University of La Verne Foreign Language Programs:
Department of Modern Languages
Program Review
2013-2014 Academic Year
Revised and Supplemented Fall, 2015

Foreign Language Programs Chair:
Dr. Ann K. Hills

Program Chairs:
Dr. Ann K. Hills (Spanish)
Dr. Gerard Lavatori (French)
Dr. Gloria Montebruno (Japanese)
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Executive Summary

The Department of Modern Languages offers majors in French and Spanish, minors in French, Spanish, and Japanese, and course work in German. The department also contributes to the International Business and Language Major, with concentrations in French, Japanese, and Spanish.

Of the majors in languages, Spanish has remained the most popular, fluctuating between 16-29 majors each year since 2006. Counting French Studies majors, French has maintained between 1 to 4 majors since 2006. In fall 2014, there was 1 French Studies major and there were 16 Spanish majors.

In the fall of 2014, 34 students minored in a foreign language, 29 of them in Spanish with 3 in French and 2 in Japanese. Students who minored in a foreign language majored in at least 17 different areas with the most common being Business Administration (8) and Biology and Psychology (with 6 each). Also, 4 majored in Communications and 3 in Political Science.

The programs in foreign languages are complete majors including coursework in language, literature, linguistics, and cultural and political history. They provide a grounding in the liberal arts and prepare students for specialized graduate school degrees in foreign languages or careers in international business, education, law, or any field where effective writing, multicultural awareness, and critical thinking skills are needed. Currently many majors require training in foreign language as part of their major requirements.

The French and Spanish majors consist of 40 units while minors in French, Japanese, and Spanish consist of a minimum of 20 units.

The US Department of Labor Statistics predict that employment opportunities for interpreters and translators will increase by 46% between 2012 and 2022, faster than the average for most professions, due to globalization and growing numbers of non-English speakers in the US. (Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition, Interpreters and Translators, on the Internet at http://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm (visited May 22, 2015). With most jobs in translation and interpretation requiring a bachelor’s degree and near-native fluency in English and at least one other language, the foreign language programs are well positioned to increase the employment opportunities of graduates in languages as well as other fields students may choose as a double-majors.

In 2011, ABC News reported on a Bloomberg survey of the top most useful languages for business besides English. The list included, in order, Mandarin, French, Arabic, Spanish, Russian, Portuguese, Japanese, and German. (Chinese was previously offered on the La Verne
campus but did not attract sufficient student interest to be continued at the time. An elementary
Arabic class was added in fall, 2015, but did not fill and was cancelled.) The Modern Languages
Department at the University of La Verne, although a relatively small department in terms of
numbers of faculty, has offered students instruction in 6 of the 8 languages deemed the most
useful for business.

I. Program Mission

The mission of the foreign language programs is to enrich students’ intellectual, professional,
and personal lives through the study of language, literature, and culture.

II. Program Goals and Learning Outcomes

Program Goals:

GOAL 1. Enable students to effectively participate in diverse linguistic communities as
informed and engaged members of society.

GOAL 2. Expand students’ worldviews through the understanding and appreciation of
other cultures.

GOAL 3. Provide students with a foundation in the liberal arts and specialized knowledge
in the areas of language, literature, and culture.

GOAL 4. Help students develop the ability and disposition to explore and evaluate
complex ideas, issues, and events critically and comprehensively.

GOAL 5. Foment in students the intellectual curiosity, initiative, and skills conducive to
successful careers and lifelong learning.

Student Learning Outcomes:

Many students enroll in a foreign language class to fulfill a humanities requirement or a General
Education requirement in their major. In 2014, a total of 467 students enrolled in foreign
language classes with 264, or about 57%, of those in General Education classes. Those students
in General Education courses in the 100-101 language sequence will be able to reach the
Intermediate Level on the ACTFL proficiency scale by the end of the second semester. That is
defined by the following criteria: Create with language, initiate, maintain, and bring to a close
simple conversations by asking and responding to simple questions, on familiar and predictable
topics being understood, with some repetition, by speakers accustomed to dealing with non-
native speakers.

The following student learning outcomes apply to those students who go beyond the first-year
sequence in the language and become language minors and majors.
After completion of their course of study, foreign language majors and minors will be able to:

- **SLO1** express themselves orally and in writing in the target language at an advanced level (GOAL 1);
- **SLO2** demonstrate sociolinguistic competence (GOAL 1); and
- **SLO3** use the target language in authentic, appropriate and creative ways in a range of meaningful contexts and functions (GOAL 1);
- **SLO4** examine the nature of and relationships between the practices, products, and perspectives of the target culture (GOAL 2); and
- **SLO5** perceive and reflect on similarities and differences between and within cultures (GOAL 2);
- **SLO6** demonstrate a breadth of knowledge of ideological, socio-historic and aesthetic movements (GOAL 3);
- **SLO7** analyze cultural practices and works, taking into account the context from which they emerged (GOAL 3); and
- **SLO8** establish connections between language, literature, and culture, and other disciplines (GOAL 3);
- **SLO9** recognize the complexities of an issue (GOAL 4);
- **SLO10** articulate a specific position (GOAL 4); and
- **SLO11** access and evaluate sources of information (GOAL 4);
- **SLO12** critically and creatively expand upon issues studied in the curriculum, taking into account the ethical, logical, and cultural dimensions of the problem (GOAL 5);
- **SLO13** choose and explore a topic in depth integrating prior knowledge with current research in an innovative way (GOAL 5);
- **SLO14** respond to given problems, assess contextual factors, create and evaluate potential strategies, and implement an effective solution (GOAL 5);

### III. The Last Five Years

In 2006-2007, the foreign language programs engaged in a program review. Recommendations from that review included developing standardized rubrics for oral
and written assessment. These are currently in place and are regularly used in evaluating oral presentations and were used for analyzing advanced writing in the current program review. Another goal was to consider alternative oral assessment modes such as internet-based tools. This investigation is ongoing. The foreign language programs also considered alternative modes for assessing senior projects which would include an oral assessment component. Current senior projects in French require an oral presentation of the project as part of the senior project assessment. Assessment of course objectives and learning outcomes was proposed in 2007 and the current foreign language program review and retreat has produced a number of modifications and additions to the curriculum which will be discussed further in this document.

Since the last review, several classes were added to the Spanish program, as well as a restructuring of the senior project in Spanish. An Introduction to Literary Studies class was created in the Spanish major and is currently being offered as an elective. The new Spanish courses also include SPAN 350: Translation Workshop and Spanish 433, Spanish Cinema in Close-up. Also, Dr. Ann Hills developed a teaching practicum, SPAN 330P, which allows students to apply and expand upon the knowledge and skills acquired in the second language teaching class in practical and meaningful ways by working as a teaching assistant in a first- or second-year Spanish language class at ULV. The class has been offered on three occasions and is currently available for students in Spanish. In the future, students of French and Japanese may also do a teaching practicum.

Study abroad options are currently being considered. Two new study abroad programs for French were approved this year, one in Strasbourg, France, through Accès Strasbourg, and one in Yaounde, Cameroun, through Middlebury College. At the recent Modern Languages retreat, the faculty decided to make study abroad an option for foreign language majors, and no longer a requirement.

There was a concern for updating technology in the last program review. The language lab is being used primarily for student oral activities practice linked to the first and second year foreign language texts, some of which is online. Students may also use the computers in the language lab for online research projects in the languages. The current foreign language faculty members are investigating more ways to incorporate technology into the language class experience such as streaming software and online interviews. Wilson Library recently acquired access to Mango Languages, an online format for reviewing and practicing foreign language individually.

Accomplishments over the past five years besides those proposed in the previous review include development of a Japanese minor. In 2014-2015, a full-time position
for a professor of Japanese allowed the newly created Japanese minor to be supervised by a full-time professor. The position has also allowed for the creation of a LIT 190 course focused on Japanese literature and science and a proposed additional world literature course.

In 2013-2014, a French literature course was created as part of the Freshmen Learning Experience (FLEX) allowing students to pursue an interest in French and psychology from the first year. It has been offered for three years now. FLEX courses have also been created incorporating interests in Spanish and Japanese.

In 2010, the French Program co-sponsored a Haiti Relief event including sending aid packages to Haiti and the screening of the film “Poto Mitan” on Haiti, presented by the film’s director, Renee Bergan.

The Spanish Program recently hosted several professional events and organizations. During the 2012-2013 school year, the Program welcomed a Fulbright teaching scholar, Josué Álvarez Conejos. Dr. Gabriela Capraroiu sponsored a three-day symposium on poetry and translation starting on April 17, 2015, inviting poets Ali Calderon, Mario Bojorquez, Ming Di, Ilya Kaminsky, and Genevieve Kaplan. Drs. Gabriela Capraroiu and Ann Hills also invited the American Association of Teachers of Spanish and Portuguese to the campus for the meeting of the local Southern California chapter in the spring of 2015. A group of faculty from the Modern Languages Department participated, moderating sessions and talks for the group.

In September 2015, Dr. Montebruno is sponsoring an International Day of Peace including talks, artwork, a film screening, a poster exhibit, and musical performances related to the bombing of Hiroshima and Nagasaki and the international peace movement.

In addition, the department has organized study trips to France, Japan, and Spain. In 2012, our Japanese instructor was awarded a grant from the Japan Foundation to attend a Japanese Language Teaching Workshop for 10 weeks in Japan. Moreover, in December 2012, Dr. Montebruno also secured a grant from the Japan Foundation to accompany a group of our students to Japan for a short term study abroad (January 2013). The class has come to be offered regularly.

IV. Program Capacity and Description

Organization

The foreign language programs at the University of La Verne are housed in the Department of Modern Languages along with the Writing and Creative Writing Programs. The Chair of the Modern Language Department works with the Foreign Language Programs Chair who oversees the ensemble of foreign language programs. In addition, there is a French Program Chair and a Spanish Program Chair. The University offers Bachelor’s of Arts degrees in either French or Spanish and minors in those
languages. Students may also minor in Japanese or take course work in German. In addition, a growing number of students major in International Business and Language, a program which includes upper-division course work in foreign language and some collaboration between the Business and the foreign language faculty. The Foreign Language Programs Chair reports to the Chair of the Modern Language Department, who in turn reports to the Dean of the College of Arts and Sciences.

**Faculty**

In 2012, the Foreign Language Programs had 4 full-time faculty members: two tenure-track professors in Spanish and one tenure-track professor in French, plus one full-time, non-tenure track faculty member in Spanish. The Department also included six part-time faculty members: four in Spanish, one in German, and one in Japanese. In 2014, the dean appointed two full-time, non-tenure track professors as well, one in Japanese and one in Spanish. These two faculty members may also teach in other programs such as Writing, Freshmen Learning Experience, or Honors. In 2014/5, 27.2% of classes were taught by tenure-track faculty. That number was down from 37.2% in 2006. However, in 2014/5 only 42.9% of FTES in the department were taught by adjunct faculty, down from 62.8% in 2006.

The Department currently has five part-time faculty members: three in Spanish, one in French, and one in German. Most have either a terminal degree in the field or a master’s degree with teaching experience. Some also teach at community colleges as well; one also teaches in a high school, and one teaches in another discipline at the University of La Verne. They teach 1-2 classes per semester on the average, mostly lower division, introductory courses.

**Percentages of FTES in foreign language classes taught by type of faculty**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>2006*</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
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<tbody>
<tr>
<td>Tenure Track</td>
<td>37.2</td>
<td>41.2</td>
<td>30.6</td>
<td>30.6</td>
<td>36.1</td>
<td>36.2</td>
<td>28.6</td>
<td>27.5</td>
<td>27.2</td>
</tr>
<tr>
<td>Adjunct</td>
<td>62.8</td>
<td>58.8</td>
<td>69.4</td>
<td>69.4</td>
<td>58.4</td>
<td>22.9</td>
<td>38.5</td>
<td>43.4</td>
<td>42.9</td>
</tr>
</tbody>
</table>

*Years indicate the fall semester in the fall/spring sequence represented by the fall year.

**Faculty Biographies**

Dr. Gabriela Căprăroiu was born in Romania. She graduated with a degree in English and Spanish Philology from the University of Bucharest. She earned a doctorate in Hispanic Languages and Literatures at the University of California Los Angeles. She teaches
courses on Spanish language, literature, culture, film, and translation at the University of La Verne. Her articles have been published in *Boletín de la Fundación Federico García Lorca, nerudiana, Tríce, Hispania, Escritural* and *Observator cultural*. She co-translated *La piedra habla* by Lucian Blaga with Omar Lara (2010). Her critical edition of María Teresa León's travel memoir "Umbral de Rumanía" is under contract with Visor Publishing House in Madrid, Spain. Her study of the literary friendship between Pablo Neruda, Rafael Alberti, María Teresa León and Miguel Angel Asturias is under contract with Valparaíso Ediciones in Mexico. She is working on the first issue of the online journal *La Verne Translation Review* featuring translation form contemporary Latin American poets into English rendered by University of La Verne students.

Dr. Ann K. Hills has been teaching in the field of Hispanic languages, cultures and literatures since 1990. She attained a B.A. in Spanish from California State University, Northridge, and an M.A. in Spanish and a Ph.D. in Hispanic Languages and Literatures with honors at the University of California, Los Angeles. Dr. Hills came to ULV in 2001 and currently holds the rank of Associate Professor of Spanish. Her area of specialization is contemporary Latin American fiction, particularly that of Mexico, Cuba, and South America’s Southern Cone. She has introduced many new offerings to the curriculum, including courses on ethnicity, class and gender in Latin American literature and culture, courses on theatre and short story, and a practicum in Second Language Teaching. Dr. Hills brings to her classes a passion for social justice, an expertise in educational theory and methodologies, and a practice of critical and engaged pedagogy. She has worked effectively with diverse and historically underrepresented college populations for some twenty-five years and strives to help all students achieve academic and personal success. Dr. Hills has extensive administrative experience, is active in university affairs, and collaborates with several student groups. In addition to her work in academia, Dr. Hills works as a translator for domestic and international companies and volunteers with various organizations in her local community.

Dr. Gerard Lavatori is the Director of the French Program. He has studied at the Université de Paris and the Université de Montréal and received his Ph.D. in French literature from Brown University and a Master’s Education in teaching Reading from the University of La Verne. He has published on French Renaissance literature and francophone Africa, and his current research interests also include literature and psychology. He worked as a professional translator (English-French, French-English) and teaches a range of courses from pedagogy, and literature to commercial French. He has taken groups to Montreal and offered a study tour of Paris and Western Europe on a semi-annual basis.

Dr. Gloria Montebruno Saller is Director of the Japanese Program. Her research focuses on Atomic Bomb survivors' oral histories and how their experiences impact the world
movement to abolish nuclear weapons proliferation and promote dialogue on safety issues concerned with nuclear energy production and its impact on the environment. As International Students Liaison on our campus, Dr. Montebruno Saller is engaged in facilitating integration of international students with ULV campus life. Her fluency in five languages (Italian, English, French, Russian, and Japanese) and her own experiences as a former international student in the USA, UK, France, Russia, and Japan, allow her to create rapport and contribute to the University of La Verne's diverse global culture.

Professor José Pérez-González is a full-time professor of Spanish and English Composition. He has also worked as Graduate and Undergraduate Writing Tutor and International Student Advisor and International Student Advisor at the University of La Verne. He holds a Master’s degree in English from California State Polytechnic University in Pomona. He was an English Language Fellow in Algeria in 2007 and has taught Elementary Chinese in the summer of 2006 and French Conversation in the summer of 2005 at Pitzer College. From 1998-200, he was an education, youth outreach, and health volunteer with the United States Peace Corps in the Republic of Kazakhstan.

Students and Majors

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
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</tr>
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<tbody>
<tr>
<td>French Majors*</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Spanish Majors</td>
<td>29</td>
<td>21</td>
<td>22</td>
<td>14</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>Total Number of Majors</td>
<td>30</td>
<td>22</td>
<td>24</td>
<td>9</td>
<td>22</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Total Number of Students in Courses</td>
<td>523</td>
<td>451</td>
<td>405</td>
<td>374</td>
<td>421</td>
<td>476</td>
<td>564</td>
</tr>
<tr>
<td>Total Number of Sections/Courses</td>
<td>40</td>
<td>38</td>
<td>24</td>
<td>30</td>
<td>31</td>
<td>30</td>
<td>33</td>
</tr>
<tr>
<td>FTES Generated by Course</td>
<td>172</td>
<td>137</td>
<td>82</td>
<td>125</td>
<td>140</td>
<td>137</td>
<td>188</td>
</tr>
<tr>
<td>Number of GE Courses</td>
<td>33</td>
<td>26</td>
<td>21</td>
<td>21</td>
<td>20</td>
<td>18</td>
<td>20</td>
</tr>
</tbody>
</table>

*Includes French Studies majors.

Majors in 2014/2015

<table>
<thead>
<tr>
<th>Majors:</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>French/French Studies</td>
<td>2</td>
</tr>
</tbody>
</table>
Spanish 16
Total 18

Minors in 2014/2015

<table>
<thead>
<tr>
<th>Minors:</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>3</td>
</tr>
<tr>
<td>Japanese</td>
<td>2</td>
</tr>
<tr>
<td>Spanish</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
</tr>
</tbody>
</table>

Majors of the Students who minored in a language in Fall, 2014

<table>
<thead>
<tr>
<th>Major</th>
<th>Number</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Training</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Broadcasting</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Business Administration</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Communications</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Criminology</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Journalism</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Kinesiology</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Movement and Sports Science</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Organizational Management</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Psychology</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Studio Art</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td></td>
</tr>
</tbody>
</table>

Alumni and Advanced Student Biographies:

French Program Students:

Heidi Chow (2015) completed a semester of study in Strasbourg, France, through Accès Strasbourg and worked as a marketing intern at a medical communication agency, Cremer Consulting, in Strasbourg. She previously attended Semester at Sea and will receive her bachelor’s in International Business and Language with a specialization in French in 2015.
Tatiana del Toro (2011) studied for a semester in Strasbourg, France, and received a bachelor’s degree with double majors in French and Speech Communications. She was accepted into the prestigious Teach for America program teaching Math and Spanish in inner city schools.

Robert Gutierrez (2007) studied for a year in Strasbourg, received a bachelor’s in French from ULV and an M.A.T. in French from Cal. State Long Beach. He has been taught French in schools in the Los Angeles area.

Tieu-My Nguyen (1997) studied for a semester in Nancy, France, before receiving her Bachelor’s degree and an MBA from the Anderson School at UCLA.

Paul Thomas (1995) completed a bachelor’s degree in French after studying in Strasbourg, France. He became a counselor for Brethren Colleges Abroad in Strasbourg and is currently Director of External Affairs in the School of Behavioral and Organizational Sciences at Claremont Graduate University.

David Watson (2013) received a bachelor’s degree in International Business and Language with a specialization in French. He attended BCA in Strasbourg, France, for a semester and is currently a Flight Attendant with Emirates Airlines in Dubai.

Giulana Zago (2011) completed a degree in French studies and went on to earn an M.S. in Career Counseling and Student Development from Azusa Pacific University. She has worked as a Career Counselor at the University of La Verne.

Japanese Program Students:

Alex Forbes (2013) completed 3 years of Japanese language studies with a major in journalism. He was accepted in the Master's Degree Program in Journalism at USC in the USC/London School of Economics Program. He is currently completing his course of studies in England and will attend USC in the 2015-2016 academic year.

Arely Ortega (2014) completed 1 year of Japanese language studies and majored in criminology. Currently, she is teaching English language in Japan.

Tahil Sharma (2015) completed 3 years of Japanese language studies. He double-majored in Spanish and in International Relations. Currently, he is USA Interfaith Youth Representative to the United Nations. In August 2015, he will start an internship at the United Nations for Religions for Peace International (NGO).

Priscilla Ho (2015) completed 3 years of Japanese language studies. She majored in Psychology. She was accepted in the Master Program in Licensed Family Therapy at Azusa Pacific
Laina Matsuda (2016) completed 4 years of Japanese language studies. She majored in International Business with a Japanese Concentration. She was a ULV team tennis player and placed nationally. She was accepted in the MBA Program at ULV.


Dynasty Nakatani (2017) completed one year of Japanese language studies. She majored in Art with a minor in Japanese. In the Fall, 2015, she will attend Sophia University in Tokyo.

**Spanish Program Students:**

Ashley Anderson was born in Southern California to a non-native Spanish-speaking family. She majored in International Studies and minored in Spanish in 2014. During her time at La Verne, she studied abroad in Costa Rica as part of an independent study to gain a deeper grasp on the fundamentals of the language and culture associated with Latin American Spanish. She is currently pursuing a Master's degree in International Business at the Darla Moore School of Business, at the University of South Carolina. She has an interest in working for a development bank in Latin America or something that involves her language skills and her love of international business. She continues to stay in touch with Professor Capraroiu, her mentor at the University of La Verne.

Maria Anguiano was born in Mexico. She graduated from the University of La Verne with a major in Spanish and a minor in Anthropology in 2009. She studied in Barcelona in 2007. Her research interests include the relationship between history and fiction. Her thesis for the B.A. in Spanish was “Memoria histórica y religión en la España de Franco,” / Historical memory and religion in Franco's Spain (Advisor Gabriela Capraroiu, Associate Professor of Spanish). She continues to attend events organized by the Spanish program on campus. She is presently involved with CAPA as a club secretary, event chair and contact person for the affinity alumni association.

Jazmin Barragan was born in East Los Angeles, California. She is a second-generation Latina living in the United States. Growing up her parents emphasized the importance of keeping the Mexican culture present at home. She grew up watching Spanish soap operas and El Chavo del Ocho. Jazmin attended elementary school in Monterey Park until she and her family moved to Pomona. It was then when she was introduced to the University of La Verne and for some reason
she cannot explain, decided ULV would be her future college home. She graduated in 2012 with a double bachelor’s degree in Spanish and Communications becoming the first in her family to graduate from college. Her Spanish thesis, “La Malinche: transformación e identidad,” / Malinche: Transformation and Identity, was a Finalist for the Dean’s Award for Excellence in Research (Advisor Gabriela Capraroiu, Associate Professor of Spanish, 2011). Before graduation she was hired at ABC in Glendale. Through her experience there she found a new career passion outside of journalism. Currently, she works for a college readiness program, GEAR UP 4 LA as an Academic Advisor. She works with Le Conte Middle School’s seventh and eighth grade students and their parents. Due to the population of students at LCMS, she works with many parents and students who only speak Spanish. In the near future she wants to pursue a Master of Science in Students Affairs in Higher Education. Some of her poetry translations of Chilean poet Omar Lara into English will be published in the La Verne Translation Review in spring 2016.

Emily Bresee was born in Stanford, California. She graduated in Spring, 2013 with a double major in Spanish Studies and History. Her B.A. Spanish thesis is “Las armas y las letras: los escritos de Langston Hughes sobre la Guerra Civil Española,” /The sword and the pen: Langston Hughes and the Spanish Civil War” (Advisor Gabriela Capraroiu, Associate Professor of Spanish). She is currently working as a K-3rd grade tutor in Diamond Bar and as a substitute teacher for Azusa Unified School District. I uses Spanish at work, to communicate with students whose English is not as strong as their Spanish to clarify assignments. Outside work, she reads news articles in Spanish to gain a different perspective on world events. Growing up, I did not have any particular connection to Hispanic culture. Her family is of Caucasian descent, and they did not have a lot of exposure to Hispanic culture. She have received her California single subject teaching credential in Social Science from the University of La Verne in January of 2015. She is planning on adding a Spanish credential as well. She is active at Azusa High School, helping students and parents in exploring higher education opportunities. She is also an avid horse rider and knitter. She continues to stay in touch with her mentors at La Verne, Dr. Capraroiu and Dr. Hills, who encouraged her to pursue Spanish.

Erin Brockman graduated with a B.A. in Spanish in 2010. She studied one semester in Sevilla during her college time at La Verne. She has had a strong interest in Spanish culture. Her thesis is entitled “Música y simbolismo político en la película Ana y los lobos de Carlos Saura” / Music and political symbolism in Ana y los lobos by Carlos Saura (Advisor Gabriela Capraroiu, Associate Professor of Spanish). After graduation, Erin moved to Spain to work as an English language and culture teaching assistant for Junta de Andalucía in Seville.

Julissa Cardenas is the Communications Coordinator for Planned Parenthood Pasadena and San Gabriel Valley (PPPSGV). She received her Bachelor’s degree in Journalism with a minor in Spanish from the University of La Verne in the summer of 2013. Since 2013, Julissa has developed and implemented communications and marketing strategies both internally and externally within the organization. Her fluency in Spanish has allowed her to specifically market health care services and programs for the Spanish-speaking community. A Los Angeles native,
she grew up in a Spanish-speaking household and credits her parents for immersing her in the Spanish language and culture. She frequently visits Mexico, her parents’ native country, and has traveled to Italy, Greece, and Spain. She plans to continue her career in communications all the while traveling to new and exciting places.

Ashley Contreras was born in Long Beach, California. She was a student in the Honors Program and graduated with a double major in Studio Art and Environmental Racism in 2011. After graduation she was accepted into Spain's Auxiliares de Conversación program. She lived in Madrid from September 2011 to July 2012 where she worked at an elementary school with children ranging from kindergarten to third grade. During the time in Spain her Spanish skills became very strong and by the time she left Madrid she was feeling very comfortable with the Spanish language. Over the last few years she has attended a few conversation groups and did volunteer briefly at an Adult Literacy Center. Although her father was born in Peru, she was not taught Spanish growing up. She has spent the last year working on finding happiness from within rather than focusing on the fact that she is not quite where she pictured herself to be after college. She is really happy with the decision she made to move to Oregon about 3 years ago and spend her free time here exploring parks, taking hikes, and chasing waterfalls with her boyfriend and their dog Oatis. She stays in touch regularly with Gabriela Capraroiu, her former Spanish professor, and has mentored other students who have participated in the Auxiliares de Conversación Program in Spain.

