

Course Descriptions

Courses Designed and Taught

Title: Spanish in the Business World*

Semester	Students	Number of sections taught	Number of students per class
Fall 2020	Undergraduate (Freshmen-Seniors)	1	21

Brief Description:

This course educated students on the skills necessary to work in Spanish speaking countries or for a company in the United States catered to Hispanic clientele.

Demonstration of Student Growth:

Students came into the class with basic understanding of linguistic and cultural differences in the Spanish speaking world, such as a rudimentary idea of Spain's siesta. To deepen their understanding, students were asked to pick a job in a Spanish speaking country for which they would pretend to apply. Students taught their classmates about major historic business events and its impact in their nation of interest. They then applied this knowledge to their applications materials. Students re-wrote their CV, business email, and letter of presentation, demonstrating a growth in a particular Hispanic nation's cultural and linguistic idiosyncrasies, while still bearing in mind the dangers of generalizations. Feedback from presentations concentrated on keeping students focused on real world application of the information.

*Due to the safety measures in the wake of COVID-19, this class was taught online

Title: Introduction to Hispanic Literatures*

Semester	Students	Number of sections taught	Number of students per class
Spring 2020	Undergraduate (Freshmen-Seniors)	1	15

Brief Description:

This course provided students with the necessary conceptual, cultural, and language tools to help them become a better, more sophisticated reader and writer in Spanish. Student enhanced their conversation skills while fostering an enjoyment of poetry, novels, and plays written in Spanish.

Demonstration of Student Growth:

Students came into the class capable of identifying basic rhetoric and literary techniques, reading up to five pages of text, and could write clear five-paragraph essays. By the end of the semester, students learned reading techniques such as glossing or pre-reading so as to better handle reading larger quantities of text (ex. ten pages of a novel per night). Additionally, students proved capable of using historical context to supplement their critical literary analysis in order to write three short essays (three to four pages) that featured an original and well-argued idea. Feedback from such essays mostly centered around helping students write succinctly through precise vocabulary, literary or otherwise. Students successfully completed a project that taught them the basics of postmodernism. The second project taught the difficulties of choosing a diverse, representative class reading list.

*Due to the safety measures in the wake of COVID-19, this class was transferred online for the last month of the semester.

Title: Introduction to Hispanic Cultures

Semester	Students	Number of sections taught	Number of students per class
Fall 2019	Undergraduate (Freshmen-Seniors)	2	19, 24
Spring 2019	Undergraduate (Freshmen-Seniors)	1	22

Brief Description:

This course offered an introduction to the analysis of cultural production in Spain and Latin America. It aimed to provide students with an overview of the cultural history of these regions, from pre-modern times to the present. Students were asked to adopt various theoretical approaches to better analyze products of visual culture (fine arts, photography, and film) and explain their significance in terms division of power (gender, race, and class.)

Demonstration of Student Growth:

Before this course most students were capable of using the five-paragraph format to write a clear essay. They could read intermediate to advanced texts and could present basic ideas about complex historical events. By the end of the class, students utilized the basic tenets of semiotics, iconology, and historical memory when writing short essays (three to four pages) that analyzed cultural products in terms of their sociopolitical and historical contexts. Most of the feedback centered on encouraging students to develop a clear and original thesis evidenced by well-argued and thoughtful analysis. Students were encouraged to reduce jumps in their explanations. Student presentations proved that they could read a scholarly article in the target language, summarize its contents, and apply that information's significance by pointing out the text's relevance to the day's lesson plan.

Title: Introductory Advanced Catalan

Semester	Students	Number of sections taught	Number of students per class
Fall 2017	Undergraduate, Graduate Students	1	7

Brief Description:

This course is designed to introduce the Catalan language and cultures and complete the first half of the requirements for CERF A2 level Catalan. Students were asked to produce language (speak and write) at an introductory level while interpret (listen and read) at a low-intermediate level. In addition to developing language proficiency, students analyzed authentic cultural products, often by utilizing the campus' resources. Students visited the archival library, Lilly library, to analyze one original editions of Salvador Espriu's novel *Primera història d'Esther*. Students also visited the Eskenazi Museum of Art to see original works by Catalan painter, Pere Daura. Students used the university's streaming services to watch the otherwise inaccessible Catalan film, *Menú Degustació* to summarize and write a review

