

**Department of Foreign Languages and Literatures  
Mission and Objectives  
and  
Student Outcomes Assessment Plan**

**Spanish M.A. Program**

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**3/18/05**

**(Revised 9/17/09)**

**Department of Foreign Languages and Literatures**  
**Mission and Goals for the MA in Spanish**  
**(Approved 3/18/05)**

The mission of the Master's Degree Program in Spanish is to prepare students at the graduate level to participate appropriately in oral and written communication in Spanish at the superior level, conduct research, apply critical methods to literary analysis of literature in Spanish, have a deep understanding of and appreciation for literature in Spanish, and have a familiarity with instructional methodology in Spanish language and/or literature.

**Goals and Objectives**

**Goal 1: Language Proficiency**

Graduates of the program are expected to have achieved a Superior Level on the ACTFL scale.

NOTE: "Superior" is equivalent to level four on the scale developed by the American Council on the Teaching of Foreign Languages (ACTFL). The scale consists of five levels: novice, intermediate, advanced, superior and native. For the purposes of the portion of this document concerning graduate program assessment, lengthy ACTFL descriptions of advanced level skills have been abbreviated, summarized, or paraphrased. It should be noted that the ACTFL description of the superior standard has in some areas been strengthened to accurately describe the department's goals in speaking, listening and reading.

**A. Listening and Understanding**

Superior-Level: MA Spanish
Can understand main ideas of all speech in standard dialect, including technical discussion in a field of specialization (e.g., academic or professional settings, lectures, speeches, and reports). Shows some appreciation for aesthetic norms, idioms, colloquialisms, and register shifting. Can make inferences within cultural framework. Rarely misunderstands regular, clear speech.

**B. Speaking (Conversation)**

Superior -Level: MA Spanish
Can participate effectively in most formal and informal exchanges on practical, social, professional and abstract topics; can support opinions and hypothesize using native-like discourse strategies.

**C. Reading**

Superior-Level: MA Spanish
Can read fluently and accurately most styles and forms of the language pertinent to academic and professional needs. Can relate inferences in text to real-world knowledge and understand almost all sociolinguistic and cultural references. Can understand nuance, follow unpredictable turns in sophisticated material (e.g., editorials, specialized journal articles, literary texts).

## D) Writing

Superior-Level: MA Spanish
Can express self effectively in most informal and formal writing on practical, social, and professional topics (e.g., memos, social and business letters, short research papers and position statements in areas of special interest or in special fields). Good control of structures and wide general vocabulary allow the writer to hypothesize and present arguments accurately and effectively. May not tailor writing precisely to purposes or readers. Errors rarely abysmal.

## Objective 2. Analysis, Research Methods and Critical Methods\*

### A. Literature

### B. Linguistics

All students graduating with an MA in Spanish are expected to have the ability to employ appropriate research methods, apply critical methods and literary or linguistic analysis to linguistic data or works of literature, as well as conduct literary or linguistic research. Specific objectives for literary/linguistic analysis are:

1. Critical Methods.
2. Literary/Linguistic Analysis
3. Research Methods.

## Objective 3. Content Area.\*

### A. Literature

All students graduating with an MA in Spanish are expected to have an appreciation for and knowledge of Spanish and Spanish-American fiction and poetry at the graduate level. Specific objectives for literature are:

1. Advanced fiction and poetry
2. Golden Age literature

### B. Linguistics

All students graduating with an MA option in Spanish Linguistics are expected to have a strong foundation in the structures of the Spanish language in all areas of the grammar, including syntax, morphology, phonology and phonetics. They are also expected to possess strong foundational knowledge of Second Language Acquisition theory and pedagogy. Specific objectives for linguistics are:

1. Advanced structures of all components of Spanish grammar: syntax, morphology, phonology and phonetics
2. Second Language Acquisition of Spanish, and pedagogy relating to the teaching of Spanish

## Objective 4. Instructional methodology in Spanish language and/or literature.

All students graduating with a MA in Spanish are expected to have grounding in instructional methodology in Spanish language and/or literature. (Students are expected to meet Objective B through activities in their literature courses or Objectives A & B because they take SPAN 201 in addition to literature classes.) Specific objectives for instructional methodology are:

- A. Instructional methodology for the Spanish language class.
  - B. Instructional methodology for the Spanish literature class.
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### \*Required Curricular Changes

1. In order to meet Objective 2 on literary analysis and criticism, we have proposed a change to our graduate program which was sent to the Dean in February. The change requires all graduate students to take SPAN 202.

#### **SPAN 202. Literary Theory and Criticism (3)**

Prerequisite: Spanish major or permission of instructor. Theory and practice of literary analysis. Application of research, bibliographical and critical methods to literary texts.

2. In order to meet Objective 3B on Golden Age literature, the department faculty approved a new course to be required by all graduate students on the literature of the Golden Age. This course will be offered by Dr. Ted Bergman as a topics course in Fall, 05 and will be proposed to the Graduate committee in Spring of 06.

## M.A in Spanish Assessment Schedule

Academic Year	Assessment	Assessor	Reporting
2004-2005	Evaluation of literature competency by assessing results of comprehensive exam. (3A-B))	Spanish section faculty SPRING	To Chair
2005-2006	Spoken language proficiency & instructional methods for language evaluated with oral presentations done in SPAN 201 (1B, 4B)	SPAN 201 instructor SPRING	Instructor reports to Spanish section faculty and Chair
2006-2007	Written language proficiency & critical methods/literary analysis evaluated by sampling term papers collected in graduate literature classes (1D, 2-A-B)	SPAN graduate instructors SPRING	Instructors report to Spanish section faculty and Chair
2007-2008	Evaluation of literature competency by assessing results of qualifying exam. (3A-B)	SPAN graduate instructors SPRING	Instructor reports to Spanish section faculty and Chair
2008-2009	Spoken language proficiency & instructional methods for literature evaluated with oral presentations done in graduate literature classes (1B, 4B)	SPAN graduate instructors SPRING	Instructors report to Spanish section faculty and Chair
2009-2010	Written language proficiency & research methods assessed with term papers collected in SPAN 202 (1D, 2C)	SPAN 202 instructor SPRING	Instructor reports to Spanish section faculty and Chair
2010-2011	Evaluation of literature competency by assessing results of comprehensive exam. (3A-B)	Spanish section faculty SPRING	To Chair
2011-2012	Spoken language proficiency & instructional methods for language evaluated with oral presentations done in SPAN 201 (1B, 4B)	SPAN 201 instructor SPRING	Instructor reports to Spanish section faculty and Chair
2012-2013	Written language proficiency & critical methods/literary analysis evaluated by sampling term papers collected in graduate literature classes (1D, 2-A-B)	SPAN graduate instructors SPRING	Instructors report to Spanish section faculty and Chair

2013-2014	Evaluation of literature/linguistic competency by assessing results of qualifying exam. (3A-B)	SPAN graduate instructors SPRING	Instructor reports to Spanish section faculty and Chair
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