Angie Cruz graduated with a B.A. in Spanish in 2010. Her thesis was “Los espacios y la búsqueda de la libertad en Arráncame la vida / Tear This Heart Out by Angeles Mastretta. She was accepted in Master's Program in Social Work at Loma Linda University.

Veronica Gonzalez was born in San Salvador, El Salvador. She graduated in 2015 with a major in Anthropology and a minor in Spanish. She speaks Spanish at home with both of her parents and she stays in touch with her family in El Salvador. She is currently working at the Priority Institute of Education. She has great love for all animals. She loves to watch and take care of them. She also enjoys providing information about animals to others. She likes storytelling through her writing, stories that people have never heard before. She has an interest in literary translation and completed an independent study on contemporary Mexican poetry in translation (Advisor Gabriela Capraroiu, Associate Professor of Spanish). Several of her translations of Ali Calderón and Mario Bojórquez into English will appear in the La Verne Translation Review in spring 2016.

Daniel Hargis was born and raised in Upland, California. He is a Spring, 2014, graduate of the University of La Verne with a major in Journalism and a minor in Spanish. During the Spring, 2013, semester he studied at Universitat de Barcelona. That experience was very rewarding on multiple levels, both personally and academically. His level of Spanish improved tremendously during the four months that he spent there. Moreover, he learned about the cultural differences
between living in the United States and in Spain, which made him grow as a person, being more open-minded and understanding of other ways of life. In 2015 he was accepted into Spain's Auxiliares de Conversación program. He lived and worked in Palencia, Spain as an English language assistant in a high school. It was one of the most satisfying experiences he has ever had in his life, having lived with Spanish people and having Spanish friends. He plans to be a sports journalist. For the upcoming year, he will probably return to Spain to work as an English assistant. He currently writes a blog about the time he spent in Spain, which can be seen at www.danielhargis.com. He is also a contributor to the La Verne Translation Review journal.

Angie Marcos graduated from the University of La Verne in May 2012 with a B.A. in journalism and a minor in Spanish. Although she was born in the United States, all of her extended family lives in Spain. She speaks Spanish with my parents regularly and whenever she goes to Spain to visit relatives. During her studies at La Verne she took part in a two-week study abroad to Madrid, Sevilla, Granada and Cordoba (2012). She has been working as a reporter at the Orange County Register since April 2013. She has been sent to cover specific stories or events based solely on the fact that she speaks Spanish. She has also served as an interpreter for other reporters in the newsroom.

Ivy Martinez, was a Spanish major at La Verne. She received a Master's degree in Education from ULV and is currently a Spanish Teacher at Arcadia School District in California.

Vanessa Espinoza Martinez was born in Hollywood, California. She is first generation Mexican American. Her father was born in Michoacán, Mexico and her mother in Baja California, Mexico. An enthusiast of cultural diversity, she found herself opening more to all things Spanish during college because it connected her to her Latin American heritage. She graduated in 2008 with a degree in International Business, Concentration in Spanish language. She participated in the Auxiliares de conversación program in Madrid, Spain as an English language assistant in 2nd and 5th grade classes. She is working in Undergraduate Academic Advising at the University of La Verne. She is also pursuing an M.S in Education Counseling – Pupil Personnel Services Credential with a concentration in Spanish Bilingual Bicultural Counseling (SBBC) at the University of La Verne. She attends cultural events on campus and stays in touch with her former Spanish professors and colleagues.

Amanda Rowland Hellweg graduated from University of La Verne in 2013 with a double major in Economics and Spanish. She studied at the Universidad de Alcalá- Instituto Franklin in Madrid, Spain in 2011. She wrote her Spanish thesis on the topic of translation: “Si el norte fuera el sur”: la traducción de dos canciones de Ricardo Arjona/ If North were South: Translating Ricardo Arjona.” (Advisor Gabriela Capraroiu, Associate Professor of Spanish). She was involved in the Honors Program, Honors Club, Alpha Chi, Omicron Delta Epsilon and Sigma Kappa. Her post-graduation work experience includes Purchasing and Inventory Manager at Nexbelt and currently Project Manager at Skylon Sports. A majority of warehouse employees at both companies speak Spanish and knowledge of both language and culture is helpful in
implementing procedures and understanding employee needs. She has no Latino or Spanish background and she finds that speaking Spanish gives her a better awareness of what is happening around her in daily life- something she finds makes her feel much more confident. Because Spanish is so widely spoken she have found it useful while travelling in non-Spanish speaking countries as well. She loves to cook and to travel and she has a blog that records details of both.

Andrea Sotosainz graduated with a double major in Spanish and Anthropology in 2012. She conducted research locally on cultural communication and wrote a Spanish thesis entitled “Muévete que no te entiendo: salsa, comunicación e identidad cultural en Los Angeles” / Move, cause I don't understand you: Salsa, communication and cultural identity in Los Angeles (Advisor Gabriela Capraroiu, Associate Professor of Spanish). She lives in Arizona and is preparing her application for a M.A. in Spanish and a teaching credential at Arizona State University in Tempe.

Marlen Zaragoza holds a B.A. in Spanish (2012) and a M.S. in School Psychology (2015) from the University of La Verne. She is a native speaker of Spanish. She studied at the University in Guanajuato, Mexico. Her Spanish thesis was “La voz dormida: poesía inédita de Omar Lara, Ali Calderón y Álvaro Solís en inglés” / The sleeping voice: unpublished poetry by Omar Lara, Ali Calderón and Alvaro Solís in English (Advisor Gabriela Capraroiu, Associate Professor of Spanish). Her translations of contemporary Latin American poets will be included in the La Verne Translation Review in spring 2016.

Enrollments

Enrollment in foreign language classes has remained relatively constant since 2006 with an increase to its current peak in 2012 to 564 from a 9-year low of 374 in 2009. In 2014/2015, 467 students were enrolled in foreign language courses, of which 264 were in GE courses, or approximately 56%. While the foreign language programs offered general education courses, only a slight majority of the students in the foreign language classes were fulfilling general education requirements. Enrollment trends in foreign language classes are perhaps related to general requirements and general education trends. In 2007, overall enrollment in foreign language classes dropped to 451 from 523 in the previous year probably due to a revised general education program which no longer required foreign language classes for all students. The rise to 421 in 2010 and 564 in 2012 probably reflects the general growth of the student body at the university.

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<thead>
<tr>
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<tbody>
<tr>
<td>Total Enrolled</td>
<td>523</td>
<td>451</td>
<td>405</td>
<td>374</td>
<td>421</td>
<td>476</td>
<td>564</td>
<td>428</td>
<td>467</td>
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<tr>
<td>Average Per Course</td>
<td>13.1</td>
<td>11.9</td>
<td>16.9</td>
<td>12.5</td>
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<td>15.9</td>
<td>17.1</td>
<td>12.2</td>
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</table>
Of the majors in languages, Spanish has remained the most popular with between 16 to 29 majors each year since 2006. Counting French Studies majors, French has maintained 1 to 4 majors since 2008. However, of students majoring in a program with a language specialization, a good number are International and Business majors. Those students specialize in one of three languages: Spanish, Japanese, or French. The German and Japanese programs do not currently offer majors, although Japanese now offers a minor.

Enrollments in foreign language at the University of La Verne were fairly consistent with enrollments nationwide. In 2013, Spanish and French were the most studied foreign languages in the United States with American Sign Language third, followed by German, Italian, Japanese, Chinese, and Arabic. The overall enrollments in foreign languages in the United States declined in 2013 for the first time probably due to a drop in the overall number of students in institutions of higher education. From 2009-2013, there was a drop in enrollments of approximately 10% in German, Biblical Hebrew, Spanish, French, Japanese, Arabic, and Italian. The only increases were in Korean, American Sign Language, Chinese, and Portuguese. However, Korean and Portuguese rose only to the thirteenth and fourteenth most studied languages in the United States. (Goldberg, David, et al., Enrollments in Languages Other than English in United States Institutions of Higher Education, Fall 2013. Modern Language Association of America, February, 2015. Web)

In 2014, 34 students minored in a foreign language; 29, or about 85% of them, minored in Spanish with the others in French and in Japanese. Students who minored in a foreign language majored in at least 17 different areas with the most common being Business Administration (8) and Biology and Psychology (with 6 each). Also, 4 majored in communications and 3 in political science.

### French Program Course Rotation Schedule

*Courses offered every semester:*

FREN 100  Elementary French I
FREN 101 Elementary French II

Courses offered once per year:
FREN 210 Intermediate French I
FREN 211 Intermediate French II
FREN 330 Second Language Teaching
FREN 365 French Lit in English Trans./or FREN 374 Experiencing Paris

Courses offered every 3 semesters
FREN 320 French Civilization I
FREN 321 French Civilization II
FREN 420 Commercial French

Courses offered as needed (often as Directed Studies)
FREN 330P Second Language Teaching Practicum
FREN 430 French Literature I
FREN 431 French Literature II
FREN 499 Senior Project

<table>
<thead>
<tr>
<th>Course</th>
<th>F14</th>
<th>J15</th>
<th>S15</th>
<th>F15</th>
<th>J16</th>
<th>S16</th>
<th>F16</th>
<th>J17</th>
<th>S17</th>
<th>F17</th>
<th>J18</th>
<th>S18</th>
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<td>FREN 210</td>
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<td>X</td>
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</tr>
</tbody>
</table>
### German Program Course Rotation Schedule

*Courses offered once per year:*

- GERM 100 Elementary German I (fall)
- GERM 101 Elementary German II (spring)

### Japanese Program Course Rotation Schedule

*Courses offered once per year:*

- JAPN 100 Elementary Japanese I
- JAPN 101 Elementary Japanese II
- JAPN 210 Intermediate Japanese I
- JAPN 211 Intermediate Japanese II
- JAPN 320 Advanced Japanese Grammar and Conversation I
- JAPN 330 Second Language Teaching
- JAPN 374 Experiencing Japan I

*Courses offered every 2-3 years*
JAPN 420 Commercial Japanese

*Courses offered as needed*

JAPN 321 Advanced Japanese Grammar and Conversation II

LIT 375 Modern Asian Literature in Translation

JAPN 399 Independent Study

<table>
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<tr>
<th>Course</th>
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<th>J15</th>
<th>S15</th>
<th>F16</th>
<th>J16</th>
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</table>
Spanish Program Course Rotation Schedule

Courses offered every semester:
SPAN 100  Elementary Spanish I
SPAN 101  Elementary Spanish II

Courses offered once per year:
SPAN 210  Intermediate Spanish I
SPAN 211  Intermediate Spanish II
SPAN 314  Spanish Composition & Advanced Grammar
SPAN 320  Hispanic Civilization and Culture I or SPAN 321  Hispanic Civilization and Culture II
SPAN 330  Second Language Teaching
SPAN 420  Commercial Spanish
SPAN 430 and/or SPAN 432  Hispanic Readings I, III
SPAN 431 and/or SPAN 433 Hispanic Readings II, IV

Courses offered every 2-3 years:
SPAN 350  Spanish Translation Workshop
SPAN/LIT 386  Chicano Literature

Courses offered as needed (often as Directed Studies)
SPAN 330P  Second Language Teaching Practicum
SPAN 357  Politics and Culture: Post-Dictatorship and Indigenous Communities in Chile
SPAN 399  Independent Study
SPAN 499  Senior Project
Courses

Majors in French or Spanish must complete a minimum of 40 semester hours of course work including a culminating senior project (research paper or papers totaling approximately 30 pages in the target language) and a period of study abroad, preferably a semester or year, in a country in which their target language is an official national language or predominately spoken. Students have opportunities to study with Brethren Colleges Abroad, the Council on International Educational Exchange (CIEE), or Accès
Strasbourg in, for example, Belgium, Ecuador, France, Japan, Mexico, or Spain. French and Spanish majors also must complete several courses in English: either ANTH 340 (Language and Culture) or ENG 270 (The Foundations of Linguistics) and FR/SPAN 330 (Second Language Teaching) which prepare them to understand the nature of language, its acquisition, and use. Other course work in English, such as Literature in Translation courses, may not apply to the Spanish major, although such courses are accepted into the French major where fewer courses are offered each semester.

**Courses: French Major**

**The Requirements for the French major is as follows.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>English 270 Introduction to Language</td>
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<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>Anth 340 Language and Culture</td>
<td>4</td>
</tr>
<tr>
<td>French 210 Intermediate French I</td>
<td>4</td>
</tr>
<tr>
<td>French 211 Intermediate French II</td>
<td>4</td>
</tr>
<tr>
<td>French 320 French Civilization and Culture I</td>
<td>4</td>
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<td>French 330 Second Language Teaching</td>
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<td>French 430 French Literature I</td>
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<td>French Phonetics/Linguistics*</td>
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<td>French 499 Senior Project</td>
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**Electives:**

<table>
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<tr>
<th>Course</th>
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<td>French 420 Commercial French</td>
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</tr>
<tr>
<td>French 365 French Literature in Translation</td>
<td>4</td>
</tr>
<tr>
<td>French 374 Experiencing Paris</td>
<td>1-4</td>
</tr>
</tbody>
</table>

Courses taken in the target language while studying abroad may be approved for credit as electives in the French major.

**Study Abroad:**

*French majors are required to take a phonetics or linguistics course in the target language. This must be taken while abroad. All French majors are encouraged to spend a period of study in a French-speaking country, preferably for a semester or two.*
Comparison with other local college curricula in the French majors

<table>
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<tr>
<th>University:</th>
<th>Cal Lutheran</th>
<th>Chapman</th>
<th>Pt. Loma</th>
<th>Redlands</th>
<th>ULV</th>
<th>Whittier</th>
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<td>30</td>
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</table>

La Verne’s French Major requires that students complete intermediate level course work and two civilization classes, French Civilization I, which focuses on France, and French and Francophone Civilization II, which presents the French speaking world through literature and history. French majors also take two literature classes: French Literature I, which offers readings in poetry and theater, and French Literature II, which concentrates on prose. French 420, Commercial French, is an elective. Other electives include French Literature in English Translation, which studies the roles of women in French and francophone civilizations and Experiencing Paris, an investigation of newcomers and immigrants to Paris with a study tour component. French majors are required to study abroad in France or a French speaking country where they must take at least one course in phonetics, syntax and advanced grammar. French majors are also required to study linguistics in English, either through a course taught by English faculty on the home campus or Language and Culture in the Anthropology department. All French majors are required to take Second Language Teaching, a course in learning how to teach foreign language which also studies theory of second language learning and acquisition. Many of these requirements may be taken abroad. During their senior year, French majors enroll in Senior Project, a course where they develop a 25 page research paper on a topic in literature, pedagogy, or civilization.
A comparison of French majors at five similar small universities in the area reveals that La Verne requires more units and more specific classes for majors. The French major at La Verne is 40 units while the major only requires 30 units at Chapman and Whittier, 32 units at Cal Lutheran and 36 units at Redlands. Chapman University, the University of Redlands, and Whittier College do not require many specific courses beyond the needed number of upper division units in the major.

Point Loma does not offer the major in French specifically but only the major in Romance Languages which, in addition to the study of French, includes additional required coursework in Spanish (essentially a double major in Spanish) as part of the 58 needed units including Elementary Spanish I and II, Intermediate Spanish I and II, Advanced Spanish Grammar and Reading, Advanced Spanish Conversation and Composition, Latin American Culture and Civilization, Culture and Civilization of Spain, Current Spanish Linguistics, and an elective in Peninsular or Latin American Literature.*** Romance Language majors at Point Loma who intend to pursue graduate work in language and literature are also encouraged to study British, American, and Russian literature as well as history and philosophy. At the University of Redlands, French majors are encouraged to select a double major in education, international business, the humanities, or another language. Majors at Whittier are also encouraged to study a second foreign language.

Distinctive features of La Verne’s French major include courses in Second Language Teaching, Language and Culture (or History of English) and Phonetics as well as mandatory study abroad. Francophone Civilization is included in French Civilization II at the University of La Verne.* French majors at La Verne are required to study Phonetics or (Advanced Syntax and Grammar) while abroad.** However, in all programs reviewed, French and Romance Language majors are encouraged to study abroad when not specifically required to do so.

In conclusion, La Verne’s French program, with its emphasis on literature and Second Language Teaching, is oriented to preparing teachers of French. While some French majors do end up with careers in education, this is not the principal goal of all French majors, given that some alumni report careers in sales, administration, and counseling, and anecdotal evidence suggests a lack of interest in literature on the part of some French majors and minors. It seems it might be worthwhile to look into limiting the number of literature courses required in the French major, providing greater flexibility in the major, and encouraging French majors to double major or minor in other areas, especially other languages, which would boost their career potential as translators or interpreters.

Courses: Spanish Major

The requirements for the Spanish major are as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 270</td>
<td>Introduction to Language</td>
<td>4</td>
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</table>
or
- Anth 340 Language and Culture 4 semester hours
- Spanish 210 Intermediate Spanish I 4 semester hours
- Spanish 211 Intermediate Spanish II 4 semester hours
- Spanish 314 Advanced Spanish Composition and Grammar 4 semester hours
- Spanish 320 Hispanic Civilization and Culture I 4 semester hours
  or
- Spanish 321 Hispanic Civilization and Culture II 4 semester hours
- Spanish 330 Second Language Teaching 4 semester hours

Two of the following four:
- Spanish 430 Hispanic Readings I 4 semester hours
- Spanish 431 Hispanic Readings II 4 semester hours
- Spanish 432 Hispanic Readings III 4 semester hours
- Spanish 433 Hispanic Readings IV 4 semester hours
  and
- Spanish 499 Senior Project 1-4 semester hours

Electives:
A combination of Spanish language courses, some of which may be taken abroad. Literature in translation courses may not be counted toward the Spanish major. SPAN 330P is a practicum in teaching which may be taken as an elective.

Study Abroad Requirement:
Spanish majors must supplement their ULV course work with study in an approved program in a Spanish-speaking country.

Comparison with Spanish majors at other regional universities

<table>
<thead>
<tr>
<th>University</th>
<th>Cal. Lutheran</th>
<th>Chapman</th>
<th>Pt. Loma</th>
<th>Redlands</th>
<th>ULV</th>
<th>Whittier</th>
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</thead>
<tbody>
<tr>
<td>Requirement:</td>
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<tr>
<td>Hispanic Civ. I</td>
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<td>X</td>
<td>X</td>
<td>0</td>
<td>X</td>
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<td>X</td>
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<td>Other Period/Genre/Lit.</td>
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<td>X</td>
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</tbody>
</table>
The Spanish major at the University of La Verne requires two intermediate Spanish courses and linguistics taught in English in either Language and Culture, an Anthropology course, or the History of English/Foundations of Linguistics. Requirements also include Advanced Spanish Composition and Grammar, Hispanic Civilization I or II, Second Language Teaching, and two of four Hispanic Readings courses taught on special topics. Spanish majors must complete 40 units of course work in Spanish and may not apply literature courses taught in English to the major. Spanish majors are required to study abroad in a Spanish-speaking country. Spanish majors are required to complete a senior project in the senior year, a course involving research and writing skills.

A comparison with the Spanish programs at the other five comparable universities revealed that all programs with the exception of the University of Redlands’ specifically require course work in both peninsular and Latin American literature.

Most programs require or encourage the study of disciplines outside the major. Point Loma suggests that students wishing to teach Spanish take four education courses in their senior and junior years. It also suggests students wishing to do graduate work in Spanish should also study French and German as well as British, American, French, or Russian literature; philosophy and history. Spanish majors at Whittier are encouraged to study another foreign language. Students at Cal Lutheran may substitute upper division classes from other disciplines, such as political science, for upper division electives in the major.

All programs either encourage or accept course work in the major from study abroad programs with the exception of Chapman which makes no specific reference to study abroad.
The University of La Verne’s Spanish program’s distinctive features include requiring Second Language Teaching and Senior Project. Another difference with the other universities’ programs is that, Spanish at La Verne, like French, does not encourage course work in other disciplines to the same extent as programs at other universities do.

Minors:

Students at the University of La Verne may choose to minor in French, Japanese, or Spanish. Coursework is available in German only at the elementary level (Elementary German 1 and II) although more advanced German courses can be taken via study abroad through the BCA center in Marburg, Germany. The requirements for the minors are as follows.

French Minor:

A minimum of 20 semester hours from the following or a total of 24 semester hours in French of which at least 16 are upper-division.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Anth 340</td>
<td>Language and Culture</td>
<td>4</td>
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<tr>
<td>French 320</td>
<td>French Civilization and Culture I</td>
<td>4</td>
</tr>
<tr>
<td>French 321</td>
<td>French Civilization and Culture II</td>
<td>4</td>
</tr>
<tr>
<td>French 330</td>
<td>Second Language Teaching</td>
<td>4</td>
</tr>
<tr>
<td>French 420</td>
<td>Commercial French</td>
<td>4</td>
</tr>
<tr>
<td>French 365</td>
<td>French Literature in Translation</td>
<td>4</td>
</tr>
<tr>
<td>French 430</td>
<td>French Literature I</td>
<td>4</td>
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<tr>
<td>French 431</td>
<td>French Literature II</td>
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<tr>
<td>Study abroad courses taught in French</td>
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<td>1-8</td>
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</table>

Japanese Minor:

Students must take one of the following:

- Japanese 320 Advanced Japanese Grammar I 4 semester hours
- or
- Japanese 321 Advanced Japanese Grammar II 4 semester hours

And an additional five courses, three of which must be upper division, from the following list

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anth 340</td>
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<tr>
<td>Or</td>
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<tr>
<td>English 270</td>
<td>The Foundations of Linguistics</td>
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<tr>
<td>Japanese 210</td>
<td>Intermediate Japanese I</td>
<td>4</td>
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<tr>
<td>Japanese 211</td>
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<td>4</td>
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<tr>
<td>Japanese 330</td>
<td>Second Language Teaching</td>
<td>4</td>
</tr>
<tr>
<td>LIT 375</td>
<td>Modern Asian Literature in Trans.</td>
<td>4</td>
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</tbody>
</table>
Study abroad through a La Verne-approved program can also count towards the minor’s lower division course units. The Japanese Program, from its inception, has had a mandatory tutoring component. First year students must get at least one hour a week of tutoring in the LEC. Second year students must get at least 2 hours of tutoring per week; and third year students must get three hours a week of mandatory tutoring in the LEC. This mandatory tutoring component was implemented in fall 2012 and it is ongoing. Japanese language tutors are usually hired from the master's programs in the Business School, or from the master's program in Child Life from the School of Education, and they are native speakers of Japanese.

**Spanish Minor:**

A minimum of 20 semester hours of upper division courses or a total of 24 semester hours of which at least 16 are upper-division.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
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<tr>
<td>Spanish 314</td>
<td>Spanish Composition</td>
<td>4</td>
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<tr>
<td>Or</td>
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<tr>
<td>Spanish 420</td>
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<td>4</td>
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<tr>
<td>Spanish 320</td>
<td>Hispanic Civilization and Culture I</td>
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<tr>
<td>Spanish 321</td>
<td>Hispanic Civilization and Culture II</td>
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<tr>
<td>Spanish 300-400 level courses</td>
<td>4-8 semester hours</td>
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</table>

**International Business and Language Major**

In addition to the majors in French or Spanish and the minors in French, Japanese, or Spanish, students at the University of La Verne may also study foreign language as a component of the International Business and Language major.

The requirements for the International Business and Language major are as follows.

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 203</td>
<td>Financial/ Managerial Accounting</td>
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<tr>
<td>BUS 228</td>
<td>Economic Theories and Issues</td>
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<td>ANTH 320</td>
<td>Cultural Anthropology</td>
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<tr>
<td>BUS 360</td>
<td>Principles of Marketing</td>
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<td>BUS 466</td>
<td>International Marketing</td>
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<td>ECON 324</td>
<td>Comparative Economic Systems</td>
<td>4</td>
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<tr>
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<td>MGMT 300</td>
<td>Principles of Management</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 451</td>
<td>International Management</td>
<td>4</td>
</tr>
</tbody>
</table>
PLSC 351  International Relations  4 semester hours  
PLSC 452  Comparative Govt. and Politics  4 semester hours  
BUS 496  Business Seminar  4 semester hours  
or  
FREN 499  Senior Project  4 semester hours  
or  
SPAN 499  Senior Project  4 semester hours  

And electives:  
Three three- or four-semester-hour, 300 or 400 level courses in Business, Economics, French, Japanese, Management, Political Science, or Spanish.  

Students in the International Business and Language major pursue a track in either French, Japanese, or Spanish, as presented below, depending on the language of specialization. On an individual basis, students wishing to specialize in a foreign language not taught on campus have been given the permission to apply study abroad work towards that specialization within the major at the discretion of the foreign language faculty and their major advisor.  

**Specialization in French:**  
French 101  Elementary French II  4 semester hours  
French 210  Intermediate French I  4 semester hours  
French 211  Intermediate French II  4 semester hours  
French 420  Commercial French  4 semester hours  
A 300- or 400 level course taught in French  4 semester hours  

**Specialization in Japanese**  
Japanese 101:  Elementary Japanese II  4 semester hours  
Japanese 210  Intermediate Japanese I  4 semester hours  
Japanese 211  Intermediate Japanese II  4 semester hours  
Japanese 420  Commercial Japanese  4 semester hours  
A 300- or 400 level course taught in Japanese  4 semester hours  

**Specialization in Spanish:**  
Spanish 101  Elementary Spanish II  4 semester hours  
Spanish 210  Intermediate Spanish I  4 semester hours  
Spanish 211  Intermediate Spanish II  4 semester hours  
Spanish 420  Commercial Spanish  4 semester hours  
A 300- or 400 level course taught in Spanish  4 semester hours
Curriculum Maps

Learning outcomes

After completion of their course of study, foreign language majors and minors will be able to:

GOAL 1:

1.1 express themselves orally and in writing in the target language at an advanced level;
1.2 demonstrate sociolinguistic competence;
1.3 and use the target language in authentic, appropriate and creative ways in a range of meaningful contexts and functions.

