

Assessment Report For

Spanish	BA Degree
Instructional Degree Program	Degree Level
Spring 2001 - Fall 2001	October, 2000

Intended Educational (student) Outcome

Note: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank space.

 1 **Demonstrate appropriate skills and abilities in reading, writing, comprehension, and speech/sign production**

 1 **a. Means of Program Assessment and Criteria for Success:**

See attached course proposal for the Senior Seminar, or "capstone course" in Spanish. This course by its very nature proposes to review students' language experience and assess comprehensively each of the outcomes. At the end of the Capstone Course written and oral assessment will be administered.

 1 **a. Description of Data Collection & Assessment Results:**
Instrument not yet developed. Degree not yet offered.

 1 **a. Use of Results to Improve Instructional Program:**

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 2 Be aware and appreciative of the target language and culture.

 2 a. Means of Program Assessment and Criteria for Success:
See attached course proposal for the Senior Seminar, or "capstone course" in Spanish. This course by its very nature proposes to review students' language experience and assess comprehensively each of the outcomes.

 2 a. Description of Data Collection & Assessment Results:
Instrument not yet developed. Degree not yet offered.

 a. Use of Results to Improve Instructional Program:

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 3 Have additional insights into one's own language and culture

 3 a. Means of Program Assessment and Criteria for Success:
See attached course proposal for the Senior Seminar, or "capstone course" in Spanish. This course by its very nature proposes to review students' language experience and assess comprehensively each of the outcomes.

 3 a. Description of Data Collection & Assessment Results:
Instrument not yet developed. Degree not yet offered.

 3 a. Use of Results to Improve Instructional Program:

ASL 1010-1020 Assessment Test
American Sign Language Program
Department of Foreign Languages
Utah Valley State College

Course: _____

Semester: _____

Background: This test is being given in response to a mandate from the state that colleges demonstrate the effectiveness of their teaching. This test is given to all ASL 1010 students during the first week or so of instruction and to all 1020 students near the end of their class. The results are then compared to demonstrate the progress students make during this particular year of study. The test is completely anonymous and *does not* affect your grade in any way. Your participation is appreciated.

The Procedure: Your teacher will show you a video tape containing a short narrative signed in ASL. Before signing the narrative, the signer on the video will ask five questions about the narrative. After the narrative, you will see the same questions again and you should answer them below if you can. The instructor may pause the video briefly after each question is signed. You may take notes on the back of this sheet, but be careful not to look away from the tape while it is running.

Instructions: After viewing the narrative, answer the signed questions below. If you do not know the answer(s), just leave it blank.

1)

2)

3)

4)

5)

ASL 2010-2020 Assessment Test

American Sign Language Program

Department of Foreign Languages

Utah Valley State College

Course: _____

Semester: _____

Background: This test is being given in response to a mandate from the state that colleges demonstrate the effectiveness of their teaching. This test is given to all ASL 2010 students during the first week or so of instruction and to all 2020 students near the end of their class. The results are then compared to demonstrate the progress students make during this particular year of study. The test is completely anonymous and *does not* affect your grade in any way. Your participation is appreciated.

The Procedure: Your teacher will show you a video tape containing a short narrative signed in ASL. Before signing the narrative, the signer on the video will ask five questions about the narrative. After the narrative, you will see the same questions again and you should answer them below if you can. The instructor may pause the video briefly after each question is signed. You may take notes on the back of this sheet, but be careful not to look away from the tape while it is running.

Instructions: After viewing the narrative, answer the signed questions below. If you do not know the answer(s), just leave it blank.

1)

2)

3)

4)

5)

6)

Utah Valley State College
Russian 1010
Pretest

Watch the video and answer the questions in Russian. If you don't know the answers, please leave a blank.

