

## Program and 2003 Assessments for WLLC 2021-2022

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### 2. WLLC Department Mission

The Department of World Languages, Literatures, and Cultures believes itself central to the fulfillment of the mission of the Fulbright College of Arts and Sciences, adopted from Senator Fulbright's writings, as follows: "... the highest function of higher education is the teaching of things in perspective, toward the purposes of enriching the life of the individual, cultivating the free and inquiring mind, and advancing the effort to bring reason, justice, and humanity..." Our departmental mission, more specifically, is to serve our students, our state, our nation, and the world, by embodying and demonstrating the values to be derived from knowing ancient and modern languages and cultures. We do this by nurturing and supporting the teaching, research, and service missions of a top-quality faculty; by offering and maintaining a comprehensive range of challenging language and professional development programs; by attracting and retaining a diverse student body; and by promoting innovative research among faculty and students.

### Program Assessments

#### 1. Arabic BA Program Assessment AY 2021-22

Since the inception of the ARAB-BA in 2019, the Arabic program has worked steadily towards reaching our ultimate goal: to help students achieve high levels of fluency in Arabic language, literature, and culture while developing tools to think about and engage critically with the Arab world. Arabic majors have taken advantage of the opportunity to combine their Arabic language study with Middle East Studies and International Area Studies, further strengthening and broadening their language and culture studies. Arabic majors opting to elect a MEST co-major qualify for a variety of scholarship opportunities from MEST. Currently in AY 2021-22, 4 of our 10 Arabic majors were supported by MEST scholarships (\$5,000-10,000/year). One ARAB/MEST major was studying both Arabic and Spanish in Granada, Spain, supported in large part by MEST academic scholarship and study abroad funding. The Arabic major program has amply prepared its majors for study abroad; 100% of graduates since 2019 who have applied for graduate programs were accepted. One recent graduate (Spring 2021) was accepted to UT Austin's MA program in MEST with a teaching assistantship in Arabic. Other graduates are currently in PhD and MA programs in comparative literature, literary translation, anthropology, history, political science, economics, and gender studies.

#### Arabic BA recipients by semester (since inception 2019)

Semester & Year	Number of BA's graduating
Fall 2019	2 (Sadie Fruth, Mattie Harris)
Spring 2020	3 (Cole Spencer, Zac Smith, Summer El-Shahawy)
Fall 2020	0
Spring 2021	5 (Jessi Amason, Quincy Bair, Ally Layman, John Levine, Paeton Outman)
Fall 2021	0
Spring 2022	2 AMARAB (Zachary Lewandowski, Emma Towe)

## Current Arabic majors

Academic Year	Number of declared ARABBA or AMARAB
AY 2021-2022	15 (14 ARABBA; 1 AMARAB)

### Assessment of Arabic majors in upper-level courses

Arabic majors are making excellent strides towards achieving the goal of Advanced language proficiency (according to the ACTFL scale) in all language acquisition skill areas: speaking, listening, reading, writing and culture. Required language courses for the major include all levels of Modern Standard Arabic as well as courses in colloquial Levantine and/or Egyptian Arabic. Arabic majors are encouraged to spend a summer or semester abroad in an Arabic-speaking country where they can be immersed in the culture of the language. We are proud of the fact that the majority of UA Arabic students studying in intensive summer and/or semester-long programs are placed via OPI into Advanced level – often outpacing their peers from Ivy League universities. The Arabic language curriculum is centered upon the guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL), advanced language proficiency. Through coursework offered by the major, students aim to achieve ACTFL proficiency targets in Speaking, Listening, Reading, Writing, and Culture. Below is a table showing the grade distribution among Arabic majors in upper-level courses on overall performance in language-acquisition skill areas:

Upper-level Courses in AY 2021-22	
Fall 2021	Spring 2022
ARAB 3016/ARAB 3016H Intensive III 2 majors: A = 1 C = 1	ARAB 3033 Colloquial Arabic – Levantine 4 majors: A = 3 B = 1
ARAB 4023 Advanced Arabic I 4 majors: A = 2 B = 1 C = 1	ARAB 4016/4016H Intensive IV 2 majors: A = 1 W = 1
ARAB 4213 Arab Culture & Civilization 1 major = A	ARAB 4033 Advanced Arabic II 2 majors: A = 1 B = 1
	ARAB 4053 Arabic Readings 3 majors: A = 2 B = 1

In addition to language studies, Arabic majors are attaining a broad knowledge of Arabic literature and culture through new and existing courses such as Arab Culture & Civilization, Arabic Readings, and Independent Study. A new upper-level course on Arab Film will be launched in Fall 2022.

