

**Department Mission Statement:**

The Language and Culture Department provides students with necessary language skills, cross-cultural experiences, and literary and cultural understandings to navigate effectively as an ambassador of Christ among and between other cultures.

**Spanish Program Assessment Plan****Rationale**

According to UNESCO and the National Geographic Society, Spanish is now the most widely spoken international language of the world (July 2012). Apart from this fact, Spanish is the language that is spoken by over 330 million people all around the world. More than 20 countries use Spanish to communicate around the globe. It is the most preferred language by more than 100 million people and being so used, it has become the most sought out language in nearly 10 years. In the USA, which is now considered one of the top five Spanish-speaking countries in the world, it is expected that more than 50% of the total population may eventually speak Spanish. Furthermore, there are many nations in Latin America that are experiencing economic growth and thus are becoming more and more valuable in the form of trading partners.

We also believe that learning about another language and culture is one of the premiere ways to “transform students’ lives for character and service”. Therefore:

Based on the ACTFL Proficiency Standards and “Can-do” statements, along with the ACTFL 5 C’s, as well as the Greenville University institutional outcomes, the Language and Culture Department presents the following as a detailed description of what we expect each graduate with a major concentration in Spanish to be able to do upon successful completion of our program. In the area of Communication, we expect all graduates to be able to demonstrate success on more than 50% of the ACTFL “Can-do” statements for each sub-category at the Advanced Low level, either through designated assignments throughout the process and/or during the exit interview process. (The exit interview will utilize this “Can-do” list to explore the level of competency for each statement, which has not been confirmed as being met by other documented assessments and/or experiences within the program). Regarding the other four “C” areas, students will demonstrate competency by way of passing scores on individual assessments listed below, and overall content area GPA (2.75 or above). The faculty meets at least three times every year to review the program. We use data from the exit interviews, examination of course grades and specific assignment grades, student self-reflection journals from study abroad, and alumni surveys to evaluate how well students achieve the stated program outcomes.

**Spanish Program Outcomes Assessment**

1. Learning goals: At the end of the program, students will be able to...

(A) Demonstrate AT LEAST an advanced-low level of proficiency (per ACTFL standards) in the area of Communication.

1. Communication -

a. participate in oral and written conversation, within authentic cultural contexts about current events in Spanish-speaking countries, and themes in Spanish, Latin American, and Biblical literature.

assessment: SPAN 365 – oral reports about current media,

SPAN 340 – comparing and contrasting books assignment

SPAN 370 – oral presentations in class with PPT or Prezy

**Interpersonal Communication / ADVANCED LOW**

I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with an unexpected complication.

I can participate in conversations on a wide variety of topics that go beyond my everyday life.

- I can explain absentee and sick leave policies and answer questions about them.
- I can explain current issues, such as leash laws, school dress codes, drinking age, or speed limits. (SPAN 365 – current events reports)
- I can discuss what is currently going on in another community or country. (SPAN 365 – current event presentations)

I can resolve an unexpected complication that arises in a familiar situation.

- I can rearrange my itinerary, such as flights, pick-up times, and appointments when I experience travel delays.
- I can tell a friend how I'm going to replace an item that I borrowed and broke/lost. (SPAN 365 - Pre/Post class oral response)
- I can explain why I was late to class or absent from work and arrange to make up the lost time. (SPAN 365 – Classroom discussions and planned complications)

I can compare and contrast life in different locations and in different times.

- I can explain how life has changed since I was a child and respond to questions on the topic. (SPAN 220 - Preterite / Imperfect assignment)
- I can compare different jobs and study programs in a conversation with a peer.
- I can explain how technology has changed our lives while discussing this topic with another. (SPAN 365 – Technology Debate)

I can conduct or participate in interviews.

- I can interview for a job or service opportunity related to my field of expertise.
- I can interview someone about his/her professional interests and activities.

b. demonstrate competence on 50% or more of each category of “ACTFL Can-do” indicators (listed below), at an advanced-low level or higher.