1. Как зовут людей в этом эпизоде?
2. Какие отношения между характерами в этом эпизоде?
3. Как зовут профессора? Что он преподаёт?
4. Как зовут музыканта?
5. Нравится ли Наталье Ивановне, что сосед - музыкант? Почему?
6. Нравится ли Наталье Ивановне её новая квартира? Почему?
7. Кто директор в этом эпизоде? Он хороший директор?
8. Чего не хватает в комнате Светы и Тани?
9. Кто бизнесмен в этой истории? Что он продаёт?
10. Кто американец в этой истории? Как он говорит по-русски?

Utah Valley State College
Russian 2010
Pretest

Watch the video and answer the questions in Russian. If you don't know the answers, please leave a blank.

1. Как зовут мальчиков этом эпизоде?
2. Какие отношения между персонажами в этом эпизоде?
3. Как зовут девушку?
4. Почему мальчики ищут эту девушку?
5. Где мальчики ищут эту девушку? Почему?
6. Нравятся ли мальчикам балет?
7. Что девушка делала, когда мальчики нашли её?
8. Купили ли мальчики билет на балет? Как они попали туда?
9. Где мальчики нашли эту девушку?
10. Познакомились ли мальчики с этой девушкой?

FRENCH 2010-2020 PRETEST-POSTEST

EMPLOYEZ LE SUBJONCTIF, L'INDICATIF OU L'INFINITIF DANS LES PHRASES SUIVANTES:

1. Je te prête le journal pour que tu _____ (lire) les petites annonces.
2. Téléphone au chef parce qu'il _____ (aller) partir dans deux minutes.
3. Téléphone au chef avant qu'il _____ (partir) en vacances.
4. Nous ferons une promenade à vélo à condition qu'il _____ (faire) beau.
5. Je suis certain qu'il _____ (être) mort car je l'ai lu dans le journal.
6. J'irai à la plage à moins qu'il _____ (faire) mauvais.
7. Je veux que vous _____ (chanter) car vous avez une belle voix.
8. Je sais qu'elle _____ (être) malade parce qu'elle est allée chez le médecin hier.
9. Philippe est parti sans que tu lui _____ (dire) au revoir.
10. Je pense qu'elle _____ (savoir) la vérité.
11. Nous attendrons jusqu'à ce que vous _____ (venir).
12. Victor est venu pour _____ (parler) de ses projets.
13. Victor est venu pour que sa mère lui _____ (lire) une histoire.
14. Victor est venu avant de _____ (rendre) visite à sa mère.
15. Marie est venue sans _____ (avoir) rendez-vous.
16. Marie est venue sans que son oncle lui _____ (téléphoner) en avance.

REMP LISSEZ LES TIRETS BASES SUR "EXTASE":

1. _____ est le poète.
2. Où se trouve le poète?
3. Qu'est-ce que le poète regarde?
4. Qui a "des couronnes de feu"?
5. Combien de syllabes est-ce qu'il y a dans la plupart des vers?
6. Qu'est-ce que le poète essaie de prouver dans ce poème?
7. Combien de syllabes est-ce qu'il y a dans un alexandrin?
8. Qu'est-ce que "les légions infinies" représentent?
9. Nommez un livre écrit par cet auteur.

Pre Test

Please answer these questions in Spanish after viewing the video.
If you cannot answer, please leave a blank.

1 - ¿Quién es Teresa?

2 - ¿Cómo es Teresa?

3 - ¿Qué vio José Miguel cuando a Teresa se le cayó la mochila?

4 - ¿Qué hizo José Miguel?

5 - ¿Qué sospecha José Miguel?

6 - ¿Está interesado José Miguel en recibir un consejo de Paloma?

7 - ¿Qué le aconseja Paloma a José Miguel?

8 - ¿Cuál es la relación entre José Miguel y Paloma?

Pre-Test/Post-Test
Spanish 2010/2020

Nombre _____ Curso _____

Instrucciones: Hága usted el favor de contestar las preguntas en una (solamente una) de las siguientes secciones, **A**, **B**, o **C**.

Todas las preguntas en **Sección A** se basan en el cuento *Una carta a Dios*, autor Gregorio López y Fuentes.

Todas las preguntas en **Sección B** se basan en el cuento *Un día de estos*, autor Gabriel García Marquez.

