

Millikin University  
Student Learning in the Spanish Major  
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### **Executive Summary**

The Modern Languages Department supports the mission of Millikin University in preparing students for professional success, democratic citizenship in a diverse global community, and a personal life of meaning and value. In the context of the Spanish major, the mission of the Department is to produce graduates who achieve the following four learning outcome goals:

- (1) Students will demonstrate proficiency in speaking, listening, reading, and writing in Spanish.
- (2) Students will demonstrate an ability to engage in meaningful interactions in Spanish with people from other countries.
- (3) Students will demonstrate an ability to analyze and conduct research on works of literature from the Spanish-speaking world.
- (4) Students will demonstrate their comprehension and appreciation of the diversity of the Hispanic culture and their understanding of the social, historical, political, and cultural contexts of the Spanish-speaking nations of the world.

The core curriculum begins with freshman-level courses in Beginning Spanish and Continuing Spanish, as well as a sophomore-level course in Intermediate Spanish, all of which establish a student's competency in Spanish and readiness to continue on with more advanced studies in Spanish. As a student's course of study within the Spanish major continues, he or she engages more specific on focused areas of study in Spanish conversation and composition, and in courses that deal with the culture, art, business, literature, film, theatre and linguistics of the Spanish-speaking world.

Part of the Modern Languages Department's ongoing revitalization is an establishment of thorough and ongoing assessment at the course and program level. It is hoped and anticipated that the listing of artifacts and rubrics here provided will be helpful in continuing to make assessment more systematic throughout the Spanish major and the Modern Languages area.

## Goals

The purpose of the Spanish major is stated in four Modern Languages Department goals:

- (1) Students will demonstrate proficiency in speaking, listening, reading, and writing in Spanish.
- (2) Students will demonstrate an ability to engage in meaningful interactions in Spanish with people from other countries.
- (3) Students will demonstrate an ability to analyze and conduct research on works of literature from the Spanish-speaking world.
- (4) Students will demonstrate their comprehension and appreciation of the diversity of the Hispanic culture and their understanding of the social, historical, political, and cultural contexts of the Spanish-speaking nations of the world.

These Modern Languages Department goals match well with Millikin's University-wide learning goals:

- (1) Millikin students will prepare for professional success.
- (2) Millikin students will actively engage in the responsibilities of citizenship in their communities.
- (3) Millikin students will discover and develop a personal life of meaning and value.

The table on the following page shows how Modern Languages Department goals for the Spanish major relate to University-wide goals:

Learning Goal	Corresponding MU Learning Goal Number(s)
Students will demonstrate proficiency in speaking, listening, reading, and writing in Spanish.	1
Students will demonstrate an ability to engage in meaningful interactions in Spanish with people from other countries.	1, 2
Students will demonstrate an ability to analyze, and conduct research on works of literature from the Spanish-speaking world.	1
Students will demonstrate their comprehension and appreciation of the diversity of Hispanic culture, and their understanding of the social, historical, political, and cultural contexts of the Spanish-speaking nations of the world.	1, 2, 3

Students majoring in Spanish are required to take 21 credit hours of Spanish at the 300 level or above, including the capstone course SP480: Spanish Advanced Conversation and Composition. The prerequisite for taking a 300-level course is three semesters of Spanish-language courses.

The mission of the Spanish major is to prepare students for a career in teaching, for graduate studies in literature, or to provide the necessary Spanish-language skills for success in other fields.

### **Snapshot/Overview**

Three full-time instructors and two adjunct instructors teach Spanish. The three full-time instructors include one Professor, one Assistant Professor and one Lecturer.

The Spanish Major program has experienced major change in terms of its curriculum and requirements. From a complicated requirement of courses and sequence of courses, the Spanish Major was changed to a simpler requirement of seven courses beyond SP 223, Intermediate Spanish, including SP 480: Spanish Advanced Conversation and Composition (this capstone course was added to the curriculum in Spring 2005). This change improved the situation for scheduling as well as enhancing the students' ability to choose courses according to their career plans and academic interests.

