Foreign Language Program Review
Dixie State College
Spring 2011
TABLE OF CONTENTS

PROGRAM DESCRIPTION ................................................................. 1-3
  Type of Program ................................................................. 1
  Support Function and Support to Other Programs .................. 1
  Articulation with Dixie State College Mission ................... 1
  Departmental Goals and Learning Objectives ...................... 2

COURSE DESCRIPTIONS ............................................................... 3-18
  American Sign Language ....................................................... 3
  Chinese ................................................................. 4
  French ................................................................. 5
  German ................................................................. 6
  Japanese ............................................................... 7
  Spanish—lower division .................................................. 8
  Spanish—upper division ................................................ 10
  Departmental Goals and Learning Objectives for Upper Division
  Spanish ............................................................... 10

FACULTY ...................................................................................... 19-23
  Full-time Tenure-track Faculty ......................................... 19
  Full-time Contract Faculty ............................................... 20
  Adjunct Faculty ............................................................. 21
  Staff ................................................................................... 22
  Chart for Enrollment trends for the last five years ............ 23

PROGRAM COSTS ........................................................................... 24

PROGRAM ASSESSMENT ............................................................... 24-39
  American Sign Language ..................................................... 24
  Chinese ................................................................. 27
  French ................................................................. 27
  German ................................................................. 27
  Japanese ............................................................... 28
  Spanish ............................................................... 29

PHYSICAL FACILITIES ............................................................... 40-41
PLANS FOR IMPROVEMENT .......................................................... 41-43
PROGRAM DESCRIPTION

Type of Program

Foreign Languages is a program within the Department of Humanities and Social Sciences, the Humanities Division, and the School of Arts and Letters. Beginning and intermediate classes are offered in American Sign Language, Chinese (intermediate classes are currently in the approval process), French, German, Japanese, and Spanish. Additionally, upper division classes are offered in Spanish. Currently, no bachelor degrees are offered in any of the languages taught at Dixie State, but a Spanish emphasis is offered within the Integrated Studies degree.

Support Function and Support to Other Programs

The Foreign Language program provides an essential support to other areas of campus in the following four ways:

1. It provides support to general education for students who are seeking the associate of arts degree by filling the foreign language requirement of two semesters of study in the same language. All language 1010, 1020, 2010, and 2020 courses have GE designation.
2. It provides opportunity for students wanting to major in elementary education who need to take at least one semester of a foreign language prior to being admitted to the major.
3. It provides, in Spanish, a variety of upper division level classes to students who need to fill the required number of upper division elective credits. Many students have developed a high skill level in Spanish and are able to take advantage of these classes for personal interest or to fill upper division elective credit requirements.
4. It provides upper division classes for students who want to major in Spanish who will transfer after completing the associate’s degree.
5. It provides support to the limited number of Bachelor of Arts degree programs, and will continue to expand this support as other Bachelor of Arts degrees are added to the DSC curriculum.
Articulation with Dixie State College Mission

The mission and goals of the Foreign Language program are essential elements in fulfilling the educational goals of Dixie State College’s students as expressed in the following paragraphs in the college’s mission statement:

Dixie State College of Utah (DSC) strives to help students to define, shape and achieve educational and life goals. It is dedicated to providing personalized and excellent teaching in a learning environment where all students can become passionate about their individual educational endeavors.

Students will develop the skills and knowledge needed for the next phases in their lives, whether productive employment that contributes to society and economically sustains the student, further education at a transfer or graduate institution, or some other unique and personal aspiration. They will prepare to be life-long learners.

Graduates will be able to think critically, communicate clearly, and solve problems. Through exposure to the breadth of human knowledge and experience, they will investigate and enhance their world views to achieve a global perspective. They will make responsible and meaningful contributions to society, in part through service to others. Graduates will become citizen-scholars.

In order to achieve the stated mission of Dixie State College, departmental and course goals and learning objectives have been developed. The course descriptions along with these goals and objectives are listed below for the lower division courses that serve as general education fillers:

Departmental Goals and Learning Objectives: Lower Division (Beginning and Intermediate)

The following departmental goals and learning objectives have been developed for the beginning and intermediate level language courses:

Departmental and Course Objectives: By the end of this course, students should have developed their knowledge of the basic concepts presented and be able to apply them with minimal difficulty. These concepts include the following items:

- **Vocabulary**—Students will be able to understand the vocabulary presented so as to comprehend basic spoken and written (name language) related to situations presented and to use the vocabulary to verbally express basic needs.
- **Listening Comprehension**—Students will develop listening comprehension to understand basic spoken (name language) related to everyday kinds of activities and needs presented in class. ASL students will develop basic receptive skills.
• Speaking—Students will give oral responses to a wide range of basic situations with a minimum of syntactical errors. ASL students will give signed responses.
• Writing—Students will produce coherent writing samples appropriate to the beginning level.
• Culture—Students will recognize cultural differences between their own and that of the people whose language they are learning.

COURSE DESCRIPTIONS

The following are the catalog course descriptions for each of the foreign language courses taught:

American Sign Language

ASL 1010 Beginning American Sign Lang I 4.00 CR

For beginning students interested in American Sign Language. Emphasizes principles, methods, and techniques of communicating manually with deaf individuals. Teaches basic receptive and expressive skills, overviews basic grammatical structure in signing, and explores deaf culture. A variety of teaching methods are employed, including drills, videos, and work in pairs. This course partially qualifies students to receive an Associate of Arts degree or Bachelor of Arts degree for some majors. Successful completers are prepared to take ASL 1020.

ASL 1020 Beginning American Sign Lang II 4.00 CR

For students interested in American Sign Language who have completed ASL 1010 or who have equivalent experience (approximately two years of high school ASL). Emphasizes principles, methods, and techniques of communicating manually with deaf individuals. Continues the development of basic conversational skills with emphasis on the receptive skills, grammatical features, vocabulary development, and cultural awareness. Varied methods are used to teach the class, including drills, videos, and work in pairs. Students using 1020 as an entry level class may receive vertical credits for ASL 1010 upon passing 1020 with a C grade or higher. This course partially qualifies students to receive an Associate of Arts degree or Bachelor of Arts degree for some majors. Successful completers are prepared to take ASL 2010.
Prerequisite: ASL 1010 or instructor permission.
ASL 2010 Intermediate American Sign Lang I 4.00 CR

For intermediate level students who have taken ASL 1020, or for students with equivalent experience (four or more years of high school ASL). Continued emphasis on communicative competence, including both expressive and receptive abilities, as well cultural awareness. Students using 2010 as an entry level class may receive vertical credits for lower level classes upon passing 2010 with a C grade or higher. This course partially qualifies students to receive an Associate of Arts degree or Bachelor of Arts degree for some majors. Successful completers are prepared to take ASL 2020.
Prerequisite: ASL 1020 or instructor permission.

ASL 2020 Intermediate American Sign Lang II 4.00 CR

For intermediate level students who have taken ASL 2010. Continued emphasis on communicative competence, including both expressive and receptive abilities, as well cultural awareness. Students using 2020 as an entry level class may receive vertical credits for lower level classes upon passing 2020 with a C grade or higher. This course partially qualifies students to receive an Associate of Arts degree or Bachelor of Arts degree for some majors.
Prerequisite: ASL 2010 or instructor permission.

Chinese

CHIN 1010 Beginning Mandarin Chinese I 4:00 CR

For beginning students interested in the Chinese language. Emphasis on gaining communicative competence by focusing on the development of speaking and listening comprehension skills. Discussion of Chinese culture is also a component of the course. Several teaching methods are used, including lecture, drill practice, conversation exchanges, and group work. This course partially qualifies students to receive an Associate of Arts degree. Successful completers are prepared to take Chinese 1020.

CHIN 1020 Beginning Mandarin Chinese II 4.00 CR

For beginning students interested in the Chinese language who have completed CHIN 1010 or who have equivalent experience (approximately two years of high school Chinese). Continued emphasis on gaining communicative competence by focusing on the development of speaking and listening comprehension skills. Several teaching methods are
employed, including lecture, drill practice, conversation exchanges, videos, lab tapes, and group work. Students using 1020 as an entry level class may receive vertical credits for CHIN 1010 upon passing 1020 with a C grade or higher. This course partially qualifies students to receive an Associate of Arts degree. Prerequisite: CHIN 1010 or equivalent experience.