In the various upper-level Arabic courses offered in AY 2021-22, Arabic majors were introduced to some of the following **literary and cultural topics**:

1. Selected readings from early Arabic literature, ranging from the Pre-Islamic period through the Abbasid period, and from later Arabic literature, ranging from al-Nahda until the present
2. Trends and movements in modern Arabic poetry - Neo-Classicism, Romanticism, and the Free verse movement
3. Classical Arabic poetry from the Pre-Islamic and later Islamic periods
4. Arabic prose selections from the Arabic novel, drama, the short story, and experimental prose in the twentieth century
5. Selected readings from Arab history, literature, the Islamic Tradition, and the Holy Qur'an

**Innovative New Course: ARAB 110V Special Topics in Arab Culture:** One-credit, 8W2 course in Spring 2022, team taught by all four Arabic faculty; students expressed amazement at how the course broadened their horizons, enriched their understanding of Arab cultures, exposed them to different kinds of music/lifestyles, brought to their attention the overlap between Eastern and Western cultures, made them aware of historical interaction between cultures over the ages and, most important of all, alerted them to the need to recognize cultural similarity by highlighting the similarities between cultures generally perceived to be drastically different. (See Arabic Annual Report for Select student testimonials)

**Recruitment Efforts:** Social media posts, Arkansas News stories for all new Fall courses (run weekly April through August), created and posted flyers – paper and on video monitors, one-credit Arab culture course, lawn signs – during spring pre-registration and summer orientation.

**Social Media and Webpage** Our social media accounts “Arabic at the U of A - @uarkarabic” on Facebook and Instagram and our YouTube channel have grown in content and reach. Followers have increased over the past year to 325 and we have published 160 posts. Our YouTube channel features videos made by students and recordings of various Arabic-section sponsored events. Departmental webpage has been updated regularly by Arabic section staff & faculty.

## French Undergraduate Course & Program Assessment

We assess students in FREN 4033, FREN 4003, FREN 4213, and in the 4000-level literature classes. This year, our students across the board have shown high achievement levels in oral skills and very good levels in written skills. Majors must receive at least a C in all their required courses; students who receive a C or better in 4000-level literature and Civilization classes are considered to have achieved our goals of cultural competency, oral and written expression. The vast majority have done so in the literature classes. FREN 4213 is the exception this year; there were 3 Fs, which is highly unusual. In all cases, it was simply that the students in question never completed the online course; it was not because of a lack of skill.

Because the overall high level of French language proficiency among our students, we do not anticipate any revision in curriculum in the near future.

**FREN 4033 (Oral Proficiency).** Students are assessed according to ACTFL guidelines in a final oral interview exam. Students who have achieved intermediate high are considered to have met the section's goal.

Fall 2021	Spring 2022
1 advanced low	Superior 1
2 intermediate high	Advanced High 1
5 intermediate mid	Advanced Mid 5
1 intermediate low	Advanced Low 5
	Intermediate High 2
	Intermediate Low 1

**FREN 4003 (Grammar and Composition).** Student achievement is assessed according to ACTFL guidelines for written language. The benchmark is intermediate high.

Fall 2021	Spring 2022
4 advanced mid	4 advanced mid
10 advanced low	1 advanced low
4 intermediate high	3 intermediate high
	1 intermediate low

**FREN 4233 (Survey of French Literature I)**

Fall 2021	
A = 4	C = 1
B = 3	D = 1

**FREN 4113 (Special Topics: 17th- and 18th-Century French Literature)**

Spring 2022
A = 3
B = 7

**FREN 4213 (French Civilization)**

Fall 2021

A = 2

B = 1

C = 1

F = 2

Spring 2022

A = 3

F = 1

**French Graduate Course and Program Assessment**

We have seen three students (Jordan Fontenot, Eliza Penick, Chloe Berjot) through the MLAN-Fren program this year.

Their ability to pass this exam attests to their broad knowledge and advanced critical understanding of French and Francophone culture, civilization, and literature, as described in our first Program Goal. Our MA reading list is lengthy, and students are responsible for a number of texts that are not taught in classes. We are adamant about their developing the ability to read and analyze independently of our classes. It bears mentioning that our MA candidates are responsible for every period in the history of French literature, medieval through twenty-first century; they are not allowed to narrow their focus on certain periods for their comprehensive exams.

