

SPANISH STUDIES**Program Learning Outcomes**

1. Students will achieve advanced language proficiency in Spanish: they will have the ability to narrate and describe in all major time frames (past, present, and future) and will be able to produce connected discourse of paragraph length. Advanced-level speakers will be able to satisfy the demands of work and/or school situations with suitable accuracy and confidence, and will be able to deal effectively with unanticipated complications through a variety of communicative devices.
2. Students will develop academic language and literacy skills in Spanish: Students will acquire a foundation of academic language in order to gain in-depth understanding of a wide range of authentic texts (e.g., academic articles, journalistic texts) in Spanish. In addition to detailed analysis of relatively short texts, students will develop the ability to engage in independent reading of longer texts. In turn, they will develop the capacity to read, analyze, and write about complex cultural texts, including those with historical, sociological, and literary content. Students will acquire (both orally and in writing) the literacy skills that are required in a professional context: summarizing, interpreting, critiquing, and presenting and substantiating an opinion or argument.
3. Metalinguistic Awareness: Students will develop a conscious awareness of the main features of the Spanish language (phonology, syntax, morphology, etc.) and will be able to identify the main regional varieties of Spanish. Students will develop an understanding of language-contact phenomena and will be able to identify forms that are considered non-standard from a prescriptive perspective. Finally, students will be able to articulate some of the main differences between English and Spanish using precise terminology. By gaining an in-depth understanding of Spanish as a linguistic system, it is expected that students also gain a better understanding of the structure of their native language.
4. Cultural Literacy and Critical Literary Analysis: The proposed program of study will introduce majors to the literary and cultural manifestations animating Spanish-based cultures and cultural imaginaries in the US, Latin America, and Spain. It will prepare students in a wide range of critical and theoretical approaches to study the cultures and literatures of Spanish-speaking worlds comparatively, from a transatlantic and inter-American focus that acknowledges today's global interconnectedness. The major will privilege the ways in which sociohistorical and spatial contexts shape, inform and render legible the expressive texts studied so that students will acquire both an understanding of their situated historicity and the ways they signify outside their time and place.
5. Appreciation of the historical forces that shape cultural productions: By being prepared within a major that privileges the ways in which the socio-historical and spatial context shapes, informs, and renders legible the expressive texts and languages of a given culture, the student will acquire a systematic understanding of their situated historicity. Students will develop a dynamic framework or an interactive model to compare contrasting, dominant and non-dominant, understandings of the same phenomena in different cultures or different social formations.

Spanish Studies Major

	Program Learning Outcomes (PLOs)				
	both tracks		for literature and culture track		for language and linguistics track
	1. advanced language proficiency	2. Academic language and literacy skills	3. Cultural Literacy and Critical Literary Analysis.	4. Appreciation of the historical forces that shape cultural productions.	5. Metalinguistic Awareness
Spanish 1-3	I				
Spanish 4-6 or SpHS 4-6	P	I			
Spanish 156 series	D	P			
Spanish 114 (fulfills DC requir't)	D	P			
LTSP 105/SPAN 105 (intro to field)	D	D			
SPAN 150, 151, 152, 153					I / P
LTSP 60 (Introduction to Literary Genres)			I / P		
LTSP 190 (Senior Seminar)			D		
HIS 131, 132, 133, 134A, 1345B, 130X, 167X				I/P	
LTSP courses			D	D	
Spanish 195F	D	D	D		D

I = Introduced/Basic,
 P = Practiced (Reinforced/Intermediate),
 D = Demonstrated (Mastery/Advanced)

Prerequisite: Spanish 1-6 or SpHS 4-6
 Core: 5 core courses PLUS 3 courses for the Languages and Linguistics Track or 3 courses for the Literature and Culture Track.
 Electives: 1 upper-division course as an elective
 Capstone: SPAN 195F, Senior Essay course for 2-units (to be done with senate faculty)

**SPANISH STUDIES
ASSESSMENT PLAN FOR PROGRAM LEARNING OUTCOMES**

Summary of Program Learning Outcomes for the Spanish Studies Major

1. Advanced language proficiency
2. Academic language and literacy
3. Cultural literacy and critical literary analysis
4. Historical understanding
5. Metalinguistic awareness

Assessment Plan

We are a new major which started this quarter (fall 2013), therefore we will be submitting our assessment plan only for the academic year 2014-15. We would like to evaluate our proposed plan and introduce modifications if necessary before we commit to the following year's plan.

1. Direct Evidence

Each academic year we intend to collect direct evidence by two means: the senior exit essay required of all majors in both concentrations, and an interview of selected students.

a. Senior Exit Essay

All senior exit essays will be graded according to a rubric, which will reflect the learning objectives as stated in this document. If the number of majors increases significantly in the future we might carry this assessment by a sampling system instead of assessing all essays. This assessment will be carried out by a committee of principal faculty. It will be done in Spring 2015.

b. Interview

Two students randomly chosen will be interviewed in Spanish by the principal faculty. If a larger sample becomes necessary, we will revisit this instrument for the following year. This will be carried out in the Spring 2015 since that is the quarter we will have the most number of graduating majors to select from

2. Indirect Evidence

Survey data will also be used as an assessment instrument. We believe that the UC University Experience Survey (UCUES), which is conducted twice a year, could be useful since it includes some questions somewhat related to some of our PLOS. However, it might become necessary to develop our own survey to be administered to our majors on a yearly basis. This will be done in the fall of 2015 so that the larger number of majors are included.

What needs to be done

Winter 2014 or Spring 2014: start the development of our own survey which will incorporate questions closely related to the major's learning objectives for the students' self assessment among other questions that will be useful for monitoring the SPST program progress.

Spring 2014 or Fall 2014: we will develop the rubric to be used in the evaluation of the Senior Exit Essay.

Fall 2014: we will discuss an interview format so that the interview can provide more adequate data for the PLO's assessments.

ASSESSMENT PLAN FOR PROGRAM LEARNING OUTCOMES

Academic year	Program Learning Outcomes	Type of evidence	Population	Data collection method	When
2014-15	I. Advanced Language Proficiency	1. Direct: a. Senior Essay	a. All seniors	a. Committee of principal faculty will assess	a. Spring 2015
	II. Academic Language and Literacy	b. Interview	b. Two interviews	b. 2 randomly selected seniors will be interviewed	b. Spring 2015
	III. Cultural Literacy and Critical Literary Analysis	2. Indirect: Self evaluation in surveys	2. All seniors	2. a. Data from UCUES survey	a. Fall 2015
	IV. Historical Understanding			b. Data from SPST own survey	b. Fall to Spring 2014
	V. Metalinguistic Awareness				