French

FREN 1010 Beginning French I 4.00 CR

For beginning students interested in the French language. Speaking, listening, reading, and writing activities are used to develop communicative skills. Cultural awareness is also a component of this class. A variety of teaching methods are employed, including drills, videos, and work in pairs. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Successful completers are prepared to take FREN 1020.

FREN 1020 Beginning French II 4.00 CR

For students interested in the French language who have completed FREN 1010 or who have equivalent experience (approximately two years of high school French). Emphasizes developing communicative competence, including speaking, listening, reading, and writing, as well as cultural awareness. Varied methods are used to teach the class, including videos and drilling concepts. Students using 1020 as an entry level class may receive vertical credits for FREN 1010 upon passing 1020 with a C grade or higher. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Successful completers are prepared to take FREN 2010. Prerequisite: FREN 1010 or instructor permission.

FREN 2010 Intermediate French I 4.00 CR

For intermediate level students who have taken FREN 1020, or for students who have had equivalent experience (four or more years of high school French). Continued emphasis on communicative competence. Grammatical structures will be reviewed, conversation will be emphasized, and reading and writing will receive increased focus, as well as cultural awareness. A variety of teaching methods are employed, including drills, videos, conversational activities, reading, and lecture. Students using 2010 as an entry level class may receive vertical credits for lower level classes upon passing 2010 with a C grade or higher. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Successful completers are prepared to take FREN 2020. Prerequisite: FREN 1020 or instructor permission.
FREN 2020 Intermediate French II 4.00 CR

For intermediate level students who have taken FREN 2010. Continued emphasis on communicative competence. Grammatical structures will be reviewed, conversation will be emphasized, and reading and writing will receive increased focus, as well as cultural awareness. A variety of teaching methods are employed, including drills, videos, conversational activities, reading, and lecture. Students using 2010 as an entry level class may receive vertical credits for lower level classes upon passing 2010 with a C grade or higher. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Successful completers are prepared to take FREN 2020.
Prerequisite: FREN 2010 or instructor permission.

German

GERM 1010 Beginning German I 4.00 CR

For beginning students interested in the German language. Emphasis on listening, speaking, reading, and writing skills will help the student begin to develop communicative competence. Discussion of German culture is also a component of this course. Several teaching methods are employed, including lecture, drill practice, videos, and group work. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Successful completers are prepared to take GERM 1020.

GERM 1020 Beginning German II 4.00 CR

For students interested in the German language who have completed GERM 1010 or who have equivalent experience (approximately two years of high school German). Continued emphasis on developing communicative skills, including speaking, listening, reading, and writing, as well as cultural awareness. Several teaching methods are employed, including lecture, drill practice, videos, and group work. Students using 1020 as an entry level class may receive vertical credits for GERM 1010 upon passing 1020 with a C grade or higher. This course partially qualifies students to receive an Associate of Arts degree or Bachelor of Arts degree. Successful completers are prepared to take GERM 2010.
Prerequisite: GERM 1010 or instructor permission.
GERM 2010 Intermediate German I 4.00 CR

For intermediate level students who have taken GERM1020, or for students who have had equivalent experience (four or more years of high school German). Continued emphasis on communicative competence. Grammatical structures will be reviewed, conversation will be emphasized, and reading and writing will receive increased focus, as well as cultural awareness. A variety of teaching methods are employed, including role play and small group activities, discussion of reading materials, and videos. Students using 2010 as an entry level class may receive vertical credits for lower level classes upon passing 2010 with a C grade or higher. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Successful completers are prepared to take GERM 2020. Prerequisite: GERM 1020 or instructor permission.

GERM 2020 Intermediate German II 4.00 CR

For intermediate level students who have taken GERM 2010. Continued emphasis on communicative competence. Grammatical structures will be reviewed, conversation will be emphasized, and reading, writing, and cultural awareness will receive increased focus. A variety of teaching methods are employed, including drills, videos, conversational activities, reading, and lecture. Students using 2010 as an entry level class may receive vertical credits for lower level classes upon passing 2010 with a C grade or higher. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Prerequisite: GERM 2010 or instructor permission.

Japanese

JAPN 1010 Beginning Japanese I 4.00 CR

For beginning students interested in the Japanese language. Emphasis on gaining communicative competence by focusing on the development of speaking and listening comprehension skills. Discussion of Japanese culture is also a component of the course. Several teaching methods are employed, including lecture, drill practice, conversation exchanges, videos, lab tapes, and group work. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Successful completers are prepared to take JAPN 1020.
JAPN 1020 Beginning Japanese II 4.00 CR

For beginning students interested in the Japanese language who have completed JAPN 1010 or who have equivalent experience (approximately two years of high school Japanese). Continued emphasis on gaining communicative competence by focusing on the development of speaking and listening comprehension skills. Several teaching methods are employed, including lecture, drill practice, conversation exchanges, videos, lab tapes, and group work. Students using 1020 as an entry level class may receive vertical credits for JAPN 1010 upon passing 1020 with a C grade or higher. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Successful completers are prepared to take JAPN 2010.
Prerequisite: JAPN 1010 or instructor permission.

JAPN 2010 Intermediate Japanese I 4.00 CR

For intermediate level students who have taken JAPN 1020, or for students who have had equivalent experience (four or more years of high school Japanese). Continued emphasis on communicative competence. Grammatical structures will be reviewed, conversation will be emphasized, and reading and writing will receive increased focus, as well as cultural awareness. A variety of teaching methods are employed, including drills, videos, conversational activities, reading, and lecture. Students using 2010 as an entry level class may receive vertical credits for lower level classes upon passing 2010 with a C grade or higher. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Successful completers are prepared to take JAPN 2020.
Prerequisite: JAPN 1020 or instructor permission.
FA based on sufficient student need.

JAPN 2020 Intermediate Japanese II 4.00 CR

For intermediate level students who have taken JAPN 2010. Continued emphasis on communicative competence. Grammatical structures will be reviewed, conversation will be emphasized, and reading and writing will receive increased focus, as well as cultural awareness. A variety of teaching methods are employed, including drills, videos, conversational activities, reading, and lecture. Students using 2020 as an entry level class may receive vertical credits for lower level classes upon passing 2020 with a C grade or higher. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree.
Prerequisite: JAPN 2010 or instructor permission.
SP based on sufficient student need.
Spanish

SPAN 1010 Beginning Spanish I 4.00 CR

Beginning course for students with little or no Spanish language experience. Emphasizes conversation, vocabulary building, and basic grammar. A variety of teaching methods will be employed, including drills, videos, etc. Some discussion of culture is included. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Successful completers are prepared to take SPAN 1020.  FA, SP, SU

SPAN 1020 Beginning Spanish II 4.00 CR

For students who have completed SPAN 1010 or who have equivalent experience (approximately two years of high school Spanish). Speaking, listening, reading, and writing, as well as cultural awareness will be emphasized. Varied methods are used to teach the class, including videos and drilling. Students using 1020 as an entry level class may receive vertical credits for SPAN 1010 upon passing 1020 with a C grade or higher. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Upon completion of this course you will be prepared to take SPAN 2010. Equivalent experience may substitute for prerequisite.  
Prerequisite: SPAN 1010 or instructor permission.  
FA, SP, SU

SPAN 2010 Intermediate Spanish I 4.00 CR

For Intermediate level students who have taken Spanish 1020 or equivalent experience (four or more years of high school Spanish). Second year course that emphasizes grammar review, composition, reading and conversation, and cultural awareness. Students using 2010 as an entry level class may receive vertical credits for lower level courses upon passing 2010 with a C grade or higher. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Successful completers will be prepared to take Spanish 2020. Not for students with extended Spanish language experience abroad. Equivalent experience may substitute for prerequisite.  
Prerequisite: SPAN 1020 or instructor permission.  
FA

SPAN 2020 Intermediate Spanish II 4.00 CR

For Intermediate students who have taken Spanish 2010, or equivalent (four or more years of high school Spanish). Continued emphasis on grammar and introduction of authentic
literary works to develop reading comprehension at a higher level. Cultural awareness will be emphasized as well. Students using 2020 as an entry level class may receive vertical credits for lower level courses upon passing 1020 with a C grade or higher. This course, along with one other Spanish course, will partially qualify students to receive an Associate of Arts degree. Not for students with extended Spanish language experience abroad. Successful completers should continue studies with SPAN 3020. Equivalent experience may substitute for prerequisite.
Prerequisite: SPAN 2010 or instructor permission.
SP

**Upper Division Spanish**

Upper division Spanish courses are taken for the following reasons:

1. To receive vertical credits for prior knowledge of Spanish learned as a non international student;

2. To fill requirements in the Spanish emphasis in the Integrated Studies Degree;

3. To fill upper division elective credits requirements;

4. For personal interest.

5. For transfer to other institutions for students wanting to major in Spanish

**Departmental Goals and Learning Objectives for Upper Division Spanish**

The following goals and learning objectives have been developed for the upper division Spanish courses and Integrated Studies emphasis:

By the end of the last semester of the program, students will be able to show progress in the following areas:

**Oral Proficiency:** The target is the advanced range level based on the ACTFL guidelines for oral proficiency. By the end of the last semester of the program, students will be able to converse in a clearly participatory fashion, initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey
meaning that require diverse language strategies due to a complication or an unforeseen turn of events created by the conversational context, satisfy the requirements of school and work situations, and narrate and describe with paragraph-length connected discourse. This will be measured with an oral proficiency type test given to a student when s/he enters the program and at the end of the last semester of the program.