Todas las preguntas en **Sección C** se basan en el cuento *Continuidad de los parques*, autor Julio Cortázar.

Si usted nunca ha leído estos cuentos e ignora completamente su contenido, haga el favor de entregar este examen en blanco. Gracias.

[If you have not read the stories and you are completely unaware of their content, please hand this exam in blank. Thank you.]

Sección A

1. ¿Por qué escribe Lencho su carta?

- a. Para casarse con la muchacha más bella del pueblo, Lencho quiere que Dios lo transforme en un hombre rico y guapo.
- b. La esposa de Lencho está enferma y Lencho pide que Dios la cure.
- c. Lencho suplica que Dios intervenga para que los revolucionarios no maten a los indios de su parroquia.
- d. Lencho necesita que Dios le mande dinero para poder volver a sembrar lo que los granizos han destruido.

2. El dilema de Lencho se resuelve a medias porque

- a. el Presidente le contestó la carta y le promete mandar un ejército para proteger al pueblo.
- b. el jefe de la oficina de correos pidió dinero a varios empleados y amigos para responder a la carta.
- c. su madre, después de morirle, le habla en un sueño a Lencho, dándole la oportunidad de irse con ella.
- d. la muchacha con quien está locamente enamorado intercepta la carta y le responde directamente.

3. ¿Cómo reaccionó Lencho al recibir la respuesta a su carta?

FRENCH 1010 PRETEST AND FRENCH 1020 POSTEST

READ THE FOLLOWING STORY AND ANSWER THE QUESTIONS IN FRENCH WITH A SHORT ANSWER:

LE PETIT CHAPERON ROUGE

Une petite fille habitait seule avec sa mère dans une grande forêt. Elle n'avait pas de père mais sa grand-mère habitait dans une petite maison de l'autre côté de la forêt. On appelait cette petite fille le Petit Chaperon rouge parce qu'elle portait toujours un chaperon rouge. Un jour, sa mère a demandé au Petit Chaperon rouge d'apporter des choses à manger chez sa grand-mère. La petite fille est partie tout de suite et elle traversait la forêt quand un grand loup est sorti de derrière un arbre. Il avait très faim et il voulait savoir où le Petit Chaperon rouge allait avec toutes ces choses à manger. Le Petit Chaperon a expliqué qu'elle les apportait chez sa grand-mère qui habitait de l'autre côté de la forêt. Le loup est parti dans la forêt et la jeune fille a continué son chemin. Mais le loup a pris un chemin plus court pour aller chez la grand-mère et il est arrivé le premier. Comme la porte n'était pas fermée, il est entré dans la maison et a mangé la grand-mère toute entière. Quelques minutes plus tard, le Petit Chaperon rouge est entré dans la chambre de sa grand-mère. Il y avait très peu de lumière et le Petit Chaperon rouge ne pouvait pas voir très bien. La petite fille a commencé à parler à sa grand-mère:

----Quels gros yeux tu as, grand-mère!
----C'est pour mieux te voir, ma petite chérie!
----Quelles grandes oreilles tu as, grand-mère!
----C'est pour mieux t'entendre, ma petite chérie!
----Quelles grandes dents tu as, grand-mère!
----C'est pour mieux te manger, ma petite chérie!

A ce moment-là, le loup a sauté du lit, il a mangé le Petit Chaperon rouge tout entier et il est sorti de la maison. Par hasard, un chasseur est passé devant la maison à ce moment-là. Il a vu le loup et il l'a tué. Quand il a ouvert le ventre du loup, la fille et sa grand-mère sont sorties vivantes parce que le loup les avait mangées toutes entières.

1. Comment s'appelle la petite fille?
2. De quelle couleur est le chaperon?
3. Quel animal est dans la forêt?
4. Qui habite de l'autre côté de la forêt?
5. Qui arrive le premier chez la grand-mère?
6. Qui mange la grand-mère?
7. Nommez les trois parties du corps du loup mentionnées dans le conte.
8. Qui est-ce que le chasseur a tué?
9. Combien de personnes se trouvent dans le ventre du loup?
10. Pourquoi est-ce que la fille et la grand-mère ne sont pas mortes à la fin du conte?