Thanks to our emphasis on discussions in graduate classes and on using the target language in the classes they teach, not to mention a course that includes a heavy phonetics component, these students are able to correctly pronounce French and to express themselves effectively in that language. The pedagogy and technology classes they have taken as part of their graduate curriculum have exposed them to a wide range of teaching methods and language teaching-related technologies. Those who complete our degree are effective oral and written communicators and problem-solvers (Program Goals 2 and 3).

Our MA students write analytical papers in our literature courses (either several short ones or a long term paper); we work with them closely on these, from the choice of a topic through the remaining stages (outline, first draft, subsequent drafts). These papers are entirely in French (as are their comprehensive exams, with no dictionaries or other sources allowed).

The French faculty meet frequently to discuss every individual student's progress through the curriculum. We share our impressions about this and about their teaching with the students during the spring graduate reviews. We are very pleased with our students' achievements and feel strongly that we are more than meeting our program goals. Our students are well prepared to go on to PhD programs, to continue teaching in other contexts, or to work in the business world.

At this juncture we believe that our student learning outcomes are right where they should be; we foresee no changes to our process of assessment. This year, like last, was difficult because we do not have a full-time coordinator/supervisor. Nancy Arenberg and Annie Doucet took on these jobs as an overload this year, just as Kathy Comfort and I did last year. This will be an ongoing problem for the French graduate program if we cannot replace the coordinator/supervisor (at instructor rank) who resigned two years ago. Our TAs and students need this in order to rise to their full potential.

## German BA Assessment

### **Rethinking the curriculum**

The German Program continues to enhance the curriculum of our undergraduate and graduate programs in order to improve student success and, as noted in previous reports, to “pursue its dedication to decolonizing the curriculum.” To this end, faculty have begun to change the way that courses at both levels are conceived. Dr. Hoyer has worked to create interdisciplinary offerings through Jewish Studies and has redesigned the Literary Modernism course (Fall 2021) to provide a thematic approach to material. Dr. Sterling has augmented the German Drama (Fall 2021) and Post-1945 Literature (Spring 2022) courses to reflect the diverse nature of German-speaking cultures by including work from authors of color and diverse sexualities. Dr. Condray’s Migration and National Identity course (Spring 2022) likewise asks students to reflect on these issues in historical and contemporary contexts. Student groups worked on research projects on self-selected topics, and the groups presented on Turkish migration to Germany and German migration to Latin America to students at Fayetteville High School and Springdale High School, respectively. During AY 2022-23, the faculty will continue to adapt curricula to address issues relevant to students in a format that is most accessible to them.

### **Delta Phi Alpha (German Honor Society)**

We inducted the following 25 students into our chapter of the national German Honor Society: Katura Amershek, Brooklyn Baum, Nicholas Brown, Gabriel Craig, Maria Falquez, Ethan Graef, Noé Heim Pardos, Caroline Henson, Clayton Hoskins, Luke Kruse, Grace Li, Maria Longo, Fletcher Lyons, Joshua Marvine, Rodrigo Mendez, Makayla Novitske, Aryan Prabhudesai, Laine Rainbolt, Olivia Schmidt, Ryan Sellner, Sydney Sommers, Trevor Stathatos, Luke Tyson, Adela Vavrinova, Grady Widener. We invited Dr. Didem Uca (Emory University) to speak about the visibility of Women of Color in German-speaking Europe as part of the ceremony.

**Jennifer Hoyer (Associate Professor of German)**: received donor funds to develop the innovative interdisciplinary course “How Did the Holocaust Affect...?” within the Jewish Studies Program. Dr. Hoyer brought in guest speakers—including Holocaust survivor Pieter Kohnstam—and colleagues from across the university (ARCH, HIST, ITAL, PHYS, RUSS) to help students consider the numerous ways that the Holocaust continues to have an impact on our daily lives across disciplines. Students in the course helped create a dynamic digital archive to help document their knowledge:

<https://howdidtheholocaustaffect.uark.edu/>

Dr. Condray continued work on the digital humanities project “Mapping Unheard Migrant Voices in Arkansas” with Dr. Linda Jones (WLLC) and Dr. Ryan Calabretta-Sajder (ITAL), for which they received an Arkansas Humanities Council grant, as mentioned in the previous annual report. In AY 2021-22, she and her collaborators created a walking tour exploring early Arkansas immigrant history. Further initiatives include student videos on figures in Arkansas history under Dr. Condray’s mentorship and a 3D video project at St. Mary’s Catholic Church in Altus in collaboration with art historian Dr. Lynn Jacobs (ART) and game design expert Dr. David Frederick (CLST) to be completed Fall 2022.