Writing: By the end of the last semester, students will be able to argue, describe, collect and practice the lexical and syntactic aspects of the target language through the arrangement of words, sentences and paragraphs, communicate conclusions from research and argue their case and position in Spanish, and demonstrate satisfactory control of the written language. This will be measured and evaluated with a comparative set of creative writing samples from the beginning of Spanish 3060 and a set of samples from the end of Spanish 4550 (or any other upper division Spanish class taken in the last semester). The progress and consistency of a student’s writing improvement will be monitored throughout the program.

Cultural Awareness: By the end of the last semester of the program, students will be able to demonstrate a more complete understanding of the people of Latin American and Spain. Students will have studied concepts and information and shown understanding of the civilization and fine art of Latin America and Spain, including art, literature, history, geography, music and architecture.

COURSE DESCRIPTIONS

Spanish 3010 Heritage Spanish 3.00CR

Heritage Spanish has been designed for students whose home language is Spanish but whose education has been in English. Grammar will be reviewed while emphasizing the mechanics of written Spanish, including syntax, spelling, and the use of accents. Culture and traditions will also be taught. This class is strongly recommended for heritage Spanish students prior to taking more advanced Spanish courses. Taught as needed.

Course Objectives: The objective of this course is to help native speakers of Spanish become more proficient in their own language. This course will review grammar and will teach students how to communicate at a higher level of speaking and writing regarding more complex topics. Emphasis will be given to the study of the mechanics of written
Spanish, including syntax, spelling, and the use of accents. This course will also emphasize the student's heritage through the study of the Hispanic culture. By the end of this course, successful students will have:

1. Achieved better writing, reading and speaking skills in Spanish.
2. A deeper understanding of their own culture as well as that of other Hispanic cultures.
3. Become familiar with terminology and functions of grammar.
4. Learned how to use the accent marks (tildes).
5. A greater sense of pride in their linguistic and cultural heritage.

**SPAN 3020 Conversation / Reading Spanish 3.00 CR**

Emphasizes conversation through readings of both historical and contemporary topics. These readings will help introduce students to various aspects of Hispanic traditions, customs and values. Includes oral discussions. Emphasis on tools for advanced reading: vocabulary recognition, comprehension of idiomatic expressions, and knowledge of advanced grammar. Equivalent experience may substitute for prerequisite.

Prerequisite: SPAN 2020.
FA

Course Objectives: Studying a foreign language's culture can be a rewarding experience because you learn differences between your own culture and that of the targeted language. You will learn the differences and hopefully will learn to appreciate them. You should be aware of the following objectives:

- **Reading**—Students will be challenged to develop their reading skills with authentic literary materials. They will be able to understand and discuss them. They will use this experience to develop their vocabulary and grammar skills as well as learn culture through the literary work written by different authors.
- **Culture**—You will examine the culture through reading the text: “Civilización y Cultura” by Sandstedt and Kite. A very strong emphasis is placed to contrast the Spanish culture of both worlds, the old and the new. This will help the student to relate the material to his or her own experience.
- At the end of the curse you will be ready to do your own cultural presentation in front of the class.
- You will **learn and appreciate** more the Hispanic culture and its people.
**SPAN 3060 Adv Grammar, Culture, Comp I 3.00 CR**

Special attention is given to advanced areas of Spanish grammar appropriate for oral argumentation and expository writing and also to distinctions between formal and informal usage. Continued development of conversational and written skills through discussing the different cultural aspects of Spanish speaking countries, emphasizing the richness of the different cultures as well as dialectal uses of grammar. Critical and creative writing with emphasis on summaries, narratives, and descriptions of a factual nature, and supported opinion. Authentic materials promote the understanding of Hispanic cultures. Equivalent experience may substitute for prerequisite.

Prerequisite: Span 2020.

FA, SP

Course Objectives: 
By the end of this course, successful students will:
- Show competence in writing narrations and critical essays in Spanish.
- Correctly use grammatical structures as well as spelling and punctuation in Spanish.
- Develop conversational and written skills through discussing the different cultural aspects of Spanish-speaking countries.
- Be aware of the richness of the different cultures as well as dialectal uses of grammar.

**SPAN 3070 Adv Grammar Culture & Comp II 3.00 CR**

Continuation of SPAN 3060. Emphasizes advanced grammar (including distinctions of tense, aspect and mood; reflexive and passive usage; and pronoun selection). Attention is paid to Spanish/English contrasts. Grammar skills are developed in conversation and in reading and writing. Students are also introduced to linguistic concepts that will help them make their own judgments about grammar and pronunciation.

Prerequisite: SPAN 3060.

SP

Course Objectives: By the end of this course, successful students will:
- Demonstrate proficiency in writing creative works in narration.
- Demonstrate an appropriate linguistic approach to advance grammar in Spanish.
- Produce high quality original translations from Spanish to English and from English to Spanish.
• Be able to explain in a professional way how the main structures of Spanish work.
• Differentiate cultural aspects among the different Spanish-speaking countries.
• Be aware of the richness of the different cultures as well as dialectal uses of grammar.

**SPAN 3200 Business Spanish 3.00 CR**

Introduction in Spanish to basic business concepts (relating to company structure, accounting, banking, etc.) with a focus on Spanish vocabulary and writing skills for business. Attention to applications in Spanish speaking countries. A course devoted to learning and practicing oral and writing basic terminology and vocabulary related to commerce with Spain and Latin America. Practice in commercial letter writing.
Prerequisite: SPAN 3060.
FA

Course Objectives: By the end of the course, students will be able to use Spanish more actively in their careers by:
• Building their business vocabulary in Spanish.
• Improving their oral presentation skills in Spanish by giving oral presentations in class.
• Demonstrating their improved writing abilities by writing a term paper in Spanish.
• Participating in active class discussions throughout the semester, including in-class debates.
• Improving their understanding of Hispanic culture and how it affects their approach to conducting business in the Spanish speaking world by analyzing social relationships and cultural norms.

**SPAN 3390 Understanding Spanish Lit 3.00 CR**

Readings in modern Hispanic literature (either Spanish peninsular or Latin American), focusing on formal literary analysis.
Prerequisite: SPAN 3060.

Course Objectives: By the end of this course, successful students will:
• Use comfortably a variety of literacy concepts when talking about literature.
• Differentiate among different genres and periods of time in Literature.
• Understand the political and historical context that gave rise these works and the value of these artistic expressions.
• Comprehend, interpret and analyze the written works in the Spanish language throughout the history of the language.
• Show competence in writing critical essays in Spanish about aspects of literature.

**SPAN 3580 Contemporary Issues 3.00 CR**

Introduction to contemporary and historical, political, economic, and cultural issues affecting one or more of the countries of Spain and/or Spanish America. Repeatable for credit when topic varies.  
Prerequisite: SPAN 3060.  
Offered based upon sufficient student need.

Course Objectives:
• This class has been approved but has not yet been taught because of the lack of available faculty to staff the course. The specific course objectives will depend on the topics chosen.

**SPAN 3950 Hispanics in US Service Learn 3.00 CR**

Service Learning advanced Spanish course looking at a wide variety of issues that affect the lives of Hispanics living in the United States: immigration law, ESL, education, health issues, discrimination, employment, religion, etc. Students will become familiar first hand with these issues working on volunteer projects in a variety of settings such as public schools, hospitals and health clinics, legal service offices, and minority civic centers. Students will do work on a volunteer basis (not for pay) in an area that will be linguistically challenging and therefore will show a gain in Spanish language skills in order to increase cultural awareness and heightened sensitivity for immigrant issues.  
Prerequisite: SPAN 3060.  
Offered in rotation; consult class schedule.

