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The Modern Languages Department supports the mission of Millikin University in preparing students for professional success, democratic citizenship in a diverse global community, and a personal life of meaning and value. In the context of the Spanish major, the mission of the

The number of students enrolled in the Spanish major has grown to more than 30 students in the academic year 2006-2007.

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

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

- Spanish 301, Spanish Conversation and Composition I;
- Spanish 302, Spanish Conversation and Composition II;
- Spanish 303, Culture of Spain;
- Spanish 304, Culture of Latin America;
- Spanish 310, Spanish for Health Professions;
- Spanish 320 (Art, Literature, and Film of U.S. Latinos);
- Spanish 321 (Survey of Spanish Literature);
- Spanish 323 (Survey of Latin American Literature I);
- Spanish 324 (Survey of Latin American Literature II);
- Spanish 330, Spanish for Business;
- Spanish 340, Theatre Performance in Spanish;
- Spanish 350, Study Abroad in Spanish;
- Spanish 402, Linguistics.
- Spanish 480: Spanish Advanced Conversation and Composition.

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

Political Science
Theater

The capstone required course for Spanish majors,

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

Learning Goals	Courses
1	SP 302 Composition
2	SP 350 Study Abroad
3	SP 321 Survey of Peninsular Literature
4	SP 330 Spanish for Business

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

The grading rubrics used to assess each learning goal have a maximum of 20 possible points.

Those points have been divided for reporting purposes in the following way:

Excellent: 19-20; Adequate: 13-18; Nominal: less than 13.

The students should be ranked "adecuado", "suficiente", "bueno", "muy bueno", "excelente", "muy excelente", "satisfactorio", "insuficiente", "poco satisfactorio", "insatisfactorio", "deficiente", "muy deficiente", "poco deficiente", "insuficiente", "poco satisfactorio", "insatisfactorio", "deficiente", "muy deficiente", "poco deficiente".

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

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

Table 3: SP 321 Survey of Peninsular Literature

Rubric Category	Percentage of students in category
Excellent	33
Adequate	58
Nominal	8
Number of students evaluated	12

Total of *Excellent* and *Adequate* combined: 90%
 Rating for goal 3: "Green light."

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

Table 4:

Learning Goal 2:

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

The program at the Dominican Republic is the most popular in terms of attracting students from different academic departments.

The program in Chile started in January 2005, and has been very successful in terms of recruiting a good number of students and in achieving the corresponding learning goal. The newest program is the one in Buenos Aires, Argentina, which started in May 2006. In all those three countries Millikin' students have had plenty of opportunities to engage in meaningful interactions in Spanish with people from different social status. From the academic refined language to the street language, the students demonstrated their communications skills by interacting with professors, waiters, bus drivers, etc. It is also evident the confidence the students get by being able to communicate with native speakers in another country.

For the purpose of assessing the Learning Goal 2, the final research paper written by students who participated in the Study Abroad program in Chile was chosen as the artifact. From the twelve students who wrote the final research paper, 5 fall within the category "excellent" (42%), and 7 within the category "adequate" (58%).

Learning Goal 3:

The assessment of the learning goal for the Survey of Peninsular Literature course shows that the students are able to (1) use the skills they learned in the composition course, and (2) apply the concepts of literature and analytical skills acquired in this and previous courses.

Three research papers were chosen as the artifact for the purpose of assessing the Learning Goal 3. From the twelve students who wrote three essays, 4 fall within the category "excellent" (33%), 7 within the category "adequate" (58%), and 1 within the category nominal (8%).

Learning Goal 4:

The Spanish for Business course is centered on the notion that in order to do business in another country, it is necessary to learn about its culture. Students learn important aspect of the culture of Latin American countries, relevant to the world of business, as well as its specific vocabulary.

For assessing the Learning Goal 4, a comprehensive exam is used as the main artifact. From 18 students who took the final exam, 4 fall within the category "excellent" (22%), and 14 within the category "adequate" (78%).

The Department of Modern Languages will continue to implement a communicative approach to teaching, as well as continue monitoring the needs of the students who major in Spanish. In Spring 2008 the capstone course SP480: Spanish Advanced Conversation and Composition will be offered for the first time. That course will allow for more integration of theory and practice, since students will be able to work in a special project relevant to their major. Those students who are double major will be able to work in a project that put together the acquired knowledge in both fields.

With the same principle of integrating theory and practice, a new course will be also offered in The Spring 2008 semester: SP360: Spanish for Radio Production (offered for the first time as a pilot course).

The Department of Modern Languages also plans to hire a new full-time faculty: a generalist in both Latin American and Peninsular Literature. This new position will allow the Department to better serve the growing number of Spanish majors.

Compositions

Categoría	4	3	2	1
Oraciones y Párrafos	Oraciones y párrafos están completos, bien-construidos y con estructura variada	Todas las oraciones están completas y bien construidas (no hay fragmentos o escrito a prisa)	La mayoría de las oraciones están completas y bien construidas. Los párrafos necesitan algo de trabajo	Muchos fragmentos de oraciones u oraciones hechas a prisa o los párrafos necesitan mucho trabajo.
Gramática y Ortografía	No comete errores de gramática u ortografía	El escritor comete 1-2 errores de gramática u ortografía.	El escritor comete 3-4 errores de gramática u ortografía	El escritor comete más de 4 errores de gramática u ortografía.

Literature Essays

	Excellent	Adequate	Nominal
Concepts and Thesis	[5 points] Student shows a strong knowledge of literature concepts, and essay has a clear thesis.	[3 points] Student shows a reasonable but less than complete knowledge of literature concepts, and essay has a thesis.	[1 point] Student shows a marginal awareness of literature concepts, and thesis is not clear.
Organization of Ideas	[5 points] Student defends his or her main idea very clearly, with strong organizational links between and among his or her ideas.	[3 points] Student defends his or her main idea somewhat clearly, with reasonably effective organizational links between and among his or her ideas.	[1 point]