GOAL 2:

2.1 examine the nature of and relationships between the practices, products, and perspectives of the target culture; and
2.2 perceive and reflect on similarities and differences between and within cultures.

GOAL 3:

3.1 demonstrate a breadth of knowledge of ideological, socio-historic and aesthetic movements;
3.2 analyze cultural practices and works, taking into account the context from which they emerged; and
3.3 establish connections between language, literature, and culture, and other disciplines

GOAL 4:

4.1 recognize the complexities of an issue;
4.2 articulate a specific position; and
4.3 access and evaluate sources of information. (GOAL 4).

GOAL 5:

5.1 critically and creatively expand upon issues studied in the curriculum, taking into account the ethical, logical, and cultural dimensions of the problem
5.2 choose and explore a topic in depth integrating prior knowledge with current research in an innovative way
5.3 respond to given problems, assess contextual factors, create and evaluate potential strategies, and implement an effective solution
### Required French Major Courses Mapped Across Learning Outcomes

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<thead>
<tr>
<th>COURSE</th>
<th>1.1</th>
<th>1.2</th>
<th>1.3</th>
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<th>2.2</th>
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### Required Japanese Minor Courses Mapped Across Learning Outcomes

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Foreign Language Classes and General Education Requirements

The foreign language classes fulfill the following General Education requirements:

**Community and Diversity (UVCD)**

1. Identify and analyze the significance human beings attach to their differences
2. Describe and analyze the effects of prejudice, exclusion, subordination and ideologies of racial superiority on affected groups and individuals
3. Demonstrate an understanding that diversity is a key factor for the flourishing of communities (social, environmental, and/or economic) and that a lack of diversity can compromise future generations.

**Creative and Artistic Expression (ACALE)**

1. Produce works of art through written, visual, digital and/or performance expression that communicate to diverse audiences through demonstrated understanding and fluency of expressive forms

**Humanities Areas covered:**

AHFL (foreign language)

AHIA (inter-area humanities)

AHLT (literature)
1. Analyze, interpret, evaluate and appreciate human intellectual and imaginative creations and the context of their production
2. Recognize how various works of cultural production illuminate enduring human concerns and changes in the human condition

Lifelong Learning (UVLL)
1. Demonstrate proficiency in skills that sustain lifelong learning, particularly the abilities to think both critically and responsibly and to access, evaluate, and integrate information.
2. Demonstrate the ability to determine and use the appropriate technology to support information search and discovery methods.

Values Orientation (UVVO)
1. Describe and analyze diverse value systems and the historical, social, and psychological backgrounds from which they emerge.
2. Situate and critique one’s own values within a conscious value system and social context.

French Courses and General Education Requirements

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Co-curricular integration

The Foreign Language Programs offer regular January trips to Japan and semi-yearly trips to France. The French Program offers an outing each semester to a French or French language cultural event and makes a French conversation hour available weekly. The Spanish Program has offered Spanish conversation hours, a Spanish film series and regularly invites guest speakers (writers and dignitaries) from Spanish-speaking countries.

Facilities

Other than offices for five full-time faculty (one of whom shares an office) and one additional office for five adjunct faculty, the Foreign Language Programs maintain a Foreign Language Computer Lab in Miller Hall. The Lab includes 10 work spaces with six computers and one printer. The Language Lab is staffed with student workers who are paid through work-study and the Foreign Language Programs budget which is administered by Professor Ann Hills. The Language Lab staff are trained and supervised by Melanie Brown, the Humanities Administrative Assistant, who also serves as a resource for faculty and students in English, Philosophy and Religion, and Photography. ULV students may also use Mango Languages, an independently paced software program in various languages available to them through Wilson Library.

Locations

Currently, the University of La Verne offers or has offered Spanish at the Ecumenical Center and the Point Mugu campus, in addition to the main campus; French, German and Japanese are offered only on the main campus.

V. Assessment Procedures List

Assessment of Advanced Foreign Language Writing
Assessment of Foreign Language Senior Projects
First and Second Year Foreign Language Student Survey
Foreign Language Faculty Survey
Modern Languages Student Focus Group
Modern Languages Alumni/Junior/Senior Survey
Assessment of Advanced Writing

Twenty samples of student writing assignments from 300 and 400 level French and Spanish courses were evaluated using the Rubric for the Evaluation of Compositions, from *Proceso y síntesis, 2nd edition*. The selections were chosen randomly and included 6 French and 14 Spanish compositions. All selections were written in the target language (French or Spanish). Advanced Japanese papers were not assessed since the Japanese minor has existed only for a year or two and it was deemed there were no or very few advanced Japanese language papers to assess at the time of the evaluation. Since the assessment is of the overall impact of foreign language programs in aggregate and not of specific language programs, it is assumed that data will apply to all relevant foreign language programs.

Discussion

The relatively small sample of work in two of the principal languages offered in the department nevertheless presents a variety of topics in the 300 and 400 level classes ranging from argumentative essays and historical exposés, to market analysis, research papers, literary and film analyses, assessments of pedagogical and literary techniques, and interpretations of art and culture. In these papers the students fulfill many of the advanced level student outcomes. A list of prompts and paper titles may be found in the Appendices. A brief sample of paper titles and writing prompts corresponding to the learning outcomes is listed here below.

“Examine the nature of and the relationships between practices, products, and perspectives of the target culture,” [Write a 4-6 page paper identifying a significant visual image from the Chicano Movement and its function in the same]

“Demonstrate a breadth of knowledge of ideological, socio-historic, and aesthetic movements,” [Characterize the use of language in “El Cambiazo” and the effects different linguistic techniques have on point of view and character development”]

“Recognize the complexities of an issue,” [La identidad de la mujer en el maricachi]

“Articulate a specific position,” [Los beneficios del uso de la traducción en clases de lengua avanzadas; Review an article on second language pedagogy and take a position with regards to the results]

“Access and evaluate sources of information,” [Write a paper which is a history and SWOT analysis of a French company with a market in the Los Angeles area]

“Critically and creatively expand upon issues studied in the curriculum” and “choose and explore a topic in depth integrating prior knowledge with current research in an innovative way” [Write a 5-7 page literary analysis of one of the primary works read in class: Choose one aspect].
The overall evaluations were largely positive, with 13 papers graded in the “A” range (90s), 6 “B” papers (in the 80s), 1 C (70s) paper, and none below. The highest grade allotted was a 98 (to 4 papers) and the lowest was a 71 (on 1 paper). The average grade across all papers was a 91. This seems to indicate that students in the foreign languages are able to “express themselves […] in writing in the target language at an advanced level” (SLO1), “demonstrate sociolinguistic competence” (SLO6), and “use the target language in authentic, appropriate, and creative ways in a range of meaningful contexts and functions” (SLO3) particularly in expository and persuasive writing. The evaluators rated the majority of papers as “excellent” or “good” in all areas tested.

The lowest percentage of “Excellent” evaluations was given for Mechanics (SLO1) indicating only 35% of the papers were excellent in regards to mechanics. This suggests that students could use more practice with correcting formatting, spelling, accentuation, and punctuation errors, although these areas might be deemed less significant than low scores in ideas, organization, and grammar which would be more difficult to address. The relatively low rating on Ideas (SLO9, SLO 10, SLO12), where only 55% of the papers were seen as “Excellent,” could be more significant and could indicate that students might use more assistance in developing and supporting an interesting and clear thesis. Vocabulary (SLO1) seems to be an area of relative strength as 100% of students in the advanced levels were shown to have done “excellent” or “good” work as regards use of appropriate vocabulary.

Assessment of Foreign Language Senior Projects

14 senior projects from Fall, 2006, to Winter, 2013, were assessed using the Modern Languages Department Senior Project Rubric. There were 5 French senior projects and 9 Spanish senior projects in all. There no senior projects in either German or Japanese since there were no majors in those disciplines during this period. The projects were rated on the basis of content, organization, language use, bibliography, and academic integrity.

Discussion

The senior projects themselves tell a lot about the department. They demonstrate a breadth of topics, including pedagogy, literary and film analysis, history, anthropology, cultural comparisons, history and political science. Students demonstrate a broad range of interests and pursue these interests within their studies in foreign language and their senior projects, unlike in the traditional foreign language departments of the past which were largely focused solely on literature. Also, of the students completing the senior projects, 11 were female and 3 were male. From the random sample here, it can be surmised that the majority of students pursuing a major in foreign language are female (79% here).

While the senior projects evaluated all scored either Excellent or Good on all measures with very few exceptions, the lowest percentages of Excellent scores were on grammatical or mechanical errors (only 29% Excellent), sophisticated and precise lexicon (only 43% Excellent), clear and well-defined thesis (only 50% excellent) and clear and vivid ideas (also only 50% Excellent).
The highest percentage of Excellent scores was accorded to paraphrasing correctly (100% Excellent) and lack of plagiarism (also 100% Excellent) as well as reference list that corresponds with citations (93% Excellent) and appropriate citations and/or endnotes (93% excellent). Other high points included understanding of cultural and historical factors (72% Excellent) and analysis, evaluation, and integration of information (also 72% Excellent).

Based on these findings, it appears that majors in the foreign language are largely meeting the objectives of the program and writing research papers that are overwhelmingly Good or Excellent on most aspects. In this students demonstrate that they can “recognize the complexities of an issue; articulate a specific position; and access and evaluate sources of information” (GOAL 4). They also “critically and creatively expand upon issues studied in the curriculum, taking into account the ethical, logical, and cultural dimensions of the problem” and “choose and explore a topic in depth integrating prior knowledge with current research in an innovative way” and “respond to given problems, assess cultural factors, create and evaluate potential strategies, and implement an effective solution” (Goal 5).

The strong points are in the areas of Academic Integrity, Bibliography, and Content. Instructors rated the senior projects most favorably on their use of research in analyzing and evaluating a problem and integrating and documenting relevant research. Students graduating from the foreign language programs clearly have good to excellent research skills.

Where there might be some room for improvement in language use would be in specifically writing prose that is free of grammatical errors and using a sophisticated lexicon. 64% of the papers were rated Excellent for consistent facility with the target language, while only 29% were rated Excellent for writing grammar free text and only 43% for using precise and sophisticated vocabulary. It seems that many students have fluency with the language but still can work on developing a more academic style.

Similarly, there was some indication that half of the students whose papers were evaluated could further develop a clearer point of view on the areas they choose to research. Only 50% of papers were deemed Excellent on providing a clear and well-defined thesis, and only 50% as well were evaluated as Excellent on having clear and vivid ideas. Workshops on clarifying and organizing ideas and grammar review are some things that could be developed as target areas in the advanced courses. Developing vivid ideas may be a factor that is inherent in individuals although it could possibly be affected through inclusion of more guest speakers, field trips to relevant sites, or controversial readings.
First and Second Year Foreign Language Student Survey

The survey was administered to students in first and second year foreign language classes at the University of La Verne between May 19, 2014 and May 30, 2014.

The greatest number of repeated responses (15) had to do with appreciation for the individual instructors or the teaching style. Also high on the list were responses having to do with appreciation for the class in general (12). 4 students expressed how they felt they appreciated having improved overall in the language and 4 commented on improvements in speaking the language. 3 liked learning about culture in the classes. As criticisms, 2 expressed regret at the difficulty or amount of the homework and 2 requested more practice with speaking the language. Other comments were particular to individual students.

The greatest number of responses were indications that nothing needed improvement in the foreign language classes studied. For those who expressed criticisms, the greatest number (16) were from students who wished to have more practice with oral skills or speaking. 8 wanted more extra-curricular experiences with the language such as field trips, and 6 expressed a desire to have more options for classes including more class times, varieties, and levels. 5 students wanted to see more emphasis on culture. 4 expressed some desire to see the foreign language requirement reduced for all students or just their major. 4 also thought the homework required was excessive for them. 4 wanted to see a more methodical or structured lesson in their classroom. 3 wanted more emphasis on grammar and 3 asked for more tutoring opportunities. 3 were critical of aspects of the textbook used and 2 wanted to see more technology. 2 wanted more emphasis on writing and 2 on listening comprehension. All other responses were from individual students and represented concerns not duplicated.

Although a number of students wanted to express their satisfaction with the way their foreign language class was run, there seemed to be a clear indication that there was a desire for more oral practice and field trips. Students also wanted to see a greater variety of class times and levels and more culture in classes. A small but significant group wanted to see their foreign language requirement and homework reduced. Also, some students wished to see more structure in their lessons and more grammar presented as well as more tutoring. 3 students felt that their textbook could be more accurate or better utilized in the classroom.

The most common response was that students liked their professors and the professors’ teaching style, availability, or effectiveness. 53 students responded that they had a positive experience specifically related to the individual instructor. Also popular was learning to speak in the language, which 25 students listed as a positive outcome and experience. 12 students reported liking improving their overall communication skills in the language studied; 12 liked the oral practice and learning about target cultures. 8 were appreciative of the size or atmosphere of the class and its ability to foster interaction and encourage learning. 8 appreciated learning about grammar. Equal numbers (6) expressed an appreciation for reading practice and practice writing. 5 liked listening comprehension activities and 4 felt there was sufficient practice in the classroom. 4 liked the group activities especially. Equally popular (with 3 responses) were films, extra-curricular activities and being taught in the target language. 2 were
appreciative of the language lab experience and the ability to get tutoring. 2 liked the music studied in class. Other responses were particular to individual students.

Although it is good that 53 students expressed appreciation for their instructors, and 8 liked the atmosphere of their class, it is difficult to generalize that information. It is however important that 25 appreciated learning to speak a foreign language, and 12 students liked oral practice. It seems students would appreciate a continued focus on speaking skills. Also, with 12 responses, learning culture is an apparent high point in the students’ experiences. 8 students liked learning grammar, so it is clear that teaching grammar in some way is not something that should be left out even in the beginning language courses.

Foreign Language Faculty Survey

In the spring and summer of 2014, a foreign language faculty survey was distributed to full- and part-time faculty in French, German, Japanese, and Spanish. 9 faculty members returned the forms completed, including 5 in Spanish, 2 in German, and 1 who did not identify the language taught. 5 female faculty, 3 male faculty completed the survey and 1 who did not specify gender.

The responses to the survey were overwhelmingly positive. Most of the negative comments came from one respondent’s survey.

When asked to specify their perceived strengths of the department at the current moment, 7 comments were about the small class size and opportunities for faculty to mentor students individually. This was the top comment in this category. Three comments concerned the flexibility in the scheduling. The study abroad component received three comments and three concerned the ability to collaborate with other departments as in the International Business and Language major. Other comments that were seconded concerned faculty highly invested in students, support and collegial relationships.

The perceived weaknesses were individualized but several reoccurred and will be mentioned. Five comments concerned the language lab needing updating. Four indicated that there was a sense that communication patterns in the department needed improving. Other criticisms that were repeated in several survey comments included the need to standardize assessment, a lack of extracurricular activities, and a need to better coordinate study abroad opportunities.

In terms of opportunities that exist for the foreign language programs, top comments included three which saw advantages in more extracurricular activities such as films, language tables, and immersion programs; three suggested the department could take better advantage of the international and multicultural diversity in the area; three wanted to see more interdisciplinary collaboration with other fields. Also three wanted to see more technology in the teaching of language, and three wanted to see expansion and promotion of study abroad opportunities. Two saw globalization as a phenomenon which could benefit the foreign language programs.

The threats to the foreign language programs seemed clearly defined in the faculty comments. ??Seven related to the lack of promotion of foreign language or the idea on campus that foreign language is not necessary. Perhaps related and similar were five comments which saw that foreign language study needs to be mandatory or a general education requirement or else the foreign language programs will be
negatively impacted. Four comments called for more leadership in the promotion of foreign languages. Two comments indicated that there needs to be more collaboration across disciplines.

When asked which experiences they perceived as the least satisfactory, faculty gave the fewest comments, and all were individual. These included lack of films, lack of opportunities for full-time work, lack of collaboration, the threats to the foreign language programs mentioned above, the textbook used in a class, and a feeling that an individual voice does not matter.

When asked about their most satisfactory experiences in teaching foreign language at the University, eight faculty mentioned the relationships with their students and seeing the students succeed. Four mentioned the collegial relationships with staff and faculty and the campus atmosphere. All other comments were individual. Clearly the student relationships are the most satisfactory aspects for many faculty teaching in the department.

Finally, faculty were asked in the survey to add any comments. Three responses concerned the potential of the foreign language to develop further and pull together. Three wanted to indicate that they enjoy working in the department.

In conclusion, faculty were satisfied with the typical small class size and saw it as an advantage for student success and they liked the flexibility in the schedules. There was a concern among the faculty about the language lab being outdated and a lack of clear communication in the department. There was a desire to see more extracurricular activities, more collaboration across departments, more technology, and more study abroad opportunities. The faculty was clearly concerned about the image of foreign languages on campus and about the promotion of foreign language study as a valuable asset to the education of students. The faculty members saw their mentoring of students as the most positive experience at the university and expressed a desire for the foreign language faculty to come together to promote the discipline and the department.

Modern Languages Student Focus Group

On March 4, 2014, Interim Dean Felicia Beardsley conducted a focus group with students from the foreign language classes. Students who participated were all advanced students, either language majors or minors or in International Business and Language. What follow are the findings from her study.

The students who participated in the focus group expressed an overall level of satisfaction with the language programs, identifying several strengths. They commented that the professors were enthusiastic, helpful and very knowledgeable. “They push us to think critically,” said one student. The faculty are seen as role models to the students, providing motivation to think more critically and apply those skills to their other classes and course work.

Specific to classes, students commented that the classes are inevitably small and always interactive. The translation class is considered the most beneficial of all, exposing students to a greater range of vocabulary, quicker thinking skills, context construction within a cultural milieu, and most especially it trains them to choose the right words to express a writer’s intentions. The conversation classes make it easier to read in a different language, and were also seen as highly valued.
With respect to co-curricular activities, conversation hours in French help students with their language practice. Other activities sponsored by the faculty have been greatly appreciated, including the foreign language film series and the visiting poet who worked with students in the translation class providing feedback on their translations of his work.

Although students outlined a number of strengths within the department and language programs, there were also weaknesses noted. Many of the weaknesses centered on the limited choices of classes at the upper division level, and that they would like to see a wider variety of classes for the majors. In their discussions about language programs at other schools, they commented that La Verne’s classes don’t meet as much and are not as intensive. They would very much like to see more classes and more class sessions. Many comments focused on the translation and conversation classes, with the comments that these classes should be extended to year-long sequences and even expanded with different types of translations and conversations included in the course structures.

They note too that the language lab is a challenge in that some classes use it, some don’t; it depends greatly on whether or not the instructor requires it. They also commented that the study abroad requirement was very expensive and was one of the reasons majors became minors.

Students identified a number of ways to improve upon some of the weaknesses noted above. They suggested that a variety of courses be added to the curriculum, including more courses in grammar for higher level writing within the languages. They also suggested that the translation class be extended to a full year, that it be elevated to a prerequisite for the programs, and that other types of translation be added to the curriculum—popular media and literature, for example. The translation classes were mentioned quite frequently by students. Another class mentioned as fundamental to the language programs were the conversation classes, with the suggestion that more electives be created that explored different kinds of conversation types. Both the translation classes and conversation classes were considered foundational to all the other language classes as they focused on vocabulary, context, and interpretation.

Additionally, students commented that there should be an alternative course(s) to the study abroad requirement. And, students said they would appreciate more visiting scholars and renewal of the foreign film series.

**Survey of Modern Languages Student Alumni/Juniors/Seniors: Discussion**

Of the students who responded to the survey, 33% (5) were Spanish majors, 20% were International Business and Language majors with a concentration in Spanish, and 20% were International Business and Language majors with a concentration in French. 20% of the students double-majored and 2 minorored in another field.

Only 13% of the students had no previous knowledge of the language they studied at the University prior to enrollment. In fact, 53% said that they were already good or fluent before enrolling. 40% decided to major or minor in the language they chose before they attended the college and 40% decided after one class. From the data, it seems students who study a language as either a major or a minor tend to know the language prior to enrollment and identify as
language majors or minors early in their academic career. 80% of the alumni polled were of the first generation in their family to attend college.

In terms of their education in foreign language, 60% believed their skills were much improved after coursework and 40% noted some improvement. 53% believed their program rated excellent in providing personal and cultural enrichment and 40% deemed that the program was good in presenting enrichment. 60% stated that the coverage of diversity in the program was excellent and 27% saw that coverage as good.

After graduation, 73% said they had plans to further their education in fields such as administration, translation, peace studies, counseling, education, psychology, science, communication or business. Schools they attended or planned to attend include Azusa Pacific University, California State University at Long Beach, Florida International University, University of California at Los Angeles, University of Southern California, and the University of La Verne.

87% of the graduates surveyed were employed after graduation. 40% said they were employed in a field related to their major. Careers they hold include clerical work, education, accounting, student affairs, human resources, business analyst, sales, and food packing. 47% said they use the language they studied every day or every week at work; 27% use the language occasionally, and only 1% said they never use the language at work. 67% of the alumni use the language outside of work on a daily or weekly basis.

87% of those polled would major or minor in the same language if given the opportunity.

Students were asked to identify the strengths of their foreign language program. Responses were individualized, but appreciation for individual faculty members came up 5 times and references to a specific class 6 times, with those classes including commercial Spanish, literature, history, and second language teaching. Other responses included small class size, challenging courses, extracurricular activities, critical thinking opportunities, the encouragement of personal growth and study abroad.

In identifying weakness of their language program, students also provided individualized responses. Those that were repeated include lack of resources and limited numbers of faculty in the discipline, lack of emphasis on work related issues in the program, and the need for more grammar for native speakers. Other individual complaints included that some classes are offered infrequently, there needs to be more required extracurricular events, and the lack of internships.

For personal enrichment, students commented individually on how the programs expanded their worldview, gave them more empathy and a well-rounded experience. Students believed they learned about their own and their second language and pointed to being appreciative of being able to communicate in the languages at work and while traveling. One student appreciated being able to teach languages to the other students in the second language class. On the other hand, one
student believed there was too much emphasis on reading and not enough on speaking and there was a comment that the instruction needed to be more relevant to business. One student believed his or her inability to study abroad affected his or her confidence and career opportunities.

Alumni and advanced students were asked to identify their program’s ability to teach skills and knowledge in a variety of areas. Students responded positively with more than 80% seeing coverage in all areas as either good or excellent. 80% good or excellent was the lowest score, on the ability to promote public speaking skills. However, in terms of areas that rated excellent ability, the programs’ ability to promote reading knowledge and knowledge of cultural diversity were the highest with 67% believing that coverage was excellent. The lowest ranking of coverage as excellent was 27% on the programs’ ability to promote public speaking skills followed by oral communication skills where 47% of those polled saw their program’s ability to foster those skills as excellent. 53% of students believed their study abroad experience was very valuable, representing in fact all of the students who studied abroad; the other 47% did not study abroad.

In conclusion, the survey seemed to indicate a general satisfaction with the programs on the part of its alumni and graduates. 87% were employed after graduation and they represented a broad variety of careers, not necessarily in teaching language. Yet 87% would choose the same major or minor. Students appreciated the cultural knowledge and language skills they gained. Expressions of dissatisfaction were in the minority but they included a desire to have more opportunities to study business culture, more extracurricular involvement, more faculty and course offerings, and more grammar for native speakers. Coverage of skill areas and knowledge bases was considered good or excellent with the least amount of satisfaction pertaining to the development of oral skills. Those students who studied abroad saw this as an extremely valuable part of their education.

VI. Findings

Student Learning Outcomes Assessed

In this section, the assessment procedures will be references in evaluating how the goals of the department are being met in reference to student learning outcomes.

In the language majors and minors, students are expected to be able to express themselves orally and in writing in the target language at an advanced level (SLO1) by the end of their course of study. In the Assessment of Advanced Writing, 65% of papers were assessed as excellent or very good in grammar. In the Assessment of senior projects, 57% of senior projects assessed were deemed good in being free of grammatical or mechanical errors but only 29% were deemed excellent in grammar. 75% of advanced writing papers assessed were excellent or very good in vocabulary. In the Assessment of Foreign Language Senior Projects, 64% of senior projects assessed were deemed excellent in consistent facility with the target language and 57% of senior projects assessed were deemed excellent in use of a variety of sentence structures. This seems to
indicate that students are in the majority reaching high levels of proficiency in the languages, although some room for improvement certainly exists, particularly in grammar instruction. However, in the survey of foreign language advanced students and alumni, 100% of those surveyed saw their program’s ability to foster competency in written communication as excellent or good, so student satisfaction in that area is high.

In terms of oral production at the advanced level (SLO1), all language courses require active participation in the target language on a daily basis; the following advanced classes require oral presentations in the target language per the syllabus: FR 320, FR 321, FR 420, FR 430, FR 431, FR 499, SPAN 321, SPAN 420, SPAN 430, SPAN 431, SPAN 433. In order to succeed in these classes, students must demonstrate oral proficiency at and advanced level. In the survey of foreign language alumni and seniors and juniors, 87% saw their program’s ability to foster competency in oral communication as excellent or good. Student satisfaction is high although some students seem to want more practice with oral communication.

It is expected that foreign language majors and minors demonstrate sociolinguistic competence and use the target language in authentic, appropriate and creative ways in a range of meaningful contexts and functions (SLO2). Accordingly, French majors must complete a semester of study in France or a French-speaking country, and Spanish majors must supplement their ULV course with study in an approved program in a Spanish-speaking country. This assures that majors practice the language in a full range of contexts in real world situations as well as in classrooms and on papers. In the First and Second Year Foreign Language Student Survey, 58% of students polled strongly agreed that courses in this language allowed them to practice using the language orally and in writing in a variety of useful ways; an additional 37% agreed with the premise. Again, there could be more practice in communicative settings at all the lower levels especially.