Course Objectives: By the end of this course, successful students will:
• Better their Spanish language skills.
• Have a better understanding of the Hispanic culture.
• Be able to see differences between their culture and that of the Hispanic people.
• Acquire experience in giving service.
• Increase their interest in civic service
• Develop a new set of skills (teaching children in the school setting)
- Heighten sensitivity for immigrant issues.
- Expand their knowledge of current Immigration laws.

**SPAN 4550 Iberian Culture & Civilization 3.00 CR**

Covers the cultural history of Spain from the Middle Ages to the present, including history, architecture, art, literature music and film, to determine if there is a uniquely Spanish manner of seeing and understanding the world one which emerges as clearly distinct from the culture of America and other Western European nations. 
Prerequisite: SPAN 3060.
Offered in rotation; consult class schedule.

Course Objectives: By the end of this course, successful students will:
- Demonstrate knowledge of a basic narrative of Spain’s history: political, economic, social, and cultural.
- Value artistic expressions and human creativity through the main works of architecture, painting and sculpting in the Iberian Peninsula.
- Demonstrate knowledge of the distinctive features of cultures associated with Castilian-Spanish and other official languages in Spain.
- Show competence in writing in Spanish critical essays about Spanish History and Culture.

**SPAN 4610 Survey Peninsular Literature I 3.00 CR**

Survey of selected periods and themes in Spanish literature of the Iberian Peninsula. Students will examine the most important literary texts, trends, genres, and literary, cultural, and philosophical theories from the Middle Ages to 17th Century through class discussions and lectures, analysis of readings, online databases, and videos.
Prerequisite: SPAN 3390.
Offered in rotation; consult class schedule.

Course Objectives: By the end of this course, successful students will:
- Be able to classify literary texts, trends, and genres from the Middle Ages to 17th century Spain.
- Show understanding of the cultural and philosophical theories encompassing the Middle Ages to 17th century Spain.
• Be able to explain why Spanish literary movements emerged and how this phenomenon relates to other cultural and historical events from the Middle Ages to 17th century Spain.
• Demonstrate understanding of these movements and major Spanish authors as contributors to the nation-building process shown in the literature of the Middle Ages to 17th century Spain
• Show competence in writing in Spanish critical essays about the Spanish Literature and Culture of these periods.

SPAN 4620 Survey of Peninsular Lit II 3.00 CR

Survey of selected periods and themes in Spanish literature of the Iberian Peninsula. Readings of masterpieces by great writers chosen from the 18th Century to the present will be examined through lectures, oral discussions, and written reports in Spanish. Prerequisite: SPAN 3390. Offered in rotation; consult class schedule.

Course Objectives: By the end of this course, successful students will:

• Show an understanding of the major characteristics of Spain’s literary movements from the 18th to the 20th century.
• Be able to explain why Spanish literary movements emerged and how this phenomenon relates to other cultural and historical events from the 18th to 20th century periods.
• Show understanding of these movements and major Spanish authors as contributors to the nation-building process.
• Show understanding of how the trends identified in Spanish literature are simultaneous expressions of that nation-building process.
• Show competence in writing in Spanish critical essays about the Spanish Literature and Culture of these periods.

SPAN 4630 Survey of Latin American Lit I 3.00 CR

Survey of selected periods and themes in Spanish American literature, covering texts from the pre Hispanic, European exploration, and colonization of the Americas (1492 1826) periods in order to study a topic of interest in Spanish American literature and culture through reading and thinking critically about a wide variety of literary and cultural texts, including letters, chronicles, essays, poetry, and fiction.
Prerequisite: SPAN 3060.
Offered in rotation; consult class schedule.

Course Objectives: By the end of this course, successful students will:

- Demonstrate a basic knowledge of the evolution of Spanish American literature from its beginnings (around 1492) through independence, and demonstrate understanding of the corresponding literary movements, such as el barroco, el neoclasicismo, el romanticismo, and others.
- Show acquaintance with some of the best known authors of the period and their subject matter.
- Demonstrate ability to read, analyze, and discuss complex literary texts in Spanish.
- Show competence in writing in Spanish critical essays about the Latin American Literature and culture of these periods.

**SPAN 4640 Survey of Latin American Lit II 3.00 CR**

Second semester of survey of Latin American Literature, covering texts from the 20th century in order to study a topic of interest in Latin American Literature and culture through reading and thinking critically about a wide variety of literary and cultural texts, including essays, poetry, drama, and fiction. Reading and analysis of literary works of major Spanish American authors from the 20th century.
Offered in rotation.

Course Objectives: By the end of this course, successful students will:

- Show familiarity with some of the best known authors of the 20th and 21st centuries and the topics of which they wrote.
- Demonstrate an understanding of the major characteristics of Latin American literary movements from the 20th and 21st century.
- Demonstrate ability to read, analyze, and discuss complex literary texts in Spanish.
- Show competence in writing in Spanish critical essays about Latin American literature and culture of these periods.
(Need to provide other information)

There are three full-time faculty members who teach in the foreign languages program, one of whom is a contract faculty member. All three teach Spanish. All other teaching requires the use of adjunct faculty.

Full-time Tenure-track Faculty


Dr. Ceballos specializes in modern and contemporary Spanish peninsular literatures and cultures, with particular emphasis on pre and post Spanish Civil War Women writers. Her interests also include 19th and 20th centuries Spanish Drama, 20th century Spanish Women’s Short-stories, poetry of the “Generación del 27”, and Spanish Cinema. Dr. Ceballos joined the Dixie State College Faculty in 2007 and since then she has developed and taught a majority of the upper division courses at DSC, including 3060, 3070, 3390, 4550, 4610, 4620, 4630, and 4640. These classes include upper division grammar and composition classes, a survey of Spanish literature, Spanish peninsular and Latin American literature classes, and the Spanish civilization and culture class. She has also developed the “Cine Club en español”, held every Spring Semester, and she is in the process of establishing a much needed Study Abroad Program. Dr. Ceballos is a member of the following professional organizations: MLA, RMMLA, RUFLA and BeTEA. Dr. Ceballos’ teaching load for the academic year 2010-11 is 28 credits giving her an FTE of 1.04.

Mr. Everett is currently serving his 8th year as Department Chair of Humanities and Social Sciences and 1st year as Associate Dean of the Division of Humanities. As the only full-time language faculty member for 25 years, he developed and taught beginning, intermediate, and advanced level courses. The advanced courses combined grammar and composition with an introduction to literature to meet student demands for such classes prior to the development and offering of the current upper division courses. He was awarded “Teacher of the Year” in 1985. He is a member of the American Association of Teachers of Spanish and Portuguese (AATSP). For the academic year 2010-11, Mr. Everett is teaching 20 credits over the course of the year giving him an FTE of .74.

Full-time Contract Faculty


Mrs. Hawkins is a native speaker of Spanish and came to Dixie State College in 2007 as an adjunct professor after almost 20 years as a contract faculty member at Brigham Young University. At BYU Mrs. Hawkins taught basic beginning and intermediate Spanish courses, as well as beginning adult education courses. Additionally, she taught intermediate and advanced conversation courses and upper division classes in grammar and composition, and reading and culture. Among her other responsibilities at BYU, Mrs. Hawkins coordinated the Spanish houses for foreign language student residency, and directed study abroad programs during spring semester and summer terms.