The Department continues implementing a communication-oriented approach to teaching. Every class was observed, and changes were recommended with the goal of adjusting to that methodology.

Lab attendance is now required of every student taking elementary language courses.

The Department continues using a *communicative language lab* for students who are taking Spanish 103 and also for students taking Spanish 114, which consists of group work with the coordination of a *facilitator*. Its main goal is that the students can achieve

an advanced level of oral proficiency. Students spend an hour per week in the lab talking about the topics that are being studied in the language classes.

The Chair of the Department (Dr. Eduardo Cabrera) has been in charge of interviewing and hiring the tutors and facilitators for the lab. He has been also responsible of monitoring the functioning of the lab: the work of tutors and facilitators as well as the feedback from students attending the lab sessions.

The curriculum for the Spanish major consists of traditional courses in language, literature and culture, as well as practical courses like SP 330 (Spanish for Business), SP 340 (Theatre Performance in Spanish), and SP 350 (Study Abroad in Spanish) and SP 310 (Spanish for Health Professions). Those last four courses have been added to reflect 1) the tendency among Spanish programs across the country toward the inclusion of “practical” offerings, and 2) education within a global environment.

Last year a new practical course was offered: SP 360: Spanish for Radio Production. In this course students are in charge of producing a radio show which consists of the following activities:

- I. the performance of a radio-drama;
- II. news and commentaries;
- III. music from Latin America and Spain;
- IV. poetry reading.

Through those activities students improve their communicative skills, enunciation, pronunciation, as well as their understanding of important aspects of the cultures they are studying. An effective way to *learn through performance*.

### **Learning Story**

The first-year curriculum in Spanish establishes the student’s proficiency in basic spoken and written Spanish, through Spanish 103 (Beginning Spanish) and Spanish 114 (Continuing Spanish). The second-year curriculum, with Spanish 223 (Intermediate Spanish) confirms the student’s readiness to proceed into more advanced junior- and senior-level courses that engage Spanish conversation and composition; culture, art, business, literature, film and theatre of the Spanish-speaking world, including Latin America, Spain, and U.S. Latino/Latina culture; and Spanish linguistics.

To complete the Spanish major, a student must take a minimum of 21 credits above Spanish 223, including the capstone SP 480: Spanish Advanced Conversation and Composition, from the following courses:

- Spanish 301, Spanish Conversation and Composition I;
- Spanish 302, Spanish Conversation and Composition II;
- Spanish 303, Culture of Spain;
- Spanish 304, Culture of Latin America;
- Spanish 310, Spanish for Health Professions;
- Spanish 320 (Art, Literature, and Film of U.S. Latinos);
- Spanish 321 (Survey of Spanish Literature);
- Spanish 323 (Survey of Latin American Literature I);
- Spanish 324 (Survey of Latin American Literature II);
- Spanish 330, Spanish for Business;

- Spanish 340, Theatre Performance in Spanish;
- Spanish 350, Study Abroad in Spanish;
- Spanish 402, Linguistics.
- Spanish 480: Spanish Advanced Conversation and Composition.

A Spanish Major Curriculum Map is offered as an appendix to this document.

A chapter of the national Spanish Honor Society *Sigma Delta Pi* was created, which makes possible for the Spanish major students to participate in cultural activities as well as in round tables to practice their oral communicative skills.

A radio show in Spanish *Español en Acción* was created, making possible for the students to participate as guests. Students may improve their listening and oral skills as well as their knowledge of the cultures of the Spanish speaking world.

The creation of the language communicative lab allows the students with a Spanish major to work as special tutors.

