

Annual Assessment Report

Department: Modern Languages
Academic Year: 2017-2018
Date of Submission: June 8, 2018
Department Chair: Dinora Cardoso

I. Response to the previous year PRC’s recommendations

Item: Submitted the syllabus for the Capstone Course (SP196) to the Academic Senate Committee.	Response: Capstone Course Approved was by Academic Senate.
Item: Submitted the syllabus for the Hispanic Literature Survey Course (SP125) to ASC.	Response: Hispanic Literature Survey was approved by ASC.
Item: Submitted the syllabus for the Advanced Fluency and Communication Course (SP106) to ASC.	Response: Advanced Fluency and Communication approved by ASC.
Item: Submitted the syllabus for the Chivalric Tradition Course (FR 151) to the ASC.	Response: Chivalric Tradition was approved by ASC
<p>Notes:</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.

Program Learning Outcome	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.
Who is in Charge /Involved?	
<u>Direct Assessment Methods</u>	
<u>Indirect Assessment Methods</u>	
Major Findings	
Closing the Loop Activities	
Collaboration and Communication	

or/and

II B. Key Questions

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

III. Follow-ups

Key Question	<p>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.</p>
Collaboration and Communication	
<p>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.</p>	

IV. Other assessment or Key Questions related projects

Project	
Who is in Charge	

/Involved?	
Major Findings	
Action	
Collaboration and Communication	

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	

VI. Appendices

- A. Syllabi: Capstone p. 6
- B. Syllabi: Survey of Hispanic Literature p. 17
- C. Syllabi: Advanced Fluency and Communication p. 26
- D. Syllabi: Chivalric Tradition p. 31
- E. Majors and minors with courses separate file

APPENDIX A

SPANISH CAPSTONE SEMINAR Spanish 198

Dr. [xxx]
Phone: (805) 565-[xxxx]
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:

Student Learning Outcomes	Instructional Activity	Assessment
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"> • Capstone paper • Reflection papers • Final portfolio 	<ul style="list-style-type: none"> • Evaluation of capstone project paper • Evaluation of final portfolio
Achieve advanced oral proficiency. Students will be able to understand and respond to appropriate cues in Spanish.*	<ul style="list-style-type: none"> • Regular on-site work in Spanish • Regular class oral discussions • Final oral presentation 	<ul style="list-style-type: none"> • of oral presentation • evaluation <p style="text-align: right;">Evaluation OPI exam Supervisor</p>
Demonstrate	<ul style="list-style-type: none"> • Presentation by Office of 	<ul style="list-style-type: none"> • on Strong Interest Inventory & skills and values card sort <p style="text-align: right;">Reflections</p>

<p>increased self-awareness of individual strengths and gifts, especially as related to a possible future career</p>	<p>Life Planning</p> <ul style="list-style-type: none"> • Strong Interest Inventory • Skills & values card sort activity • Readings 	<ul style="list-style-type: none"> • essay on internship experience 	<p>Reflection</p>
<p>Demonstrate professionalism and competence in the workplace</p>	<ul style="list-style-type: none"> • Weekly on-site work & supervisor feedback (meetings) • Learning Contract 	<ul style="list-style-type: none"> • site visit • with supervisor • Letter of evaluation by supervisor 	<p>Professor Interview</p>
<p>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></p>	<ul style="list-style-type: none"> • Capstone project proposal • Capstone bibliography • Capstone research, writing and revision 	<ul style="list-style-type: none"> • of capstone project (written) • portfolio 	<p>Evaluation Final</p>

Students will articulate how Modern Language study informs their faith	<ul style="list-style-type: none"> Final self-assessment essay 	<ul style="list-style-type: none"> of final self-assessment essay 	Evaluation
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**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) or visit the website <http://www.westmont.edu/offices/disability>

WEEK	DATE	CLASS TOPIC	DUE*
1	Jan 12	Course introduction <ul style="list-style-type: none"> • Review course structure, internships & syllabus • Resume writing 	
2	Jan 19	Internships & Capstone Intro <ul style="list-style-type: none"> • Discuss resumes • Individual appointments with professor (re: placements) 	<ul style="list-style-type: none"> • Resume • Site interviews
3	Jan 26	Vocation <ul style="list-style-type: none"> • Discussion of article 1 (Taylor and King) & Vocation • Palmer (cap. 1-2) 	<ul style="list-style-type: none"> • Read & reflect Taylor & King • Read Palmer (cap. 1-2) • Confirm Internship site
4	Feb 2	Research discussion	• Capstone prospectus
5	Feb 9	Strong Interest Inventory (Presentation by OLP)	• Turn in Learning Contract
6	Feb 16	[Holiday; work on Capstone project]	
7	Feb 23	Alumni Presentations	• CP: annotated bibliography
8	Mar 2	Capstone Project: Peer editing	• Capstone Project Due (A)
9	Mar 9	Skills/Values Card Sort (Presentation by OLP)	• Revised Learning Contract
10	Mar 23	Site visit by professor	• Revised Capstone due (B)
11	Mar 30	Sittser discussion (oral presentations)	• Read Sittser (ch. 1-3) & prepare oral presentation

12	Apr 9	ML & faith development • discussion of Carvell & Smith (articles) • Peer editing of papers	• Reflection paper #1-2 (A) • Read Carvell & Smith
13	Apr 13	ML & personal growth and vocation • discussion & peer editing (Palmer & Sittser) • Peer editing of papers	• Reflection papers #3-4 (A) • Palmer & Sittser chapters
14	Apr 20	Final reflection papers	• Reflection Papers (draft2)
15	Apr 27	Appointments with professor	• Design Webpage w/ visuals • OPI/ video
16	May 4	Oral presentations	• FINAL PORTFOLIO DUE