**Procedures for Evaluating Foreign Language Students
Students Completing the AA and the BA Language Requirement**

Testing Protocol:

- a. All students will take the tests, but only 25% of the tests, randomly selected, will be evaluated. The students evaluated must demonstrate 75% achievement in the competencies outlined.
- b. A faculty member, adjunct or contract, will be selected to supervise the evaluation process in all languages. In each language, where possible, a separate UVSC faculty, contract or adjunct, will perform the evaluations. Evaluations will be created by a Department Committee.
- c. Where not feasible due to personnel shortages and to ensure objectivity, an outside evaluator will be employed temporarily to perform the evaluations. Outside evaluators will maintain a UVSC presence during the evaluations.

Budget:

Cost in Released time or adjunct salary for supervisor (3 contact hours per week at adjunct rate):	\$900.00
Cost in materials (exam copies) [3 pages x 400 at \$.04 each)	\$48.00
Cost of evaluators (7 languages, at 10 hours estimated time each, at \$25 per hour)	<u>\$1750.00</u>
Committee who develop examinations (3 members x 5 hours x \$25)	\$375.00
Cost of gratuity dinner for evaluators, supervisor, and Chair	\$125.00
Other administrative costs	\$100.00
Total:	\$3298.00

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Demonstrate appropriate skills and abilities in reading, writing, comprehension, and speech/sign production

 1 a. Means of Program Assessment and Criteria for Success:

See attached course proposal for the Senior Seminar, or "capstone course" in Spanish. This course by its very nature proposes to review students' language experience and assess comprehensively each of the outcomes.

 a. Description of Data Collection & Assessment Results:

 a. Use of Results to Improve Instructional Program:

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Be aware and appreciative of the target language and culture.

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See attached course proposal for the Senior Seminar, or "capstone course" in Spanish. This course by its very nature proposes to review students' language experience and assess comprehensively each of the outcomes.

 a. Description of Data Collection & Assessment Results:

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Have additional insights into one's own language and culture

 3 a. Means of Program Assessment and Criteria for Success:

See attached course proposal for the Senior Seminar, or "capstone course" in Spanish. This course by its very nature proposes to review students' language experience and assess comprehensively each of the outcomes.

 a. Description of Data Collection & Assessment Results:

 a. Use of Results to Improve Instructional Program:

Procedures for Evaluating Spanish Baccalaureate Majors

Do we have any Seniors for Spring?

Testing Protocol:

- a. All students will take the series of tests outlined in Senior Seminar, but only 25% of the tests, randomly selected, will be evaluated. The students evaluated must demonstrate 75% achievement in four competencies outlined.
- b. A faculty member, adjunct or contract, will be selected to supervise the evaluation. In each language, where possible, a separate UVSC faculty, contract or adjunct, will perform the evaluations. The OPI evaluation will be conducted by a consultant trained and licensed as an OPI evaluator. Likewise, the evaluation will be conducted by a separate contract or adjunct faculty member.

Budget:

Cost of Instruction (3 hour class)	\$1400.00
Cost in Released time or adjunct salary for supervisor (3 contact hours per week at adjunct rate):	\$900.00
Cost in materials (exam copies) [20 pages x 20 tests \$.04 each)	\$16.00
Cost of evaluators (20 exams at 1 hour each, at \$25 per hour)	\$500.00
Cost of gratuity dinner for evaluator, supervisor, and Chair	\$36.00
Cost of OPI Certified Tester \$115 x 20	\$2300.00
Other administrative costs	\$25.00
Total:	\$5177.00

*\$115 1/2 hr interview
Majors Integrated
Studies
Silvia*

REQUEST FOR ADDING A NEW COURSE

INSTRUCTIONS: Please complete this form and then submit it to the Curriculum Office (BU-129) by the deadline. **All the requested signatures must be filled in and a complete course outline must be attached to this form. Articulation agreements received from other colleges must also be attached.**