**Double majors and the preparation for professional success:**

One of the characteristics of the major in Spanish is that it supports students in their other field of specialization. All Spanish majors have another major. Most students pursuing another career use Spanish as a way to improve their work and, in this way, to become a successful professional. Spanish majors have the following first or second major:

Art  
 Accounting  
 Behavioral Sciences  
 Biology  
 Business Administration Management  
 Chemistry  
 Communication  
 Education  
 Marketing  
 Music  
 Nursing  
 Political Science  
 Theater

The capstone required course for Spanish majors, *SP480: Spanish Advanced Conversation and Composition*, provides opportunities for the students to make a direct connection between what they learned in the Spanish courses and the main topics in their second (or first) field of study.

Description of the capstone: *Capstone course required of all Spanish majors. Students will compose and complete an individualized project and participate in an advanced dramatization demonstrating a high level of Spanish conversation and composition abilities.*

### Assessment Methods

The table on the following page provides examples of specific assignments where student growth could be assessed:

Course	Assignments Where Student Growth Can Be Assessed	Related Modern Languages Department Goals	Related Millikin University Goals
Spanish 103 (Beginning Spanish)	Oral Exams Written Exams	1	1
Spanish 114 (Continuing Spanish)	Oral Exams Written Exams	1	1
Spanish 223 (Intermediate Spanish)	Oral Exams Written Exams Presentations	1, 4	1, 2
Spanish 301 (Spanish Conversation and Composition I)	Oral Exams Presentations Written Exams	1, 4	1, 2
Spanish 302 (Spanish Conversation and Composition II)	Oral Exams Essays Written Exams	1, 4	1, 2
Spanish 303 (Culture of the Spanish-Speaking World)	Presentations Exams	4	2, 3
Spanish 304 (Culture of Latin America)	Presentations Exams	4	2, 3
Spanish 320 (Art, Literature, and Film of U.S. Latinos)	Presentations Exams	4	2, 3
Spanish 321 (Survey of Spanish Literature)	Research Essays Exams	3	1, 3
Spanish 323 (Survey of Latin American Literature I)	Research Essays Exams	3	1, 3
Spanish 324 (Survey of Latin American Literature II)	Research Essays Exams	3	1, 3
Spanish 330 (Spanish for Business)	Presentations Exams	4	1, 2, 3
Spanish 340 (Theatre Performance in Spanish)	Presentations Exams	4	1, 2, 3
Spanish 350 (Study Abroad in Spanish)	Interviews Essay Diary	2	1, 2, 3
Spanish 481 and 482 (Topics in Hispanic Literature)	Research Essays Exams	3	1, 2, 3

## Spanish Major Curriculum Map

Courses	Goal #1: Students will demonstrate proficiency in speaking, listening, reading, and writing in Spanish.	Goal #2: Students will demonstrate an ability to engage in meaningful interactions in Spanish with people from other countries.	Goal #3: Students will demonstrate an ability to analyze and conduct research on works of literature from the Spanish-speaking world.	Goal #4: Students will demonstrate their comprehension and appreciation of the diversity of the Hispanic culture and their understanding of the social, historical, political, and cultural contexts of the Spanish-speaking nations of the world.
SP 103 – Beginning	X			
SP 114 – Continuing	X			
SP 223 – Intermediate	X			X
SP 301 – Spanish Conversation and Composition I	X			X
SP 302 – Spanish Conversation and Composition II	X			X
SP 303 – Culture of the Spanish-Speaking World				X
SP 304 – Culture of Latin America				X
SP 320 – Art, Literature, and Film of U.S. Latinos				X
SP 321 – Survey of Spanish Literature			X	
SP 323 – Survey of Latin American Literature I			X	
SP 324 – Survey of Latin American Literature II			X	
SP 330 – Spanish for Business				X
SP 340 – Theatre Performance in Spanish	X			X
SP 350 – Study Abroad in Spanish		X		
SP 402 – Linguistics	X			
SP 481/482 – Topics in Hispanic Literature			X	
SP 491-494 – Independent Study in Spanish			X	

## Assessment Methods

For the assessment of the four learning goals the following courses will be used:

Learning Goals	Courses
1	SP 302 Spanish Composition
2	SP 350 Study Abroad in Spanish
3	SP 360 Central American Literature
4	SP 303 Culture of Spain

The rubrics for those courses have been created (attached).