[Appendix]

Assignment: Final Self-Assessment

Write is 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 and 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)

Forgetting Ourselves on Purpose: Vocation and the Ethics of Ambition

Mahan

Jossey-Bass

2002

Live Your Calling: A Practical Guide to Finding and Fulfilling Your Mission in Life	Brennfleck	Jossey-Bass	2005
Serving God: The grand Essentials of Work and Worship	Patterson	InterVarsity	1994
The Fabric of this World: Inquiries into Calling, Career Choice and the Design of Human Work	Hardy	Eerdmans	2001
The Other Six Days: Vocation, Work and Ministry in Biblical Perspective	Stevens	Eerdmans	1999
The Successful Internship: Transformation and Empowerment in Experiential Learning	Sweitzer/King	Thomson/Brooks/Cole	2004
Vocation: Discerning Our Callings in Life	Schuurman	Eerdmans	2004
Let Your Life Speak: Listening for the Voice of Vocation	Palmer	Jossey-Bass	2000
The Purpose Driven Life	Warren	Zondervan National Conference-	2002
StrengthsQuest: Towards a Theology of Strengths	Anderson	Eastern College	2001

**From Jennifer Taylor, Westmont College*

APPENDIX B

Department of Modern Languages at Westmont College Introducción a la literatura hispánica **Español 120 (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>Speak, read, and write in Spanish in order to achieve the advanced proficiency in the Program's Learning Objective (PLO).</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>Summarize major literary texts of Hispanic authors in order to have students develop the PLO of intercultural knowledge and competence, and critical thinking.</p>	<p>Oral and written plot summaries Texts</p>	<p>Written & oral plot summaries Class participation Exams</p>
<p>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.</p>	<p>Lectures Discussions Readings Research</p>	<p>Class participation Writing assignment(s) and Literary Analysis Class presentation Exams</p>
<p>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.</p>	<p>Readings Discussions Lectures Films Research</p>	<p>Writing Assignment(s) and Literary Analysis Student presentations Exams</p>
<p>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.</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>

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.

Sistema de evaluación:

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) 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

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 Cuadrados y ángulos</i>
4/12 (miércoles)	Rosario Castellanos, <i>Autorretrato 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*

APPENDIX C

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"> demonstrate substantial knowledge of a field of study and the modes of inquiry pertinent to that field 	<ul style="list-style-type: none"> writes competently in the foreign language demonstrates critical thinking 	<ul style="list-style-type: none"> Develop their use of foreign language to express ideas orally with accuracy and fluency through active participation in class discussions and presentations.
<ul style="list-style-type: none"> effectively communicate 		<ul style="list-style-type: none"> Speak and write

orally in various contexts	extemporaneously on a given topic using appropriate vocabulary and accurate grammar.
<ul style="list-style-type: none"> be able to access, evaluate, use and communicate information effectively and ethically 	<ul style="list-style-type: none"> Select and use appropriate forms of evidence.
	<ul style="list-style-type: none"> Design verbal messages to suit particular audiences and purposes.
	<ul style="list-style-type: none"> Use visual cues to enhance a public presentation.

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

Benítez, Ruben and Paul C. Smith. *Hablando seriamente: Textos y pretextos para conversar y discutir*. 3rd 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*. 6th ed. Saddle River, NJ: Prentice Hall, 2011

McVey Gill, Mary, Deana Smalley, and María Paz-Haro. *Cinema for Spanish Conversation*. 4th ed. Indianapolis: Hackett Publishing Co, 2014.

Recommended Dictionaries:

- <WordReference.com> students will find:
 - A Spanish-English dictionary
 - A thesaurus
- <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) or visit the website for more information: 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)

APPENDIX D

French 151: Chivalric Tradition in French Literature

Instructor: Madame le Docteur Collier Class times: MWF 2 – 3:05, VL 307
Office: Reynolds Hall 202, x7175; E-mail: 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
Library Research resource person: Diane Ziliott; ex 6143; 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 Intensive 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 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.

We encourage you 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, we faculty members seek to transmit to you students the vitality of words, to inspire you with a love of language, and to convey to you the connection between speaking and being. We wish to enlarge your awareness of the power and the grace of the written word by having you concentrate on the individual elements of sentence structure, syntax, and style.

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 different 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), 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*).

Learning Outcomes:

Student and Program Learning Outcomes	Instructional Activity	Assessment
Speak, read, and write in French in order to achieve the advanced proficiency in the Program’s Learning	Readings in and out of class Class presentations Group	Written exams Writing assignment(s) and Literary Analysis Class presentations Class participation

Objective (PLO).	discussions	
Summarize major literary texts of French authors in order to have students develop the PLO of intercultural knowledge and competence, and critical thinking.	Oral and written plot summaries Texts	Written & oral plot summaries Class participation Exams
<i>Use French vocabulary specific to the study of literature that students might apply this knowledge in their critical thinking about literature, as the PLO states.</i>	Lectures Discussions Readings Research	Class participation Writing assignment(s) and Literary Analysis Class presentation Exams
Articulate general trends in French literature, which will allow students to develop a historical perspective of France and develop their	Readings Discussions Lectures Films Research	Writing Assignment(s) and Literary Analysis Student presentations Exams

<p>cultural knowledge and competence (PLO).</p>		
<p>Critique French 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.</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>

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 *The Song of Roland*
- 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 *Yvain, ou le chevalier au lion*
- 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 *Le Cid*
- les 13, 15, 17 mars Jours fériés: les vacances du printemps
- le 29 mars Deuxième devoir à remettre

du 31 mars au	<i>La Princesse de Clèves</i> 12 avril
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