Foreign language majors and minors examine the nature of and relationships between the practices, products, and perspectives of the target culture and analyze cultural practices and works, taking into account the context from which they emerged (SLO3). Consequently, ANTH 340: Language and Culture is a required course for language majors. The course explores the relationship between language and culture in cross-cultural context, including comparative and historical linguistics, ethno-linguistics, and sociolinguistics. Students gain a valuable base for cultural analysis in this required class. Those students who opt for a linguistics class taught in the English department also gain insight and knowledge about the history of language development and how language evolves through time in context. Similarly, SPAN 431 examines the relationship between literature, translation, and politics, and SPAN 433 reflects on the importance of placing cultural representations in a concrete historical context as well as how historical knowledge is mediated through cultural representation. It is also evident that advanced language students examine cultural practices in context through sample paper prompts from the advanced writing assessment. A few notable ones include: 1. describe women’s participation in the public sphere in Chile during the 70s and 80s of the last century indicating the extent of their success- personal and social -and the greatest obstacles they encountered and 2. write a 4-6 page
paper identifying a significant visual image from the Chicano Movement and its function in the
same. The survey of foreign language advanced students and alumni shows that approximately
94% of students and former students polled either agreed or strongly agreed that their program
was able to foster competence in literary or cultural analysis.

Foreign language advanced students also perceive and reflect on similarities and differences
between and within cultures (SLO5). The First and Second Year Foreign Language Student
Survey showed that 95% of students polled either agreed or strongly agreed that courses in the
language helped them perceive differences and similarities between cultures. Also, 95% of
students polled either agreed or strongly agreed that courses in the language helped them to see
relationships between their culture and others. Moreover, the Survey of Modern Languages
Student Alumni/Juniors/Seniors showed that 94% of those polled rated their program’s ability to
foster awareness of cultural diversity as excellent or good. Cultural awareness and comparison of
cultures seem to be a strength of the department.

Furthermore, majors, minors, and advanced students in the languages demonstrate a breadth of
knowledge of ideological, socio-historic and aesthetic movements (SLO6). This is demonstrated
by course topics covered such as in FR 320: French Civilization I which covers society and
culture in France in the Middle Ages, Renaissance, Absolute Monarchy, and 19th/20th centuries.
In FR 430/431, students acquire knowledge of French literary texts from a variety of periods and
genres. In Spanish, LIT 386 presents an overview of the historical, cultural, aesthetic and
ideological characteristics of the body of literature known as Chicano/a Literature. .SPAN 320 is
an introduction to the historical, political, social and artistic aspects which have influenced the
formation of contemporary Spanish culture and its relationship with Latin America. SPAN 321
examines the political, social, and cultural processes that developed along with the history of
Latin America from the height of indigenous civilizations to the contemporary period. In
addition, SPAN 430 offers an introduction to the study of literature and other arts in the Hispanic
world, seen in relation to significant historical, political, and social events. In the Modern
Languages Student Alumni and Juniors/Seniors Survey, 87% of those polled rate their program’s
ability to foster competency in historical and cultural knowledge as good or excellent.

Beginning and advanced students in foreign language also establish connections between
language, literature, and culture, and other disciplines (SLO8). As one example, in SPAN 431,
students examine the relationship between literature, translation, and politics, as defined in the
course description. As evidenced by this and the other course titles in the majors and minors,
study of foreign languages at the University exposes students to a variety of fields and
disciplines including pedagogy, film, literature, civilization, history, religion, linguistics,
anthropology, and business. Even in the First and Second Year Foreign Language Student
Survey, 78% of students surveyed either agreed or strongly agreed that they saw connections
between material covered in foreign language classes and other subjects they study.
Also, students in the foreign languages learn to recognize the complexities of an issue (SLO9). This is seen in such sample paper prompts as “Characterize the use of language in ‘El Cambiazo’ and the effects different linguistic techniques have on point of view and character development,” and “Explain the manifestation and principal effects of symmetry and/or parallelisms in ‘The South’ and ‘The Night Face Up’ and ‘Write a 5 page paper which is a history and S.W.O.T. analysis of a French company with a market in the Los Angeles area.’” Other sample paper and thesis topics can be found in the appendices. The Assessment of Foreign Language Senior Projects revealed that 86% of projects assessed were deemed by faculty to recognize the complexity of factors involved at a level that was either good or excellent. Also, that assessment showed that 93% of projects assessed were deemed by faculty to have a clear thesis to a degree that was good or excellent.

Students in the languages are also required to articulate a specific position (SLO10) in their research. Such prompts as “Review an article on second language pedagogy and take a position with regard to the results/ findings described therein” address this. Also, Survey of Senior Projects showed that 93% of projects assessed were deemed by faculty to have a clear thesis to a degree that was good or excellent.

Also in the majors and minors in foreign languages, students access and evaluate sources of information (SLO11); choose and explore a topic in depth integrating prior knowledge with current research in an innovative way (SLO13); and respond to given problems, assess contextual factors, create and evaluate potential strategies, and implement an effective solution (SLO 14). Although not exhaustive, the following courses require research papers in the target language according to the syllabi: FR 320, FR 321, FR 420, FR 430, FR 431, FR 499, SPAN 320, SPAN 420, SPAN 430, SPAN 431, SPAN 433, and SPAN 499. The Assessment of Foreign Language Senior Projects showed that 100% of projects assessed were deemed by faculty to use sources that are in the majority appropriately current. 92% of projects assessed were deemed by faculty to use scholarly journals, books, or appropriate exceptions. 92% of projects assessed were deemed by faculty to use an appropriate number of references. Also, the Survey of Modern Languages Student Alumni/Seniors/Juniors showed that 87% of students and former students surveyed believed their program’s ability to foster research skills was excellent or good.

Ultimately, students in the foreign language majors and minors critically and creatively expand upon issues studied in the curriculum, taking into account the ethical, logical, and cultural dimensions of the problem (SLO12). In that regard, the assessment of foreign language senior projects showed that 93% of projects assessed were thought to represent a creative perspective on a noteworthy topic to a degree that was good or excellent.

In sum, the assessments showed that most student learning outcomes were being met and that the foreign language programs are training students to use the languages in useful ways to communicate and conduct research. Students’ research projects were deemed good or excellent in most areas. The lowest ratings were in grammar. Only 29% of senior projects were deemed
excellent in grammatical correctness and only 65% of advanced writing samples were very good or excellent in grammar. Similarly 57% of senior projects assessed were deemed excellent in use of a variety of sentence structures. There could be more attention to promoting excellence in writing at the advanced levels.

Also in the survey of foreign language alumni and seniors and juniors, 87% saw their program’s ability to foster competency in oral communication as excellent or good. Although a high percentage, it represents one of the lower levels of satisfaction and so more oral practice opportunities could make graduates of the programs feel more confident and satisfied with their studies.

Only 58% of first and second year students felt that their program allowed them to practice the language in a variety of useful ways. More communicative practice in the languages at the beginning levels would perhaps be helpful.

78% of first and second year students thought that their language class allowed them to see connections between foreign language classes and other disciplines. While not 100%, this statistic seems to indicate that a large majority of students see connections with other disciplines even in the beginning language classes. This seems a good proportion given that first year language classes would by definition focus on language learning. It seems the first year classes also enrich students in other areas than simply language learning.

VI. Action Recommendations

The recommendations from Modern Languages Programs Retreat, January 2013, were updated at the Modern Languages Faculty retreat on June 24, 2015.

In 2013, the faculty considered recommendations from the Modern Language Association Ad Hoc Committee on Foreign Languages. That study began in 2004 and was published two years later. The Committee defined what can be called the nation’s language deficit, relating to the United States’ inability to communicate with other parts of the world leading to failures in, among other areas, the military’s ability to suppress terrorism. According to the MLA report, with globalization, the need for studying languages other than English should no longer be a matter of debate. The report suggests that foreign language programs should be structured to produce near-native speakers with linguistic and transcultural competence. The report indicated that students should be challenged through literature, film, and other media to consider other ways of seeing the world and to understand others and themselves better. Thus, programs should foster political and historical awareness, knowledge of changing sensibilities and artistic movements as well as train students in the skills of translation and interpretation. The report encourages interdisciplinary collaboration and team-taught courses to counter the marginalization of foreign language faculty in universities such as La Verne. These courses
should focus on themes such as language and history, language and power, language and identity and study cross-cultural connections such as between, for example, literature and science, Paris, Vienna and London, and courses on the Crusades or the Silk Road as a way of attracting language majors as well as students from other majors. The report insists on adherence to best practices for native speakers, programs in translation and interpretation, study abroad and courses taught in the target language. Largely consistent with the findings of this report, the foreign language faculty retreat in 2013 proposed changes to the curriculum at that time. In June, 2015, the foreign language full-time faculty met again to assess the progress and re-evaluate the recommendations. The following represents the combined findings of the two meetings with the recent additions.

**Course additions and changes to the curriculum:**

1. Change the core requirements by adding a Spanish Linguistics or Sociolinguistics course and making ANTH 340: Language and Culture an elective. This change had not been accomplished by 2015. The foreign language faculty propose instead, in order to support all languages, to add an internal Linguistics course in English in 2016 or 2017 that would be taught by a department member with the required expertise. Language majors could take this course to substitute for ANTH 340 or ENG 270, which are required.

2. Add an introduction to literature course (400 level) or an introduction to film class. This has been accomplished. The Spanish faculty currently offer Introduction to Literature and Spanish Cinema as part of the SPAN 430/431 sequence. The Spanish faculty will make course changes to list these titles as the titles for SPAN 430 and 431.

3. Add a skills class: advanced grammar with more writing practice. This is already the focus of SPAN 314, Advanced Spanish Grammar and Composition; the idea to create a second semester is still under consideration. Japanese will add JAPN 314: Advanced Grammar, and make it a requirement for JAPN 320. French will also create a FREN 314: Advanced French Grammar.

4. Add a senior capstone seminar course with a portfolio and exit proficiency interview to replace the senior project. The idea of adding a course prior to 499 which would prepare for the senior project was abandoned due to pragmatic concerns. Spanish has added a portfolio option to the SPAN 499 class. The languages will make an oral presentation component standard in the 499, senior project classes. The French program will abandon the comprehensive exit exam as a separate component of the French major. The French, Japanese, and Spanish majors will add an internship option to 499 and allow for students to develop a
project which corresponds to their interests; it could be an action-oriented project, but with a substantial research component to accompany it. Assessment tools will be developed to evaluate senior projects appropriately and consistently.

5. Ensure that students of Spanish get courses from peninsular and Latin American literatures. This has been accomplished.

6. Add a translation course. This was accomplished with the addition of Spanish 350.

7. Offer introduction to the major courses that are closely tied to current General Education requirements. This is being done through the addition of FLEX courses in French, Japanese, and Spanish. As of 2015, a FLEX class in each language has been offered.

8. The foreign language programs will make a concerted effort to promote the idea of a minor in foreign language to all students enrolled in foreign language classes each semester.

NEW, 2015: FREN/JAPN/SPAN 300, Second Language Teaching, will be offered each year and FREN/JAPN/SPAN 330P, Second Language Teaching Practicum, will allow students to act as teaching assistants in 100 level classes. Students will have the option to pursue a senior project in their 499 class which integrates second language teaching practice.

NEW, 2015: The programs will change the existing titles in the Literature in Translation courses to reflect the connections between the various literatures analyzed in those classes.

NEW, 2015: Some classes will be reoriented to focus on skills: FRN 210 will become Intermediate French Conversation, FRN 211 will become Intermediate French Composition.

NEW, 2015: In order to streamline the requirements for the majors, FREN 210/211 and SPAN 210/211 will no longer be listed as requirements for the major but remain as prerequisites.
NEW, 2015: The Japanese program will utilize one tutor from the Learning Enhancement Center and one advanced student from the JAPN 330 Practicum in the Japanese classes.

Co-curricular additions:

9. Add an introduction to the major meeting to the start of the program which includes a reception with alumni. This event is being planned for the fall of 2015.

10. Create opportunities for undergraduates to teach in local schools. This is in progress.

11. Offer more travel study courses. There are currently plans to continue and expand current short-term study abroad classes both in January and summer.

Staffing:

12. Increase full-time faculty in the programs. This was accomplished this year with the addition of two full-time faculty members, one in Japanese, and one in Spanish.

Assessment:

12, Review courses for sequencing. This has been accomplished.

13, Integrate humanities objectives more closely into the language majors. This has been accomplished.

Faculty Development

14. Have faculty get ACTFL OPI training to conduct oral proficiency interviews. This is ongoing. Several foreign language faculty members intend to attend the ACTFL conference in San Diego in the fall for Oral Proficiency Interview certification.

Facilities

15. Improve the language lab functionality. This had not been accomplished but there are plans to add alternatives to language lab practice and software programs such as Mango Languages to the lab. There is also a consideration of using the lab for in-house foreign language tutoring. Two faculty members are attending a conference to investigate possibilities for blended or hybrid classes.
16. Add flexibility to the study abroad options. This is ongoing. In 2015, two options were added to the French program, Middlebury College’s program in Yaounde, Cameroun, and Accès Strasbourg, in France. While realizing the importance of study abroad to foreign language education, the foreign language faculty recognized the financial stress imposed on students by it and decided to make study abroad an option, although strongly encouraged, for language majors.

Interdepartmental Collaboration

17. Create new comparative literature or interdisciplinary courses possibly integrating politics and literature. This was abandoned in 2015.

18. Create a World Literature major possibly to replace the current Comparative Literature major.

NEW, 2015: The consideration of a new major was abandoned. However, the department decided to offer more courses in English in world literature based on themes. Also, the programs would change the existing titles in the Literature in Translation courses to reflect the connections between the various literatures analyzed in the classes. Some literature classes will be retitled and refocused on themes, such as Contemporary Quebec Society and Culture.

19. Offer more FLEX courses and link with learning communities in allied fields. This is ongoing.

20. Create a hybrid foreign language major. This was abandoned.

NEW, 2015: Expand support for the FREN/JAPN/SPAN 499, senior project class, for International Business and Language classes. Because IBL students may lack sufficient preparation in the language to complete a senior project in the target language, it will be proposed that International Business and Language majors who choose the FRN/JAPN/SPAN 499 as their senior project class take 2 upper-level classes in the language in addition to FREN/JAPN/SPAN 420, as prerequisites.

NEW, 2015: A certificate in Translation Studies is proposed. It will require 7 courses including Translation Studies, Creative Writing, International Literature, an internship course and a capstone project.
Appendices

Assessment of Advanced Writing Course Titles, Prompts, and Paper Titles

Course Titles:
French 320: French Civilization I
French 420: Commercial French
French 430: French Literature I
French 431: French Literature II
Spanish 314: Advanced Grammar and Composition
Spanish 320: Hispanic Civilization and Culture
Spanish 321: Latin American Civilization and Culture
Spanish 330: Second Language Methodology
Spanish 386: Chicano Literature
Spanish 399: Women in Mariachi (Independent Study)
Spanish 431: The Latin American Short Story
Spanish 431: Introduction to Hispanic Studies
Spanish 432: Race, Class, and Gender in Latin American Literature
Spanish 433: Spanish Cinema in Close-up

Sample Prompts:
Characterize the use of language in “El Cambiazo” and the effects different linguistic
techniques have on point of view and character development.
Choose an object in your life that is indispensable and argue why it is so.
Describe women’s participation in the public sphere in Chile during the 70s and 80s
of the last century indicating the extent of their success- personal and social –
and the greatest obstacles they encountered.
Explain the manifestation and principal effects of symmetry and/or parallelisms in “The South”
and “The Night Face Up.”
Review an article on second language pedagogy and take a position with regard to the results/findings described therein.

Write a 4-6 page paper identifying a significant visual image from the Chicano Movement and its function in the same.

Write a 5 page paper which is a history and S.W.O.T. analysis of a French company with a market in the Los Angeles area.

Write a 5 page research paper on a subject of your choice from among the topics read or discussed in class.

Write a 5-7 page literary analysis of one or more of the primary works read in class:
   Choose one aspect.

Write an 8-10 page paper (monograph) on an aspect of women in the world of the mariachi.

**Paper titles:**

- La ambigüedad en las lealtades de los personajes femeninos en *Silencio Roto*
- Aztlán y la Virgen de Guadalupe en el movimiento chicano
- Los beneficios del uso de la traducción en clases de lengua avanzadas
- Las caras del dominio: Cine y política en *También la lluvia*
- Charles de Gaulle
- Costa: Un conflicto entre sus ideales y su vida como productor en la película *También la lluvia*
- Cot par rapport à Renoir
- La Fontaine et l’extravagance
- Hermès
- La identidad de la mujer en el mariachi
- Identidad Mestiza: Conflicto y Resolución en *Borderlands/La Frontera*
- El lenguaje machista y el coronel Corrales
- LG: Más que un accesorio
- La mezcla de dos razas en “La canción del bonga” de Nicolás Guillén
Assessment of Advanced Writing Data

Ideas Rubric

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-27 Excellent Very Good</td>
<td>Interesting and clear thesis. A well thought-out essay with a clear and well developed thesis. Includes specific and well selected details that support the thesis.</td>
</tr>
<tr>
<td>26-22 Good Adequate</td>
<td>Interesting ideas, in general, but the theme could be explored more deeply. Adequate development, although some areas may be poorly supported or have no clear relationship with the thesis.</td>
</tr>
<tr>
<td>21-17 More or less lacking</td>
<td>Unclear thesis, or one that fails to present a debatable opinion or idea. The theme has only been superficially explored and partially developed, with many unsupported or irrelevant ideas.</td>
</tr>
<tr>
<td>16-13 Needs much work</td>
<td>Superficial or uninteresting ideas, with little development, or insufficient material to evaluate the text.</td>
</tr>
</tbody>
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### Ideas Data

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<tr>
<td>26-22 Good- Adequate</td>
<td>8</td>
<td>40%</td>
</tr>
<tr>
<td>21-17 More or less lacking</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>16-13 Needs much work</td>
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### Organization Rubric

<table>
<thead>
<tr>
<th>Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>30-27 Excellent- Very Good</td>
<td>The information is presented logically and clearly. All of the paragraphs are well structured with a thematic (topic) sentence that introduces an idea and that is developed within the paragraph. All of the ideas are linked to the thesis.</td>
</tr>
<tr>
<td>26-22 Good-Adequate</td>
<td>The paragraphs are well structured and in general present ideas that are linked to the thesis. The sequence of ideas is at times unclear and may seem disconnected. The transitions are at times abrupt. The reader may have difficulties following the flow of ideas.</td>
</tr>
<tr>
<td>21-17 More or less lacking</td>
<td>Confusing or incongruent ideas. Some paragraphs are poorly structured, without thematic sentences or with various jumbled ideas. Frequently, it is difficult to understand the connection with the thesis and the message that the writer is attempting to communicate.</td>
</tr>
<tr>
<td>16-13 Needs much work</td>
<td>Logical organization is inexistent. A “salad” of ideas, or insufficient material to evaluate the text.</td>
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### Organization Data

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# Grammar Rubric

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<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-27 Excellent-Very Good</td>
<td>A wide variety of structures, with errors few and that do not complicate comprehension.</td>
<td></td>
</tr>
<tr>
<td>26-22 Good-Adequate</td>
<td>Good use of structures, but with little variety; writer tends to use simple construction, with some serious and some minor errors, but the text is comprehensible.</td>
<td></td>
</tr>
<tr>
<td>21-17 More or less lacking</td>
<td>Limited use of structures, with inconsistent control and frequent errors, especially with complex constructions where English is used instead. The meaning is frequently difficult to comprehend.</td>
<td></td>
</tr>
<tr>
<td>16-13 Needs much work</td>
<td>Frequent and persistent errors in basic grammar and sentence formation. Errors make comprehension difficult, or insufficient material to evaluate the text.</td>
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## Grammar Data

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# Vocabulary Rubric

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<th>Description</th>
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<tr>
<td>30-27 Excellent-Very Good</td>
<td>Language selection is appropriate for the theme. Excellent use of lexical chains and precise vocabulary. Few or no evidence of English interference.</td>
<td></td>
</tr>
<tr>
<td>26-22 Good-Adequate</td>
<td>Language selection is almost always appropriate for the theme, but somewhat limited. There are errors that indicate English interference and some repetitive vocabulary, but still comprehensible.</td>
<td></td>
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<tr>
<td>21-17 More or less lacking</td>
<td>Language selection is sometimes inappropriate for the theme. Use of a limited and repetitive vocabulary, and/or vague and imprecise terms. English interference is evident in anglicisms. Meaning is frequently difficult to capture.</td>
<td></td>
</tr>
<tr>
<td>16-13 Needs much work</td>
<td>Language selection is inappropriate for the theme. Extremely limited vocabulary, with English interference, or insufficient material to evaluate the text.</td>
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### Vocabulary Data

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### Mechanics Rubric

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<td>30-27 Excellent- Very Good</td>
<td>Very few or no spelling, accentuation or punctuation errors</td>
</tr>
<tr>
<td>26-22 Good- Adequate</td>
<td>Some minor spelling, accentuation or punctuation errors</td>
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<tr>
<td>21-17 More or less lacking</td>
<td>Frequent spelling, accentuation or punctuation errors,</td>
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<td>Persistent spelling, accentuation or punctuation errors.</td>
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### Mechanics Data

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### Percentage “Excellent” or “Good”

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Assessment of Foreign Language Senior Projects Titles and Data

The titles of the senior projects were as follows.

L’acquisition du français par des étudiants qui avaient fait l’étude à l’étranger et les effets sur l’acquisition du français des expériences dans une nouvelle culture

Las armas y las letras: los escritos de Langston Hughes sobre la Guerra Civil Española

Le chemin du socialism en France

Una defensa de la inmersión recíproca en los EEUU

La laïcité en France

La Malincha: transformación e identidad

Muévete que no te entiendo: salsa, comunicación e identidad cultural en Los Ángeles

Música y simbolismo político en la película Ana y los lobos de Carlos Saura

Paralelismos en También la lluvia

Una prueba de las obras de Ricardo Arjona: traducción y análisis de dos canciones

Pourquoi les Américains ne comprennent pas les Français: Une étude anthropologique des deux cultures

La signifiance des contes de fées et leurs influences sur les rôles des femmes

Sistema de Educación en España y EEUU

Transpasando fronteras culturales lingüísticas y sexuales en Caramelo

Senior Project Assessment

Scale

1=Excellent  2=Good  3=Fair  4=Poor

<table>
<thead>
<tr>
<th></th>
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<th>Fair</th>
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<td>43%</td>
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Content

The evaluated senior project...

1. Has a clear and well-defined thesis

2. Represents a creative perspective on a noteworthy topic
3. Recognizes the complexity of the factors involved

<table>
<thead>
<tr>
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<td>29%</td>
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4. Demonstrates an understanding of cultural and historical factors

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5. Thoroughly analyzes, evaluates, and integrates information

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6. Concludes and infers properly

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Organization

The evaluated senior project...

7. Is well organized

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8. Presents clear and vivid ideas

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9. Has smooth and effective sequences/transitions

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<td>40%</td>
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</table>
10. Is clean, presentable, and formatted according to MLA/APA Guidelines

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<th>Fair</th>
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Language Use

The senior project evaluated...

11. Displays consistent facility with the target language

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12. Uses a variety of sentence structures, from simple to complex

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13. Uses sophisticated and precise lexicon

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14. Is free from grammatical or mechanical errors

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Bibliography

The evaluated senior project...

15. Uses sources that are, in the majority, appropriately current

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16. Uses sources from scholarly journals, books, or appropriate exceptions

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17. Has a reasonable and appropriate number of references

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18. Has a reference list that corresponds with citations

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Academic Integrity

The evaluated senior project…

19. Uses appropriate citations and/or endnotes

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20. Paraphrases correctly

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21. Demonstrates no indication of plagiarism

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Lowest Percentages of Excellent scores

The evaluated senior project…

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<td></td>
<td></td>
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<tr>
<td>Has a clear and well-defined thesis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presents clear and vivid ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Highest percentage of Excellent Scores

The evaluated senior project…
Paraphrases correctly 100% Excellent
Demonstrates no indication of plagiarism 100% Excellent
Has a reference list that corresponds with citations 93% Excellent
Uses appropriate citations and/or endnotes 93% Excellent
Uses scholarly sources and appropriate research methodology 72% Excellent
Thoroughly analyzes, evaluates, and integrates information 72% Excellent

First and Second Year Foreign Language Student Survey

The survey was administered to students in first and second year foreign language classes at the University of La Verne between May 19, 2014 and May 30, 2014.

Language Studied

<table>
<thead>
<tr>
<th>Language</th>
<th>French</th>
<th>German</th>
<th>Japanese</th>
<th>Spanish</th>
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</thead>
<tbody>
<tr>
<td>20%</td>
<td>37</td>
<td>7</td>
<td>13</td>
<td>123</td>
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</table>

Year in College

<table>
<thead>
<tr>
<th>Year</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 Freshman</td>
<td>25</td>
<td>75</td>
<td>41</td>
<td>39</td>
</tr>
<tr>
<td>2014 Sophomore</td>
<td>14%</td>
<td>42%</td>
<td>23%</td>
<td>21%</td>
</tr>
</tbody>
</table>

Foreign Language Class taken to fulfill requirements of…. Check all that apply.