## Assessment Data

The grading rubrics used to assess each learning goal have a maximum of 20 possible points. Those points have been divided for reporting purposes in the following way: Excellent: 19-20; Adequate: 13-18; Nominal: less than 13.

The students should be ranked “adequate,” with a minimum of 13 points, if the learning goals are being achieved.

The following assessment criteria will be used to evaluate student progress in achieving the learning goals:

“Green light” (an acceptable level or clearly heading in the right direction and not requiring any immediate change in the course of action).

“Yellow light” (not an acceptable level; either improving, but not as quickly as desired or declining slightly. Strategies and approaches should be reviewed and appropriate adjustments taken to reach an acceptable level or desire rate of improvement).

“Red light” (current status or direction of change is unacceptable. Immediate, high priority actions should be taken to address this area).



**Learning Goal 1:** Students will demonstrate proficiency in speaking, listening, reading and writing in Spanish.

Table 1: SP 302 Spanish Conversation and Composition II

Rubric Category	Percentage of students in category
Excellent	60
Adequate	40
Nominal	0
Number of students evaluated	12

Total of *Excellent* and *Adequate* combined: 100%.  
 Rating for goal 1: “Green light.”

**Learning Goal 2:** Students will demonstrate an ability to engage in meaningful interactions in Spanish with people from other countries.

Table 2: SP 350 Study Abroad in Spanish (Argentina)

Rubric Category	Percentage of students in category
Excellent	80
Adequate	20
Nominal	0
Number of students evaluated	5

Total of *Excellent* and *Adequate* combined: 100%  
 Rating for goal 2: “Green light.”

**Learning Goal 3:** Students will demonstrate an ability to analyze and conduct research on works of literature from the Spanish-speaking world

Table 3: SP 360 Central American Literature

Rubric Category	Percentage of Students in category
Excellent	29
Adequate	71
Nominal	0
Number of Students Evaluated	7

Total of Excellent and Adequate combined: 100%  
 Rating of Goal 3: “Green Light”

**Learning Goal 4:** Students will demonstrate their comprehension and appreciation of the diversity of the Hispanic culture and their understanding of the social, historical, political, and cultural contexts of the Spanish-speaking nations of the world.

Table 4: SP 303 Culture of Spain

Rubric Category	Percentage of students in category
Excellent	18.75
Adequate	81.25
Nominal	0
Number of students evaluated	16

Total of *Excellent* and *Adequate* combined: 100%.  
Rating for goal 4: “Green light.”

### **Analysis of Assessment Results**

The analysis of the data shows that the Spanish major is in the right direction.

#### Learning Goal 1:

The assessment of the learning goal for the *written component* of the Spanish Composition course shows that the Department continues doing a very good job during the first semesters of the Spanish language courses, building a strong foundation for the upper division courses. The Spanish Conversation and Composition II course (together with the Spanish Conversation and Composition I course) is one of the courses recommended to be taken at the beginning of the major. Most of the students take that course right or soon after they take SP 223: Intermediate Spanish.

This is a very important result: **100% of the students at the excellent or adequate level.** With the strong formation in writing in the composition course, students are able to succeed in the other upper division courses. They will be able to write good essays in the literature classes, etc.

The oral component of the course has also benefited from a stronger foundation in the first semesters of Spanish language courses. On the year 2005 the Department created a *Communicative Lab*, in which students taking the first two semesters of Spanish can practice the target language with the assistance of a *facilitator* (an advanced Spanish major student).

For assessing Learning Goal 1, essays have been used as artifacts. From the 12 students, 7 (60%) wrote an essay that falls within the category “excellent”, 5 (40%) within the category “adequate”, and none within the category “nominal.” These numbers represent a noticeable improvement compare to those of the previous year. Note that this class was taught by the same instructor both years.