The following ten students studied abroad at the Technical University in Darmstadt, Germany, during Fall 2021 as part of the International Engineering Program, a partnership between the German Section and the College of Engineering: Hannah Bylak, Andrew Crippen, Denver Eagar, Alex Lim, Corey Pogue, Ryan Rau, Jordan Schoenstedt, Isabella Steinauer, Colin Thompson, Jacob Velliquette. Thirteen students are currently planning to study in Darmstadt in AY 2022-23.

BA students Rebekah Smith and Owen Durham studied abroad at the University of Regensburg, Germany, for a year and a semester, respectively. BA student Olivia Schmidt studied at the WHU – Otto Beisheim School of Management in Vallendar, Germany (Spring 2022).

### **German Graduate Assessment :**

#### Overview:

Number of students enrolled in Fall 2021: 2

Number of graduating students in Spring 2022: 1

Number of new students accepted for 2022-23: 1

Projected number of students for Fall 2022: 2

Graduate courses offered in Fall 2021: 2

Graduate courses offered in Spring 2022: 3

Number of students taking the comprehensive exam in Spring 2022: 1

#### Program Description:

The German MA program addresses the traditional literary canon, while working to broaden its scope to include historically marginalized authors and perspectives. It provides an excellent foundation both for those of our graduates going on for study in a Ph.D. program and for those who will be teaching upon completion of the program. Students should gain in-depth knowledge of key works of German literature from the Middle Ages through the present day. Reading works in the original German and participating in seminars conducted entirely in German also allows our MA candidates to improve their language skills substantially. At the beginning of their studies, students are given a reading list in preparation for the MA exam; most of these works are also read and discussed in the 36 hours of graduate coursework taken in the program. Students additionally take six hours of technology/pedagogy classes (selected from WLLC 4023—Language, Culture and Web 2.0 Technologies; WLLC 4033—Language, Culture and Video Development; WLLC 5063—Teaching Foreign Languages on the College Level), which allows them to be both more effective in the classroom and to offer more to potential employers in technology skills.

#### Assessment Results:

Students are required to maintain a C average in their graduate coursework in order to remain enrolled in the MA program. In their last semester of study, MA candidates have historically sat

for six hours of written exams. One hour is composed of the brief identification of important terms, time periods, and authors. The remaining exams consist of five essays (one hour allotted for each), in which students discuss both literary periods and the works of specific authors. Students are also required to take part in a one-hour oral exam after the examining committee has had the opportunity to read over the written portion of the exam in order to further discuss and elucidate their answers. Since the beginning of the COVID-19 outbreak, however, the faculty have chosen to administer comprehensive exams remotely in a one-hour question and answer format. Going forward, we intend to continue to adapt the format of the comprehensive examination to address the strengths of our students.

Additionally, MA candidates are encouraged but not required to take the C1 level of the Goethe Institute Exams, which is an international standardized proficiency exam given by the German government in 118 countries around the world as part of the Common European Framework.

#### AY 2021-22:

During the academic year 2021-22, the German MA program (MLANMA, German track) added one new graduate student, making a cohort of two including one returning grad (Carter Wallace). Our new student, Issac Caswell, received a teaching assistantship from the department. Each graduate student taught two courses at the beginning or intermediate level (GERM 1003-2003) while enrolled in courses offered within the MA program. Each graduate student met weekly with faculty to coordinate their language teaching, which included in-course observations administered by the faculty members responsible for language program coordination (Dr. Jennifer Hoyer [Fall 21], Kathleen Condray [Spring 22], and Dr. Brett Sterling [both semesters]). On the basis of these observations, the faculty judged each student to be a successful teacher in the classroom.

Our graduate students also completed coursework within the program, covering a wide variety of topics within German literature, history, culture, and media. All students performed well and made good progress toward the MA. During the spring semester, Carter Wallace passed his comprehensive exams and was awarded his degree. He is currently applying to teaching positions at the high school and university level nationwide.

In Fall 2022, one new student—Ellen McPherson—will join the German MA program on a teaching stipend. McPherson comes to the U of A from Oregon State University, where she was a dual major in Environmental Sciences and German with a stellar academic record. Initially slated to join the program in Fall 2021, she deferred a year after being chosen as a Fulbright English Teaching Assistant. She has spent the last year living and teaching in Jena, Germany, and as a result she will enter the program with advanced language skills and teaching experience that will benefit her in her studies, and the German section as a whole.