### *Presentational Speaking / ADVANCED LOW*

I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information about events and experiences in various time frames.

I can deliver short presentations on a number of academic and workplace topics.

- I can present an explanation for a work or school process, project, or policy.
- I can provide a rationale for the importance of certain classes, subjects, or training programs.
- I can present a summary of an action plan or annual report for a club or work group.

I can deliver short presentations on social and cultural topics.

- I can present an explanation for a social or community project or policy. (SPAN 365 – media reports and explanations)
- I can give a presentation about the importance of certain social and cultural practices.
- I can give a presentation on traditions related to social events such as homecoming, graduation, marriages, funerals, etc.

- I can present a summary of an action plan or annual report for a community or social organization.

I can explain issues of public and community interest, including different viewpoints.

- I can present reasons for or against a position on a political or social issue. (SPAN 365 – Debate)
- I can make a presentation related to public health or safety.
- I can present a position during a formal debate. (SPAN 365 – Debate)
- I can make a presentation promoting an event, a service, or a product.

I can deliver presentations for a specific audience.

- I can deliver a presentation to my classmates or colleagues. (SPAN 365 – Book report)
- I can make presentations about special opportunities such as internships and study abroad. (Travel abroad students presenting in classes)
- I can provide an explanation about a process or procedure such as obtaining a driver’s license, submitting an application for college admission, applying for a scholarship financial aid, etc.
- I can present an overview about my school, community, or workplace.

### Presentational Writing / ADVANCED LOW

I can write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various time frames.

I can meet basic school and academic writing needs.

- I can revise class or meeting notes that I have taken for distribution.
- I can draft and revise an essay or composition as part of a school assignment. (any essay assignment in 300-level course)
- I can write an abstract for a science fair project, research study, or conference.
- I can write summaries or annotations for a research project.
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I can meet basic social and civic writing needs.

- I can manage and edit an online journal, blog, or discussion forum.
- I can write an article about an event or project of a club or group. (write an article about an experience in your study abroad semester)
- I can write a letter of advice or letter to the editor on a social, civic, or political issue. (SPAN 355)
- I can prepare reports and online communications for a social club, community, or political group. (Contribution to Spanish Facebook page)

I can meet basic work and career writing needs.

- I can write an informational memo about a project or event. (
- I can write summaries or a multi-step work plan for a new project.
- I can write brief job descriptions or performance reports. (Spanish 399 Spanish for the Professions)
- I can revise for distribution meeting notes that I have taken. \_\_\_\_\_
- I can draft and revise a resume or cover letter. (Spanish 399 Spanish for the Professions)

Interpretive Listening / ADVANCED LOW

I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames. I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.

I can understand descriptions and stories of events that have happened or will happen.

- I can understand short presentations about famous people in history.
- I can understand a voicemail outlining the details of a plan for an upcoming outing. (SPAN 365 & 399 Interpretation/ Translation – Hearing impromptu media and responding or translating)
- I can follow a video conferencing session in which the speakers recount their experience on a recent trip.
- I can

I can understand the main idea of popular genres.

- I can follow televised promotions for upcoming programs.
- I can follow a YouTube comparison of two popular vacation locations.
- I can follow simple oral stories, recorded books, summaries, or short excerpts from speeches. (SPAN 220 & 399 Interpretation/ Translation – translation of native speakers describing a life event)
- I can understand some simple information from a movie trailer. (SPAN 365 – understanding media activities in class)
- I can

### Interpretive Reading / ADVANCED LOW

I can understand the main idea and some supporting details on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames and genres.

I can find and use information for practical purposes.

- I can read about an upcoming event to help me decide whether or not to attend.
- I can read a blogger's account of a trip to plan my own. I can read a message about a friend's car accident.
- I can read a description about a candidate to make a voting decision.
- I can understand absentee and sick leave policies.

I can read texts that compare and contrast information.