<table>
<thead>
<tr>
<th>Category</th>
<th>Major</th>
<th>Minor</th>
<th>General Education</th>
<th>Electives</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 Major</td>
<td>44</td>
<td>8</td>
<td>128</td>
<td>33</td>
<td>3*</td>
</tr>
<tr>
<td>2014 Minor</td>
<td>24%</td>
<td>4%</td>
<td>71%</td>
<td>18%</td>
<td>2%</td>
</tr>
<tr>
<td>*nursing school prerequisite, graduate school prerequisite, focus area</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Previous high school study of foreign language

<table>
<thead>
<tr>
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<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>155</td>
<td>25</td>
</tr>
<tr>
<td>86%</td>
<td>14%</td>
</tr>
</tbody>
</table>

Years of previous high school or elementary school study of the language, if indicated

<table>
<thead>
<tr>
<th>Years</th>
<th>1 year</th>
<th>2 years</th>
<th>3 years</th>
<th>4 years</th>
<th>6 years</th>
<th>10 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>8</td>
<td>27</td>
<td>26</td>
<td>9</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2015</td>
<td>4%</td>
<td>15%</td>
<td>14%</td>
<td>5%</td>
<td>.05%</td>
<td>.05%</td>
</tr>
</tbody>
</table>
Previous study of foreign language at a community college or another university

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>15</td>
<td>8%</td>
</tr>
<tr>
<td>No</td>
<td>165</td>
<td>92%</td>
</tr>
</tbody>
</table>

Years of previous study of foreign language at community college or another university, if indicated:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
<td>5</td>
<td>3%</td>
</tr>
<tr>
<td>2 years</td>
<td>1</td>
<td>.05%</td>
</tr>
<tr>
<td>3 years</td>
<td>1</td>
<td>.05%</td>
</tr>
</tbody>
</table>

Previous study of foreign language at the University of La Verne

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
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<td>54</td>
<td>30%</td>
</tr>
<tr>
<td>No</td>
<td>126</td>
<td>70%</td>
</tr>
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</table>

Previous study of a foreign language at the University of La Verne, if indicated

<p>| | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1-2 semesters</td>
<td>33</td>
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</tr>
<tr>
<td>2 years</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>4 years</td>
<td>1</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

Students who speak the foreign language studied at home

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>15</td>
<td>8%</td>
</tr>
<tr>
<td>No</td>
<td>165</td>
<td>92%</td>
</tr>
</tbody>
</table>

Students who have visited or lived in a country where the language is spoken.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>70</td>
<td>39%</td>
</tr>
<tr>
<td>No</td>
<td>110</td>
<td>61%</td>
</tr>
</tbody>
</table>

1. Courses in this language have helped improve my overall fluency.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>79</td>
<td>101</td>
</tr>
<tr>
<td>0%</td>
<td>0%</td>
<td>44%</td>
<td>56%</td>
</tr>
</tbody>
</table>

2. Courses in this language have increased my knowledge of the culture(s) where it is spoken

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>73</td>
<td>104</td>
</tr>
<tr>
<td>0%</td>
<td>2%</td>
<td>40%</td>
<td>58%</td>
</tr>
</tbody>
</table>
3. Courses in this language have helped me to see relationships between my culture and others.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>9%</td>
<td>90%</td>
<td>81%</td>
</tr>
</tbody>
</table>

4. Courses in this language increased my interest in study/travel abroad.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>9%</td>
<td>72%</td>
<td>89%</td>
</tr>
</tbody>
</table>

5. Courses in this language increased my interest in majoring or minoring in the language.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>87%</td>
<td>41%</td>
<td>37%</td>
</tr>
</tbody>
</table>

6. Courses in this language have been conducted primarily in the target language.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>17%</td>
<td>91%</td>
<td>72%</td>
</tr>
</tbody>
</table>

7. Courses in this language helped me improve my listening comprehension.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>2%</td>
<td>77%</td>
<td>101%</td>
</tr>
</tbody>
</table>

8. Courses in this language helped me improve my speaking skills in the language.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>4%</td>
<td>54%</td>
<td>122%</td>
</tr>
</tbody>
</table>

9. Courses in this language helped me improve my reading skills in the language.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>5%</td>
<td>59%</td>
<td>116%</td>
</tr>
</tbody>
</table>

10. Courses in this language helped me improve my writing skills.
11. Courses in this language allowed me to practice using the language orally and in writing in a variety of useful ways.*

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>4</td>
<td>67</td>
<td>103</td>
</tr>
<tr>
<td>0%</td>
<td>2%</td>
<td>37%</td>
<td>58%</td>
</tr>
</tbody>
</table>

*174 students answered this question.

12. Courses in this language allowed me to express myself using the foreign language.*

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>4</td>
<td>83</td>
<td>87</td>
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<tr>
<td>0%</td>
<td>2%</td>
<td>46%</td>
<td>48%</td>
</tr>
</tbody>
</table>

*174 students answered this question.

13. Courses in this language helped me perceive differences and similarities between cultures.*

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>4</td>
<td>82</td>
<td>88</td>
</tr>
<tr>
<td>0%</td>
<td>2%</td>
<td>46%</td>
<td>49%</td>
</tr>
</tbody>
</table>

*174 students answered this question.

14. Courses in this language presented and analyzed aspects of the culture studied.*

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>7</td>
<td>86</td>
<td>81</td>
</tr>
<tr>
<td>0%</td>
<td>4%</td>
<td>48%</td>
<td>45%</td>
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</tbody>
</table>

*174 students answered this question.

15. I saw connections between material covered in foreign language class and other subjects I study.*

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>29</td>
<td>67</td>
<td>72</td>
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<tr>
<td>0%</td>
<td>16%</td>
<td>38%</td>
<td>40%</td>
</tr>
</tbody>
</table>

*172 students answered this question.

16. In my language classes, I would like more emphasis on grammar.*

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>40</td>
<td>68</td>
<td>51</td>
</tr>
<tr>
<td>6%</td>
<td>22%</td>
<td>38%</td>
<td>28%</td>
</tr>
</tbody>
</table>

*170 students answered this question.

Comments.
Loved my professor! Loved learning a spoken language, helped me at work a lot. I had a great teacher [name omitted] who helped expand my knowledge & vocabulary in Spanish. Thank you. It was an amazing class and really helped me develop my skills better than previous classes. I really enjoyed my class with Profesora [name omitted]. Her class genuinely helped me to improve my language skills all around. The class was great and really helped me further my knowledge of French. I greatly enjoyed this course – is a bit of a struggle [illegible]. What a great professor [professor’s name omitted] whose main goal is for the students to learn. She really does care about the subject and the students. Style of teaching geared more toward home study and less classroom learning. These classes helped me overall in grammar where I needed the most help. Bomb clase! One of the only professors on campus who provided multifaceted and immersive learning within all her courses. Learned a lot about Latin culture. Best teacher ever! No comments. I am a vocalist and sing in many foreign languages. French was definitely one of the harder languages, but it was nice to gain some knowledge on the language itself that helps with the singing. None. Great teacher!!! Great class, learned a lot! She’s wonderful! I have a better understanding of how to properly speak French and on comprehension of French. Great learning experience. Enjoyed the class. This was a great class to be cultured in. We talked about various Latin countries which was interesting. Being taught in Spanish was challenging but helped me practice more. Great teacher!!! Please teach Spanish II. Great class! Great professor! J’aime français et la classe est tres bonne. Maybe speaking a bit more French outside of the exercises would be fun! More conversation. Sometimes it is frustrating that we get homework with no previous knowledge of the material until the next day, the day it is due. I love this class! Great professor. I recommend this class because it is really good! This was my first French class ever and I learned much more than I expected in just 3 months! The way you just hold conversations w/the class and “just talked” helped with the learning process. [Professor’s name omitted]. I enjoyed this class! Overall, Spanish 2 with [professor’s name omitted] was great, she is a wonderful teacher. I learned a lot. Really well taught. My teacher was absolutely amazing! It was fun! Dr. [name omitted] is the best foreign language instructor. I have learned so much, and enjoy it. He breaks everything down so simply, and is a great professor and person. Great class with Professor [name omitted]. She always has time to help students. Really enjoyed this class. Glad to have resparked my foreign side once again. We need German 3 + 4 classes. My Spanish classes have really helped to push me to grow and stretch past my limits. [Professor’s name omitted] is an amazing professor and La Verne is lucky to have him! The French class I took with another professor however is horrible. We did a lot of reading and oral activities which seemed to be very effective. I had a positive experience in the class, although it was challenging at times my second year, I learned a lot. Overall good. Loved the way the class was structured and the website. I appreciate the extra help opportunities. Great class. Maintenant je voudrais beaucoup aller au France! Et cette classe aide moi.

Comments tabulated

| Liked the professor/teaching style | 15 |
| Liked the class | 12 |
| Liked learning to speak the language | 4 |
| Liked overall language learning | 4 |
| Liked learning about culture | 3 |
| Liked that target language was used | 2 |
| Class was somewhat of a struggle | 2 |
| Too much home study required | 2 |
| More practice speaking needed | 2 |
| Want more advanced classes in the language | 2 |
| Previous instructor was not good | 1 |
| Liked reading in the language | 1 |
| Learned a lot of vocabulary | 1 |
| Learned a lot of grammar | 1 |
| Improved listening comprehension | 1 |
| Professor was available for extra help | 1 |
| Want to travel to where target language is spoken | 1 |

17. In my language classes, I would like more emphasis on oral practice.*

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
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<td>78</td>
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<tr>
<td>6%</td>
<td>14%</td>
<td>31%</td>
<td>43%</td>
</tr>
</tbody>
</table>

*172 students answered this question.

18. In my language classes, I would like more emphasis on writing.*

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
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<td>9</td>
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</tr>
<tr>
<td>5%</td>
<td>23%</td>
<td>37%</td>
<td>30%</td>
</tr>
</tbody>
</table>

*171 students answered this question.

19. In my language classes, I would like more emphasis on culture.*

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
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<td>62</td>
<td>39</td>
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<tr>
<td>7%</td>
<td>29%</td>
<td>34%</td>
<td>22%</td>
</tr>
</tbody>
</table>

*168 students answered this question.

20. In my language classes, I would like more emphasis on literature.*

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>54</td>
<td>71</td>
<td>26</td>
</tr>
<tr>
<td>11%</td>
<td>30%</td>
<td>39%</td>
<td>14%</td>
</tr>
</tbody>
</table>

*170 students answered this question.

21. In my language classes, I would like more emphasis on extra-curricular cultural activities.*

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
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<tbody>
<tr>
<td>15</td>
<td>38</td>
<td>60</td>
<td>56</td>
</tr>
<tr>
<td>8%</td>
<td>21%</td>
<td>33%</td>
<td>31%</td>
</tr>
</tbody>
</table>

*169 students answered this question.

22. Please comment on those aspects of your experience in the foreign language program at ULV that have been least satisfactory to you, mentioning any improvements you would suggest.

Sometimes we get blasted with homework, which is tough when the class is not my major, but it only makes me better. More consistency. Maybe more cultural things. Wish we could go on more field trips. I
have taken 2 courses in foreign language at ULV, both were great! No improvements I can see. Study the
culture more. No complaints! Less emphasis on writing, more on speaking. NONE. More extra-
curricular activities. Foreign language being required! Focus more on speaking language than the
grammar of it. None. It’s been hard for me to respond in French when listening, maybe more listen and
respond exercises. Possibly more class times offered? No complaints w/in classes. Focus more on the
Imperfect & Preterite as well as Por & Para – these have been some of the more difficult concepts to
grasp this semester. Lack of variety of language classes offered. Having to learn everything at home
rather than being taught much of the material in class. More practice on oral since French is not really a
common language in California as well as on the campus. Maybe make the tests more challenging. I felt it
was easy to get an A. There needs to be more activities or cultural fairs for this culture in order to
understand it more. Providing greater resources outside of the classroom, more support for faculty.
Learned a lot about Latin culture. Forcing us to only speak in the language may be helpful so we apply
ourselves more. I didn’t’ feel we got enough in-class practice. I did not have a problem with anything.
Being a little more structured on how the information is given. Sometimes it was difficult to understand
the language, since comprehension was tough. Repetitive homework. Learned a lot of new Spanish. I
think learning about more of the cultures currently. More writing practice. I felt that all of these aspects
were well addressed and satisfactory. For me, personally everything was fine and easy to understand.
There is nothing I would change. There was nothing unsatisfactory. More assistance from the LEC.
Confusion as far as accuracy in the textbook. Maybe more real world experiences like field trips to areas
locally where the language is spoken. Class was very accommodating to needs, the class was great
overall. More outside activities. I loved the emphasis on speaking but I wish some things were explained
more. More oral exams, makes it easier. French 100 and 101 should be offered at a later time, not just
7:40-I would have been more successful in a 9am class. Not unsatisfactory, but I would like more
everyday chatter in French. Oral practice. [Professor’s name omitted]. Nothing. Hands on activity to
embrace culture or to attend lecture/movie in Spanish as a class. More flexible tutoring hours for the class
would be appreciated. French I should count as a foreign language. Like I said above in the “Comments”
section, if we could just briefly go over the material before the homework is assigned. Nothing has been
unsatisfactory regarding my lang. I would have enjoyed having more of a structured lesson on grammar. I
believe my class was satisfactory. The teacher helped students understand. None. The style of teaching is
satisfactory. Perhaps more emphasis on speaking would be more helpful, but overall the program is
satisfactory. They were all excellent. I can’t think of anything unsatisfactory. No improvements. Focus
more on vocabulary would be good. The class was great! It helped learn a lot. More writing. Not much
had a great teacher who taught Spanish in a unique way. We need more tutors for languages. More time
and practice on grammar. Oral practice would be good to learn the language. No improvements. I’m
really bad at prepositions. Textbook is rather scattered and confusing at times. All good in the hood. Not
having enough conversational practice to feel confident enough on the oral exam. It could be more
focussed if the class was at a later time. More concrete lesson plans. I really enjoyed all aspects of the
program, however I would like to see use of the Blackboard. More people to tutor on that specific
language. The audio cd’s in the language lab have been the least effective for myself. No improvements.
Love the teacher. I’m not a good learner in class. I feel that the book was not as useful as it can be.
Students should be allowed to receive the pin code that comes with the book. Improved my basic
understanding of the French language. More review of material would be helpful, so that I may feel more
verbal quizzes testing our speaking comp. I would like to go on field trips that can help increase my
knowledge of different cultures. We can all improve every day, but I have no comments here. Nothing. The French 100 course is taught way too fast and is very uninteresting. I did not retain any French from taking that course. We learned a lot about culture, maybe don’t need as much. I wish we had German III and IV so that I could continue learning. I guess to go over things on a step by step basis rather than the whole picture at once. Spanish I w/ [professor’s name omitted] was a highly unmotivating experience. I felt I was unprepared for Spanish II. Very interesting and fun. I think it would be a cool idea to read a simplistic book in Spanish. I would like to have more oral practice and immersion. I would suggest a more critical part on studying grammar sentences. Less work/ time demanded of me because it is just a GE. Too much work to study, felt like I could only focus on this class, not my others, too fast. I have enjoyed the foreign language programs. Professor [name omitted] was much more patient and less intimidating than [name omitted]. Patience is key when learning a new language. Should not be required to graduate for behavioral science majors. Maybe a field trip somewhere cultural. Speaking, teacher help. Time slot for class is horrible. A lot more time with oral practice in class. I have enjoyed two semesters in the foreign language program-the instructors were great! I learned a lot from this semester but I feel the second semester of a language is not needed for general ed! The oral exams need to be more natural. They should be a conversation between prof. and student, not just the student talking. More opportunities for oral practice. I didn’t like how we would get writing assignments without much writing practice. Rien. None, all aspects were tres bien.

Least favorite experiences tabulated

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>No improvements needed</td>
<td>24</td>
</tr>
<tr>
<td>More emphasis on oral skills/speaking needed</td>
<td>16</td>
</tr>
<tr>
<td>More field trips desired</td>
<td>8</td>
</tr>
<tr>
<td>More classes/class times needed</td>
<td>6</td>
</tr>
<tr>
<td>More emphasis on culture needed</td>
<td>5</td>
</tr>
<tr>
<td>Foreign language GE component should be less</td>
<td>4</td>
</tr>
<tr>
<td>Teaching method should be more methodical</td>
<td>4</td>
</tr>
<tr>
<td>Too much homework</td>
<td>4</td>
</tr>
<tr>
<td>More grammar emphasis needed</td>
<td>3</td>
</tr>
<tr>
<td>More tutoring opportunities needed</td>
<td>3</td>
</tr>
<tr>
<td>Dissatisfied with the book</td>
<td>3</td>
</tr>
<tr>
<td>Dissatisfied with technology</td>
<td>2</td>
</tr>
<tr>
<td>More emphasis on writing needed</td>
<td>2</td>
</tr>
<tr>
<td>More emphasis on listening comprehension needed</td>
<td>2</td>
</tr>
<tr>
<td>Exams should be more challenging</td>
<td>1</td>
</tr>
<tr>
<td>More in class practice needed</td>
<td>1</td>
</tr>
<tr>
<td>Homework is repetitive</td>
<td>1</td>
</tr>
<tr>
<td>More emphasis on vocabulary needed</td>
<td>1</td>
</tr>
<tr>
<td>Class was too fast paced</td>
<td>1</td>
</tr>
<tr>
<td>Less emphasis on culture needed</td>
<td>1</td>
</tr>
<tr>
<td>Professor was unmotivating</td>
<td>1</td>
</tr>
<tr>
<td>Professor was impatient</td>
<td>1</td>
</tr>
<tr>
<td>More reading desired</td>
<td>1</td>
</tr>
<tr>
<td>Learned a lot about culture</td>
<td>1</td>
</tr>
</tbody>
</table>
23. Please comment on those aspects of the foreign language program at ULV that have been most satisfactory to you.

I was glad we focused a lot on speaking with each other in class. Les films, les oral exercise. I really enjoyed both teachers I have had. I'm glad that my major requires only one year of a foreign language. Professor [name omitted] was very good, spoke a lot, which was good. The comfort level and the environment provided by the professors [sic]. Great teachers. Being in a friendly environment that encourages interacting w/other students. Overall the class really improved my ability to communicate. Very accessible, easy to ask questions to. Reading comprehension. One on one help. Reading, writing, speaking. The teacher is great and I loved the emphasis on speaking it out loud- helped learn the language. It has been fun learning a new language. Giving speeches in Spanish. Learned a lot about the culture. Taught me how to converse. The valid growth of my knowledge of the language. Overall satisfied with the foreign language classes. I enjoy the classroom setting and the teachers. I feel that I have gotten a greater understanding of the language through this course. Everything has been great. Spanish II w/ [professor’s name omitted] was a wonderful experience. I have actually retained Spanish skills for the first time in my life. I’ve become better at speaking and listening. I can have a better conversation than before. The most satisfactory element was the knowledge I gained of the French and English language. I feel that I understand German much more when I hear it (especially in music which has really helped me in my music major). Learned a lot about pronunciation and grammar [sic]. The extra-curricular activities that Prof. [name omitted] took us on were the best! I feel confident in my Spanish speaking abilities because of his teaching methods. Very friendly and helpful professors. I really have appreciated the professors helping and encouraging my steps as I grow and learn. My professor has explained the language (writing, oral, and culture) very well. Grammar and writing practice has definitely helped increase my learning & helped Spanish become more fluent to me. My teacher was very helpful & learned a lot about all aspects of the language. Group presentation. My oral. Very structured & informative. Comprehension, reading, and speaking. The classroom experience that encourages practice and helps through practice. Professor [name omitted] is so helpful and ready to teach the class. I feel the oral portion of the Spanish class has helped me the most in progressing my knowledge of the language. Teacher helps with helping us speak orally in Spanish. Very helpful. Teacher relations. Good class. Good book. Fun! Great teacher, great experience, everything Dr. [name omitted] does helps w/ language efficiency. The in class oral practices have been the most effective. Class overall really helped me understand the language and culture. I enjoyed writing the compositions as it helped to better understand the language and culture. Availability of practice. My teacher led the class through a satisfactory program. Group activities, skits, in class activities. The professor was always very helpful and accessible. Good lesson plans. Vocab words really stuck. Repetition in class helped teach me and learn language. Everything, both 100 and 101 were awesome and I learned a lot. Reading, listening, and understanding Spanish. Going over the language and not the basics but the detail. The professors. Everything, writing and speaking improved. EVERYTHING! Overall it was a great class and helped me learn Spanish better than I had when I was in high school. Professors are willing to teach and help in any way. All aspects. This was a great class. Cultural activities outside of class. This was a great course that was conducted in a way that encouraged and produced learning naturally. It was explained and taught very well. Learning a foreign language and culture itself has been satisfactory to me. Lectures, grading system, group activities. Oral skills. I really enjoyed speaking the language/the extracurricular activities. The professor speaking in the language helped a lot with my listening skills. Language lab & oral practice. The teacher was very
engaging and proves a wide variety of learning tools which is very helpful. I benefitted from learning vocabulary that I can use daily and cross apply to my major. There was a lot of speaking which helped the most. My professor [name omitted] made learning Spanish fun and comprehensible [sic] my first Spanish class where the teachings stuck with me. [Professor’s name omitted]. I hated the Spanish class before this one. She’s awesome. Learning about culture. It has made me grasp the threads of the language very easily. Thank you, [professor’s name omitted]! I love [professor’s name omitted]. She is the best French teacher I’ve ever had. I loved how she taught grammar made the class fun with short video clips & being super interactive! Elle est une bonne prof! Spanish: oral exams & class participation. Speaking was great. My professor. The interaction were [sic] great! Great teacher! Teacher made it fun to learn a new language. Wish [professor’s name omitted] taught Spanish II! Being taught in Spanish gave me a lot more listening practice. Being taught in Spanish. The culture learning aspect of the class. Very interactive class. Grammar, writing, and oral practice was good but the more focus on it the better, I think. [Professor’s name omitted] is a good prof & language lab is great. I like everything. The pace was alright and the teachers help. Instructor enthusiasm for subject! Most satisfactory was the conversation of the language that was taught. It was very practical and easy to learn. Learning how to speak better. Speaking it constantly w/the class. Made me confident in speaking the language. Making conversation and learning to have dialogue. Get to learn culture, reading, writing in other languages in foreign countries. Great teacher really related to the students. My oral skills have greatly improved. Amazingly helpful teachers. I really like listening to music or watching movies in this language- it felt great knowing that I was beginning to understand the language. If you attended the class regularly, then it was fairly straight forward to at least understand the content. It was all pretty nice. The learning of the culture was very helpful. I enjoyed this class and everything it had to offer. I love how we would communicate it helped me tremendously. The professor was successful in teaching the structure of the language well. I had fun speaking Spanish and learning some cultural aspects of the language. Cultural experiences and expression in new language. I enjoyed reading a book in Spanish. The grammar and culture. Because of the instructor, all other aspects have been extremely beneficial. There were a lot of conversations and the tutors help a lot. There was a lot of practice. Being able to go to my professor when I need help with French as well as the LEC. Very culturally inclined. Great background and first-hand experiences were given. Overall well-paced. I never felt we rushed through any section. The teaching has been very genuine! I have enjoyed both professors in Spanish 100 & 101 [professors’ names omitted] – they have been some of the best Spanish professors I have experienced. I think it would be very beneficial if ULV students of both of these professors [names omitted] continued to instruct Spanish 100 y 101! I like the literature a lot. Each class has been great in helping to learn language. Teachers helped me learn more than in high school. [Professor’s name omitted] is very helpful in and out of class to each student. The size of the class was enjoyable b/c each student had a personal learning relationship with the instructor. Practicing the language orally. Prof. [name omitted]. Also the ability to test into an appropriate level course. It was fun. My professor was the best aspect of the course. Without [professor’s name] I do not feel I would have learned as much. Working with the professor. Teachers are very helpful. I loved how my professor [name omitted] created a fun and interactive environment though music!! Enjoyable. I enjoyed work we did as a class especially using the language orally. This class has been fun. I enjoyed attending it. Working in groups and always speaking Spanish in class. Expanding vocabulary & grammar. Practicing the language and being understood. I really enjoyed the fact that the professors spoke mostly in the other language. Comfortable, yet still efficient [sic] learning environment. I like Professor [name omitted], he is enthusiastic about teaching. The oral practice was great and
understanding. Great teachers. Practical. Being able to learn grammar and then having to go to tutoring once a week w/an actual Japanese speaker, has made me a lot better.

Most satisfactory experiences tabulated

<table>
<thead>
<tr>
<th>Most Satisfactory Experiences</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liked the professor (professor’s teaching style/method)</td>
<td>53</td>
</tr>
<tr>
<td>Enjoyed learning to speak in the language</td>
<td>25</td>
</tr>
<tr>
<td>Overall communication skills in the language improved</td>
<td>12</td>
</tr>
<tr>
<td>Liked oral practice</td>
<td>12</td>
</tr>
<tr>
<td>Liked learning about target cultures</td>
<td>12</td>
</tr>
<tr>
<td>Liked learning grammar</td>
<td>8</td>
</tr>
<tr>
<td>Liked atmosphere of the class (size/environment)</td>
<td>8</td>
</tr>
<tr>
<td>Liked reading/improving reading comprehension</td>
<td>6</td>
</tr>
<tr>
<td>Liked improving writing skills in the language</td>
<td>6</td>
</tr>
<tr>
<td>Liked improving listening comprehension</td>
<td>5</td>
</tr>
<tr>
<td>Sufficient in-class practice</td>
<td>4</td>
</tr>
<tr>
<td>Liked group activities</td>
<td>4</td>
</tr>
<tr>
<td>Liked films</td>
<td>3</td>
</tr>
<tr>
<td>Liked extra-curricular activities</td>
<td>3</td>
</tr>
<tr>
<td>Liked being taught primarily in the target language</td>
<td>3</td>
</tr>
<tr>
<td>Liked learning new vocabulary</td>
<td>3</td>
</tr>
<tr>
<td>Liked the availability of tutoring from faculty/LEC</td>
<td>2</td>
</tr>
<tr>
<td>Liked the language lab</td>
<td>2</td>
</tr>
<tr>
<td>Liked the music in class</td>
<td>2</td>
</tr>
<tr>
<td>Liked that only one year of FL is required</td>
<td>1</td>
</tr>
<tr>
<td>Liked testing into the appropriate level</td>
<td>1</td>
</tr>
</tbody>
</table>

### Foreign Language Faculty Survey

In the spring and summer of 2014, a foreign language faculty survey was distributed to full- and part-time faculty in French, German, Japanese, and Spanish. 9 faculty members returned the forms completed, including 5 in Spanish, 2 in German, and 1 who did not identify the language taught. 5 female faculty, 3 male faculty completed the survey and 1 who did not specify gender. The responses to the open-ended questions are listed verbatim and individually as they appeared on the surveys although some respondents repeated some comments, so that multiple responses to one question may be from the same individual.