At Dixie State College, Mrs. Hawkins directed and developed the multicultural center and taught part-time Spanish classes for two years. In addition to teaching beginning and intermediate Spanish courses, Mrs. Hawkins has developed and taught several upper division courses, including 3020, a course in conversation and reading for students without foreign residency experience and 3010, a class for heritage speakers. Both classes are to prepare students to take the upper division grammar and conversation course. She has also developed a service learning course titled Hispanics in the US/Service Learning. She also serves as the Foreign Language Advisor. She is a member of The American Council on the Teaching of Foreign Languages, and is a member of the Southern Utah University advisory board for the Hispanic Center for Academic Excellence. For the academic year 2010-11, Mrs. Hawkins will teach 26 credits with additional assigned advising hours. This gives her an FTE of .96 for her teaching load.
Adjunct Faculty:

- Yoshiko (Jeannie) Gass (Japanese) BA English Literature, 1989, Waseda University (Tokyo, Japan). Native speaker. Jeannie will be leaving DSC after spring semester 2011. Teaching load: 8 credits 2010-11 or .3 workload.
- Ronald Gill (Spanish) BA Spanish, 1971, Brigham Young University; MS Education, 1993, Nova Southeastern University; Ed.D, 2006, Nova Southeastern University. Teaching load: 20 credits 2010-11 or .74 workload.
- Brett Hymas (ASL) BS Psychology, 2005; BS Criminal Justice, 2005, Southern Utah University. Currently pursuing MS of Rehabilitation Counseling at Utah State University. Native signer. Teaching load: 16 credits 2010-11 or .59 workload.
- Austin Miller (Chinese) BA History, 2010, Yale University. Coursework includes Chinese history and languages, fieldwork methodology, and writing intensive courses. Extended experience living in Taiwan/China. Teaching load: 8 credits 2010-11 or .3 workload.
- Therese Moore (French) BA French, 1970, Wellesley College; MA French, 1998, University Nevada at Las Vegas. Teaching load: 8 credits 2010-11 or .3 workload.
- Hans Paul (German) BA German, 1970, Brigham Young University. Teaching Credential Program, 1986, California State University, Sacramento. Teaching load: 4 credits spring 2011 or .14 workload.
- Harold Bodon (French and German) BA French, 1959, University of Utah; NDEA French, 1961, University of Nevada-Reno; MS Ed. Administration, 1966, California State University; PhD French and German, 1979, Brigham Young University. Teaching load: 4 credits fall 2010 or .14 load. Dr. Bodon retired after fall semester for personal reasons.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Tenure</th>
<th>Contract</th>
<th>Adjunct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of faculty with Doctoral degrees</td>
<td>1</td>
<td></td>
<td>*2</td>
</tr>
<tr>
<td>Number of faculty with Master’s degrees</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Number of faculty with Bachelor’s degrees</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Other faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*As noted above, Dr. Bodon retired after fall semester 2010.

**STAFF**

<table>
<thead>
<tr>
<th>Staff</th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Laboratory Aides/Instructors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advisors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching/Graduate Assistants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Staff</td>
<td>1 Work-study student</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

The administrative and clerical staff serves both departments housed in the McDonald Building, the English Department and the Humanities and Social Sciences Department. Foreign languages are housed in the Humanities and Social Sciences Department. Between these two departments, there are 40 full-time or .74 faculty members, and 50 plus adjunct faculty served by the limited staff.
Students:

Dixie State College does not currently offer a bachelor’s degree in any foreign language; therefore, the department does not track majors, the graduation and retention rates, the placement of graduates or transfer data.

Approximately twenty-one students over the last two years have declared Spanish to be one of their two required emphases for the Integrated Studies Bachelor of Arts degree. The foreign language advisor keeps necessary contact with these students.

The following charts show enrollment trends for the last five years.

<table>
<thead>
<tr>
<th>Row Labels</th>
<th>Summary of Enrolled Students</th>
<th>Summary of Student FTE</th>
<th>Summary of Enrolled Students</th>
<th>Summary of Student FTE</th>
<th>Summary of Enrolled Students</th>
<th>Summary of all Student FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 05</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 05</td>
<td>10</td>
<td>2.40</td>
<td>171</td>
<td>45.33</td>
<td>10</td>
<td>2.40</td>
</tr>
<tr>
<td>Spring 06</td>
<td>209</td>
<td>53.47</td>
<td>132</td>
<td>34.67</td>
<td>380</td>
<td>98.80</td>
</tr>
<tr>
<td></td>
<td>188</td>
<td>47.07</td>
<td></td>
<td></td>
<td>320</td>
<td>81.73</td>
</tr>
<tr>
<td>Summer 06</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 06</td>
<td>13</td>
<td>2.67</td>
<td>97</td>
<td>25.87</td>
<td>13</td>
<td>2.67</td>
</tr>
<tr>
<td>Spring 07</td>
<td>215</td>
<td>54.67</td>
<td>48</td>
<td>12.80</td>
<td>312</td>
<td>80.53</td>
</tr>
<tr>
<td></td>
<td>181</td>
<td>46.33</td>
<td></td>
<td></td>
<td>229</td>
<td>59.13</td>
</tr>
<tr>
<td>Summer 07</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 07</td>
<td>26</td>
<td>6.93</td>
<td>124</td>
<td>32.80</td>
<td>26</td>
<td>6.93</td>
</tr>
<tr>
<td>Spring 08</td>
<td>234</td>
<td>58.67</td>
<td>46</td>
<td>12.27</td>
<td>358</td>
<td>91.47</td>
</tr>
<tr>
<td></td>
<td>197</td>
<td>50.47</td>
<td></td>
<td></td>
<td>243</td>
<td>62.74</td>
</tr>
<tr>
<td>Summer 08</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 08</td>
<td>31</td>
<td>8.27</td>
<td>121</td>
<td>32.27</td>
<td>31</td>
<td>8.27</td>
</tr>
<tr>
<td>Spring 09</td>
<td>277</td>
<td>67.87</td>
<td>72</td>
<td>18.67</td>
<td>398</td>
<td>100.13</td>
</tr>
<tr>
<td></td>
<td>266</td>
<td>64.07</td>
<td></td>
<td></td>
<td>338</td>
<td>82.73</td>
</tr>
<tr>
<td>Summer 09</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 09</td>
<td>28</td>
<td>7.47</td>
<td>174</td>
<td>46.40</td>
<td>28</td>
<td>7.47</td>
</tr>
<tr>
<td>Spring 10</td>
<td>302</td>
<td>74.33</td>
<td>83</td>
<td>22.13</td>
<td>476</td>
<td>120.74</td>
</tr>
<tr>
<td></td>
<td>274</td>
<td>67.60</td>
<td></td>
<td></td>
<td>357</td>
<td>89.73</td>
</tr>
<tr>
<td>Grand Total</td>
<td>2451</td>
<td>612.27</td>
<td>1068</td>
<td>283.20</td>
<td>3519</td>
<td>895.47</td>
</tr>
</tbody>
</table>
PROGRAM COSTS

Financial Analysis

<table>
<thead>
<tr>
<th>Expense</th>
<th>AY 08-09</th>
<th>AY 07-08</th>
<th>AY 06-07</th>
<th>AY 05-06</th>
<th>AY 04-05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Costs</td>
<td>150,969</td>
<td>117,249</td>
<td>106,018</td>
<td>108,516</td>
<td>103,024</td>
</tr>
<tr>
<td>Support Costs</td>
<td>57,420</td>
<td>40,860</td>
<td>32,546</td>
<td>32,041</td>
<td>28,560</td>
</tr>
<tr>
<td>Other Expenses</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Expense</td>
<td>$ 208,389</td>
<td>$ 158,109</td>
<td>$ 138,564</td>
<td>$ 140,557</td>
<td>$ 131,584</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Revenues</th>
<th>AY 08-09</th>
<th>AY 07-08</th>
<th>AY 06-07</th>
<th>AY 05-06</th>
<th>AY 04-05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legislative Appropriation</td>
<td>139,896</td>
<td>108,665</td>
<td>93,292</td>
<td>97,494</td>
<td>90,866</td>
</tr>
<tr>
<td>Grants</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Reallocation</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Tuition to Program</td>
<td>68,493</td>
<td>49,444</td>
<td>45,272</td>
<td>43,063</td>
<td>40,718</td>
</tr>
<tr>
<td>Fees</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>$ 208,389</td>
<td>$ 158,109</td>
<td>$ 138,564</td>
<td>$ 140,557</td>
<td>$ 131,584</td>
</tr>
<tr>
<td>Differences</td>
<td>$ (0)</td>
<td>$ (0)</td>
<td>$ (0)</td>
<td>$ (0)</td>
<td>$ (0)</td>
</tr>
</tbody>
</table>

PROGRAM ASSESSMENT

American Sign Language

ASL 1010/1020

Deaf Culture: A Deaf Culture pre-test was given to 30 students registered for ASL 1010 at the beginning of fall semester 2009. The same test was administered to 8 students registered in ASL 1020 at the end of spring semester 2010.