During the past year, we have pursued an intensive national recruiting effort. Unfortunately, one candidate from the University of Memphis ultimately decided to pursue a PhD program in History at a different institution. We are hopeful that our recent external candidates from Pennsylvania (McLaughlin), Kansas (Elliott), Texas (Caswell), and now Oregon (McPherson) will aid us in establishing a higher profile for the program both regionally and nationally. Contacts with universities in those states, as well as new possible connections to regional programs in Oklahoma, will hopefully result in new student pipelines into the MA program. In addition to our external candidates, the faculty continue to follow promising graduates and rising seniors at the U of A.

## SPANBA Academic Assessment & Plans

Students majoring in Spanish should develop critical understanding of the language, culture, and literature of the greater Hispanic world and develop effective oral and written communication skills.

### 1. ORAL PROFICIENCY

The oral proficiency target for Spanish majors at the junior level was set at advanced low, based on the ACTFL 2012 Guidelines: *Speakers at the Advanced Low sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest.* To better assess the students, in August 2017 the WLLC Department conducted an American Council of Teachers of Foreign Languages (ACTFL) training workshop for Oral Proficiency Interview standards. Ten WLLC faculty members participated in this workshop that was held on campus.

Majors' oral proficiency is assessed in a test embedded in SPAN 3033 Spanish Conversation and Composition, following ACTFL guidelines. Oral proficiency is assessed on the following grade scale: A (Intermediate high to Advanced low and above), B (intermediate), C (Intermediate low), and D (novice).

	(A) Intermediate high to Advanced low	(B) Intermediate	(C) Intermediate low	(D) Novice	Tot.
FALL 2022	11	3	1		15
SPRING 2021	1	1	0	0	2

Results from this assessment indicates that 16 SPANBA students out of 17 in this junior level course earning an A or a B are at or on track to meet the target oral proficiency level by the time of graduation.

### 2. COMMAND OF LANGUAGE STRUCTURES

Spanish majors are also expected to demonstrate advanced command of Spanish grammatical structures. To determine the desired outcomes, the Spanish program uses the final exam of SPAN 4003 Advanced Grammar. Students earning A-B in this exam are considered meeting program outcome goals.

	(A)	(B)	(C)	(D)	(F)	Tot.
Fall 2021	11	4				15
Spring 2022	8	9	5	1		23

Of the 38 SPANBA students in these sections, 32 are meeting the program outcome goals for command of Spanish grammatical structures.

### 3. A HUMANITIES PERSPECTIVE

A fundamental goal of the Spanish BA is to offer the students the possibility of developing a critical and historical perspective of the human experience through the study of the literatures and cultures of the greater Hispanic world. For this purpose, the program offers a variety of elective literature and culture courses at the 4000-level. In these courses, students must write analytical papers. The program offers a variety of such courses as exemplified by the ones offered during the 2021-2022 academic year.

Fall 2021	Spring 2022
<ul style="list-style-type: none"> <li>• SPAN 41 Survey of Spanish-American Literature II</li> <li>• SPAN 4223 Latin Am Civ.</li> <li>• SPAN470v Span Cinema and Lit.</li> </ul>	<ul style="list-style-type: none"> <li>• SPAN 4553 Lat Am Today</li> <li>• SPAN 470v Survey of Iberian Lit.</li> </ul>

Students with more than one major in the College of Arts & Sciences are only required to complete the writing requirement for one of their majors. Therefore, there are some SPANBA students that complete their writing requirement in another discipline/major. However, many Spanish majors prepare a senior level writing sample to complete the college's writing requirement in Hispanic studies. These students must present a research/analytical paper, demonstrating competency in research and writing. A single topic paper (8-10 pages) or two 4-6 page papers is required. Currently most SPANBA graduates are fulfilling this requirement in our program, but we have no rubric to determine if these papers met the program's goals.

### 4. GENERAL EDUCATION GOALS, LEARNING OUTCOMES, AND FUTURE PROGRAM INITIATIVES

As part of the revised University General Education Goals, the Program's Learning goals and outcomes indicators will be aligned for incoming students. The Spanish program selected SPAN 2003 Intermediate Spanish I to meet Goals 3 and 4 and the corresponding Learning Outcome 3.2 and 4.1. In addition, the Spanish BA designated SPAN 4133 to meet Goals 5 and 6 and the corresponding learning outcomes 5.1 and 6.1. Nonetheless, additional 4000-level courses will be designated to meet goals 5 & 6 as well as the corresponding learning outcomes 5.1 & 6.1. Eventually, this will require all Spanish majors to complete a writing assignment/requirement regardless of how many majors in the College of Arts & Sciences they complete. For more information, visit <https://catalog.uark.edu/undergradcatalog/gened/generaleducation/> as well as the information presented on the Spanish BA Academic Assessment plan for the 2019-2020 AY.