### Learning Goal 2:

Since the year 2004 the Department of Modern Languages has been promoting different Study Abroad programs: in Chile, the Dominican Republic, Spain and Argentina.

The program in Chile started in January 2005, and has been very successful in terms of recruiting a good number of students and in achieving the corresponding learning goal.

The newest program is the one in Buenos Aires, Argentina, which started in May 2006.

In all the countries mentioned above Millikin' students have had plenty of opportunities to engage in meaningful interactions in Spanish with people from different social status.

From the academic refined language to the street language, the students demonstrated their communications skills by interacting with professors, waiters, bus drivers, etc.

It is also evident the confidence the students get by being able to communicate with native speakers in another country.

### Assessment of the Study Abroad in Argentina:

Five students participated in the Study Abroad in Argentina. The whole period of time was spent in Buenos Aires, where students participated in a number of cultural activities.

They were able to immerse themselves in the culture by communicating with native speakers on a permanent basis. Students watch and analyze a play, visited museums and wrote analytical reports on work of art, studied the life of the *gauchos*, learned to dance tango, etc.

For assessing Learning Goal 2, a final report has been used as artifact.

From the 5 students who wrote the final report, 4 fall within the category "excellent" (80%), and 1 within the category "adequate" (20%).

### Learning Goal 3:

The Assessment for SP 360-01 Central American Literature shows that students at this level have the ability to analyze the intellectual, cultural and historical development of Literature. During the discussions students debated about important historical moments and how Literature portrays and reflects such social changes created under specific historical circumstances. The course brought the opportunity to explore literature as a cultural artifact to understand the Central American society of the last decades of the Twentieth Century on the dawn of a new Century.

The assessment shows that at the end of the semester students could identify Central American Literature and culture among Latin American literatures in the contemporary world. They identified political, cultural and historical perspectives portray in literary representations. Students had the opportunity to improve their four skills of the language, as they read short story, plays and poetry, and presented their view points about cultural expressions portrayed in literature. Their oral skills were noticeable improved by the preparation of the two oral presentations during the semester. Also their writing skills were important in the process of writing their final paper. Through this writing exercise students demonstrated their ability to research different topics and analyze the strategies through which writers presented their work.

### Learning Goal 4:

The Assessment for SP 303 Culture of Spain shows that students at this level of Spanish are able to understand and analyze the culture of Spain in relation to the foundations of the society through modern Spain. Students took advantage of the opportunity to read,

discuss and analyze about the main historical times from Ancient Civilizations, to the Franco's Regime, to Democracy in the Modern Society, and the respectively artistically expressions and representations (Literature, Paintings, and other cultural artifacts) giving quality input to the class. As the students wrote essays in a variety of topics in historical, social, political, and cultural contexts of the Spanish speaking nation demonstrate their ability to process information in a research essay. SP 303 Culture of Spain is one of the most important surveys that introduce students to the bases of the culture not only of the Modern Spain but also understand the influence of Spain in Latin American Culture. The assessment shows that students reinforced their skills as they developed research skills such as apply concepts of Literature to analyzed the culture of Spain. Also their oral skills were reinforced through the preparation and performing of oral presentations.

### **Follow up and Improvement Plans**

The Spanish major will be strengthened with the addition of the new course SP 360 Spanish for Radio Production. This course allows students to have a very positive experience by putting in practice their communicative skills.

The Department of Modern Languages will continue to implement a communicative approach to teaching, as well as continue monitoring the needs of the students who major in Spanish. In Spring 2011 the capstone course SP480: Spanish Advanced Conversation and Composition was offered for the fourth time, and will continue to be offered every Spring semester. That course allows for more integration of theory and practice, since students work on a special project relevant to their major. Those students who are double major will continue to be able to work in a project that put together the acquired knowledge in both fields. In the Spring 2011 semester, students from the capstone course participated in the *Celebrations of Scholarship* event, showing their achievements in their research. The Department is planning to continue with that tradition.