1. Which language do you teach at this university?

<table>
<thead>
<tr>
<th>Language</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>2</td>
</tr>
<tr>
<td>German</td>
<td>1</td>
</tr>
<tr>
<td>Japanese</td>
<td>0</td>
</tr>
<tr>
<td>Spanish</td>
<td>5</td>
</tr>
<tr>
<td>Undeclared</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
</tr>
<tr>
<td>Percentage</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>56%</td>
</tr>
<tr>
<td></td>
<td>11%</td>
</tr>
</tbody>
</table>

2. What is your gender?

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>5</td>
</tr>
<tr>
<td>Male</td>
<td>3</td>
</tr>
<tr>
<td>Undeclared</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
</tr>
<tr>
<td>Percentage</td>
<td>56%</td>
</tr>
<tr>
<td></td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>11%</td>
</tr>
</tbody>
</table>
3. How many years have you taught foreign language at this university?

<table>
<thead>
<tr>
<th></th>
<th>0-1 year</th>
<th>2-5 years</th>
<th>6-10 years</th>
<th>Over 10 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Percentage</td>
<td>11%</td>
<td>45%</td>
<td>11%</td>
<td>33%</td>
</tr>
</tbody>
</table>

4. What do you perceive to be the strengths of the foreign language programs at this university?

- Relatively small class sizes that enhance student to instructor communication and student engagement
- Faculty members- both full and part time-invested in student learning
- High academic standards
- Flexibility in curricular requirements
- Study abroad component
- Small class sizes
- Dedicated and talented faculty
- Leadership in the department respects the needs of teachers to feel autonomous
- Also, resources and support are strengths
- Excellent collegial exchange of ideas
- Individualized instruction and advising for career and graduate studies
- Student-Instructor ratio
- At the moment, none
- There is a great deal of collegiality among faculty members in the department
- Flexibility in creating new classes
- The department chair has been flexible in allowing foreign language faculty to teach in other areas and to schedule foreign language classes when student demand is high.
- A department chair who supports foreign language faculty in initiatives for extracurricular activities related to foreign languages.
- There is currently a strong demand for beginning language classes.
- Small classes at the upper levels allow for more individualized instruction.
- Pre-approved study abroad programs allow students to easily access a great variety of courses in the major.
- The language programs currently offer a mix of language, culture, business language, cinema, linguistics, pedagogy, and literature courses.
- The International Business and Language major allows students to study foreign language in the context of a major in business and combine interests in those areas.
- Some majors require students to study a foreign language as part of their preparation in those majors.
- A good collaboration within the department
- Small classrooms
- Optimal class size for personally interactive learning/teaching
- Study in Germany program for potential majors
5. What do you perceive to be the weaknesses of the foreign language programs at this university?
Autonomy of instructors is good for creativity, flexibility, and perhaps even morale; however, lack of standardized assessment instruments may result in great differences in the type of instruction students receive in equivalent classes.
We should consider implementing standardized rubrics, which will also aid in future data collection for program reviews.
Not enough extra-curricular/support activities, i.e. there should be a better language lab, more coordination with study abroad, language tables/halls, and more intentional and institutionalized international programming.
The language laboratory model is outdated and should be moved online.
Also the classrooms in Miller Hall make it difficult for group activities.
Creation and implementation of courses and activities that take into account shifts in the academic field, in higher education, in the work world and in society in general.
Interdepartmental collaboration
Professional development opportunities
Resources (visual, audio, etc.)
Update language laboratory material (e.g. software)
Lack of leadership and direction
Outdated teaching material and primitive language lab
Lack of communication
Lack of faculty development opportunities
Lack of collegiality among faculty members
Lack of departmental transparency
The size of the university’s student body and of the department makes it difficult to offer a great variety of courses and instructors at the advanced levels each semester.
Many students are narrowly focused on their majors.
I really can’t think of any; except that an on campus minor would be nice.

6. In your view, what opportunities exist for further developing the foreign language programs at this university?
Create short term study abroad opportunities.
Offer a linguistics component (in-house).
Better access to a curated collection of foreign films,
Language tables,
More interaction with the international student population,
More use of cultural diversity of southern California
The potential for excellence on a national level exists. A good model is Middlebury College. It has immersion programs that are well respected and reflect well on the school’s reputation.
Summer immersion programs can bring in revenue and attract top students.
New interdisciplinary programs- World Literature, Translation, European Studies
Include the highly educated and experienced instructors in appropriate departmental, curriculum, and pedagogical matters.
Implement technology in the classroom.
Offer Spanish 100 and Spanish 101 online (also for CAPA).
Offer Spanish courses for Heritage Speakers.
Develop foreign language business courses in collaboration with the business school.
Put somebody with more motivation/skills/foreign language teaching experience in charge of the department or the language program.
With globalization, the world is getting smaller and knowing a foreign language is becoming an even more essential asset to many careers.
The university recognizes the global nature of today’s society and the foreign language department could become more central in helping provide students with intercultural as well as linguistic competence.
Technology, such as Skype and youtube, is making access to foreign language speakers, authentic materials, and practice easier and less expensive every day.
Collaboration with related departments through area studies or interdisciplinary programs could interest more students in each of the areas involved.
A General Education program which recognizes the contributions of the foreign language programs to educated citizenry would open possibilities for the foreign language programs.
Maybe investing in cd’s and programs that will be available to students in the language lab.
An escorted summer study program in Germany (at existing Marburg location or close by) would be a great immersion opportunity.
Also, a little PR work, on behalf of all FL programs (and corresponding study abroad programs) might be of benefit.

7. In your view, what threats exist to the foreign language programs at this university?
The lower level language levels have felt some impact from the removal of the foreign language requirement from General Education.
The removal itself speaks to a national move away from the concept of FL as a core element of a broadly educated individual.
I don’t think there is a threat to Spanish.
In general, at other universities, there could eventually be a threat to French and Japanese if those languages are not promoted more through partnerships with other majors, strong study abroad programs, and other creative ways. I am not sure if this applies to ULV.
Pragmaticism and degree mill mentality.
The study of language should be considered a non-negotiable component of a La Verne graduate’s experience:
Ramp up the science of language, i.e. linguistics.
Lack of strong connection between foreign languages and other disciplines
Lack of interdepartmental collaboration
Outdated materials and lab
No professional development opportunities
The current leadership does not show any interest whatsoever in the department’s growth.
The current leadership comes across as “absent” on campus as far as academic activities and professional opportunities are concerned.
The current leadership is really “absent” most of the times from the premises.
The current leadership does not seem to have a clear/updated grasp about new teaching methodologies.
Poor academic advising
Lack of a motivated person spearheading the movement to make this department matter on our campus
At a time when so many foreign languages are spoken on our campus, this department comes across to many in our community as a “joke.”
Lack of campus culture to share the message that studying a foreign language is a must in our global community
Other schools’ and departments’ disregard for foreign languages and this department in particular.
Some advisors’ lack of knowledge and/or interest in foreign languages negatively impacts students that want to pursue a major/minor in foreign language;
Students are discouraged from pursuing major/minor in foreign language.
Lack of interdepartmental collaboration.
Lack of support programs for students studying foreign languages: mandatory tutoring, mandatory field work, mandatory contact hours with native speakers, mandatory movies sessions, mandatory study abroad
A revision of the general education program which does not expose students to a variety of disciplines or dis-incentivizes exploration of other areas might make it difficult to reach students who are not declared majors in foreign language programs or may have never studied a foreign language.
Not all students are required or encouraged to study foreign languages.
I don’t know of any – unless the “GE FL” requirement were to be eliminated.

8. What experiences have been the least satisfactory in your teaching foreign language at this university?
   My experiences have all been positive.
   Not having much to choose from in the library in the way of film.
   I have had so many positive experiences with students. They appreciate my expertise and experience.
   Being an adjunct limits the collegial experience with faculty, staff and students. I suppose like many adjuncts I imagine the great impact I could have on the students if I taught full-time.
   Lack of faculty collaboration
   Textbook
   All of the above [answers to question 7].
   Being told that my voice does not matter on this campus
   Seeing students struggling with the damage of poor advising and being unable to help
   The university has undergone a revision of general education requirements almost every five years on average. It has been time consuming and stressful each time faculty with very diverging perspectives have had to reevaluate the curriculum and then modify courses to match the revisions.
   None.
9. What experiences have been the most satisfactory in your teaching foreign language at this university?

   Students are usually serious and motivated.
   Great staff.
   Accompanying student groups abroad.
   Seeing students gain language skills and learn to speak a language they never knew before.
   Seeing students produce thought provoking and high quality senior projects in the target language.
   My students’ academic success!
   Teaching autonomy
   Attitudes of colleagues, faculty and administration- all of them
   Students’ motivation
   Opportunities for research
   My experiences from hiring to observation were supportive and helpful.
   I love the campus atmosphere.
   The relationships with students have been enriching.
   The students! They work hard and enjoy learning.
   Close contact with students.
   Also, very nice and helpful faculty staff.

10. What further comments would you like to make about teaching foreign language at this university?

   I very much enjoy it.
   I enjoy it very much and I am honored to be here.
   Foreign language programs have more than one path to excellence.
   Having asked students about their majors, it might be a good strategy to examine having a structural linguistic focus that helps understand that every discipline benefits from knowing the role of language in the human experience.
   Develop and strengthen existing languages before adapting or creating new courses.
   Update texts and materials for students/ instructors.
   Professional development opportunities
   More faculty recognition
   Senior faculty availability for mentorship and advice
   I want to see this department become a powerful player on campus.
   It is my understanding that when put all together, we, faculty of modern languages, can speak many foreign languages: Spanish, French, Italian, Russian, German, Chinese-Mandarin, Japanese, Arabic, Romanian… How is it possible that we cannot be more involved in campus life?
   This is a department with potentials. I believe that with the right people in charge, substantial changes will take place.
   Many people (faculty members and students alike) are under the impression that this department is doomed and will disappear within a couple of years.
   It’s a vibrant program. I’m glad to be part of it.
   It would be good to see more programs developed where students study foreign languages with other disciplines and which might even encourage students to study multiple foreign languages.
Modern Languages Student Focus Group Report

Report by Dr. Felicia Beardsley, professor of anthropology and interim dean, CAS

22 August 2014

The Department of Modern Languages program review process included one student focus group that was conducted on 4 March 2014. All student participating in the focus group are either language majors or minors, or part of the International Business major (where language study is a crucial component) at University of La Verne. Participants identified key aspects of the modern languages programs that included challenges within the various language programs as well as positive aspects of the programs and opportunities for expanding or enhancing the programs. A summary of the focus group findings is provided in the following pages.

I. Purpose. The goal of the focus group was to gather student feedback regarding the strengths and challenges of the modern languages programs, the faculty, and overall opinions held by the students.

II. Methods. All students who volunteered in the focus group are upper classmen who are either majors or minors in one of the language programs in the department. Participants included both males and females who are traditional undergraduate students at the University of La Verne.

Procedure. The focus group was conducted during a Spanish seminar class, with an open invitation to other language majors and minors. All students agreed to participate. Students were informed that their comments would be kept confidential and that identifying, demographic information would neither be recorded nor provided in the final summary. The course professor was contacted by the program reviewer for permission to allow students to participate in the focus group during regular class time. The professor agreed and the focus group leader conducted the session without the presence of the professor. The students in the focus group gave oral consent to participate; student comments were recorded on paper.

Instrumentation. The following questions were used to guide the open-ended discussion format of the focus group:

1. What are the strengths of the programs?
2. What are the weaknesses of the programs? How would you like to see these weaknesses improved?
3. What opportunities should the department use to make improvements?
4. What additional comments would you like to include?

After the focus group was completed, student comments were subjected to a thematic content analysis to identify underlying themes.

III. Summary of Findings. The following summarizes the comments from the focus group.
Strengths of the Programs. The students who participated in the focus group expressed an overall level of satisfaction with the language programs, identifying several strengths. They commented that the professors were enthusiastic, helpful and very knowledgeable. “They push us to think critically,” said one student. The faculty are seen as role models to the students, providing motivation to think more critically and apply those skills to their other classes and course work.

Specific to classes, students commented that the classes are inevitably small and always interactive. The translation class is considered the most beneficial of all, exposing students to a greater range of vocabulary, quicker thinking skills, context construction within a cultural milieu, and most especially it trains them to choose the right words to express a writer’s intentions. The conversation classes make it easier to read in a different language, and were also seen as highly valued.

With respect to co-curricular activities, conversation hours in French help students with their language practice. Other activities sponsored by the faculty have been greatly appreciated, including the foreign language film series and the visiting poet who worked with students in the translation class providing feedback on their translations of his work.

Needs and Challenges. Although students outlined a number of strengths within the department and language programs, there were also weaknesses noted. Many of the weaknesses centered on the limited choices of classes at the upper division level, and that they would like to see a wider variety of classes for the majors. In their discussions about language programs at other schools, they commented that La Verne’s classes don’t meet as much and are not as intensive. They would very much like to see more classes and more class sessions. Many comments focused on the translation and conversation classes, with the comments that these classes should be extended to year-long sequences and even expanded with different types of translations and conversations included in the course structures.

They note too that the language lab is a challenge in that some classes use it, some don’t; it depends greatly on whether or not the instructor requires it. They also commented that the study abroad requirement was very expensive and was one of the reasons majors became minors.

Opportunities. Students identified a number of ways to improve upon some of the weaknesses noted above. They suggested that a variety of courses be added to the curriculum, including more courses in grammar for higher level writing within the languages. They also suggested that the translation class be extended to a full year, that it be elevated to a prerequisite for the programs, and that other types of translation be added to the curriculum—popular media and literature, for example. The translation classes were mentioned quite frequently by students. Another class mentioned as fundamental to the language programs was the conversation classes, with the suggestion that more electives be created that explored different kinds of conversation types. Both the translation classes and conversation classes were considered foundational to all the other language classes as they focused on vocabulary, context, and interpretation.

Additionally, students commented that there should be an alternative course(s) to the study abroad requirement. And, students said they would appreciate more visiting scholars and renewal of the foreign film series.
Survey of Modern Languages Alumni/Junior/Senior Students

View all responses Publish analytics

Summary

1. In what year did you or will you graduate from ULV?

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>2002</td>
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<tr>
<td>2004</td>
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<td>13%</td>
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<td>2005</td>
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<td>0%</td>
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<tr>
<td>2006</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>2007</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>2008</td>
<td>3</td>
<td>20%</td>
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<td>2</td>
<td>13%</td>
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<td>2011</td>
<td>2</td>
<td>13%</td>
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<td>2012</td>
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<td>7%</td>
</tr>
<tr>
<td>2013</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>2014</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>7%</td>
</tr>
</tbody>
</table>

2. From which program did/will you receive your major, minor, or concentration?

<table>
<thead>
<tr>
<th>Program</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>French major</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Language</td>
<td>Count</td>
<td>Percentage</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>French minor</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>International Business and Language with a concentration in French</td>
<td>3</td>
<td>20%</td>
</tr>
<tr>
<td>German major</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>German minor</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>International Business and Language with a concentration in German</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Japanese minor</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>International Business and Language with a concentration in Japanese</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Spanish major</td>
<td>5</td>
<td>33%</td>
</tr>
<tr>
<td>Spanish minor</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>International Business and Language with a concentration in Spanish</td>
<td>3</td>
<td>20%</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>13%</td>
</tr>
</tbody>
</table>

3. If you were a language major, did you have a double major?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
<td>20%</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>80%</td>
</tr>
</tbody>
</table>

4. If you were a language major with a double major, what was your other major? If none, please respond "N/A."

- Anthropology
- N/A
- NA
- Spanish
5. If you were a language major, did you have a minor?

- Yes 2 13%
- No 13 87%

6. If you were a language major with a minor, what was your minor? If none, please respond "N/A.."
- N/a
- Anthropology
- N/A
- NA
- n/a
- latin american studies

7. Upon entering ULV, what were your language skills in the language you studied?

- No previous knowledge 2 13%
- Some basic knowledge 5 33%
8. How did your courses in your major or minor or concentration at La Verne help you improve your language skills in the language studied?

89

Good knowledge with room for improvement 5 33%
Already perfectly fluent and literate 3 20%

9. At what point did you decide to major/minor in a language?

89

Prior to entering ULV 6 40%
After entering ULV but prior to taking a language course 3 20%
After taking a language course 6 40%

10. Are you a first generation college student?
Yes  12  80%
No   3   20%

11. What is/are your ethnicity/ethnicities?
Mexican/Spanish
caucasian
latina
Hispanic
mexican
Asian
Italian
South Asian
Irish/Mexican
Hispanic
Black
Lebanese
White

12. What is your gender?
Male
female
male
Female
Female
female

13. Will/did you pursue further education after receiving your Bachelor's degree?

Yes 11 73%
No  4 27%

14. If you will/did further your education after graduation, which type of institution will/did you attend? If none, please respond "N/A."

Graduate School  11 73%
Professional School  0 0%
Community College  0 0%
Other  0 0%
N/A  4 27%

15. If you will/did attend graduate school, what degree will you be pursuing or did you pursue? If none, please respond "N/A."

Master
N/A  
Higher Education Administration  
PHD  

n/a  
Translation, Diplomacy, Peacebuilding  
Master's  
masters of education and educational counseling  
Not Sure  
Undecided  
M.S. College Counseling and Student Development  
Masters of Science  

16. If you will/did attend graduate school or professional studies, within which program will/did you study? If none, please respond "N/A."

education  
School Psychology  

N/A  
Graduate School  
Higher Education Administration  

n/a  
Business  
Global Communication  
Not Sure  
Undecided  
Student Development in Higher Education  

17. If you will/did attend graduate school or professional studies, at which university or institution will/did you study? If none, please respond "N/A."

Azusa Pacific University
Florida International University
N/A
USC/UCLA
n/a
USC
ulv
Not Sure
Undecided
University of La Verne

18. How would you rate your program in terms of providing you with personal and cultural enrichment?

- Excellent: 8 (53%)
- Good: 6 (40%)
- Fair: 0 (0%)
- Poor: 1 (7%)

19. How would you rate your program in terms of its presentation of cultural diversity?
20. Are you currently employed or will you be employed after graduation?

Yes: 13 (87%)
No: 2 (13%)

21. If you are currently employed or will be employed after graduation, please specify the profession. Otherwise, please respond "N/A."

Office Clerk
Higher Education
N/A
Construction Accountant
Student Affairs
Human Resources
Career Counselor Graduate Assistant
Coordinator
Business Analyst
Entertainment sales
teacher
part-time food packer

Education - Administration

22. Are you currently or will you be working in a field in some way related to the program in which you majored, minored, or concentrated?

Yes  6  40%

No  9  60%

23. With what frequency do you or will you expect to use your foreign language skills at work?

On a daily or weekly basis  7  47%
Occasionally  4  27%
Rarely  2  13%
24. With what frequency do you use your foreign language skills out of work?

- On a daily or weekly basis: 10 (67%)
- Occasionally: 2 (13%)
- Rarely: 3 (20%)
- Never: 0 (0%)

25. Would you recommend your program to a friend or family member?

- Yes: 12 (80%)
- No: 3 (20%)

26. If you would not recommend your program to a friend or family member, why not? If you would recommend it, please respond "N/A."

N/a
Get a useful degree - Engineering, Math, Accounting/Finance, Science. Business didn't teach much in the way of skills. And learn a language through immersion. Two weeks in Peru and Rosetta Stone was exponentially more helpful than classroom study.

N/A

Faculty is amazing, needs more departmental support of resources and finances

NA

n/a

there are other colleges that offer a wider variety of language classes. ulv's language dept. is too small

27. If you had to attend college all over again, would you major/minor/concentrate in the same language program?

Yes 13 87%

No 2 13%

28. Overall, have the experiences and knowledge you had as a result of your involvement in the program been helpful to you, directly or indirectly, in your personal or professional life?

Yes 13 87%

No 2 13%
29. Please comment on your answer to the above. How has your involvement with the program enhanced your professional or personal life, either directly or indirectly?

The program helped expand my view of the world.

It completely changed my primary and secondary language. Because of the ULV program, I finally had a greater understanding of the secondary language, English, which had been taught to me since kindergarten. Also, now I speak my primary language efficiently with a new vocabulary repertoire.

I believe acquiring foreign languages is a great asset in general. It is a competitive advantage when looking for a job, and it enriches a person to learn more about another culture and their language. The program has helped me touch upon my language skills through assignments, projects, and out-of-class opportunities.

The program felt diverse and well rounded in its opinions, facts and delivery. I am very happy with my experience and degree.

n/a

Although I enjoyed the program I wouldn't choose it as a major nor minor only as part of my studies. Professionally haven't seen any benefit. Personally get to know more literature, history and meet people.

i worked in Miami and oversees and spanish came in handy

I have grown as a human being in the understanding of linguistic and cultural diversity around me, making me more grounded and empathetic to the many issues and travesties that affect our world.

The program enhanced my life personally because professionally not at all. Personally in that I had the opportunity to study abroad and meet the most amazing people that now I consider family. Improve writing. And got to teach a class in Spanish and Italian; really enjoy the interaction with the students. Thank you Professor!

The program provided me with the opportunity to learn more about my culture and the language through the requirement of studying abroad. In today's world, there is plenty of competition in the workplace. Knowing more than one language is definitely an advantage. Once I graduate, I will be working in the education field with students, teachers and parents who are Spanish speakers. I am very confident of my abilities to speak their language.

Helped me when I worked in France and communicating with french speaking coworkers

I wish I had been given more in depth information regarding careers I could go into as a result of my major. I understand, however, that my lack of investment in my major as a career opportunity related towards my confidence in my ability. I also was unable to study abroad because of financial constraints. I believe that this impacted my overall continued pursuit of my major as a career.

Classroom instruction of Spanish did little to improve my speaking skills. It helped me to be able to better read Spanish, but not so much in speaking and understanding conversation. Other methods of learning were far more effective. The cultural segment, or Spanish Civilization and Culture, was a course on
Spanish history during the Umayyads and political activists during the Spanish Civil War, more or less, and did nothing that I can ascertain to help me understand Hispanic culture in a business sense. Commercial Spanish did far more to explain some cultural aspects that may be encountered while doing business in Hispanic areas. A class on Spanish Culture and the workplace would have been far more appropriate than Spanish Civilization and Culture, which should be left to Spanish History majors. Professor Fernandez's Commercial Spanish was very helpful, though. Since this was a business degree, it made sense to learn business related words and customs. Leave the courses on Spanish Civilization to GE requirements or History majors. I fail to see the relevance in a business major.

It allowed me to pursue a career in the language and culture I admire, which is Japanese.

I teach spanish so i use what i learned in school. The teaching class that was required for our department was not useful at all. And I wish I had grammar classes more available instead of teaching myself.

30. Please rate your program on its ability to foster second language acquisition.

Excellent 8 53%
Good 6 40%
Fair 1 7%
Poor 0 0%
N/A 0 0%

31. Please rate your program's ability to sponsor competency in oral communication.

Excellent 7
Good 6
Fair 0
Poor 2
N/A 0
32. Please rate your program's ability to foster competency in written communication.

- Excellent: 9 (60%)
- Good: 6 (40%)
- Fair: 0 (0%)
- Poor: 0 (0%)
- N/A: 0 (0%)

33. Please rate your program's ability to foster competency in reading comprehension.

- Excellent: 10 (67%)
- Good: 5 (33%)
- Fair: 0 (0%)
- Poor: 0 (0%)
- N/A: 0 (0%)
34. Please rate your program's ability to foster competence in literary and cultural analysis.

Excellent 7 47%
Good 7 47%
Fair 1 7%
Poor 0 0%
N/A 0 0%

35. Please rate your program's ability to foster competence in public speaking.

Excellent 4 27%
Good 8 53%
36. Please rate your program's ability to foster competency in critical thinking.

- **Excellent**: 7 (47%)
- **Good**: 7 (47%)
- **Fair**: 0 (0%)
- **Poor**: 1 (7%)
- **N/A**: 0 (0%)

37. Please rate your program's ability to foster competency in creative thinking.

- **Excellent**: 7 (47%)
- **Good**: 7 (47%)
- **Fair**: 0 (0%)
- **Poor**: 0 (0%)
- **N/A**: 0 (0%)
38. Please rate your program's ability to foster competency in research skills.

- Excellent: 9 (60%)
- Good: 4 (27%)
- Fair: 0 (0%)
- Poor: 2 (13%)
- N/A: 0 (0%)

39. Please rate your program's ability to foster competency in cultural or historical knowledge.

- Excellent: 9 (60%)
- Good: 4 (27%)
- Fair: 1 (7%)
- Poor: 1 (7%)
- N/A: 0 (0%)
40. Please rate your program's ability to foster awareness of issues of cultural diversity.

Excellent 10  67%
Good 4  27%
Fair 0  0%
Poor 1  7%
N/A 0  0%

41. If you studied abroad, how would you describe your experience.

Extremely valuable 8  53%
Somewhat valuable 0  0%
Not very valuable 0  0%
Not at all valuable 0  0%
N/A (Did not study abroad) 7  47%
42. If you studied abroad, in which country did you study?

France
N/A
Mexico
NA
Spain
n/a

January terms: India, Italy
Spain
Spain, India and Morocco.
Japan and Spain

43. Please indicate what you think to be the strengths and/or most valuable elements of the language program in which you majored, minored, or concentrated.

The ability to be creative within my major was wonderful. I also enjoyed being able to take Second Language Teaching. I can informally utilize this knowledge in my everyday interactions with others.

Great professor, small class sizes

It keeps challenging you to master the language, from drills to writing assignments.