Lastly, the Spanish BA has designated SPAN 3883 to meet Goal 1 and the corresponding learning outcome 1.2. The program is also working on designating SPAN 3113 and 4123 to meet learning outcome 1.2.

#### A. General Education Goal 5 in 4000-level literature and culture courses

As stated previously, the Spanish BA designated SPAN 4133 to meet goal 5 and the corresponding learning outcome 5.1. Nonetheless, additional 4000-level courses will be designated to meet 5.1. Eventually, this will require all Spanish majors to complete a writing assignment/requirement regardless of how many majors in the College of Arts & Sciences they complete.

**Learning Outcome 5.1 and Learning indicators:** To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the five learning indicators (visit <https://catalog.uark.edu/undergradcatalog/gened/generaleducation/forlistoffivelearningindicators>). The three indicators that approved Spanish BA courses will incorporate are:

- Identifying and describing key concepts and principles related to critical thinking.
  - In approved 4000-level Spanish courses students will develop strategies and acquire conceptual tools for critical discourse analysis plus a set of theoretical approaches to analyze literary and cultural texts.
- Using recognized principles of critical thinking or ethical reasoning to analyze, evaluate, and respond to rational and moral argumentation presented orally and/or in writing.
  - In approved 4000-level Spanish courses students will read critically and analyze a variety of texts from different historical periods of the Hispanic world, their rhetorical strategies, and narrative structures, using different theoretical approaches for the analysis of culture and society, considering factors such as race, gender, and class.
- Demonstrating the use of recognized principles of critical thinking or ethical reasoning to construct complex rational and moral arguments orally and/or in writing.
  - In approved 4000-level Spanish courses students will write one or two research papers analyzing the discursive structure and/or rhetorical strategies of a selection of texts or topics from a particular theoretical approach to understand its relation to its historical and cultural milieu, its expressed purposes, presuppositions, and contradictions; ethical and political implications; epistemological value or flaws.

In order to determine that these designated learning outcomes are accomplished, student work in the course will be assessed via the following instruments, based on the A-F grading scheme:

- Classroom and homework assignments analyzing a variety of texts, its historical and cultural contexts, and small group activities focused on particular topics or issues, producing written or oral responses.
- Exams analyzing particular texts, works, issues in short essay form
- Research paper(s) analyzing particular texts, works, issues in short essay form.

## **B. General Education Goal 6 in 4000-level literature and culture courses**

As stated previously, the Spanish BA designated SPAN 4133 to meet goal 6 and the corresponding learning outcome 6.1. Nonetheless, additional 4000-level courses will be designated to meet 6.1. Eventually, this will require all Spanish majors to complete a writing assignment/requirement regardless of how many majors in the College of Arts & Sciences they complete.

**Learning Outcome 6.1 and Learning indicators:** To be certified as meeting this outcome, an assignment must require the student, as part of a credit-bearing course, (a) to produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images; and (b) to explain in an

additional document of at least 1250 words the degree to which the completed assignment involves at least three of the stipulated sets of skills and abilities. Therefore, a course or approved sequence of courses must incorporate at least three of the five learning indicators (visit <https://catalog.uark.edu/undergradcatalog/gened/generaleducation/> for list of five learning indicators). The four indicators that approved Spanish BA courses will incorporate are:

