Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- What are the student learning outcomes? Please provide a numbered list.

1. Comprehension

   Listening in the Target Language

   Advanced level for the American Council of Teachers of Foreign Languages (ACTFL) / C-1 (Proficient User – Common European Framework (CEF))

   At the Advanced level, listeners can understand the main ideas and most supporting details in connected discourse in the target language on a variety of general interest, literary and cultural topics.

   Direct assessment: course embedded assignments at the Advanced level, exams and papers. Assignments, assessments and grading rubrics are materials developed to meet the requirements of the Advanced (C-1) level.

   Reading in the Target Language

   Advanced (ACTFL) / C-1 (Proficient User – Common European Framework)
At the Advanced level, readers can understand the main idea and supporting details of authentic literary and general informational texts in the target language.

Direct assessment: course embedded assignments at the Advanced level, exams and papers. Assignments, assessments and grading rubrics are materials developed to meet the requirements of the Advanced (C-1) level.

2. Production

**Speaking in the Target Language**

Advanced (ACTFL) / C-1 (Proficient User – Common European Framework)

Speakers at the Advanced level converse in a clearly participatory manner in order to communicate information, as well as literary and cultural topics. Speakers can express themselves easily in the major time frames of past, present and future of the target language.

Direct assessment: Speaking competency will be assessed by means of an oral interview.

**Writing in the Target Language**

Advanced (ACTFL) / C-1 (Proficient User – Common European Framework)

Writers can produce, clear, well-structured, detailed text in the target language on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

Direct assessment: course embedded assignments, exams, papers, at the Advanced level. Assignments, assessments and grading rubrics are materials developed to meet the requirements of the Advanced (C-1) level.

3. Critical Thinking in the Target Language

Students will be able to evaluate and interpret in the target language texts and other cultural phenomena including art, film and popular media and to decipher implicit meanings beyond the surface level of words, sentences, characters, and plots.

(Source: http://romancelanguages.nd.edu/assessment/)

Direct assessment: course embedded assignments, research papers at the Advanced (C-1) level.

4. Cultural and Intercultural Knowledge in the Target Language

**Texts and Movements**
Students will be able to identify major literary, artistic, and cultural figures of the target-language-speaking world and their principal works. They will be able to distinguish the principal characteristics of major trends, periods, and movements in the culture’s literary traditions. (Source: http://romancelanguages.nd.edu/assessment/)

Direct assessment: course embedded assignments, research papers at the Advanced level.

Intercultural Competence
Students can identify and explain cultural differences between their own culture and that of the target culture(s). Students can conform linguistically and behaviorally in many social and work-related interactions. (Source: http://romancelanguages.nd.edu/assessment/)

Direct assessment: course embedded assignments, research papers at the Advanced level.

- Which learning outcomes were assessed?

- **3. Critical Thinking in the Target Language**
  - Students will be able to evaluate and interpret in the target language texts and other cultural phenomena including art, film and popular media and to decipher implicit meanings beyond the surface level of words, sentences, characters, and plots.
  - (Source: http://romancelanguages.nd.edu/assessment/)
  - Direct assessment: course embedded assignments, research papers at the Advanced (C-1) level.

- **4. Cultural and Intercultural Knowledge in the Target Language**
- **Texts and Movements**
  - Students will be able to identify major literary, artistic, and cultural figures of the target-language-speaking world and their principal works. They will be able to distinguish the principal characteristics of major trends, periods, and movements in the culture’s literary traditions. (Source: http://romancelanguages.nd.edu/assessment/)
  - Direct assessment: course embedded assignments, research papers at the Advanced level.

- Intercultural Competence
  - Students can identify and explain cultural differences between their own culture and that of the target culture(s). Students can conform linguistically and behaviorally in many social and work-related interactions. (Source: http://romancelanguages.nd.edu/assessment/)
  - Direct assessment: course embedded assignments, research papers at the Advanced level.
• How were they assessed? (Programs must use at least one direct assessment of student learning.)

Regarding critical thinking, students at the 300-400 level courses are required to evaluate and interpret in the target language texts and other cultural phenomena (film, popular media) to decipher implicit meanings beyond the surface level of words, sentences, characters and plots.

As for cultural and Intercultural knowledge in the target language, they will be able to distinguish the principal characteristics of major trends, periods, and movements in the culture’s literary traditions. (Source: http://romancelanguages.nd.edu/assessment/)

Students can identify and explain cultural differences between their own culture and that of the target culture(s). Students can conform linguistically and behaviorally in many social and work-related interactions. (Source: http://romancelanguages.nd.edu/assessment/)

Spring 2017
SPAN 315: Introduction to Spanish Translation
Learning Outcomes:

The specific Learning Outcomes for the course included the following:

• Develop a basic knowledge of what translation implies: techniques, types and possible solutions to problems that arise.
• Recognize complex skills involved in the professional practice of translation, as well as the standards and the ethics.