Pre-test 30 students took test  Average score  53.7%
Post-test 8 students took test  Average score  74.4%
            Average increase  20.7%
Receptive Skills: At the beginning of spring semester 2010, a receptive skills test was administered at the beginning of the semester as a pre-test and again at the end of the semester as a post-test. This test was administered to 15 of 16 students registered. The following are the results:

<table>
<thead>
<tr>
<th>Test Type</th>
<th>Number of Students</th>
<th>Average Score</th>
<th>Average Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>15 students</td>
<td>49.33%</td>
<td></td>
</tr>
<tr>
<td>Post-test</td>
<td>15 students</td>
<td>85.33%</td>
<td>36.0%</td>
</tr>
</tbody>
</table>

The following graph shows the results of this test:

ASL Sign: Receptive Test
ASL 2010/2020

This pre/post test is designed to assess receptive skills, deaf culture, understanding of the linguistic structure of ASL, including ASL grammar. Nine students registered for ASL 2010, of which 8 took the pre-test. Six of the students who took ASL 2010 registered for ASL 2020, plus another two students who did not take ASL 2010 during fall semester. The following are the test results:

Pre-Test given beginning of fall semester 2009 and Post Test given end of spring semester 2010 (The scores horizontally from each other are the same students’ scores for each test).

<table>
<thead>
<tr>
<th>Pre-Test</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>23/50</td>
<td>43/50</td>
</tr>
<tr>
<td>24/40</td>
<td>40/50</td>
</tr>
<tr>
<td>24/50</td>
<td>46/50</td>
</tr>
<tr>
<td>31/50</td>
<td>48/50</td>
</tr>
<tr>
<td>33/50</td>
<td>47/50</td>
</tr>
<tr>
<td>27/50</td>
<td>38/50</td>
</tr>
<tr>
<td>25/50</td>
<td>(Didn’t take this class)</td>
</tr>
<tr>
<td>22/50</td>
<td>(Didn’t take this class)</td>
</tr>
</tbody>
</table>
Average Scores for Pre-Test: 26/50, 52%, F
Average Scores for Post-Test: 43/50, 86%, B+

This shows an average increase of 34%.

**Chinese**

Chinese 1010/1020  Fall semester 2010 is the first semester Chinese has been taught at Dixie State College. A pre-test was administered at the beginning of 1010 and will be administered again at the end of spring semester in 1020. Therefore, no assessment information is currently available.

**French**

With the turnover of adjunct faculty teaching French, complete assessment information is not available at this time. Mrs. Moore has prepared assessment tests and will administer them during this current spring semester 2011.

**German**

The adjunct teacher who taught the beginning German classes the past two years reluctantly administered an assessment test in spring of 2010. He was replaced for fall semester by another adjunct faculty who had previously taught German at DSC but who had most recently been teaching French. When the new teacher reviewed the assessment test that was given in spring 2010, he immediately declared it to be an invalid test and prepared a new test which was administered at the beginning of the fall semester 2010. Mid semester, the new teacher decided not to return spring semester due to personal reasons and administered the assessment test again at the end of the semester. The intent will be to have the test given again at the end of German 1020 so as to get a better idea of the value added. These one-semester results are reported below:

There were 25 students took the test, but only 20 who took the pre-test took the post-test.

The high score out of 100 was 82; with the low score being 34 out of 100;
Test results: mean = 52
median = 49
average pre-test score = 54.5%
average post-test score = 66.2%
average percent of improvement = 11.7%

Individual student results are as follows:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>82%</td>
<td>94%</td>
<td>+12</td>
</tr>
<tr>
<td>2</td>
<td>78%</td>
<td>88%</td>
<td>+10</td>
</tr>
<tr>
<td>3</td>
<td>66%</td>
<td>80%</td>
<td>+14</td>
</tr>
<tr>
<td>4</td>
<td>64%</td>
<td>80%</td>
<td>+16</td>
</tr>
<tr>
<td>5</td>
<td>63%</td>
<td>74%</td>
<td>+11</td>
</tr>
<tr>
<td>6</td>
<td>63%</td>
<td>72%</td>
<td>+9</td>
</tr>
<tr>
<td>7</td>
<td>61%</td>
<td>70%</td>
<td>+9</td>
</tr>
<tr>
<td>8</td>
<td>59%</td>
<td>68%</td>
<td>+8</td>
</tr>
<tr>
<td>9</td>
<td>52%</td>
<td>67%</td>
<td>+15</td>
</tr>
<tr>
<td>10</td>
<td>52%</td>
<td>65%</td>
<td>+13</td>
</tr>
<tr>
<td>11</td>
<td>50%</td>
<td>64%</td>
<td>+14</td>
</tr>
<tr>
<td>12</td>
<td>49%</td>
<td>62%</td>
<td>+13</td>
</tr>
<tr>
<td>13</td>
<td>48%</td>
<td>61%</td>
<td>+13</td>
</tr>
<tr>
<td>14</td>
<td>48%</td>
<td>59%</td>
<td>+11</td>
</tr>
<tr>
<td>15</td>
<td>47%</td>
<td>57%</td>
<td>+10</td>
</tr>
<tr>
<td>16</td>
<td>44%</td>
<td>56%</td>
<td>+12</td>
</tr>
<tr>
<td>17</td>
<td>41%</td>
<td>56%</td>
<td>+15</td>
</tr>
<tr>
<td>18</td>
<td>40%</td>
<td>54%</td>
<td>+14</td>
</tr>
<tr>
<td>19</td>
<td>38%</td>
<td>53%</td>
<td>+15</td>
</tr>
<tr>
<td>20</td>
<td>36%</td>
<td>44%</td>
<td>+8</td>
</tr>
</tbody>
</table>

**Japanese**

The adjunct faculty member for the beginning series of classes indicated that assessment tests had been given for the academic year 2009-10, but that she had not retained the information. Thus, current assessment data is not available.

This is the first year that Japanese 2010/2020 have been taught at Dixie State College, so the assessment information for the intermediate Japanese series of classes is not yet available.
# Spanish

## Spanish 1010/1020

Since the last program review, pre and post-test assessment testing was done for the academic years 2008-09, and 2009-10.

The assessment test used for the beginning Spanish classes has a total of thirty questions. The following is the breakdown of the test:

<table>
<thead>
<tr>
<th>Section</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Comprehension</td>
<td>1-6</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>7-12</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>13-19</td>
</tr>
<tr>
<td>Grammar Understanding</td>
<td>20-30</td>
</tr>
</tbody>
</table>

On the pre-test, students are asked not to guess at the answers. On the post-test, the students are asked to respond to all of the questions since by now they have been introduced to the material.

### Fall 2008 Pre-test Spanish 1010
- 177 students took the test
- Average score 2.4/30 = 8.0%

### Spring 2009 Post-test Spanish 1020
- 53 students took the test
- Average score 21.0/30 = 70.0%

<table>
<thead>
<tr>
<th>Section</th>
<th>Fall 2008 Pre-test</th>
<th>Spring 2009 Post-test</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Comprehension</td>
<td>131/1062 = 12.33%</td>
<td>283/318 = 88.99%</td>
<td>76.66%</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>77/1062 = 7.3%</td>
<td>228/318 = 71.7%</td>
<td>64.4%</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>23/1239 = 1.9%</td>
<td>254/371 = 68.5%</td>
<td>66.6%</td>
</tr>
<tr>
<td>Grammar</td>
<td>111/1947 = 5.7%</td>
<td>349/583 = 59.9%</td>
<td>54.2%</td>
</tr>
</tbody>
</table>

### Fall 2009 Pre-test Spanish 1010
- 195 students took the test
- 168 students finished the class
- Average score 4.2/30 = 14.0%

### Spring 2010 Post-test Spanish 1020
- 52 students took the test
- Average score 21.5/30 = 71.66%
On the 2009-10 post-test, the following is a breakdown of how students scored relative to the amount of experience with Spanish prior to taking the beginning series of Spanish classes:

4 years prior experience  
23.86/30 = 79.5%

1 year prior experience  
22.27/30 = 74.2%

2 years prior experience  
21.82/30 = 72.7%

3 years prior experience  
21.25/30 = 70.8%

0 years prior experience  
20.21/30 = 67.4%

**Spanish 2010/2020**

Assessment testing is being completed this current semester in 2020 and will be available later.

**Spanish 3010 Heritage Spanish**

**Course Objectives:** The objective of this course is to help native speakers of Spanish become more proficient in their own language. This course will review grammar and will teach students how to communicate at a higher level of speaking and writing regarding more complex topics. Emphasis will be given to the study of the mechanics of Spanish writing, which includes syntax, spelling, and the use of accents. This course will also emphasize the student's heritage through the study of the Hispanic culture.