The faculty and what they were able to get as resources were very valuable to the process. I emphasize the word of the Japanese and Spanish departments and their faculty as extremely valuable and an honor to be educated by. Excursions, workshops, presentation, tutoring and other resources served as great extracurricular support for the languages I learned.

The fact that I had the same professors throughout my ULV career. They knew my strengths and weaknesses and helped me throughout the years.

Language course: Latin History and Cultural.

n/a

i like the commercial spanish class

A great, patient professor and the constant practice he offers.

I liked the literature classes a lot and they helped me become a critical thinker.
[Name removed] was a fantastic professor who gave us several opportunities to interact with the material in new and interesting ways.

The requirement of studying abroad is definitely a strength since it allows for personal and professional growth.

Personal growth

Commercial Spanish. That was the only course that blended both business and Spanish. Learning Spanish business terms and some cultural issues in the workplace is what the program should be about, and that is what this course did.

Writing, reading, learning history and literature of Spain and Hispanic America.

44. Please indicate what you consider to have been the weaknesses and/or least valuable elements of the language program in which you majored, minored, or concentrated.

N/A

None

n/a

Spanish Civilization and Culture - Did nothing to expand knowledge in Hispanic culture relative to the workplace. Two semesters in Commercial Spanish would have resulted in two semesters of beneficial learning, rather than a wasted semester long course.

This isn't so much a program weakness as it is a personal weakness. It is just difficult to discipline oneself to practice outside of the classroom.

not too many full time faculty

Professionally limiting.

That some classes were offered every couple of years, however, we do have the independent study available.

Not too many required co-curricular investment opportunities. If I had been required to attend more French events that would affect my grade, then perhaps I would have become more engaged in my major as a career opportunity.

there were no classes helpful in grammar, to someone who was already fluent in the language

The department is very weak and small and must grow in its resources and capabilities. With a great faculty at our disposal, the departments are rendered useless if not given greater financial and material support to help students acquire knowledges better. The emphasis needed on this department on our campus is more important than ever before in the growing global economy and work force.
Not enough language requirements. More requirements for native speakers of the major emphasis/concentration.

Is that studying a language other than English is consider important. No internships.

45. Which course(s) in the language program in which you majored, minored, or concentrated did you find the most valuable.

Writing, literature/culture,
FREN 210-211
don't remeber
FRENCH 100
Race, culture and ethnicity.
Latin American history and cultural.
Hispanic Civilization and Culture, Second Language Teaching
Writing, literature/culture,
Second Language Teaching, French Literature in Translation, Commercial French
Main French classes
all literature ones
All of them
commercial spanish
Commercial Spanish

46. Was your primary academic advisor at La Verne your foreign language professor?

Yes 7 47%
47. How often did you consult with your foreign language advisor?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every semester</td>
<td>10</td>
<td>67%</td>
</tr>
<tr>
<td>Once a year</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Only occasionally</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>Never</td>
<td>3</td>
<td>20%</td>
</tr>
</tbody>
</table>

48. If you never consulted with your foreign language advisor, why not?

- N/a
- N/A
- n/a
- no need
- I was not assigned a foreign language advisor.
- I don't believe I had a foreign language advisor, or was never informed that I had one.

49. Please provide us with any additional comments you would like to make (e.g., positive or negative remarks, suggestions for improving the program, etc.):

A degree in business and Spanish should have Spanish courses that pertain to business. It's a business degree with a concentration in Spanish, not Umayyad history and Spanish poets and political activists. Leave the personal biases of the professors of irrelevant courses out of it and expand on teaching language and cultural skills and knowledge that people can benefit from in the area that they wanted to benefit in - business.

[Names removed] have all been great instructors and have provided the best environments and resources for foreign language acquisition.
Give the students that are studying foreign languages the opportunity to participate in theater, music, poetry in the language that they are studying. Include the CAPA students.

I loved the French program at the University of La Verne. It allowed me to pursue a degree in something I was very passionate about. The program allowed me to be creative and learn so much about language in general. Although, I have not used my major for my career, it has come in handy with my overall understanding of language and culture. I have learned to appreciate other cultures as a result. This has aided me in my current field of study in terms of multicultural awareness and diversity inclusion. I have also utilized my major in terms of international student affairs; which is something I hope to continue to do in a professional manner as I gain more experience within higher education and student affairs. I do wish, however, that ULV provided individuals who were unable to study abroad because of financial difficulties with scholarships. I changed my major to French studies to be able to major with a French degree on time and not face financial issues as a result. Scholarship would have assisted me in majoring in French and perhaps continuing on my career towards utilizing French in my career.

More participation in theater, poetry and music.

From what I have experienced, the Japanese program has been great.

I think the department has to work on creating courses of grammar for those who are already

**Faculty Publications**


Lavatori, Gerard. “Gargantua and Pantagruel.” Literature Criticism from 1400 to 1800 (60), 2000.


Montebruno Saller, Gloria R. “Atomic Bomb Survivors’ Personal Narratives in Contemporary and Intercultural Contexts: Lessons Yet to Be Learned.” *The Asian Conference on*


Faculty Resumes

Elena Gabriela Capraroiu

Department of Modern Languages
University of La Verne
1950 Third Street, Miller Hall 207
La Verne, CA 91750
909 448 4711
ecapraroiu@laverne.edu

Teaching Appointments

Associate Professor of Spanish, University of La Verne, 2006-

Degrees

Ph.D., Hispanic Languages and Literatures, University of California, Los Angeles, 2007.
Dissertation Title: “La conexión rumana: Alberti, Neruda, Lara”
M.A., Spanish, San Francisco State University, 1995.

Grants and Awards

University of La Verne, La Verne Academy, Young Scholars Award, 2010.
University of California, Los Angeles, Del Amo Travel Fellowship, 2005.
University of California, Los Angeles, Dissertation Year Fellowship 2004-2005.
University of California, Los Angeles, The Harry and Yvonne Lenart Travel Fellowship, 2004.
University of California, Los Angeles, Center for European and Eurasian Studies, 2004.
University of California, Los Angeles, Ben and Rue Pine Travel Award, 2003.
University of California, Los Angeles, Department of Spanish and Portuguese, Outstanding Teaching Assistant Award, 2002.

Publications

Articles


**Edited Book**

(In progress) María Teresa León, Umbral de Rumania, 220 TS pages, Fundación Rafael Alberti, Puerto de Santa María, Cádiz, España. Under contract with Visor Libros, Madrid, España.  

**Translations**

Omar Lara, Beginning and Knot (from Spanish into English). (Under contract with Círculo de Poesía, Puebla, México).  

**Book Reviews**


**Research Collaboration with Undergraduate Students**

The La Verne Translation Review, forthcoming  

**Conferences and Seminars**

"Writing about the Other/Self," XIV Conference of International Society for the Study of
"Maria Teresa León's Travel Memoir," Transnational Dimensions of Literature and the Arts, University of Bucharest, Bucharest, June 5-7, 2014.


Institute for World Literature Seminar. "Doing Things in Literature" (Helena Buescu, Lisbon, Portugal) and "World Authors/World Literature" (Theo D'haen, Leuven, Belgium), Harvard University, Cambridge, Massachusetts, June 24-July 4, 2013.

http://iwl.fas.harvard.edu/icb/icb.do?keyword=k91181&pageid=icb.page651372

Institute for World Literature Seminar. “Grounds for Comparison” (David Damrosch, Harvard) and “Westernization in Russian and Turkish Fiction” (Murat Belge, Bilgi), Bilgi University, Istanbul, Turkey, June 25-July 20, 2013.


“Nostalgia and the Cultural Politics of Remembering in María Teresa León’s Travel Memoir of Communist Romania,” Modern Language Association Convention, Los Angeles, 6-9 January, 2011.

“Metaphors of Land,” European Network for Avant-garde and Modernism Studies Conference, Poznan, Poland, September 9-12, 2010.


“Montage: Visions of Romanian Modernism 1918-1939” Faculty Research Lectures Series, University of La Verne, March 29, 2010.


“Restitutions of Modernism and the Romanian Connection,” Faculty Research Lectures Series, University of La Verne, October 14, 2008.


“How present is Neruda?,’” A Round Table Discussion. One Hundred Years of Pablo Neruda,
University of California, Los Angeles, November 16, 2004.


Service

University of La Verne, Spring Meeting of the Southern California Chapter of AATSP, Site Coordinator, Sponsored by the University of La Verne, April 25, 2015.

University of La Verne, Poetry and Translation Symposium, Event Organizer and Participant, April 17, 2015.

University of La Verne, Linking Two Worlds through Poetry Translation, Event Organizer, April 16, 2015.

The dA Center for the Arts, Poesía en Pomona with Mexican Poets Ali Calderón and Mario Bojórquez, Event Organizer, April 15, 2015.

University of La Verne, Department of Modern Languages and College of Arts and Sciences, Guest Poet and Scholar, Ali Calderón Farfán, Benemérita Universidad Autónoma de Puebla, México. Campus-wide lecture "Poetry and Crisis," Campus-wide bilingual reading of Dr. Calderón's poems in Spanish and the English translation rendered by Dr. Capraroiu's Translation Workshop Course, Meetings and Workshops with students in the Spanish Program and Creative Writing Program, Oct 27-Nov 1, 2013.

University of La Verne, Department of Modern Languages, Centro de Recursos de Los Angeles, Guest Lecture Organizer, Ivan Capillas, "Music in the Media," November 19, 2012.

University of La Verne, College of Arts and Sciences, Dean’s Award for Excellence in Research, Reviewer, May 2012.


University of La Verne, Guest Lecture Organizer, Carmen Fernández Santás, Education Advisor, Consulate General of Spain in Los Angeles, "Linguistic Pluralism and Education in Spain: Past and Present," May 12, 2011.

University of La Verne, Spanish Cinema in Close-up Course, Guest Lecture Organizer, Al Clark, "The Spanish Civil War in European Context," April 5, 2011.

University of La Verne, Library Search Committee, December 2010-March 2011.

University of La Verne, Guest Lecture Organizer, Carmen Fernández Santás, Consejería de Educación en España, Consulate General of Spain in Los Angeles, "Language Assistants in Spain," December 8, 2010.

University of La Verne, Study Abroad Course Preparation in Chile, "Politics and Culture: Post-Dictatorship and Indigenous Communities in Chile," January 2010.

Consulate General of Spain in Los Angeles, "Interculturalidad en la enseñanza del español," A Round Table Discussion, Moderator, University of Southern California, December 12, 2009.

University of La Verne, Honors Committee, 2008-
University of La Verne, Women’s Gender and Sexuality Studies Program Advisory Board, 2007-
University of La Verne, Faculty Professional Development Committee, 2007.

B. A. Thesis Advisor

Bresee, Emily, “Las armas y las letras: los escritos de Langston Hughes sobre la Guerra Civil Española,” 2013.
Rowland, Amanda, “‘Si el norte fuera el sur’: la traducción de dos canciones de Ricardo Arjona,” 2012.
Barragan, Jazmín, “La Malinche: transformación e identidad,” Finalist for the Dean’s Award for Excellence in Research, University of La Verne, College of Arts and Sciences, 2011.
Cruz, Angie, “Los espacios y la búsqueda de la libertad en Arráncame la vida,” 2010.

Courses

Elementary Spanish; Commercial Spanish; Hispanic Civilization and Culture; Literature and Film in Contemporary Spain; Introduction to Hispanic Studies; Interdisciplinary Course in the Honors Program “Collective Identity: Text and Image in the Ancient Americas and the Hispanic World” (with Elisa C. Mandell, California State University, Fullerton); “Translation, Politics, and the Architecture of the Universal;” “Spanish Cinema in Close-up;” Literary Translation Workshop

Affiliations

Institute for World Literature
Modern Language Association
American Comparative Literature Association
The Association of Peninsularists of Southern California
The American Association of Teachers of Spanish and Portuguese
European Network for Avant-Garde and Modernism Studies
Romanian Studies Association of America

*Trilce*: Una revista de poesía: creación y reflexión, Editorial Board, 2005-

*Mester*, University of California, Los Angeles, Editorial Board, 2001-2003
Education

University of California, Los Angeles
Ph.D. Hispanic Languages and Literatures, 2002.
Dissertation Topic: "Traitor: The Ethics and Aesthetics of Betrayal in the Narrative of Jorge Luis Borges." Advisor: Dr. Verónica Cortínez
M.A. Spanish and Portuguese, 1991, with distinction.
California State University, Northridge
B.A. Spanish, 1989, summa cum laude.

Teaching Experience

2004- Associate Professor of Spanish, University of La Verne
HON 305 Disneyland (team-taught interdisciplinary honors colloquium)
SPAN 101 Elementary Spanish II
SPAN 330 Second Language Teaching (also FREN/GERM/JAPN 330)
SPAN 330P Second Language Teaching Practicum
SPAN 399 Spanish Independent Studies (varied topics).
SPAN 431 Hispanic Readings II. Topic: Literatura y cultura cubanas
SPAN 432 Hispanic Readings III. Topic: Teatro latinoamericano
SPAN 430 Hispanic Readings I. Topic: Literatura latinoamericana contemporánea: Raza, clase, género y sexualidad
SPAN 499 Spanish Senior Project (varied topics)
Courses listed below.

2001-04 Assistant Professor of Spanish, University of La Verne
SPAN 100 Elementary Spanish I
SPAN 210 Intermediate Spanish I
SPAN 211 Intermediate Spanish II
SPAN 314 Spanish Composition and Advanced Grammar
SPAN 320 Hispanic Civilization and Culture I
SPAN 321 Hispanic Civilization and Culture II
SPAN 386 Chicano Literature
SPAN 433 Hispanic Readings IV. Topic: El cuento latinoamericano
SPAN 430 Hispanic Readings I. Topic: Literatura peninsular del siglo XX
1996-2001 Adjunct Instructor, Occidental College
SPAN 101 Beginning Spanish I
SPAN 102 Beginning Spanish II
SPAN 201 Intermediate Spanish
SPAN 597 Foreign Language Pedagogy. Developed and taught graduate-level methodology course and teaching practicum. Supervised graduate students' independent study.
1995-96 Lecturer, Loyola Marymount University
SPAN 101 Elementary Spanish I
SPAN 102 Elementary Spanish II
SPAN 203 Intermediate Spanish

1995-96 Teaching Fellow, University of California, Los Angeles
Head Section Leader for SPAN M44, Civilization and Culture of Spanish America and Brazil, under Dr. Verónica Cortínez. Trained and supervised new Teaching Fellow. Designed and graded quizzes and examinations. Coordinated all administrative aspects of the course.

1993-94 Teaching Associate, University of California, Los Angeles
Taught intermediate Spanish. Served as Group Coordinator. Contributed to syllabi revision. Served as Section Leader for SPAN M44, Civilization and Culture of Spanish America and Brazil, under Dr. Verónica Cortínez: designed and graded quizzes and examinations; translated and edited supplemental course materials; selected films, videos and music for the course.

1989-92 Teaching Assistant, University of California, Los Angeles
Taught first and second year Spanish language courses. Served as Group Coordinator. Organized recordings for Oral Comprehension section of midterm/final exams.

Publications


Conferences and Presentations

ULV Team Member, Association of American Colleges and Universities' Institute on General Education and Assessment: New Contexts, New Cultures. New Orleans, LA. February 2012.
ULV Team Member, Association of American Colleges and Universities' Institute on General Education and Assessment. San José State University, CA. June 2011.
Seminar Facilitator, Seminar for Department Chairs, Council of Colleges of Arts and Sciences. Chicago, IL Seminar, July 2010. October 2009 Seminar, San Diego, CA.
Conference Organizer and Moderator, Between Home and Hospital: Madwomen and the Politics of Diagnosis. 1st Annual Engendering Diversity and Community Conference. April 1, 2005.

Administrative Appointments and Service Committees

Director of Language Programs, University of La Verne (2014- )
Chair, Department of Modern Languages, University of La Verne (2004-2014)
Spanish Program Chair, University of La Verne (2004- )
University Liaison, Cuauhnáhuac Institute, Cuernavaca, Mexico (2008- )
First Generation College Student Mentor Program, University of La Verne (2009- )
General Education Humanities Assessment Committee, University of La Verne (2009-2010)
General Education Committee, University of La Verne (2008-2011)
General Education Revision Subcommittee, University of La Verne (2013-2014)
Excellence in Teaching Awards Selection Committee, University of La Verne (2010)
Member, Committee for Commitment and Pledge for Safe Support, Advocacy and Information for LGBTIAQQ community, University of La Verne (2010- )
Interdisciplinary Studies Committee, University of La Verne (2008)
University Council Committee, University of La Verne (2003-04)
Undergraduate Appeals Committee, University of La Verne (2003-05)
Women's, Gender and Sexuality Studies Committee, University of La Verne (2003- )
Gendering Diversity and Community (WGSS Conference Committee), University of La Verne (2005-2008)
Project Coordinator, University of La Verne, BCA Consortium Title VIa Grant Proposal (2003-04)
Co-Chair, Faculty Retreat Committee, University of La Verne (2003-04)
Academic Advisor, Spanish Program and International Business & Language Program (2001- )
Advisor, Sigma Delta Pi, Spanish Honor Society, University of La Verne Chapter (2001-13)
Faculty Advisor, La Vernacula, Bilingual Creative Arts Journal, University of La Verne (2003-04)
Vice President, Graduate Students Association, Department of Spanish and Portuguese, University of California, Los Angeles (1992-93).

Honors & Awards

Excellence in Teaching Award, University of La Verne (2007-2008).
Phi Kappa Phi Honor Society, California State University, Northridge (1984-89).
Alpha Mu Gamma, Foreign Language Honor Society, California State University, Northridge (1984-89).
Golden Key Honor Society, California State University, Northridge (1984-89).
Dean's List, California State University, Northridge (1984-89).
Academic Achievement Award, California State University, Northridge (1989).
Nominee, Mabel Wilson Richards Scholarship, Department of Foreign Languages and Literatures, California State University, Northridge (1988).

Languages

Near-native proficiency in Spanish.
Reading knowledge of French, Italian and Portuguese.

Professional Development

Participant, Faculty Diversity Search Team Training. ULV, May 6, 2011.

Related Professional Experience
Masters Committee Member, Occidental College (1997).
Member of Board of Directors and Bilingual Reading Program Advisor of Grow & Learn, Inc., a research and development organization dedicated to children’s literacy (1994-).

Professional Affiliations

American Council on the Teaching of Foreign Languages (ACTFL)

References

Andrea Labinger. Professor Emerita of Spanish, Department of Modern Languages, University of La Verne. (909) 621-9812. alabinger@laverne.edu.
Sean Bernard. Associate Professor of Creative Writing and Honors Director, Department of Modern Languages, University of La Verne. (909) 399-0868. sbernard@laverne.edu.
Gerard Lavatori. Professor of French, Department of Modern Languages. University of La Verne. (909) 593-3511. glavatori@laverne.edu.
Judy Holiday. Assistant Professor of Writing, Department of Modern Languages, University of La Verne. (909) 399-1972. jholiday@laverne.edu.
Verónica Cortínez. Professor of Spanish. Department of Spanish and Portuguese, University of California, Los Angeles. (310) 206-3132. cortinez@humnet.ucla.edu.
Gerard Ponziano Lavatori
8990 Nineteenth Street, Unit 403
Rancho Cucamonga, CA 91701
Email: glavatori@laverne.edu

EDUCATION

M.Ed., Reading, University of La Verne, 2008
Ph.D., French Literature, Brown University, 1990
M.A., French Literature, Brown University, 1984
B.A., French (summa cum laude), Boston College, 1982
Junior Year Abroad, Paris, France, Institute of International Educational Studies, 1981

SELECTED TEACHING EXPERIENCE

2001-present  Professor of French, University of La Verne, La Verne, California
2005-2007  Literacy Clinic Tutor, University of La Verne, La Verne, California
1991-2001  Assistant/Associate Professor of French, University of La Verne
1990-1991  Assistant Professor of French, Washington State University, Pullman, Washington
1988-1990  French Instructor, Louisiana State University, Baton Rouge, Louisiana
1987-1988  English Teaching Assistant, Ecole Normale d’Institutrices, Paris, France
1984-1987  Graduate Teaching Assistant, French Department, Brown University, Providence, Rhode Island
1986-1988  English Instructor, Intensive English for Japanese Teachers, Brown University, Providence, Rhode Island, summer sessions

LEadership/Curriculum Development

French Program Chair, University of La Verne, 1991-
Liberals Arts Program Chair, University of La Verne, 2007-2008, 2011-present
Co-Advisor, Alpha Lambda Delta, First Year Student honor society, ULV, 2003-present
Member, Honors Committee, University of La Verne, 1991 to present
Director, Honors Program, University of La Verne, 2008-2010
Member, General Education Committee, University of La Verne, 1996-2000, Spring, 2007
Interim Honors Program Director, University of La Verne, 2004-2005
Sabbatical Replacement, UGAP, University of La Verne, 2004-2005
Advisor, Honors Club, University of La Verne, spring, 2005
Sabbatical Replacement, Personnel Committee, University of La Verne, Fall, 2002
Member, Library Committee, University of La Verne, 2001 to 2004
Member, Liberal Studies Committee, University of La Verne, 1995 to 2002
Member, Syllabus Analysis Committee, University of La Verne, 2001-2002
Department Chair, Modern Languages, University of La Verne, 1995-2001
Member, Undergraduate Appeals Committee, University of La Verne, 1995 to 2000
Faculty Representative, Judicial Board, University of La Verne, 1994-1997
PRESENTATIONS AND PUBLICATIONS


“Ousmane Sembène’s Readers” lecture presented as part of Faculty Lecture series, University of La Verne, February 17, 2009.


“Metacognitive Strategies for Reading Tutors” presented as tutor training to Learning Enhancement Center tutors, University of La Verne, April 16, 2008

“Word Sorts: Bringing Literacy Instruction Home” presented to parents of RDG 510, Literacy Instruction and Methodology, tutees, November 6, 2007.

“Reading and Writing in ESL: Cohesion Links: Putting it All Together” presented to students in RDG 518, Concept Development and Language Acquisition, University of La Verne, October 24, 2007.

“Metacognitive and other Strategies for the Struggling Reader” presented as tutor training in reading instruction at the Learning Enhancement Center at the University of La Verne, October 17, 2007.


“From Oppressive Silence to Call to Action: ‘La Noire de...’ and Guelwaar by Ousmane Sembène,” presented at AATF conference, Montreal, July, 1998


Language and Money in Rabelais, New York: Peter Lang, 1996.

“Sondage des gérants” and “Sondage des agents principaux,” translated from English to French for Case Corporation with Hofstra University Professor Katharine MacCormack, August, 1996.


AFFILIATIONS

American Council on the Teaching of Foreign Language, 2006 to present
American Association of Teachers of French, 1991 to present
California Reading Association, 2007 to present

DEVELOPMENT WORKSHOPS AND CONFERENCES ATTENDED

“Co-Curricular Community Engagement,” Center for the Advancement of Faculty Excellence, University of La Verne, October 25, 2013.

HONORS AND AWARDS

Excellence in Teaching Award, University of La Verne, 2004
Outstanding LEAD Advisor Award, University of La Verne, 1995
Wendy Barson Language Award, Boston College, 1982
Phi Beta Kappa membership awarded, Boston College, 1982
Graduated Summa Cum Laude, Boston College, 1982

LANGUAGES

English, native fluency
French, near-native fluency
Intermediate Spanish, Italian, and German
Reading knowledge of Latin and Old Norse
GLORIA R. MONTEBRUNO SALLER, PH.D.

School: University of La Verne, Modern Languages
1950 Third Street
La Verne, California 91750
gmontebruno@laverne.edu

Home: 1222 Monte Verde Avenue
Upland, California 91786
TEL/FAX: (909) 985-3611
gmontebruno@live.com

Curriculum Vitae

EDUCATION

UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES
Ph.D., East Asian Languages and Cultures.

BERLITZ INTERNATIONAL LANGUAGE SCHOOL, LOS ANGELES
Diploma of Completion, Advanced Japanese Language.

UNIVERSITÀ DEGLI STUDI DI TORINO, ITALY
D.Litt, Doctor of Literature, Japanese Language and Literature. Magna cum Laude.

UNIVERSITY OF CALIFORNIA, LOS ANGELES
English as a Second Language. Emphasis on communication and Composition.

RUSSKIJ MIR (former ASSOCIAZIONE ITALIA – URSS), TORINO, ITALY
Diploma of Completion, Advanced Russian Language. Emphasis on simultaneous translation.

SCHOLARSHIPS, ASSISTANTSHIPS, FELLOWSHIPS

1989-1993: Undergraduate Fellowship. University of Turin, Italy.
PROFESSIONAL ASSOCIATION MEMBERSHIPS

Association of Asian Studies
American Association of Teachers of Japanese
American Council on the Teaching of Foreign Languages
California Language Teachers Association
California Association of Teachers of Japanese
Modern Language Association

ACADEMIC POSITIONS

Full Time (Non-Tenure Track)

August 2014 – present. Director, Japan Program. University of La Verne. Department of Modern Languages

Part Time


2008, Spring Quarter. Adjunct Faculty. University of California, Riverside. Department of Women’s Studies.


PROFESSIONAL EXPERIENCE

2014. *International Students Liaison*. For the 2014-2015 academic year at the University of La Verne, I am serving as *International Students Liaison*. This position is about creating an a comfortable and safe environment where our International Students (undergraduate and graduate alike), feel that their academic needs are met at all level. In this position, it is my responsibility to facilitate dialogue between the students and administrators; to connect students with the appropriate office on campus once their needs are identified; to ease communication among students and university officials; to address cultural issues as they relate to student - faculty interaction, and/or student-administrator interaction, and/or student-student interaction.