Demonstration of Student Growth:

To take the class, students had to have an intermediate advanced proficiency in a Romance language, such as Spanish or French. By basing instruction off the students' prior knowledge of linguistically similar languages, the rapid instruction allowed students to start the class with no experience with the language to completing assignments that emulated real-life language tasks. By the end of the semester, students proved capable of following written traffic directions via a scavenger hunt activity, capable of dictating and following recipes via a "cooking" assignment, and understand a radio weather report in order to pack a bag for a fictitious trip to Barcelona. By the end of the semester, students summarized the key points for and against the Catalan Independence movement, citing key points from invited guest lecturers.

Courses Taught

Title: Intermediate Advanced Spanish (280)

Semester	Students	Number of sections taught	Number of students per class
Spring 2018	Undergraduate (Freshmen-Seniors)	2	9, 17

Brief Description:

This course allowed students the opportunity to hone the language skills necessary for upper-division coursework. Students developed a basic understanding of linguistics through explicit grammar instruction and review. Additionally, students learned interpretive skills necessary for reading short authentic texts, such as short stories or short chapters (five pages) of the novel, *La casa de Mango Street*.

Demonstration of Student Growth:

Before the course, students have learned the necessary grammar structures required for most language expression; however, they still have trouble with commonly difficult topics such as various uses of the subjunctive. By the end of the semester, students have reviewed such concepts in depth. Students learned to complete a five-paragraph persuasive essay by submitting increments of the essay at a time and then editing their work with each round of feedback. Most feedback centered around helping students learn to develop a clear thesis statement and developing clear, logical evidence. Students were required to address the essay's grammar mistakes specifically outlined in class. Students were also asked to present a persuasive argument with a group.

Title: Introductory Advanced Spanish (200)

Semester	Students	Number of sections taught	Number of students per class
Fall 2018	Undergraduate (Freshmen-Seniors)	2	21, 21
Spring 2017	Undergraduate (Freshmen-Seniors)	1	23
Fall 2016	Undergraduate (Freshmen-Seniors)	2	18, 24

Brief Description:

This course is designed to build on the basic structured studied in the first year and practice them as encouraged by a communicative teaching approach. Throughout the course, students refine their four basic language skills (reading, writing, listening, speaking) to explore relevant cultural topics.

Demonstrations of Student Growth:

Before this course, students can write short answer responses and read paragraphs of a textbook. Students can verbally respond in a complete sentence; however, they are often limited by grammar or vocabulary. By the end of the course, students must write a two-page essay with the aid of an extensive prompt. The prompts feature questions that, when answered, prove students can implement studied vocabulary and grammar topics. Students must re-write the essay to correct grammar mistakes. Most feedback centers on basic language structures such as the correct verb conjugation, tense, or vocabulary. Students must also complete an oral quiz demonstrating they can hold basic conversations and convey meaning, even if there are errors. Students are taught basic reading strategies to read the textbook quickly. Tests prove that students can apply specific grammar concepts and read and understand a page of text.

Title: Introductory Spanish (105)

Semester	Students	Number of sections taught	Number of students per class
Spring 2016	Undergraduate (Freshmen-Seniors)	1	19
Fall 2015	Undergraduate (Freshmen-Seniors)	2	18, 24
Spring 2015	Undergraduate (Freshmen-Seniors)	2	22, 23
Fall 2014	Undergraduate (Freshmen-Seniors)	1	22

Brief Description:

This course is an introductory course designed for students with some experience with the language (usually two years of high school Spanish). Following a communicative approach, students are encouraged to produce language, even if minimal. Students engage with the target language with the professor, classmates, texts, allowing them to develop presentational, interpersonal, and interpretive language skills.

Demonstration of Student Growth:

Before this class, students can respond to a simple question with a written sentence or a one to two word verbal response. By the end of the course, students must write a one to two-page essay based off of an extensive prompt. The prompts feature questions that, when answered, prove students can implement studied vocabulary and grammar topics. Students must re-write the essay to correct grammar mistakes. Most feedback centers on basic language structures such as the correct verb conjugation, tense, or vocabulary. Tests are used as assessing students' ability to comprehend individual grammar structures and vocabulary.