Department:		Foreign Language Department	
Course Prefix and Number:		SPAN 4500	
Course Title:		Senior Seminar	
Credit Ratio:	CR: 3.0	LEC: 3.0	LAB: 0.0
Semester change becomes effective:		Fall 2000	
Justification for adding this course:			
<p>This course will be required of all Spanish majors and will be the capstone course of their undergraduate language study. This course will serve two principal purposes: 1) prepare students for comprehensive examinations in the various areas of their undergraduate language study [i.e., grammar, cultural history, literature, instructional strategies {in the case of teaching majors} etc.]; 2) provide the forum for comprehensive testing in subject areas, paralleling the kinds of comprehensive exams taken for graduate degrees, plus the OPI (Oral Proficiency Interview) test. In this dual function, the class will serve as integral part of the Departments Outcomes Assessment strategy.</p>			

Signatures (as applicable):

Department Chair: _____ Date _____

Dean: _____ Date _____

Discussed in Deans' Council - J. Karl Worthington: _____ Date _____

Advisory Committee: _____ Date _____

Dean's verification of transfer articulation work done _____ Date _____

Catalog description approved - J'Lene Willes: _____ Date _____

Approved ___ Denied ___ Other depts. affected by the proposal _____ Date _____

Approved ___ Denied ___ Other depts. affected by the proposal _____ Date _____

Approved ___ Denied ___ Other depts. affected by the proposal _____ Date _____

Approved ___ Denied ___ Vocational Director: _____ Date _____

Curriculum Committee Action:

Approved ___ Denied ___ Other (Comment) _____

Curriculum Committee Chair: _____ Date _____

Vice President for Academic Affairs:

Approved ___ Denied ___ Signed: _____ Date _____

Course Outline

Foreign Language Department Program/Department	Course: SPAN	4500		
	Prefix	Number	Replaces	
Senior Seminar Course Name	3	3	0	
	Credits	Lecture	Lab	Length

ARTICULATION SUMMARY

Date Prepared: 9-22-99

Course	School Contact	Date		
BYU			Developed by:	Dr. Del K. Shumway
SUU				
UofU				
USU			Department Chair Signature	Date
WSU				
Other			Dean Signature	Date

Prerequisite(s):

Corequisite(s):

Senior status in major			

Course Description (As it will appear in the UVSC catalog)

Explores comprehensively the undergraduate coursework of the student's major, providing instruction and testing in specific areas to verify student competency befitting that major. Completion of a specific reading list required.

Course Objectives — Upon successful completion, students should be able to:

1. Demonstrate definitively their second language level of oral proficiency as per OPI testing
2. Demonstrate knowledge commensurate with a Spanish major in specific areas: grammar and rhetoric in Spanish, cultural history and the ideological formation of Hispanic communities and countries, the literary import and contribution of Spanish language authors, and, where applicable, language instruction pedagogy.

Upon successful completion, students should have the following attitude(s)/traits:

1. Authoritatively show insight into the cultural nature of the Hispanic world
2. Appreciate and value the specific body of knowledge covered in their undergraduate program
3. Feel confident in approaching graduate study, teaching in Secondary Education, or pursuing a career utilizing their Foreign Language.
- 4.
- 5.

COURSE TIME LINE, TOPICS, AND METHODS

Week	Topics	Teaching Methods	Evaluation Methods
#1	Culture and Civilization: Spain	Reading List Assignments Class discussions. Lectures. Note taking. Critical essays. Library/Internet research	Student oral/written comprehensive examinations
#2	Culture and Civilization: Latin America		
#3	Project Presentations/Testing		
#4	Spanish Peninsular Literature to 1800		
#5	Spanish Peninsular Literature after 1800		
#6	Project Presentations/Testing		
#7	Latin American Literature to 1880		
#8	Latin American Literature after 1880		
#9	Project Presentation/Testing		
#10	Spanish Phonology, Phonetics, and Pronunciation		
#11	Project Presentation/Testing		
#12	Methodology and Pedagogy		
#13	Project Presentation/Testing		
#14	OPI Preparation/Testing		
#15	Final Review/Catch up		

