the exercise and notification of the action sent to the Provost’s office (page 1, *Academic Policies and Procedures*).

## PLAN DE DISCUSSION ET DE PROJETS:

les 9, 11, 13 janvier	Introduction, C. S. Lewis, Dorothy Sayers
le 16 janvier	Jour férié: la fête du Docteur Martin Luther King
du 17 au 30 janvier	<i>The Song of Roland</i>
le 1er février	Premier devoir écrit à remettre
le jeudi 2 février	La Chandeleur chez Madame Collier a 19 heures
du 3 février au 17 février	<i>Yvain, ou le chevalier au lion</i>
le 20 février	Jour férié: la Fête des Présidents Washington et Lincoln
le 22 février	Version finale du premier devoir
les 24, 27 février	Explications du texte
le 1er mars	Révision
le 3 mars	Récitation orale de mi-terme
le 6 mars	Examen écrit de mi-terme
du 8 au 27 mars	<i>Le Cid</i>
les 13, 15, 17 mars	Jours fériés: les vacances du printemps
le 29 mars	Deuxième devoir à remettre
du 31 mars au 12 avril	<i>La Princesse de Clèves</i>
les 14 17 avril	Jours fériés du Vendredi saint et du Lundi de Pâques
le 19 avril	Version finale du deuxième devoir
les 21, 24 avril	Présentations de recherches
le 26 avril	Récitation orale finale; Révision