Since the Fall 2008 semester, the Department of Modern Language has a new Assistant Professor of Spanish specialized in Central American Literature. This new position allows the Department to better serve the growing number of Spanish majors, by offering a wider spectrum of classes and organizing more cultural activities. Professor Amaya was able to teach on Central American Literature (her specialization) and help students to improve their skills for doing research.

Faculty teaching courses within the Spanish major will continue to meet to discuss assessment of the learning goals for that academic program.

Students who are majoring in Spanish will continue to have the opportunity to work as tutors and facilitators, developing their skills in those areas. This is an important experience especially for those students who are thinking to pursue a teaching career. It is equally important for the development of leadership skills.

The radio show "Español en Acción" will continue to serve students for improving their communication skills.

## Appendix 1: Rubrics

### Compositions

Categoría	4	3	2	1
Oraciones y Párrafos	Oraciones y párrafos están completos, bien-construidos y con estructura variada	Todas las oraciones están completas y bien construidas (no hay fragmentos o escrito a prisa)	La mayoría de las oraciones están completas y bien construidas. Los párrafos necesitan algo de trabajo	Muchos fragmentos de oraciones u oraciones hechas a prisa o los párrafos necesitan mucho trabajo.
Gramática y Ortografía	No comete errores de gramática u ortografía	El escritor comete 1-2 errores de gramática u ortografía.	El escritor comete 3-4 errores de gramática u ortografía	El escritor comete más de 4 errores de gramática u ortografía.
Precisión del contenido	El documento contiene al menos 10 hechos certeros sobre el tema.	La carta contienen de 8-9 hechos certeros sobre el tema.	La carta contiene de 6-7 hechos certeros sobre el tema.	La carta contiene menos de 6 hechos certeros sobre el tema.
Puntuación	El escritor no comete errores en el uso de las mayúsculas y la puntuación.	El escritor comete 1-2 errores en el uso de las mayúsculas y la puntuación.	El escritor comete 3-4 errores en el uso de las mayúsculas y la puntuación.	El escritor comete más de 4 errores en el uso de las mayúsculas y la puntuación.
Extensión	El documento tiene 20 o más oraciones	El documento tiene de 18 a 19 oraciones	El documento tiene de 15 a 17 oraciones.	El documento tiene menos de 5 oraciones.

## Appendix 2: Rubrics

### Literature Essays

	Excellent	Adequate	Nominal
Concepts and Thesis	[5 points] Student shows a strong knowledge of literature concepts, and essay has a clear thesis.	[3 points] Student shows a reasonable but less than complete knowledge of literature concepts, and essay has a thesis.	[1 point] Student shows a marginal awareness of literature concepts, and thesis is not clear.
Organization of Ideas	[5 points] Student defends his or her main idea very clearly, with strong organizational links between and among his or her ideas.	[3 points] Student defends his or her main idea somewhat clearly, with reasonably effective organizational links between and among his or her ideas.	[1 point] Student's defense of his or her main idea is unclear; organizational links between and among his or her ideas are weak or nonexistent.
Text Analysis	[5 points] Clear and accurate analysis of the literature work. May show insight or originality.	[3 points] Competent explanation of the text. Some ambiguity or incompleteness may be present.	[1 point] Paraphrasing or plot summary outweigh commentary.
Mechanics	[5 points] Student's writing is very strong and clear, free of errors in spelling, grammar, and mechanics.	[3 points] Student's writing is reasonably clear; errors in spelling, grammar, and mechanics exist, but do not interfere seriously with understandability.	[1 point] Student's writing is unclear. Errors in spelling, grammar, and mechanics seriously impair readability.

Excellent: 19-20

Adequate: 13-18

Nominal: less than 13.