By the end of the semester students should:

1. Have better writing, reading and speaking skills in Spanish.
2. Have a deeper understanding of their culture as well as that of other Hispanic cultures.
3. Become familiar with the terminology and functions of grammar.
4. Learned how to use the accent marks (tildes).
5. Have a greater sense of pride in their linguistic and cultural heritage.

Students were given a pre-test to cover the following areas:
   A. Identification on a map of Spain and of the different countries of Latin America.
   B. The accentuation of words.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Pre-Test</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of Hispanic Countries</td>
<td>33%</td>
<td>77%</td>
</tr>
<tr>
<td>Accentuation</td>
<td>38%</td>
<td>62%</td>
</tr>
</tbody>
</table>

Students were asked to write 6 compositions on cultural topics throughout the semester. Each subsequent composition demonstrated improvement in grammar, orthography and cultural understanding.

Overall, students gained a greater understanding of their own culture, and other Hispanic country cultures.

**Spanish 3020 Conversation/Reading Spanish**

**Course Objectives:**
By the end of this course, students will:
   1. Have a better understanding of the Hispanic literature.
   2. Know how express their thoughts orally.
   3. Gain knowledge of a more sophisticated vocabulary and grammar.
   4. Develop a better understanding and appreciation for the Hispanic culture.
   5. Have a better reading comprehension in Spanish.

Students had a much better understanding about Hispanic literature and culture after having read several literary works from very well known Hispanic writers. This also helped the students gain a more sophisticated vocabulary, and helped them improve their grammar.

The discussions in class provided them the opportunity to express their thoughts orally, which helped improve their oral proficiency. An unofficial OPI (Oral Proficiency interview) was given to six students at the beginning and at the end of the course during fall 2010. The OPI tested both their oral proficiency and acquisition of advanced vocabulary. The OPI post-test shows an increase oral expression for each of the six students tested.

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre-OPI Rating</th>
<th>Post-OPI Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>Intermediate Mid</td>
<td>Intermediate High</td>
</tr>
<tr>
<td>Student 2</td>
<td>Intermediate Mid</td>
<td>Intermediate High</td>
</tr>
</tbody>
</table>
Student 3 | Advanced low | Advanced Mid
---|---|---
Student 4 | Intermediate High | Advanced low
Student 5 | Intermediate High | Advanced low
Student 6 | Advanced low | Advanced Mid

*For rating scale refer to the ACTFL Proficiency Guidelines – Speaking documentation.

**Spanish 3060: Advanced Grammar and Composition I**

Course Objectives:
By the end of this course, successful students will:
- Show competence in writing narrations and critical essays in Spanish.
- Correctly use grammatical structures as well as spelling and punctuation in Spanish.
- Develop conversational and written skills through discussing the different cultural aspects of Spanish-speaking countries.

At the beginning of the Fall 2009 (chart 1) and Spring 2010 (chart 2) students were given a pre-test which consisted of three sections aimed to evaluate and assess the students’ level before taking this course. The sections covered the following topics:
- Grammar
- Orthography (spelling and punctuation)
- Culture

The first 100 questions were in the form of multiple choices. Students were asked to mark with option e) only if they honestly did not know the answer in order to avoid guessing answers.

At the end of both semesters the same test (now post-test) was given to the same group of students and this time they were not allowed to choose option e).

The second part of this test included in the calculations consists of a short writing in order to assess:
- Writing skills
- Cultural awareness

The results of these two sets of assessment were as follow:
Chart 1. Fall 2009 (Span 3060)
Pre-Test Average = 68.20 %
Post-Test Average = 86.60 %

Chart 2. Spring 2010 (Span 3060)
Pre-Test Average = 69.60%
Post-Test Average = 83.47 %
Spanish 3390: Understanding Spanish Literature

Course Objectives:
By the end of this course, successful students will...

- Use comfortably a variety of literacy concepts when talking about literature.
- Differentiate among different genres and periods of time in Literature.
- Understand the political and historical context that gave raise these works and the value of these artistic expressions.
- Comprehend, interpret and analyze the written works in the Spanish language throughout the history of the language.
- Show competence in writing critical essays in Spanish about aspects of literature.

The pre/post-test given to the students at the beginning and at the end of this course (chart 3) to assess Span 3390 consisted of two sections:

- A set of 25 multiple choice question/answers oriented to evaluate the knowledge of literacy concepts, genres and periods in Spanish Literature
- Short writing: For the benefit of a better assessment of this class, an essay component from part of the final assignment for this class was included. Students were evaluated relative to their knowledge of the life and works of some of the most well-known Spanish authors, and their ability to critically analyze influences and consequences of their writings. Eleven students took this post-test and all of them showed a great stylistic and thematic knowledge of these authors, more than was expected for an “intro” class to Spanish Literature.

The results of these two sets of assessment were as follow:
Chart 3. Fall 2010 (Span 3390)
Pre-Test Average = 56.4 %
Post-Test Average = 89.4 %

Spanish 3950  Hispanics in the US/Service Learning

Course objectives:
Through service given to Hispanics living in the community, students will:
- Better their Spanish language skills.
- Have a better understanding of the Hispanic culture.
- Develop appreciation for people of other cultures.
- Acquire experience in giving service.
- Heighten sensitivity for immigrant issues.
- Expand their knowledge of current immigration laws.

This course has looked at a variety of issues affecting the lives of Hispanics living in the United States. Among some of the main issues covered in class were: the implications of certain Immigration laws, ESL in the education system, the dream act, health issues, discrimination, employment, religion, differences between the Anglo and the Hispanic culture, and also some issues about Hispanics and their problems with local law enforcement. Guest speakers from among the community were invited to address the students about the topics before mentioned concerning the Hispanic population in the United States of America.
Type of Service given:
DSC Students helped Hispanic children that were struggling with different subjects in school (help was given exclusively in Spanish). Also, students helped interpret for Hispanic parents during parent teacher conferences. Some students assisted in the English to Spanish translation of important documents like school policies, flyers, announcements, etc. The service learning component of this course was able to give the students a more concrete application of the Spanish language. Also, it gave the opportunity to the students to become responsible citizen and to develop their professional skills. Students improved their language skills when they worked with the Hispanic children assigned to them.

Participating Schools:
East Elementary School
Dixie Downs Elementary
Sandstone Elementary
Heritage Elementary

<table>
<thead>
<tr>
<th>Semester</th>
<th>Registered Students</th>
<th>Hours Volunteered</th>
<th>Total of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>11</td>
<td>Approx. 65</td>
<td>715</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>8</td>
<td>Approx. 65</td>
<td>520</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>10</td>
<td>Approx. 65</td>
<td>650</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1885 Total</td>
</tr>
</tbody>
</table>

Note: Students were divided to give service in the different participating Elementary schools

Students of Spanish 3950-Hispanics in the US/Service Learning felt that the course was very successful. In their diaries they expressed having acquired a better appreciation for the Hispanic culture as well as improvement of the Spanish language. They felt that giving service was a great experience for them and for the students they helped. The service component successfully brought more value to the Hispanic culture and its language.

Spanish 4550: Iberian Civilization and Culture

Course Objectives: By the end of this course, successful students will:
- Demonstrate knowledge of a basic narrative of Spain’s history: political, economic, social, and cultural.
- Value artistic expressions and human creativity through the main works of architecture, painting and sculpting in the Iberian Peninsula.
- Demonstrate knowledge of the distinctive features of cultures associated with Castilian-Spanish and other official languages in Spain.
- Show competence in writing in Spanish critical essays about Spanish History and Culture.

The pre/post-test given to the students at the beginning and at the end of this course (chart 4) to assess Span 4550 during the spring of 2010 consisted of two sections:

- A set of 50 questions regarding facts in Spain’s History, Politics and Culture in general.
- A short essay question in which students had to define, describe, and analyze a photograph of a painting/architecture work.