- Written, oral, and/or multimodal communication abilities
  - In approved 4000-level Spanish courses students will write a research paper(s) demonstrating advanced Spanish writing and effective communication skills and a reflective essay. In the reflective essay, students must evaluate their writing process, discussing the ways in which the research project improved their Spanish writing skills and their academic writing skills in general, from source gathering to the expository organization of the final essay (extension 400-450 words).
- Characteristics of inquiry and action in the major and in one of the Learning Outcomes under Goal 3 besides the disciplinary area of the major.
  - Research paper(s) for this course must demonstrate the ability to produce scholarship that follows standards of inquiry for literary studies and the humanities. In the reflective essay, students must briefly discuss the project research question and methodological considerations such as the primary corpus and the time frame selection, developing and supporting arguments, examining presuppositions and conclusions (extension 400-450 words).
- Diversity awareness and/or intercultural competency:
  - The students' research paper(s) must demonstrate intercultural competence and knowledge of issues related to diversity, inclusion, and equality in the Hispanic world and/or the U.S. Latinx context. In the reflective essay students will describe how their research on the Hispanic world addressed cultural and social differences, issues of diversity, equality, and inclusion. They will also address in what ways did their understanding of the Hispanic world and their own culture was changed by the research project (extension 400-450 words).
- Critical thinking and/or ethical reasoning
  - Students' research paper(s) will analyze the discursive structure and rhetorical strategies of a selection of texts or topics from a particular theoretical approach to understand its relation to its historical and cultural milieu, its expressed purposes, presuppositions, and contradictions; ethical and political implications; epistemological value or flaws. In the reflective essay students may discuss the research topic importance, its contributions to a better understanding of the Hispanic world and the human experience in general. They should also address different and conflicting perspectives and values encountered. Furthermore, students should discuss briefly how their project allowed them to develop an understanding of how historical, social, cultural, and personal forces shape artistic, professional, and/or dialectal communication/production. If applicable, they should explain how language

and/or artistic production share the diverse cultures of past and present societies (extension 400-450 words).

In order to determine that these designated learning outcomes for Goal 6.1 are accomplished, student work in the course will be assessed via the following two instruments, based on the A-F letter grading scheme:

- One 8-10 page research paper (or two 4-5 page research papers) analyzing particular texts, works, issues in short essay form (see outcomes above)
- A 1,250 word reflective essay based on the process of developing the research paper(s) (see outcomes above).

### C. General Education Goal 1

As mentioned previously, the Spanish BA has designated SPAN 3883 to meet Goal and the corresponding learning outcome 1.2. The program is also working on designating SPAN 3113 and 4123 to meet 1.2.

**Learning Outcome 1.2 and Learning indicators:** Upon reaching this goal, students will be able to communicate with a variety of audiences not only in writing but also by speaking and using a range of electronic and digital modes. To successfully achieve this outcome, students will complete these five indicators in an approved course (or approved course sequence):

- Engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise.
  - Students in SPAN 3883 will:
    - compose a written research document. They will be guided throughout instructed on the research process (research, plan, draft, and revision) and instructed on the use of the academic registers.
    - create and deliver an in-class oral presentation about their research using a multimedia or visual aid. They will be instructed on the use of formal register, as well as on the best practices of using visual aid.
    - write five reflections (experiential and reading) and will be instructed on how to approach reflective writing.
    - compile and construct a digital portfolio using the products they created throughout the semester.
    - translate 4 to 5 documents as assignments (and several other documents for their Service-Learning hours) and will assess the audiences to provide the best possible translation.
    - Complete at least 12 pages of prose collected in at least three assignments or at least three oral or multi-media presentations that last a total of at least 20 minutes or some combination of written, oral, or multi-media presentations that constitute a commensurate amount of student work.

- In SPAN 3883 students will:
  - write a 1-page proposal, 5 reflection entries, and a final research paper (5 pages minimum). Students will create a research presentation (10 minutes minimum). Students will translate 4 documents as assignments-practice and several other documents as their Service-Learning component. They will create a digital portfolio that compiles all their work. Instructors may change the number of written assignments and their length while maintaining an aggregate of 12 pages or a proportional workload that may include videos, translations, written or multimedia assignments, etc.
  - Integrate effective content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose.
- In SPAN 3883 students will:
  - write and present a variety of assignments using content that is effective and appropriate for each task. They will also participate in the translation of several documents ranging in register, purpose, target audiences, type of texts, subject fields, and formal conventions.
  - Incorporate specific feedback into written, oral, or multi-media presentations, revising and editing them for clarity, force, and correctness.
- In SPAN 3883:
  - Instructors will consider the appropriate way to provide students with feedback on their written, translations, reflective writing, and multi-media production considering the specific circumstances of each class and task. Essay assignments may include a draft and a revised version. Students will provide feedback to their peers during the research presentation.
  - Incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in written, oral, or multi-media presentations.
- In SPAN 3883 students will:
  - a. be given explicit instructions on how to prepare for their written, oral, or multi-media presentations. This includes both observational (Service-Learning experiences, testimonies, surveys, interviews, etc.) and bibliographic research (access to reputable and diverse sources, proper citation, and academic honesty).

#### **D. SPANBA Concentration for Native and Heritage Language Learners (N&HLL):**

Native and heritage language learners (N&HLL) are a growing student group at the U of A. To address the needs of these students, the Spanish program has three heritage courses (SPAN 2123, 3123, and 4123) as well as program objectives for N&HLLs. The objectives are:

- Promote Spanish language maintenance

- Support the acquisition and development of standard uses of Spanish
- Foster understanding of dialectical variations and developing positive attitudes towards heritage language dialects
- Encourage the expansion of the students' bilingual range (ability to use language in multiple settings and for different purposes)
- Advance the acquisition of metalinguistic knowledge
- Assist in the transfer of literacy skills from English into the heritage language (critical and analytical)
- Develop cultural competence (national origin, pan Latino, inter-cultural)
- Cultivate a humanities perspective of languages socio historical importance
- Strengthen connections with the Latino community in Northwest Arkansas

We have created two minors (one “regular” and one for the professions) to address the needs of this student population; these minors will be on the catalog by August 2021. The next step would be to have a SPAN BA Concentration for N&HLLs and come up with assessment tools to make sure we are meeting program outcomes for N&HLLs.

### **E. SPANBA and SPAN-M Exit Surveys**

Finally, to better assess program strengths, challenges and areas of improvements, the Spanish program developed separate exit survey's for majors and minor, that was sent to the 23 majors and 67 minors graduating during the 2021-2022 AY. Nine graduating majors and 15 minors responded the survey. The 41 question survey will be shared with the Spanish faculty to assess challenges and opportunities. Some highlights' from the survey:

#### *Reason to study Spanish*

I love learning other languages and cultures and thought Spanish would also be useful in the workforce.

I majored in Spanish because I love the language

I wanted to connect with individuals from different backgrounds and loved the language.

Family from Mexico, curiosity Desire to speak the language for travel and cultural interest

#### *Plans after graduation*

I will be working full time in research and development.

Going to Texas Tech Pharmacy School

Teaching English in Spain on a Fulbright Grant!

Working in HR I'll be attending veterinary school at Tufts Univeristy

## SPANMA Academic Assessment & Assessment Plans

Learning outcomes for the Master of Arts Program in Spanish at the University of Arkansas are evaluated by two main criteria, coursework, and a comprehensive examination.

### 1. COURSEWORK

Students in the program must successfully complete 36 hours of coursework (12 courses) in which they are evaluated in the following manner:

- A. Required exams testing ability to read novels, poems, plays and other works in Spanish
- B. Required research papers demonstrating ability to conduct research, critical writing skills, advanced Spanish writing skills, and critical concepts in literary and cultural theories
- C. Participation in class activities and discussions is necessary to be successful in the program.
- D. Oral presentations demonstrating competence in selected topics related to the program, public speaking skills, Spanish oral proficiency, and effectiveness of communication.

Students in the MA program take a variety of courses on the literary and cultural history of the Hispanic world as well as courses on language learning pedagogies. During the 2021-2022 academic year, the following courses were offered:

FALL 2021	SPRING 2022
<ul style="list-style-type: none"> <li>• SPAN 5203 Medieval Literature</li> <li>• SPAN 5703 Race &amp; Stage in Early Modern Spain</li> <li>• WLLC 5063 Teaching FLAN College Level</li> </ul>	<ul style="list-style-type: none"> <li>• SPAN 5253 Colonial Lit &amp; Culture</li> <li>• SPAN 5703 Thinking Subalternity</li> </ul>

### 2. COMPREHENSIVE EXAMINATION

A comprehensive exam is a degree requirement for the Master of Arts program in Spanish. The exam has a written and an oral component taken on the fourth semester of study that test students on the expected learning outcomes outlined above. In the exam, SPANMA students must demonstrate familiarity with the literature and culture of the Hispanic world in five of the following eight areas: Middle Ages, Early Modern Spain, 18<sup>th</sup>-19<sup>th</sup> Century Spain, 20<sup>th</sup>-21<sup>st</sup> century Spain, Colonial period (Spanish-America), 19<sup>th</sup> century Spanish-America, 20<sup>th</sup>-21<sup>st</sup> century Spanish-America, U.S. Latinx. Students focusing on language pedagogy must demonstrate familiarity with second language acquisition teaching methods and with the literature and culture in four of the eight areas listed above.

In April 2022, two students took the comprehensive exams. One passed the exam. The student that failed will have to present a makeup exam in late May/early June.

The SPANMA program faculty are preparing a proposal to the college Dean to provide competitive assistantships, critical for recruiting new students into the program.