

Degree Program	Course Name/No..	Learning/Learner Objectives for the Course	Recommended assessment measures:
B.S./B.A. Spanish	SPAN 211-212: INTERMEDIATE SPANISH I & II	The learner will be able to: a. communicate in Spanish at the intermediate level in and out of the classroom b. communicate in activities-skits in individual and group activities c. analyze and evaluate short essays debating practical life decisions as well as current social issues d. speak through reading, questions and answers, analysis and debate.	a. present skits and presentations at the intermediate level. b. write short essays on literary excerpts and sources from the media. c. pass tests based on outside literary readings building grammar and vocabulary.
B.S./B.A. Spanish	FORL 250: FRENCH LITERATURE IN TRANSLATION FROM THE MIDDLE AGES TO 1789	a. appraise the principal authors, works, and movements of French literature from the Middle Ages to 1789, b. identify the main political, social, and cultural context of French literature from the Middle Ages to 1789, c. develop critical thinking/analysis of literary works, d. compare and contrast the human experiences found in the literary works with their own experiences.	a. pass a cumulative exam to demonstrate knowledge of the main aspects of French literature/culture from the Middle Ages to 1789, b. formulate thesis and defend them efficiently orally, c. compose clear and concise essays on a given topic of French literature/ culture from the Middle Ages to 1789.
B.A/B.S. in Spanish	SPAN 311: READING AND CONVERSATION IN SPANISH	a. identify colloquial and idiomatic usage of Spanish and examine in greater detail the more complex grammatical forms (such as subjunctive), b. examine and interpret a variety of written texts to produce personal responses that demonstrate understanding of the Hispanic cultures, c. apply their writing skills in both formal and informal fashion appropriately to a variety of writing genres, such as description, narration, exposition, argumentation, etc.	a. produce oral and written critical responses to written texts containing colloquial and formal Spanish, b. debate with others to defend a given point of view, c. investigate about and present a topic in a 5-to-10-minute PowerPoint presentation.

		d. summarize information and debate across a variety of registers in a wide range of oral activities, such as group discussions, debates, presentations and <i>tertulias</i> (informal debates).	
B.A/B.S. in Spanish	SPAN 312: SPANISH CONVERSATION AND COMPOSITION	a. communicate in Spanish at the advanced level in and out of the classroom, b. communicate in debates and discussions on essays, newspaper editorials, short stories and poems, c. write essays of 3-5 pages in length, d. evaluate and analyze current event and topics related to the Spanish-speaking world and short literary works and films.	a. produce oral and written critical responses to written texts containing colloquial and formal Spanish, b. debate with others to defend a given point of view, c. compose a 3-5 page essay on a current event affecting the Hispanic communities.
B.A/B.S. in Spanish	SPAN 321: SPANISH CIVILIZATION AND CULTURE	a. identify and compare the culture, geography, history, and civilization of Spain to their own, b. analyze aspects of the politics and history of Spain., c. recite short answers to quizzes on the historical framework, d. through selection and discrimination, revise a 3-5 page paper on a selected aspect of the Spanish culture.	a. pass a test on the geography and historical time line of Spain, b. pass two essay tests on the politics, history and culture of Spain, c. present a 3-5 page paper on a selected aspect of Spanish history.
B.A/B.S. in Spanish	SPAN 322: SPANISH- AMERICAN CIVILIZATION AND CULTURE	a. identify and debate about the main historical factors that contributed to form the contemporary traits of Spanish-American culture, b. value Spanish-American cultures (and other cultures in general) by contrasting and comparing Spanish-American cultural believes, products and practices with their own ones, c. compile relevant information to illustrate and analyze the current situation of Spanish-American countries in relation to topics such as family, civil rights, poverty, politics, education, gender equality, etc., d. practice the four language skills (listening, speaking, reading, and writing) through class discussions, note-	a. demonstrate optimal knowledge of the main milestones of Spanish-American culture and civilization by passing a final cumulative exam, b. analyze a given issue related to Spanish-American culture and produce a personal written response (essay) that includes comparisons and connections with the U.S. c. investigate and talk about a current event affecting Spanish-