The final results of these two tests were as follow:

**Chart 4. Spring 2010 (Span 4550)**
Pre-Test Average = 29.20 %
Post-Test Average = 76.00 %
Course Objectives: By the end of Span 4610 successful students will:

- Be able to classify literary texts, trends, and genres from the Middle Ages to 17th century Spain.
- Show understanding of the cultural and philosophical theories encompassing the Middle Ages to 17th century Spain.
- Be able to explain why Spanish literary movements emerged and how this phenomenon relates to other cultural and historical events from the Middle Ages to 17th century Spain.
- Demonstrate understanding of these movements and major Spanish authors as contributors to the nation-building process shown in the literature of the Middle Ages to 17th century Spain.
- Show competence in writing in Spanish critical essays about the Spanish Literature and Culture of these periods.

Course Objectives: By the end of Span 4620 successful students will:

- Show an understanding of the major characteristics of Spain’s literary movements from the 18th to the 20th century.
- Be able to explain why Spanish literary movements emerged and how this phenomenon relates to other cultural and historical events from the 18th to 20th century periods.
- Show understanding of these movements and major Spanish authors as contributors to the nation-building process.
- Show understanding of how the trends identified in Spanish literature are simultaneous expressions of that nation-building process.
- Show competence in writing in Spanish critical essays about the Spanish Literature and Culture of these periods.

This time the pre-test was given to the students at the beginning of Span 4610 and the post-test was given to basically the same students at the end of Span 4620 during the fall 2009 and spring 2010. The test consisted of two sections:
- A set of 50 questions regarding literary genres, trends, movements from the Medieval Era to the 20th Century Spain; also questions about philosophical and artistic movements, and specific questions about classical readings in Spain Literature.
- A short essay question where students had to analyze a text about Spanish Literature and Culture.

The final results of these two tests were as follow:

![Chart 5. Fall 2009 and 2010 (Span 4610-4620)]

Pre-Test Average = 38.6 %
Post-Test Average = 90.2 %
PHYSICAL FACILITIES

Classroom space: The physical facilities available for the foreign language teachers are generally adequate. Most language classes are taught in the McDonald Building, but many are taught in various buildings across campus, which does not appear to be a problem. All of the classrooms are equipped with computers and projection systems that allow teachers to use a variety of media applications. The one important piece of equipment that many of the rooms do not have is a document camera, which would facilitate certain aspects of instruction.

Office space: All of the full-time faculty members have individual offices with adequate desk space, book shelves, filing cabinets, telephone, with a computer and printer.

Adjunct faculty who teach languages share the same office provided for the majority of adjunct faculty from the English Department and the Humanities and Social Sciences Department. This office is a converted storage closet that has been renovated. The main challenge is that the majority of the close to fifty adjunct faculty members must share this small space. Thus, many of the adjunct faculty members choose to meet with students either before or after classes in the classroom rather than in the crowded office that is provided.

Media, Information resources, and Library support:

The media and informational resources available consists of the following:

- Computers and information database at the College Library
- Blackboard system for use in most of the classes (used to interact with students outside the classroom and to provide a digital support for information such as class reviews, assignments, presentations, general instructions, etc…)
- A non-existent DVD and CD collection in foreign languages except for one CD for use in ASL.
- Although it is true that the collection of works in foreign languages in the library is very limited, one should realize that it fulfills the needs for the current class offerings. Most of the foreign languages offered currently are beginning-level classes for which dictionaries and language guides are available at the Val A. Browning Library. For upper division classes in Spanish, the library has a sufficient collection of original works and secondary resources to help students in their research projects. The current offering is sufficient because the literature classes offered are introductory and survey courses. In
the last two years there has been an increase of these secondary resources, and the library is in the process of adding more volumes to the collection, pending available budget money.

- In the meantime, students looking for a more complete bibliographical base are able to order books from other institutions via Interlibrary Loan, a service that the library offers free of charge to DSC students and faculty.
- The library also provides students and faculty with an ample collection of electronic newspapers and magazines. Literary magazines have been frequently utilized in the upper-division Spanish courses.
- Dixie State College does not have a language laboratory. Laboratory activities are done at home or in one of the computer facilities on campus.

**PLANS FOR IMPROVEMENT**

**Challenges and recommendations from last program review (05-06):**

In the 2005-06 program review, it was noted that one of the major challenges faced was that there was only one full-time faculty member (in Spanish) and that the need to depend so much on adjunct faculty to teach impacted the overall quality and continuity of the program. Even though most adjunct faculty do well in the classroom, turnover remains high, and frequently an adjunct faculty member will leave at the end of fall semester requiring a replacement teacher for the spring when qualified replacements are difficult to find.

In the 2005-06 program review, it was suggested that class sizes be reduced to 15-20 students as recommended by the Association of Departments of Foreign Languages. This goal would be ideal, but with the tremendous growth DSC is experiencing, and the demands to develop many new bachelor’s degrees, realistically, the funding to do so is not available. Thus, the department continues to provide the best instruction possible. The challenge of large class sizes pertains more to the most popular languages and to the beginning level classes than an across the board challenge.

The 2005-06 program review stated that DSC needed to develop more intermediate level language classes. The department has worked to do this in order to support those students attempting to fill the two-year language requirement for the Bachelor of Arts degree. Thus, in addition to the intermediate level classes being offered in ASL and Spanish, intermediate classes were created in French, German (this was to be through IP video from the University of Utah),
and Japanese and scheduled to be taught fall semester of 2010. Unfortunately, low enrollments necessitated canceling the French and German classes. However, the possibility to have classes taught via IP video may be a way to teach intermediate level classes in the future.

The previous program review suggested hiring additional full-time faculty in order to expand programs and ensure quality and rigor. Dr. Leonor Ceballos (fall 2007), and Ana Maria Hawkins (fall 2008) were hired to help develop and expand the Spanish offerings. Both are native speakers and bring a strong background to the foreign language program. Thus, since the last program review, sufficient upper division Spanish classes have been developed and offered to allow the department to offer a Spanish emphasis within the Integrated Studies Degree. These courses include a two semester grammar and composition series, an introduction to literature class, the two two-part series literature classes of Spanish and of Latin American literature, Spanish Civilization and Culture, Business Spanish, upper division conversation and reading classes, a class for heritage speakers, and a service learning class. This expansion has laid the groundwork for the future development of a BA degree in Spanish.

In the 2005-06 program review, it was stated that the foreign language program would work to ensure that a current pool of qualified adjunct instructors was maintained and that language classes would be offered only when qualified teachers were available. The goal is to have teachers in the classrooms who have a minimum of a MA degree. This standard has not been adhered to, in part because qualified adjunct faculty (those who have MA degrees) are frequently not available. At times there has been pressure from the administration to offer courses for which adjunct faculty with masters degrees is not available. The development of foreign languages at DSC will continue to be a challenge as a result, and the conflict as to whether to teach a class or not when the credentials of the proposed teacher are in question still needs to be addressed.

The previous program review stated that the department needed to work to ensure that qualified tutors were available in the tutoring center to help students. Mrs. Hawkins has taken the responsibility to coordinate the tutoring for the Spanish area, and this has made a marked improvement in the quality and continuity of tutors in this area. In the last few years, German exchange students have been available to help tutor German students, but in some of the languages, providing quality tutoring remains a challenge.

The 2005-06 program review stated that the foreign language program would work to develop a language lab. The reality of the economic situation and the institutional need to develop and seek approval for much needed bachelor level degrees, makes this quest an impossible task for the present time. The department understands the situation and accepts this reality for the overall good of the entire institution.
Five year plan for improvement:

Over the next five years, the Foreign Language Program will focus on the following goals:

1. Write and seek approval for a bachelor’s degree in Spanish. As DSC moves to gain university status, it is imperative that the language offerings be developed and expanded. A degree in Spanish will help provide essential balance in a university curriculum. This is the top priority and will begin immediately.

2. Seek to hire additional faculty to support a degree in Spanish first, and additional faculty to help grow other language offerings as well.

3. Review the current foreign language offerings to determine where to place emphasis. This may require a scaling back of in some languages and the development of others to meet the most critical and most logical needs. This review will include a review of how to best meet the student needs for language classes to meet BA language requirements.

4. Improve the assessment process, including the plan and tools of the program so that every language is being assessed in a valid and consistent method. One of the obvious needs is to make sure that for the languages taught only by adjunct faculty that the assessment plan and the assessment tools are clearly identified, clearly communicated, and the results evaluated and maintained.

5. Explore the options and create a study abroad component for Spanish students. With the eventuality of a Spanish degree, the faculty feels the need to develop study abroad options for students seeking to major in Spanish, providing them opportunity to develop their linguistic and cultural skills and understanding.

6. Seek to provide greater on-campus opportunities for students to practice and develop oral competency.