TEXT(S) AND REFERENCES:

Reading List

Reading List for Culture and Civilization: Spain

Juan Kattán- Ibarra

Carlos A. Loprete

Cristóbal Colón

Hernando Cortés

Bernal Díaz del Castillo

Miguel León Portilla

Fray Bartolomé de las Casas

Fray Diego de Landa

C.López y Fuentes

Reading List for Culture and Civilization: Latin America

Francisco Ugarte

Michael Ugarte

Kathleen McNerney

Reading List for Spanish Peninsular Literature to 1800

El Mio Cid	Garcilaso de la Vega
El Arcipreste de Hita	Miguel de Cervantes de Saavedra
Don Juan Manuel	Lope de Vega
Fernando de Rojas	Quevedo
Lazarillo de Tormes	Calderón de la Barca
	Moratin

Reading List for Spanish Peninsular Literature after 1800

Mariano José de Larra	José Ortega y Gasset
Gustavo Adolfo Bécquer	Federico García Lorca
Benito Pérez Galdós	Camilo José Cela
Miguel de Unamuno	Miguel Delibes
Antonio Machado	Alfonso Sastre
	Juan Goytisolo

Reading List for Spanish Latin American Literature to 1800

Popol Vuh	Juan Bautista de Aguirre
Poesía Náhuatl y Quechua	Concolorcovo
Fray Toribio de Benavente	Fray Servando Teresa de Mier
Alvar Núñez Cabeza de Vaca	Fray Manuel de Navarrete
Pedro Cieza de León	Rafael García Goyena
Fray Gaspar de Carvajal	José Joaquín Fernández de Lizardi
Juan de Castellanos	Andrés Bello
Inca Garcilaso de la Vega	Esteban Echeverría
Ruy Díaz de Guzmán	Domingo Faustino Sarmiento
Alonso Ercilla y Zúñiga	José Mármol
Bernardo de Balbuena	Gertrudis Gómez de Avellaneda
Carlos de Sigüenza y Góngora	Gregorio Gutiérrez González
Sor Juana Inés de la Cruz	Estanislao del Campo
	Manuel González Prada
	José López Portillo y Rojas

Reading List for Spanish Latin American Literature after 1800

Roberto Payró	Rómulo Gallegos
Javier de Viana	Pedro Prado
Baldomero Lillo	Eduardo Barrios
Juan Zorrilla de San Martín	Ricardo Güiraldes
José Martí	Manuel Rojas
Manuel Gutiérrez Nájera	Pedro Henríquez Ureña
Rubén Darío	Alfonso Reyes
Leopoldo Lugones	Octavio Paz
Amado Nervo	Nicolás Guillén
Enrique Gómez Carrillo	Luis Palés Matos
Macedonio Fernández	Manuel de Cabral
Horacio Quiroga	Pablo Neruda
Rufino Blanco Fombona	Ricardo Molinari
José Enrique Rodó	Jorge Luis Borges
José Vasconcelos	Miguel Angel Asturias
Andrés Eloy Banco	Alejo Carpentier
Gabriela Mistral	Gabriel García Márquez
Delmira Agustini	Enrique Amorín
Juana de Ibarbouro	Eduardo Mallea
Baldomero Fernández Moreno	Julio Cortázar
Alfonsina Storni	Arturo Uslar Pietri
César Vallejo	Mariano Picón Salas
Vicente Huidobreo	Germán Arciniegas
Alfonso Hernández Catá	Eugenio Florit

Reading List for Phonology and Phonetics
Selected topics from the text

Reading List for FL Teaching Methodology
Selected topics from the texts
Alice Omaggio Hadley
Jack C. Richards & Theodore Rodgers
Judith Shrum & Eileen W. Glissan

MEDIA, SUPPLIES AND EQUIPMENT NEEDED: