

MA Assessments 2019
Department of World Languages, Literatures and Cultures

MLAN-Fren Assessment Report for 2018-2019

Submitted by Hope Christiansen, Graduate Advisor

We have seen **four** students (Marshall Bolen, Jordan Garrett, Hailey Pullin, Jean-Hugues Bit'a Menye) through the MA 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 expressive 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 lengthy analytical papers in our literature courses; 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).

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. Our Teaching Supervisor, Doug Miller, has, as I proposed in last year's report, become more proactive in writing (and disseminating) observation reports and in providing one-on-one guidance for weaker TAs.

MLAN-Germ Assessment Report for 2018-2019

Director of Graduate Studies, Dr. Brett Sterling

Overview:

Number of students enrolled in Fall 2018: 2

Number of graduating students in Spring 2019: 0

Number of new students accepted for 2019-20: 3

Projected number of students for Fall 2019: 5

Graduate courses offered in Fall 2018: 2

Graduate courses offered in Spring 2019: 3

Number of students taking the comprehensive exam in the Spring 2019: 0

Program Description: The German MA program is one centered on the traditional literature canon, and 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 the masterpieces 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 allow 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 5023--Language, Culture and Web 2.0 Technologies; WLLC 5033--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 sit 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.

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 2018-19: During the academic year 2018-19, the German MA program (MLANMA, German track) included two graduate students. These students (Julia Smith and Michael McLaughlin) both received teaching assistantships from the department, with each graduate student teaching two courses at the beginning level (GERM 1003-1013) while enrolled in courses offered within the MA program. Both graduate students 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. Kathleen Condray). On the basis of these observations, as well as the course evaluations for the teaching assistants' courses, the faculty judged each student to be successful teachers in the classroom.

Our two graduate students also completed coursework within the program, covering a wide variety of topics within German literature, history, culture, and media. Both students performed well and made good progress toward the MA. During the spring semester, Smith and McLaughlin both presented original research at the U of A English Graduate Student Conference, with presentations justifying the reading of controversial works of literature in the 21st century.

In Fall 2019, three new students will join the German MA program on teaching stipends: Danielle Erlandson, Matthew Fawcett, and Caleb Lowdermilk. Matthew Fawcett comes to us from the strong undergraduate German program at the University of Kansas. Matthew was inspired to apply to the MA program after positive encounters with U of A students during our study abroad partnership with KU in Holzkirchen. Danielle and Caleb are both internal candidates, with whom we have had positive encounters throughout their undergraduate careers, leading us to expect high performance from each. Additionally, Caleb was recently awarded the national Outstanding German Senior Award from the German National Honor Society Delta Phi Alpha.

The faculty continue to follow promising graduates and rising seniors, of whom several have expressed interest in applying to the MA program over the next year. Through our incoming graduate student, we have also learned that the University of Kansas has suspended their MA and PhD programs for the foreseeable future, so we will be exploring the possibility of developing a recruitment relationship between the U of A and KU.

SPAN MA Assessment Report for 2018-2019

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.

A. Coursework

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

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

B. 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.

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. In the 2018-2019, the following courses were offered:

FALL 2018	SPRING 2019
SPAN 5703 Appropriating the Other	SPAN 5283 Survey of Contemporary Spanish Literature
SPAN 5273 Survey of 19 th Century Span lit	SPAN 5393 19 th Cent. Latin Am. Literature
SPAN 5703 Non-normative Genders in Lat Am Lit	SPAN 5703 Contemporary Spanish Theatre
WLLC 5063 Teaching FLAN College Level	SPAN 5703 Introduction to Hispanic Linguistics

In addition to coursework taken, SPANMA students have to take a comprehensive exam at the end of the program, demonstrating familiarity with the literature and culture of the Hispanic

world during five historical periods. In May 2019, 5 students took the comprehensive exams, all but one passed the exam, the student that failed will have to present a make up exam.

One of the SPANMA graduates was admitted into doctoral program in Linguistics at Florida State University. Two SPANMA students presented papers at national conferences.