- I can read restaurant descriptions to guide my choice. I can read movie summaries to choose what to watch.
- I can read a catalogue of course descriptions to choose my classes.
- I can understand the main idea and some details from a list of government job descriptions.
- I can read an article about how technology has changed in the past 20 years. (SPAN 365 – print media assignments)

I can follow simple written instructions.

- I can follow directions for assembling a model. I can follow driving directions.
- I can follow the steps of a recipe. (SPAN 365 – Recipe assignment)

(B) demonstrate AT LEAST an advanced-low level of proficiency (per ACTFL standards) in the other four areas:

2. Culture - reflect on and communicate appreciation of cultural and aesthetic aspects of Spanish-speaking nations.
  1. Span 101 and Span 102 – Country project. Students investigate themes from Spanish-speaking countries and report on them orally and in writing.
    - a. assessment- SPAN 101 (Reinhard) Country project
  2. SPAN 405 Required semester of study abroad, including a home stay for all Spanish majors.
    - a. assessment- coursework, journaling, and practical mission work, which requires the student to apply knowledge of language and cultural norms.
  3. SPAN 101-102, SPAN 220, SPAN 365, SPAN 370-340 Students in all Spanish courses explore various cultural aspects of the Spanish-speaking communities around the world via class assignments and discussions, utilizing the latest technology.
    - a. assessment- class participation grade
  4. SPAN 405 Students spend 8 weeks to a semester living abroad in Nicaragua, Spain or Mexico, learning first hand about their cultures, solving real world problems, and improving language skills.
    - a. assessment- formal and informal evaluation of students and the program by both Greenville and Students International.
    - b. assessment- we give students a Inventory Cross-Cultural Sensitivity Assessment.
3. Connection – demonstrate advancement of knowledge, critical and creative thinking skills, including quality research.
  1. Span 340 – Peninsular Literature
    - a. assessment- Students read, research, and complete a critical research report on a selected novel from a well-known Spanish author.
  2. SPAN 201 – Intermediate Spanish
    - a. assessment- Students research and compile a portfolio consisting of 4 compositions on a particular Spanish-speaking country, including information about culture, personalities, and art forms, as well as

- a controversial contemporary issue.
    - 3. SPAN202 – students complete written reports and essays regarding their research, making thoughtful connections with the information from the course readings.
      - a. assessment- essay assignments
    - 4. SPAN370 & SPAN399 – students learn and apply knowledge about different literary periods, employing summative abilities related to the literary context and relating it to authors, literary periods and historical trends.
      - a. assessment- research papers
- 4. Comparison – articulate appreciable differences between language and cultural diversity of Spanish-speaking countries.
  - 1. Span 220 – In-class and assigned homework activities which involve listening to native speakers from various countries and identifying their country of origin.
    - a. assessment- in class listening activities
  - 2. In all Spanish courses, from SPAN101 to 300 level courses, students participate in discussions with Spanish language speakers of different countries. Guest speakers, audio recordings, videos, listening exercises, internet video and audio records expose students to a diverse Spanish language. In addition, students are required to travel and live in a Spanish-speaking country, from North America (Mexico) to Central America (Nicaragua, Guatemala) to Europe (Spain). They are also enriched with music and tradition from those nations.
    - a. assessment – informal assessment via in-class activities
- 5. Community - apply learning from exploration of many aspects of neighboring cultures which speak the target language throughout the world.
  - 1. Required semester of study abroad, including a home stay for all Spanish majors.
    - a. assessment- coursework, journaling, and practical mission work, which requires the student to apply knowledge of language and cultural norms, and to self-reflect on one’s own world view in light of the experience.

2. Show evidence of being Ambassadors for Christ, locally, nationally, and globally.

3. Required semester of study abroad, including a home stay for all Spanish majors.

- a. assessment- coursework, journaling, and practical mission work, which requires the student to apply knowledge of language and cultural norms and to self-reflect on one's own world view in light of the experience.

Alumni Surveys administered regularly also contribute to the measurement of these objectives.