2010 – 2011. *Lead Writing Consultant*. University of La Verne. Graduate Success Center. Assisted graduate students in the field of English for Academic Purpose. Provided feedback on book reviews, literature reviews, research papers, master theses, and doctoral dissertations. Worked with graduate students from the following disciplines: Public Administration, Business Administration, Education and Organizational Leadership, Child’s Life, Health Sciences, Health Management. Emphases on assignments’ organization and format, spelling, grammar, sentence structure, mechanics, punctuation, and reference style (MLA, APA, CSE, ASC …). I also trained new writing consultants to be hired by the Graduate Success Center.

CURRICULUM DEVELOPMENT

*University of Southern California. Political Sciences*. I developed the Sophomore Seminar “The World of the Geisha.” This course considers the history, literature, and civilization of Japan from the XV to the XXI century by employing the Geisha as a topos of cultural analysis.

*University of La Verne. Writing Program*. I developed the course “Writing for the Humanities.” This course’s emphasis is on critical thinking and research writing.

*University of La Verne. Honors Program*. I developed the course “Representing and Living Gender.” This courses introduces students to the study of gender issues in a cross cultural perspective. This is an interdisciplinary course.
University of La Verne. Modern Languages. I developed the course “Experiencing Japan, Its Culture and Its People.” This course provides a first-hand experience of Japan. Lectures and short-term study abroad experience are the components of this course.

University of La Verne. Short-Term Study Abroad. Developed short-term study abroad program. Students will travel to Japan during January Interterm. This trip will allow students to learn about a foreign culture and society with first-hand approach.

University of La Verne. Modern Languages. In collaboration with the department chair, I developed the Japanese Minor for the Department of Modern Languages. Changes will be implemented also to the International Business Major to include Japanese language as one of the choices.

University of La Verne. Modern Languages. Developed and implemented the course “Commercial Japanese”.

University of La Verne. Interdisciplinary Program. Developed and implemented the course “Hiroshima – Nagasaki, Peace Study Course”.

PROFESSIONAL DEVELOPMENT


AWARDS


SPECIAL PROJECTS

“Mental Health Awareness Day.” October 4, 2010. Organizers: Drs. Gloria R. Montebruno Saller and Jolivette Mecenas. Event sponsored by the Department of Modern Languages, the Writing Program, the Counseling Center, ULV Bookstore, ASULV/CAB. The event’s goal was to bring attention to mental disabilities in general and how they affect people. Students displayed their research works on a variety of mental illnesses. Faculty members from the Counseling Center provided an introduction to the services of the Counseling Center on campus. They also made themselves available for a “Questions & Answers” session to address students’ concerns with this topic. A screening of the movie The Soloist followed the morning events.

“Japanese Tea Ceremony; A Demonstration.” April 18, 2014. Organizer: Dr. Gloria R. Montebruno Saller. Event sponsored by the Department of Modern Languages and the University Of La Verne Japanese Culture Club. The event’s goal is to introduce the Japanese Tea Ceremony to the University of La Verne community.

International Day of Peace at the University of La Verne. September 21, 2015. Organized events and invited guest speakers. Events included lectures from Dr. Jimmy Hara (Physicians for Social Responsibility, Los Angeles); Rick Wayman (Nuclear Age Peace Foundation); and Stephen Rohde (Interfaith Communities United for Justice and Peace). Buddhist reverends from Koyasan temple in Little Tokyo and Gedatsu Church of America (Rosemead) were invited for a special blessing to our community; chanting of Heart Sutra; and offer prayers to the souls of the atomic bomb victims of 1945. Atomic bomb survivor Mr. Junji Sarashina was invited to share his experience with our students and the La Verne community.

“Hiroshima-Nagasaki Posters Exhibit.” September 21 – October 18, 2015. Project Director and Exhibit Curator: Dr. Gloria R. Montebruno Saller. (In Progress)

ACADEMIC SERVICES

First Generation College Student Mentor. University of La Verne, 2009 – 2013. I was the mentor to undergraduate students. As a Mentor, my responsibilities were: to provide support and leadership in the context of academic life; to anticipate family vs. academics’ conflicts that may arise during the academic year; to follow up on mentees’ academics throughout the academic year; to discuss topics students may feel uncomfortable to bring up to parents or academic advisers; to address them to the appropriate university office when specific academic challenges occur.

Japanese Culture Club, Faculty Advisor, 2011-current. I was the faculty advisor to the Japan Culture Club at the University of La Verne. This club has an executive board that includes a President, a Vice President, a Secretary, a Finances’ Officer, a Public Relations’ Officer, an Event Coordinator, an Historian, and Honorary Founding Members. The club’s mission is to introduce the University of La Verne’s community to Japanese Culture through events on and off campus.
The club is open to both undergraduate and graduate students, and students from Japan studying at the University of La Verne are strongly encouraged to join. As the faculty advisor, my responsibilities were: to provide leadership and support; to make sure that all club members abide to the policies spelled out in the Japan Club’s constitution; to check that the club has an operating budget by the beginning of the academic year; to oversee their executive decisions in regard to cultural events, fundraising, and changes to the club’s constitution; to monitor the club’s University of La Verne’s website and its Facebook account; to provide support with logistics’ issues; to act as the club’s voice among faculty members and staff on campus; and to be directly involved with recruiting, making sure that all Japanese students currently studying at the University of La Verne are extended an invitation to join the club.

RESEARCH AND TEACHING INTERESTS

Hiroshima, Nagasaki, and Fukushima: continuities and changes in the atomic bomb and nuclear energy discourse.

Gender Studies, Japanese women’s history and literature, and literary theory.

Asian women, human trafficking, sex trafficking, and globalization.

Pre-modern, modern and contemporary Japanese Literature, Civilization, and History.

The challenges of International Students: the learning of English for Academic Purpose (EAP).

Teaching languages with technology.

PROFESSIONAL DEVELOPMENT GRANTS


STUDENTS' DEVELOPMENT GRANTS

2013. Japan-America Collegiate Exchange Travel Program (Japan Foundation, New York). Grant covers expenses for 10 students and instructor to conduct cultural excursions throughout Japan for 10 days in January 2013.

STUDENTS' DEVELOPMENT FUNDING

2010. University of La Verne. Modern Languages. Funding approved for Japanese cultural activities (day trip to Little Tokyo; Japanese American Museum entry fees) and academic activities (kanji workshop).

2012. University of La Verne. Associate Dean of Students Affairs Office. Secured funding for day trip to “Homeboys Industries” ($ 250.00).


TEACHING EXPERIENCE

UNIVERSITY OF LA VERNE, CALIFORNIA

Department of Modern Languages

JAPN001. INTRODUCTION TO JAPANESE LANGUAGE. I developed this course in order to introduce Japanese language to ULV students interested in studying Japanese language. In this course, students learned hiragana and katakana, and the basic grammar rule of Japanese language. Students also learned the vocabulary necessary to engage in daily conversation (shopping, asking for directions, hobbies and interests…). Students were also introduced to some kanji.

JAPN 100 BEGINNING JAPANESE I. Japanese sound system, Hiragana and Katakana; greetings and introductions; present and past tense of verbs; adjectives; asking questions; particles; introduction to kanji; daily conversation.

JAPN 101. BEGINNING JAPANESE II. It continues and expands skills acquired in JAPN 100. Emphasis on daily conversation, expanding the vocabulary, and study of kanji. Mandatory sessions with Japanese language tutor in the Learning Enhancement Center.

JAPN 210. INTERMEDIATE JAPANESE I. Emphasis is on reading, writing, and speaking in Japanese. Students engage in conversation mocking real-life situations; they enrich their vocabulary through the lessons from the textbook; and they expand their knowledge of kanji through the kanji workbook. Students must schedule sessions with Japanese language tutor in the Learning Enhancement Center. Exposure to Japanese culture visits to Little Tokyo, the Pacific Asia Museum, and the Japanese Pavilion at the Los Angeles County Museum.

JAPN211. INTERMEDIATE JAPANESE II. It continues and expands skills acquired in JAPN210. Emphasis on reading, writing, and speaking in Japanese.

JAPN320. ADVANCED JAPANESE GRAMMAR AND CONVERSATION I. Emphasis on reading, writing, and conversation. Students expand vocabulary and kanji knowledge.

JAPN374. EXPERIENCING JAPAN, ITS CULTURE, AND ITS PEOPLE. This course provides a first-hand experience of Japan, its culture, and its people. Lectures and short-term study abroad experience are the components of this course. During the first two weeks, students will travel to Japan. The trip includes stops in Osaka, Hiroshima, Kyoto, Kamakura, and Tokyo. Through visits
to museums and historical sites, students are exposed to the history, literature, and culture of Japan. Themes carried through the course include blending of the traditional/historical elements with an aggressive modernity, Japanese concepts of morality and beauty, and the treatment of cultural- and gender-identity. Readings assigned before the trip will help the students establish an historical and cultural context.

**LIT375. MODERN ASIAN LITERATURE IN TRANSLATION.** This course is an exploration of Modern and Contemporary Japanese, Chinese, and Korean literature in English translation. Periods: XX and XXI centuries. Genre: fiction (novels and short stories), poetry, theater. Topics: history, gender, sexualities, love, religion, family, boundaries, health, globalization.

**JAPN420. COMMERCIAL/BUSINESS JAPANESE.** This course introduces students to elementary/basic commercial/business aspects of Japanese language and Japanese commercial/business world. In this course, students will read material in both formal Japanese and English language to familiarize themselves with the multi-faceted levels of the commercial/business world in Japan. Formal Japanese language (keigo) is the official language of business. Formal Japanese Language (keigo) is taught in Japan to students after they graduate from college and enter the work environment. Formal Japanese Language has many grammar rules and a vocabulary exclusive to it (verbs and their conjugation patterns), and it contains different levels of respectful/humble language according to the hierarchical standing a person has in the business world. Students in this course will be introduced to the formal language of business Japanese in both oral and written practice exercises. Students will be exposed to formal business situations through occasional visits to Japanese companies in our area.

**INTD324. HIROSHIMA & NAGASAKI: PEACE STUDY COURSE.** The scope of the course is to introduce students to the historical events that led to the dropping of the first atomic bombs on Hiroshima and Nagasaki in 1945; the aftermath of the bombings in Japan and its repercussions all over the world; atomic bomb survivors’ narratives in the context of literature of trauma/suffering; the role Hiroshima and Nagasaki are playing in the world peace movement; the world movements to abolish nuclear weapons.

**Honors Program**

**HONR 310. REPRESENTING AND LIVING GENDER.** I developed this course at the request of the Director of the Honors Program. This course introduces students to the study of gender issues in a cross cultural perspective. This is an interdisciplinary course. This course explores the historical, social, religious and political construction of gender and gender practices and ideologies across cultures; the social, political, economic, religious and cultural factors that facilitate or discourage the subordination of men and women; how popular culture impacts and facilitates the blurring of gender practices.

**Freshmen La Verne Experience**
FLEX 190. WORLD LITERATURE. “The Literature of the Atomic Bomb(s). Hiroshima, Nagasaki, and Beyond” In this course, we will explore the literature of the atomic bomb(s) in a cross-cultural and interdisciplinary perspective. We listen to the voices of atomic bomb survivors; we screen documentaries; and we watch excerpts from movies that address this specific topic.

Writing Program

WRT 109. INTRODUCTION TO EXPOSITORY WRITING. This is a pre-college, beginning essay-writing course in which students practice sentence-level grammatical issues, build more complex paragraph-to-essay skills, and hone critical reading skills and analysis.

WRT 109/110. INTRODUCTION TO COLLEGE WRITING A & COLLEGE WRITING B. These courses help students to develop proficiency in writing college level essays. Focus is on sentence structure, syntax, ability to paraphrase, basic understanding of paragraphing and drafting.

WRT 111. COLLEGE WRITING B. The focus of this course is on expository writing with emphasis on methods of research and effective use of source materials. Define and utilize common modes of organization in written composition (summary, Critiques, analysis, synthesis). Documentation styles: MLA & APA.

WRT 111. WRITING FOR THE HUMANITIES. I developed this course at the request of the Director of the Writing Program. In this course, students analyze literature, and write responsible and persuasive arguments about it. Students learn to use multiple modes of writings for the production of original compositions. Students are encouraged to apply critical strategies (e.g. psychological, historical, gender, mythological, biographical, reader-response) in their research-based compositions. Writing in the humanities also includes engaging in listening rhetoric: listening to voices from other fields of study, establishing rapport, and finding common ground. Writing in this class will revolve around critical analysis of texts as they relate to common themes in the humanities. Students learn how to write about literature; how to write about stories; how to write about plays; how to write about essays. This course focuses on writing from sources. Additional readings will include the novel Beauty and Sadness by Kawabata Yasunari, selected poems by Bashō, and selected plays by Chikamatsu Monzaemon.

UNIVERSITY OF CALIFORNIA, RIVERSIDE

Department of Women’s Studies

WMST 020. WOMEN, FEMINISM, AND SOCIETY IN A GLOBAL
PERSPECTIVE. This is an introduction to social, political, and legal issues surrounding women’s issues and feminist movements worldwide. It examines topics such as abortion, contraception, sexual violence, women and religions, and women and politics, within a comparative and international framework.

WMST 101. WOMEN, WORK, AND CAPITALISM. This course examines how class, race, and sexual inequalities impact, contest, and shape gender identities and relations. It analyzes patterns of women’s work in the new international division of labor through case studies of export processing zones, reproductive labor, and sex tourism.

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Department of Women’s Studies

W/ST 102. WOMEN IN CONTEMPORARY SOCIETY. This introductory course looks at the fundamental elements involved in women’s multiple roles in our rapidly changing world. It explores the social, cultural, economic, educational, religious, and political arenas and examines how women relate to themselves, others, and the world(s) in which they live. This course emphasizes the experiences of women cross-culturally. The methodological approaches include those rooted in sociology, history, anthropology, psychology, and cultural studies. This is an interdisciplinary course.

W/ST 401i. WOMEN IN GLOBAL PERSPECTIVE

The purpose of this course is to introduce students to the study of women’s issues and movements cross-culturally. It focuses on (1) the social construction of gender as it applies to explanation of the status of women and gender practices and ideologies across cultures; (2) the status and roles of women; (3) the historical changes in gender ideologies, roles, and practices and, in particular, of the social, political, economic and cultural factors that facilitate or discourage the subordination of women; (4) the problems that women in different parts of the contemporary world face and solutions offered by different scholars; (5) the diversity and complexity of women’s experiences and social condition across cultures and historical periods. Themes addressed in this seminar include: feminisms, social construction of gender, human trafficking, sexuality, women and religion, women’s quest for beauty.

CALIFORNIA STATE UNIVERSITY, FULLERTON

Department of Women’s Studies

WMST 100. INTRODUCTION TO GENDER ISSUES IN THE HUMANITIES. This course focuses on gender representation in the humanities, using primary literary texts from around the world that shape the global perspective on the human condition, especially understanding of gender related issues. Concepts studied in this course include rationality, the moral dimensions of individual and communities, the social construction of gender, the problematic relationship between men and women, and the social ambiguities associated with understanding of self, sex,
sexuality, race, gender identity, and gender roles.

WMST 302. INTRODUCTION TO INTERCULTURAL WOMEN’S STUDIES. The purpose of this course is to show that the field of Women’s Studies does not necessarily convey opinions and ideas put forward by white Western women, and that white Western women’s life experiences cannot be held as exclusive “living proofs” of women’s conditions all over the world. In this course we study women’s diverse response to the study of history; women’s concerns toward issues related to sex, sexuality and gender; women’s access to knowledge; women’s reactions to being too often misrepresented on the big/small screen as objects of male sexual desires and fantasies; women’s tormented affair with psychoanalysis; women and religion. This course intends to shed some light over some of the ways women have re-invented themselves and their social roles in order to cope with the challenges of everyday life.

Liberal Studies Program

LBST 489. SENIOR SEMINAR IN GENDER ISSUES, “A Comparative and Cross-cultural Perspective on Love, Self, and Gender.” At the request of the Chair of the Liberal Studies Department, I developed this course. The purpose of this course is to introduce students to selected literary works that address the topics of love, self, and gender. Although most of the literature addressed in this seminar originates in the pre-modern and modern Japanese literary tradition, readings from the Western literary tradition are also included in order to facilitate a comparative and cross-cultural perspective.

LBST 486. SENIOR SEMINAR IN ARTS & HUMANITIES, “Courtesan or Artist? A Cultural Analysis of the Ambiguous World of the Geisha.” At the request of the Chair of the Liberal Studies Department, I developed this course. This course addresses the Japanese Geisha as a cultural construct, and its purpose is also to unveil the ambiguities that have characterized the image of the Geisha throughout the XVIII, XIX, and XX century. Through the readings of Japanese literary works and the screening of Japanese and Western movies, this seminar intends to bring to the fore the contradictions of the world of the Geisha, and shed light on this glittering and misunderstood cultural icon.

UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES

Department of East Asian Languages and Cultures.

EALC 130g. EAST ASIAN ETHICAL THOUGHT, Teaching Assistant. Introduction to the history of Chinese, Japanese, and Korean ethical thought: perspectives on human nature, historical writing, religious options, and aesthetic implications.

EALC 110g. EAST ASIAN HUMANITIES: THE GREAT TRADITIONS,
Teaching Assistant. Introduction to the major humanities traditions of China, Japan, and Korea through an examination of representative works drawn from literature, aesthetics, philosophy, religion, and historical writings.

EALC 340g. JAPANESE CIVILIZATION.
Teaching Assistant. Survey of the main characteristics and development of art, literature, philosophy, religion, political and social institutions through different periods.

EALC 365. STUDIES IN JAPANESE THOUGHT.
Instructor. Survey of the Tokugawa Period through the study of prominent figures in the intellectual, political, and literary arenas. Students examine Tokugawa ieyasu, Arai Hakuseki, Ogyu Sorai, Motoori Norinaga, Matsudaira Sadanobu, Matsuo Basho, Ihara Saikaku, Chikamatsu Monzaemon, and Matsuo Taseko.

EALC/COLT 460. LOVE, SELF, AND GENDER IN JAPANESE LITERATURE.
Instructor. This course focuses on topics of love, self, and gender in the pre-modern and modern Japanese literary tradition. In this course, I encourage students to engage in a comparative and cross-cultural perspective by introducing readings from the Western literary traditions. Masterpieces of French, English, German, Italian, and Russian literature are included. For example, “courtly love” as defined in X-XI century Japan is studied against the understanding of “courtly love” in X-XI century France. Issues of gender/performing gender and sex/sexuality will also be explored.

Graduate Workshop. How To Write a Master Thesis/ Doctoral Dissertation
The purpose of this workshop is to introduce graduate students to the technical aspects of writing a master thesis/doctoral dissertation. This workshop focuses on (1) how to put together the material to submit to the Graduate School before graduation; (2) explaining the USC-Graduate School’s editorial requirements to write a master thesis/doctoral dissertation; (3) how to use the MLA Handbook to format a master thesis/doctoral dissertation in the humanities/liberal studies fields (4) how to edit/proofread.

Department of Political Sciences

SSEM 200. Sophomore Seminar. THE WORLD OF THE GEISHA.
Instructor. I developed this seminar at the request of the Chair of the Department of Political Sciences. This course considers the history, literature, and civilization of Japan from the Fifteenth to the Twenty-First century by employing the Geisha as a topos of cultural analysis. Through the screening of Japanese and Western movies that deal with the world of the Geisha this course also introduces students to two different dimensions of the Geisha’s world: the Western mis-understanding of the Geisha as a call-girl and prostitute versus the Japanese celebration and representation of the Geisha as the embodiment of the “feminine” and “aesthetic” past and present.

Featured Speaker
“日本語研修について” (About the Japanese Language Training Program). The Japan Foundation 日本語国際センター. Kita Urawa, Saitama, Japan. Closing Ceremony of Summer


“Introducing the ‘Hiroshima and Nagasaki Posters Exhibit’ at the University of La Verne.” La Verne, California. September 21, 2015.

CONFERENCES & PRESENTATIONS

“A Gaze of Her Own: Typology of Female Gazes in *Genji monogatari*, The Female Gaze in Film and Literature, West Virginia University, Morgantown, West Virginia, October 2000.


“Geisha: Artists or Prostitutes?” Honors Series, University of La Verne, La Verne, California, March 2010.


PUBLICATIONS


iTunes University


CONFERENCE CHAIR

SENIOR REVIEWER
The IAFOR North American Conference on Arts and Humanities 2014.

ASSOCIATE EDITOR


LANGUAGES
Italian, English, Japanese, French, Russian
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Baldwin Park, CA 91706  
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**Education**

Master of Arts in English, California State Polytechnic University, Pomona  
(June 2006)  
Options:  
- TESL (Teaching English as a Second Language)  
- Rhetoric and Composition

Bachelor of Arts in Liberal Studies, California State Polytechnic University, Pomona  
(June 2004)  
Emphasis:  
- Bilingual/Cross-Cultural  
- Minor in Spanish

CBEST (November 2004)  
TEFL Certificate (October 2005) California State Polytechnic University, Pomona

**Professional Experiences**

September 2009-present  
**English Instructor**  
**Spanish Instructor**  
University of La Verne/ La Verne  
- Teach English Composition at all levels  
- Teach Spanish at all levels

August 2007-present  
**English Instructor**  
Mt. San Antonio City College/ Walnut  
- Teach English Composition at all levels

August 2010—2012  
**Graduate and Undergraduate Writing Tutor & International Student Advisor**  
University of La Verne/ La Verne  
- Attending mandatory center and university lead training on placement testing procedures, academic advising, student registration, updating advising data files.  
- Assist students in writing strategies, editing, power points, and ESL.
August 2010—2012

**International Writing Specialist**
University of La Verne/ La Verne
- Assist international/multilingual students in their graduate and undergraduate composition assignments.

June 2007-July 2007

**Student Services Professional IV/English Composition Instructor**
Summer Bridge, EOPS, Cal Poly Pomona
- Develop & implement appropriate English composition lesson plans
- Integrate both developmental teaching strategies & study skills
- Communicate regularly and directly to the appropriate SSEP staff
- Maintain records of students and grades

September 2006- June 2007

**English Language Fellow- Algeria**
Georgetown University, US State Department
- University English curriculum development
- EFL instruction
- Teacher training workshops
- Taught American Civics
- TOEFL preparedness workshops

January 2006- September 2008

**Substitute Teacher**
Rowland Unified School District, Rowland Heights, CA
- Implement lesson plans and organize students for effective instruction
- Maintain classroom discipline and ensure student welfare
- Perform other related duties as assigned by school administrators

Summer 2006

**Elementary Mandarin Chinese Instructor**
Claremont Colleges- Pitzer
- Taught conversational Mandarin
- Assisted in foreign language curriculum development

June 2000-January 2006

**Instructional Assistant II/Bilingual/Biliterate**
Rowland Unified School District, Rowland Heights, CA
- Assisted limited English speaking students in their primary language
- Interpreted in American Sign Language
- Spanish interpreter and translator
- Assisted students in specialized educational programs that have a variety of physical handicaps, learning disabilities and behavioral problems
- Reinforced lesson plans: maintain student discipline; perform classroom support activities; maintained a variety of records

October 2005

**Cal Poly Pomona Upward Bound English PSAT Instructor and Tutor**
• Assisted students in English grammar, essay development, directed students toward high school academic achievement, and other language related subjects
• Taught PSAT Section content and strategies

August 2005
International Practicum in TEFL/ Chengdu, China
• Taught over 85 hours of conversational English
• Assisted in EFL curriculum development
• Taught accent reduction courses

Summer 2005
Elementary French Instructor
Claremont Colleges- Pitzer
• Taught conversational French
• Assisted in foreign language curriculum development

March 2003-June 2004
English Language Institute Administrative Assistant
California State Polytechnic University, Pomona
• 2004 Budget development and management, organization and management of Institute’s activities; design and development of publicity and informational material.
• Community outreach; represented Institute at various state and national conferences; developed multi-media presentations; designed and maintained web-page and equipment.
• Assumed the direction of the Institute when director was unavailable. Served as a liaison between Dean and the Institute; prepared necessary reports for the University of the President.

October 1998- April 2000
Education, Youth Outreach, Health Volunteer
United States Peace Corps/ the Republic of Kazakhstan
• Taught content-based English and Spanish in middle schools and high schools
• Introduced innovative teaching methodologies
• Trained local teachers on curriculum development
• Engaged in a wide variety of outreach programs concerning at-risk children and youth, adult literacy, health and HIV/AIDS education
• Wrote various grant proposals for Alem Children’s Hospital, Ekibastuz

Professional Affiliations
• CATESOL (California Teachers of English to Speakers of Other Languages)
• Cabe (California Association of Bilingual Educators)
• Alliance Française de Los Angeles (ESCALE)
• NCTE (National Council of Teachers of English)
• TESOL (Teachers of English to Speakers of Other Languages)

Professional Service
• CATESOL Conference Volunteer March 2005 Long Beach, California
- International Student Forum, Cal Poly Pomona
- Secretary of Muslim Student Association, California State Polytechnic University, Pomona
- Assistant Correspondent to (RPCVLA) Return Peace Corps Volunteers of Los Angeles
- Building Bonds Program Assistant (California Polytechnic University, Pomona)
- International Research Forum & Festival, California Polytechnic University, Pomona, Panel Presentation, *Cal Poly Pomona Students Teaching Abroad: Case Studies and Anecdotes*, November 15, 2005

**Professional Presentations & Publications**

Book Review (published October 2006) *English No Problem?*

Software Review (in press) *Instant Immersion: English Grammar & Pronunciation*

**Administrative Skills**

- Internet applications
- Microsoft Word, Excel, and PowerPoint
- Web construction and design

**Languages**

- Spanish (Native fluency)
- English (Native-like fluency)
- French (Native-like fluency)
- Russian (Intermediate speaking and listening skills)
- American Sign Language (Intermediate level)
- Mandarin (Basic speaking and listening skills)
- Thai (Basic speaking and listening skills)
- Arabic (Reading, writing ability)

**References available upon request**