		taking, reading of miscellaneous texts, use of internet, audiovisual material, and written responses to class assignments.	speaking American countries in a 5-to-10-minute PowerPoint presentation.
B.A/B.S. in Spanish	SPAN 331: SURVEY OF SPANISH LITERATURE I	<ul style="list-style-type: none"> <li>. appraise the principal authors, works, and movements of Peninsular Spanish literature from the Middle Age to the seventeenth century,</li> <li>a. analyze literary works and debate about it in spoken and written Spanish.</li> <li>b. compare and contrast the human experiences found in the literary works with their own experiences,</li> <li>c. practice the four language skills (listening, speaking, reading, and writing) through class discussions, note-taking, reading of miscellaneous texts, use of internet, audiovisual material, and written responses to class assignments.</li> </ul>	<ul style="list-style-type: none"> <li>a. demonstrate optimal knowledge of the main authors and works of Spanish Middle Age and Golden Age literature by passing a final cumulative exam,</li> <li>b. compose essays comparing and contrasting universal values present in Peninsular Spanish literature up to the eighteenth century with values in contemporary society,</li> <li>c. investigate and examine a particular aspect of Peninsular Spanish literature up to the eighteenth century and conduct a 10-to-15-minute PowerPoint presentation on the topic.</li> </ul>
B.A/B.S. in Spanish	SPAN 332: SURVEY OF SPANISH LITERATURE II	<ul style="list-style-type: none"> <li>a. identify and analyze literary movements and works from the 18<sup>th</sup> century to the present,</li> <li>b. discuss and debate themes and topics,</li> <li>c. analyze and evaluate secondary sources and literary criticism on selected works,</li> <li>d. through selection and discrimination, revise a paper of 8-10 pages on a selected topic and literary work.</li> </ul>	<ul style="list-style-type: none"> <li>e. demonstrate optimal knowledge of course contents by passing a final cumulative exam,</li> <li>f. pass two essay tests based on the literary works studied,</li> <li>g. compose a 8-10-page essay comparing and contrasting universal values present in Peninsular Spanish literature from the eighteenth century to the twenty-first century with values in contemporary American society.</li> </ul>
B.A/B.S. in	SPAN 341:	a. appraise and recognize the principal authors, works, and	a. Demonstrate optimal knowledge

Spanish	SURVEY OF SPANISH AMERICAN LITERATURE I	<p>movements of Spanish-American literature from the period of Colonization to Independence (early 19<sup>th</sup> century),</p> <ul style="list-style-type: none"> <li>b. analyze a work or works of literature and debate about it in spoken and written Spanish,</li> <li>c. compare and contrast the human experiences found in the literary works with their own experiences,</li> <li>d. practice the four language skills (listening, speaking, reading, and writing) through class discussions, note-taking, reading of miscellaneous texts, use of internet, audiovisual material, and written responses to class assignments.</li> </ul>	<p>of the main authors, and works and literary movements in Spanish-American literature from Colonial times to Independence, by passing a final cumulative exam .</p> <ul style="list-style-type: none"> <li>b. Analyze and interpret a literary work or works of Spanish-American literature in by producing an original essay that includes comparisons and connections with works of literary criticism.</li> <li>c. Investigate and talk about a specific literary author from the period covered in class by producing a 10- minute PowerPoint presentation.</li> </ul>
B.A/B.S. in Spanish	SPAN 342: SURVEY OF SPANISH AMERICAN LITERATURE II	<ul style="list-style-type: none"> <li>a. appraise and recognize the principal authors, works, and movements of Spanish-American literature from the period of Independence to the present,</li> <li>b. analyze a work or works of literature and debate about it in spoken and written Spanish,</li> <li>c. compare and contrast the human experiences found in the literary works with their own experiences,</li> <li>d. practice the four language skills (listening, speaking, reading, and writing) through class discussions, note-taking, reading of miscellaneous texts, use of internet, audiovisual material, and written responses to class assignments.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate optimal knowledge of the main authors, and works and literary movements in Spanish-American literature from the period of independence to the present, by passing a final cumulative exam .</li> <li>b. Analyze and interpret a literary work or works of Spanish-American literature in by producing an original essay that includes comparisons and connections with works of literary criticism.</li> <li>c. Investigate and talk about a</li> </ul>