Assessment of Learning Outcomes
• Homework (translations) and Glossary.
• Final assignment (translation + report)
• Midterm
• Final

Several texts were translated throughout the semester, as well as the translation included in the final assignment and in the final exam. Students needed to do research (not only to solve terminological problems, but also to come up with ideas to solve cultural and translation problems). Students needed to critically analyze the information found on the Internet or received from experts, because it would help them to make the best translation choice. Besides, as part of the final assignment, students also needed to write a report about the translation process (steps followed; problems found; research done; solutions applied…) This report also required critical analysis and a high degree of cultural knowledge in their working languages. Students did well on these assignments and exams and learnt what translation is, how it works and how to do it properly.

SPAN 425: Rethinking Spain: Contemporary Media, Popular Culture and Society

The specific Learning Outcomes for the course included the following:
• Develop critical skills to analyze the complex multicultural background of Spain and its implications from an interdisciplinary and intercultural approach.
• Identify and evaluate the social, political, economic and cultural factors of greater relevance in Spanish society, its historical background and its repercussion in different spheres.
• Analyze and critically evaluate ideas, arguments and points of view of diverse resources both textual as audiovisual as an instrument for the development of communication skills in Spanish.

Assessment of Learning Outcomes

All the learning outcomes were assessed by performance on objective and direct assignments covering factual materials pertinent to the course. For the specific areas of critical thinking and intercultural awareness, there were three assessment tools in place:

(1) Interactive Oral Presentation. These presentations explored critically some aspect related to the topic assigned for a specific class session (e.g. the role of media, social dynamics, gender construction, systems of beliefs, education and empowerment, etc.). Students were asked to analyze, compare, and contrast actual pieces of news from Spanish mass communication media covered in class, paying special attention to imagination and creativity when developing methods of interaction with the rest of the class.

(2) Critical Essays. Each student was asked to write three critical essays during the semester. Questions were given to the students two weeks earlier so that they would have enough time to prepare a thoroughly documented essays with sufficient examples to support their thesis statements. Topics included, but were not limited to, the following:
- development of representational cultural theories;
- media representation of cultural norms and individual behavior in Spain;
- representations of multicultural education in the Spanish sociopolitical context;
- cultural dimensions of Spanish aesthetic artifacts.

(3) Exams. Both the midterm and the final exam required students to reflect on the notion that mass media and/or mass culture can shape society. Questions were divided into three categories:
Part I included the comparison of three short pieces of news on a specific topic, and asked students to draw connections with the current state of affairs in Spain and/or the United States.
Part II asked students to prepare the textual analysis of a medium-length article focused on one of the topics discussed in class, paying special attention to questions of questions of power, regulation, identity, social and economic organization.
Part III involved students writing two essay questions that explored media representations as part of distinct cultural, political and technical concerns during periods of critique and possible change.

SPAN 450: Don Quijote

Closely reading and analyzing a two-part canonical novel that, combined, totals some 1200 pages.
A mid-term exam and a final exam
In class discussions regarding the literary, cultural, historic and social themes explored by the author
All students choose a specific topic from a list circulated the first day of class, and each was tasked with paying special attention to the development of that topic throughout the novel. At times, students responded singly in class to prompts regarding their opinion of the sections read for that day in relation to their topic. At other times, students divided into groups of those with same topic, to discuss jointly for 5-10 minutes, then report to the full class. Both of these methods functioned well, with the mix and uncertainty of which to expect on any given day providing a fine improvisational setting for students to evidence their skills.

Of particular concern to the development of critical thinking regarding a work of literature was the need to separate basic reader reactions to characters and their behavior from broader questions of artistic creativity, structures, and message. This point was stressed in every class session, by moving students from discussion of the basic “what happened?” questions to the more pertinent “why does it matter?” and “what does the author say through this portrayal/event, etc.?” That focus on a deeper message is part of what will lead a student to more critically assess not only the creative work studied, but all of life: i.e., it stimulates and encourages the development of life-long critical thought processes.

Fall 2017
SPAN 344: Introduction to Spanish American Literature II

Learning outcomes:
Closely reading and analyzing different literary texts (poems, short-stories and essays) from all 20th century, corresponding to different authors from diverse Latin American countries. These texts also belonged to different literary movements with which students had to familiarize themselves. At the same time, some of the texts had a close connection to social and political movements in particular countries; thus, also history and politics had to be taken into consideration.

Assessment of Learning Outcomes

All the learning outcomes were assessed by performance on objective and direct assignments covering factual materials pertinent to the course. For the specific areas of critical thinking and intercultural awareness, several assessment tools were used:

(1) In class discussions regarding the material covered. For the development of critical thinking the discussions moved basic reader reactions to characters and their behavior from broader questions of artistic creativity, structures, and message. Moving students from discussion of the basic “what happened?” questions to the more pertinent “why does it matter?” and “what does the text say through this portrayal/event, etc.?” That focus on a deeper message is part of what will lead a student to more critically assess not only the creative work studied, but all of life: i.e., it stimulates and encourages the development of life-long critical thought processes.

For more complex texts at this introductory level, students were provided with a set of questions and divided into groups to start the discussion, ease the difficulties they could encounter and build the confidence in their interpretations.

