Student Learning Outcomes for the Spanish Major

The faculty expects students to learn to **listen**, **speak**, **read** and **write** effectively in Spanish. They also expect students to demonstrate knowledge of diversity in the **cultures** where Spanish is spoken. These skills are emphasized at all levels of the curriculum. In order to assess student learning effectively, the faculty has established the following programmatic learning outcomes and learning outcomes commensurate with course levels.

I) **Programmatic Learning Outcomes**

- **a.** Students will demonstrate listening, speaking, reading, and writing proficiency in Spanish.
- **b.** Students will demonstrate an understanding of the grammatical and structural aspects of Spanish.
- **c.** Students will demonstrate knowledge of cultural behaviors and communication patterns in Spanish and an understanding of the historical development and linguistic characteristics of Spanish.
- **d.** Students will demonstrate an ability to identify major literary figures, works, and movements of Spain and Latin America, an ability to identify features of contemporary culture, and knowledge of geography, history, and the fine arts in Spain and Latin America.

II) Level specific Learning Outcomes

- **a.** At the conclusion of the Introductory level sequence students will be able to
 - i. read with some understanding basic texts that require little background.
 - **ii. speak** by manipulating grammar and vocabulary to create ways to handle a variety of uncomplicated, basic and communicative tasks and social situations (**culture**);
 - iii. listen by comprehending some of the main points of simple texts.
 - **iv. write** by expressing their opinions and knowledge on prepared topics for at least two pages, dealing with present and past time reference, showing some precision in manipulating and creating with the language.
- **b.** After completing coursework at the Intermediate level, students will be able to
 - **i. read** a variety of texts in order to relate them to their historical, social and cultural contexts.

- **ii. speak** by manipulating grammar and vocabulary to create ways to handle a wide variety of topics in social, cultural and historical contexts;
- **iii. listen** by comprehending all main points and many of the details of complex texts.
- **iv. write** by expressing their opinions and knowledge for at least six pages on topics using all tenses correctly, showing precision in manipulating language and expressing abstract ideas.
- c. After completing course work at the 200-level, students will be able to
 - **i. read** and begin analyzing texts with guidance from selected secondary sources
 - **ii. speak** by manipulating more sophisticated grammar and vocabulary to support opinions on a variety of cultural, social and historical issues
 - **iii. listen** by understanding main ideas of connected discourse on topics beyond their immediate situation
 - **iv. write** by expressing their opinions and knowledge on more advanced subjects for at least 10 pages, using all tenses correctly and showing precision in manipulating and creating with the language.
- d. Students completing courses at the 300-level will be able to do the following,
 - **i. read** with almost complete comprehension expository prose on unfamiliar subjects and a variety of texts.
 - ii. speak by
 - **1.** conversing in a clearly participatory fashion;
 - **2.** initiating, sustaining, and bringing to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events.
 - **3. listen** by understanding connected discourse on a variety of topics in more complex cultural, social and historical contexts.
 - **4. write** for at least 15 pages with significant precision about abstract concepts and ideas relating to research interests in at least one special field of competence.

5. compare and contrast objectively and at length histories and **cultures** of target language and their own cultures, supporting with evidence their arguments and conclusions.