			specific literary author from the period covered in class by producing a 10-minute PowerPoint presentation.
B.A/B.S. in Spanish	SPAN 411: THE NINETEENTH CENTURY SPANISH NOVEL	<ul style="list-style-type: none"> <li>a. evaluate and analyze characteristics and themes of the 19<sup>th</sup> century Spanish novel,</li> <li>b. discuss the structure and background of the selected novels,</li> <li>c. elaborate the structures, themes, and characteristics through an 8-10 page paper,</li> <li>d. revise and elaborate the characteristics of a research paper in an organized and effective manner.</li> </ul>	<ul style="list-style-type: none"> <li>a. pass a test on the characteristics and these of the 19<sup>th</sup> century novel,</li> <li>b. write essays analyzing the structure and background of the selected novels,</li> <li>c. conduct presentations of written research paper of 8-10 pages.</li> </ul>
B.A/B.S. in Spanish	SPAN 420: INTRO TO SPAN/LING I: PHONETICS AND PHONOLOGY	<ul style="list-style-type: none"> <li>a. describe how sounds are articulated,</li> <li>b. master the basics of phonetic transcription and apply it to Spanish,</li> <li>c. explain theoretically and by introspection how Spanish and English sounds differ,</li> <li>d. discriminate among varieties of Peninsular and Latin-American Spanish varieties.</li> </ul>	<ul style="list-style-type: none"> <li>a. produce speech patterns and pronunciation close to those of a native Spanish speaker,</li> <li>b. transcribe and analyze spoken Spanish,</li> <li>c. conduct original research and create research papers and conduct 15-to-20-minute presentations that describe and identify the variety of Spanish used by a speaker.</li> </ul>
B.A/B.S. in Spanish	SPAN 421: INTRO TO SPAN/LING II: MORPHOLOGY SYNTAX AND SEMANTICS	<ul style="list-style-type: none"> <li>a. determine and explain the grammatical rules underlying acceptable utterances in Spanish,</li> <li>b. compare and contrast Spanish grammar and English grammar to explain how the former works,</li> <li>c. assess their own Spanish and other people's Spanish to determine grammatical correctness,</li> <li>d. evaluate the acceptability of Spanish in the US and other regions in relation to normative Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>a. demonstrate optimal knowledge of Spanish morphology, syntax and semantics by passing a final cumulative exam,</li> <li>b. assemble a portfolio that compiles this course's contents and reflections,</li> <li>c. conduct original research and create research papers and conduct 15-to-20-minute</li> </ul>

			presentations that describe and identify a regional variety of Spanish.
B.A/B.S. in Spanish	SPAN 431: DRAMA OF THE GOLDEN AGE	<ul style="list-style-type: none"> <li>a. evaluate and analyze characteristics and themes of the Golden age drama of Spain,</li> <li>b. distinguish the poetic forms characteristic of these dramatic works,</li> <li>c. elaborate and revise the characteristics and themes through an 8-10 page paper,</li> <li>d. present the results of a research paper in an organized and effective manner.</li> </ul>	<ul style="list-style-type: none"> <li>a. pass a short answer test on characteristics and themes of Golden Age drama of Spain,</li> <li>b. pass a test on the poetic forms of Golden Age drama,</li> <li>c. interpret and analyze through a written research paper of 8-10 pages.</li> </ul>
B.A/B.S. in Spanish	SPAN 441: CERVANTES	<ul style="list-style-type: none"> <li>a. develop skills for writing and speaking critically about literary and cultural topics in academic situations,</li> <li>b. relate cultural traditions and values in Cervantes' literature with their own cultural traditions and values,</li> <li>c. analyze the impact of Cervantes' prose and poetry within Renaissance literary history,</li> <li>d. judge the relevance of Cervantes' ideas in our contemporary world.</li> </ul>	<ul style="list-style-type: none"> <li>a. demonstrate optimal knowledge of Cervantes' life and works by passing a final cumulative exam,</li> <li>b. compose essays comparing and contrasting universal values present in Cervantes' works with values in contemporary society,</li> <li>c. investigate and examine a particular aspect of Cervantes' works and conduct a 15-20-minute PowerPoint presentation on the topic.</li> </ul>
B.A/B.S. in Spanish	SPAN 451: CONTEMPORARY SPANISH LITERATURE	<ul style="list-style-type: none"> <li>a. appraise the principal authors, works, and movements of Peninsular Spanish literature in the twenty-first century,</li> <li>b. analyze a work of literature and debate about it in spoken and written Spanish,</li> <li>c. compare and contrast the human experiences found in the literary works with their own experiences,</li> <li>d. conduct original research and create research papers and presentations.</li> </ul>	<ul style="list-style-type: none"> <li>a. demonstrate optimal knowledge of the main authors and works of contemporary Spanish literature by passing a final cumulative exam,</li> <li>b. compose essays comparing and contrasting universal values present in contemporary Spanish literature with values in contemporary American society,</li> </ul>