(2) Three written assignments. Students were provided three questions regarding different texts for which they were asked to write a two to three-page long analytical essay. Their skills improved as the semester progressed.

(3) Research paper. Each student was asked to research on a particular historical moment in Argentina (la Guerra Sucia) and analyze how it related to a short story (“Aquí pasan cosas raras”) by María Luisa Valenzuela. The purpose of this assignment is twofold: develop their research and analytical skills and show them how literature relates to culture.
(4) 3 Exams: two midterms and a final. The midterms had two parts: one having to do with the definition of literary concepts and the second one in which students had to reflect on the deeper messages embedded in the different texts covered in class. The latter were essay type questions. For the final, one of these questions asked them to compare the perspective on a particular topic provided by two different texts.

SPAN 425: Women in Mexico
The specific Learning Outcomes for the course included the following:

- Develop critical skills to analyze the multifaceted factors that contribute to the creation of a social image of what being a woman means in Mexico (historically, socially, sexually and economically) and the evolution of this concept from an interdisciplinary approach. By doing this, students were also able to compare the situation of women in Mexico with the situation of women in USA and how women movements have developed in both countries.
- Identify and evaluate the social, political, economic and cultural factors of greater relevance in Mexican history and society that contribute to the formation of this social model and its representation in different arts.
- Analyze and critically evaluate ideas, arguments and points of view of diverse resources both textual as audiovisual as an instrument for the development of communication skills in Spanish.

Assessment of Learning Outcomes

All the learning outcomes were assessed by performance on objective and direct assignments covering factual materials pertinent to the course. For the specific areas of critical thinking and intercultural awareness, there were four assessment tools in place:

(1) In class discussions regarding the material covered: readings, movies and documentaries. These discussions explored critically how political and historical events contributed to the formation of individual and social awareness in women, belonging to mainstream or minority groups; i.e.indigenous women.

(2) Assignments. For this component, students were asked to watch three movies, belonging to different periods of the 20th century and write a two-page long paper analyzing how women were represented in each one. Thus, they could compare how women representation has evolved throughout the century.

(3) Term paper. Each student was asked to choose a cultural aspect of their own interest, research on the topic of their choosing and write a term paper. Detailed instructions were provided to the students at the beginning of the semester so that they would have enough time to prepare a thoroughly documented essay. Throughout the semester they had to provide an annotated bibliography with the purpose that they started developing their skills as independent researchers.

(4) Exams. Both the midterm and the final exam required students to reflect on the notions covered in class and how official discourse and media representations can shape individual formation within society. The questions involved students writing essays that explored those two factors in conjunction with women movements and that of other minorities within Mexico.

- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
SPAN 315 incorporates the following UULOs, i.e., UNLV UULO 1 [Intellectual Breadth and Lifelong Learning], 3 [Global/Multicultural Knowledge and Awareness], and 4 [Citizenship and Ethics].

SPAN 344 and SPAN 425 incorporates all five UNLV UULOs, whereas SPAN450 incorporated the following: 1 [Intellectual Breadth and Lifelong Learning], 2 [Inquiry and Critical Thinking], 3 [Global/Multicultural Knowledge and Awareness], and 5 [Citizenship and Ethics].

- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  - activities requiring originality, critical analysis and expertise.
  - the development of extensive knowledge in the field under study.
- What was learned from the assessment results?

SPAN 315
In general, students performed really well in the class. Students did well on assignments and exams and learnt what translation is, how it works and how to do it properly. These assignments and exams will be kept, because they have proved to be useful and helpful.

There were some complaints about grading (although a rubric had been posted on Webcampus from the first week of classes and no students came during office hours to discuss this problem). Questions about the final assignment were raised and solved via email and also in class.

SPAN 450
Students performed very well. Their final exam asked for critical analysis along the lines of artistic topics, such as “Offer a comparison of the form and content of the two prologues, written in 1605 and 1615, respectively” – or social topics: “Describe how the concept of justice was presented in both literal and literary terms: i.e., how it was not only described but also realized throughout the novel.” The various analysis practiced in class bore fruit in this final exam, as all students took their critical thoughts regarding the novel to abstract, and admirably ample, levels. Those with higher-level language skills were particularly effective and cogent in their analysis.

SPAN 344
Group discussion at the beginning of the period helps to ease the conversation. Their analytical skills were greatly improved; also their ability to respond to essay type questions in Spanish. These were most visible in those students with higher level of language proficiency.

In both literature classes for some students is more difficult to go from the basic what happens question to a more abstract in depth analytical understanding.

SPAN 425
For some students is a bit more difficult than others to understand a different culture, biased by their own. Movies and documentaries are very appealing to students and they can analyze those texts easier than written ones.
• How did the program respond to what was learned?

Many of the practices incorporated worked really well, so they will continue to be implemented. As for what needs attention:

SPAN 315
There would be more repetition about the rubric on Webcampus and more information in the assignments template. (See above)

SPAN 425
A set of questions will be provided to guide them through the readings.

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.