			c. investigate and examine a particular aspect of contemporary Spanish literature and conduct a 15-20-minute PowerPoint presentation on the topic.
B.A/B.S. in Spanish	SPAN 461: STUDIES IN LATIN AMERICAN THEATER AND POETRY	<ul style="list-style-type: none"> <li>a. appraise the principal authors, works, and movements of selected works in Latin American theater and poetry,</li> <li>b. analyze a work of literature and debate about it in spoken and written Spanish,</li> <li>c. compare and contrast the human experiences found in the literary works with their own experiences,</li> <li>d. conduct original research and create research papers and presentations.</li> </ul>	<ul style="list-style-type: none"> <li>a. demonstrate optimal knowledge of the main authors and works of Latin American theater and poetry by passing a final cumulative exam,</li> <li>b. compose essays comparing and contrasting universal values present in Latin American theater and poetry with values in contemporary American society,</li> <li>c. investigate and examine a particular aspect of Latin American theater and poetry and conduct a 15-20-minute PowerPoint presentation on the topic.</li> </ul>
B.A/B.S. in Spanish	SPAN 471: STUDIES IN LATIN AMERICAN PROSE FICTION	<ul style="list-style-type: none"> <li>a. identify and discuss characteristics and themes in Latin American prose fiction,</li> <li>b. analyze secondary sources related to the works read,</li> <li>c. evaluate short reviews and essays on the works read,</li> <li>d. revise, through paraphrasing and outlining an 8-10 page paper on a selected aspect of Latin American prose fiction.</li> </ul>	<ul style="list-style-type: none"> <li>a. pass a short answer test on characteristics and themes,</li> <li>b. pass two essay tests on the reviews and essays,</li> <li>c. compose and present an 8-10 page paper on a selected author/work of Latin American prose fiction.</li> </ul>
B.A/B.S. in Spanish	SPAN 481: SEMINAR	<ul style="list-style-type: none"> <li>a. evaluate and analyze characteristics and themes of the selected author/genre,</li> <li>b. discuss the structure and background of the selected author or genre,</li> <li>c. elaborate the structures, themes, and characteristics</li> </ul>	<ul style="list-style-type: none"> <li>a. pass a short answer test on the characteristics and themes of the author/genre,</li> <li>b. pass a test on the structure and background of the author/genre,</li> </ul>

		<p>through a 15-20 page paper,</p> <p>d. revise, paraphrase and outline the results of a research paper in an organized fashion.</p>	<p>c. pass two essay tests on the material,</p> <p>d. compose and present a 15-20 page research paper.</p>
B.S. in Spanish	EDUC 460: METHODS AND MATERIALS IN SECONDARY SCHOOLS	<p>a. apply and combine national and state standards for foreign language education,</p> <p>b. formulate and periodically revise a personal teaching philosophy, based on experience, theory, and awareness of learner variables,</p> <p>c. evaluate, select, and create materials and resources that will be used to conduct their lessons,</p> <p>d. conduct original research and create research papers and presentations.</p>	<p>a. create and conduct a 30-minute class that combines effective methods and materials,</p> <p>b. assemble a portfolio that compiles this course's contents and reflections,</p> <p>c. conduct original research and create research papers that analyze, evaluate, and criticize a Spanish textbook.</p>
B.S. in Spanish	EDUC 480: STUDENT TEACHING IN SECONDARY SCHOOLS	<p>a. generate coherent lesson plans considering a variety of factors (standards, objectives/goals, variation of activities, learning styles, and culture),</p> <p>b. conduct effective Spanish lessons in grades 9-12 by utilizing most up-to-date teaching methods, materials, organizational patterns, and administrative procedures,</p> <p>c. evaluate, select, and create materials and resources that will be used to conduct their lessons,</p> <p>d. demonstrate understanding and appreciation of the Hispanic cultures during their lessons.</p>	<p>a. create a portfolio/diary that compiles notes from observations and teaching experience and shows reflections on strategies to improve teaching techniques,</p> <p>b. compose lesson plans that evidence diversity awareness,</p> <p>c. conduct lessons that are well planned, show consistent improvement, and fulfill the exit criteria requirements.</p>