

DEPARTMENT OF LANGUAGE AND LITERATURE

HANDBOOK FOR WORLD LANGUAGE MAJORS

BAKER UNIVERSITY



FALL 2009

TABLE OF CONTENTS

I.	Program Mission and Objectives.....	3
II.	Faculty.....	4
III.	Opportunities for Students.....	5
	a. Study Abroad and Travel Interterms	
	b. Tutoring	
	c. Amity Scholars	
	d. The Vision	
	e. Language Tables	
	f. International Film Series	
	g. Alpha Mu Gamma	
	h. Sigma Delta Pi	
	i. Language Clubs	
	j. International Education Week	
IV.	Major Requirements.....	8
	a. French	
	b. German	
	c. Spanish	
V.	Suggested Timeline for World Language Majors.....	13
VI.	Assessment Practices.....	14
VII.	Post-Graduate Planning.....	22

VIII. Helpful Contacts.....26

IX. Appendices..... 27

- a. Course Checklists for World Language Majors
- b. Declaration of Major Form
- c. Change of Advisor Request

PROGRAM MISSION AND OBJECTIVES

STATEMENT OF PROGRAM MISSION

The study of languages is central to a liberal arts education. Language in all its manifestations is a dynamic medium that uniquely expresses the complexity of the human spirit and the universality of the human condition. The study of a language other than one's own enhances appreciation for our existential commonality and diversity by opening windows to another culture. The curriculum in World Languages at Baker University emphasizes meaningful communication to prepare students for life in multicultural communities and for career options in diverse fields. The department strongly encourages study abroad for the unparalleled opportunities this experience offers to improve language ability, cultural knowledge, and self-understanding.

PROGRAM OBJECTIVES AND GOALS FOR WORLD LANGUAGE MAJORS

World language majors who graduate from Baker University should be able to:

1. Speak and understand the target language in paragraph-length discourse fluently and accurately enough to be understood by native speakers of diverse backgrounds and in a variety of situations.
2. Express their ideas in writing in the target language clearly and with sufficient accuracy to be understood by native speakers.
3. Research using a variety of material in the target language so as to solve problems and to further their own education.
4. Describe important aspects of the history, literature, values and practices of the target culture(s).

CURRENT FACULTY

Dr. Cynthia Appl

Professor of German, Department Chair. B.A. and M.A. University of Kansas, Ph.D. University of Pennsylvania. Expertise: eighteenth- and twentieth-century German literature, second-language pedagogy. Author of *Heinrich Schirrmbeck: A Post-War German Author's Approach to Science and Literature*. Recipient of the Distinguished Faculty Award and the Kopke Award for Outstanding Teaching at Baker in 2008.

Professor Diego Frazier

Assistant Professor of Spanish. B.A. Southwest Missouri State University, M.A. San Diego State University, Ph.D. University of Kansas (expected Fall 2009). Expertise: Colonial and nineteenth-century Latin American literature and culture, Argentine and Greater Mexican literature and culture from Prehispanic times to the present, cinema, foodways, and queer culture.

Dr. Erin Joyce

Associate Professor of French. B.A. University of Richmond, M.A. and Ph.D. Pennsylvania State University. Expertise: second language acquisition, written expression, French language and culture. Recipient of the Distinguished Faculty Award at Baker in 2005.

Dr. Sandra J. Schumm

Associate Professor of Spanish. B.A., M.A., Ph.D. University of Kansas. Expertise: Twenty and twenty-first-century Spanish narrative, Hispanic civilization and culture, Spanish Modernist and Vanguard literature, Hispanic narrative by women. Author of *Reflection in Sequence: Novels by Spanish Women 1944-1988* (Bucknell University Press, 1999). Distinguished Scholarship Award recipient, 2005.

RETIRED FACULTY

Professor Pablo La Rosa

Assistant Professor of Spanish. B.A. University of Northern Colorado, M.A. University of Kansas. Expertise: creative writing, Spanish communicative skills development. Author of *Forbidden Fruit and Other Stories* (Arte Público Press, 1996). Recipient of the Distinguished Scholarship Award, Baker University, 1996. Performer of Latin American music with Young Audiences and the Traditional Music Society of Kansas City.

OPPORTUNITIES FOR STUDENTS

Study Abroad and Travel Interterms

Spending time abroad is not only one of the best ways to build your language and cultural skills, but also it is a life-changing experience. All World Language majors are required to complete a study abroad experience in their language (for details, see p. 8). Those minoring in World Languages or taking classes in the department are encouraged to study abroad as well. Talk to your professors early in your language studies to start planning your study abroad experience.

In January, Interterm courses are offered on a regular basis that pertain to world languages and cultures. Recently, Professor La Rosa has accompanied students to Peru and Dr. Schumm has accompanied students to Spain. Interterm courses are offered regularly on campus as well, which allow you to “get your feet wet” in new languages, such as Italian, Arabic, and Hebrew. Consult the list of Interterm offerings when it comes out in the fall.

Tutoring

Free tutoring is available to world language students of all levels. Contact Ms. Sandy Davidson in Student Academic Services if you would like to take advantage of tutoring. Advanced-level students might want to consider serving as tutors for the students in the beginning and intermediate levels.

Amity Scholars

Each academic year, our department is fortunate to have the assistance of two Amity Scholars from a French, German, or Spanish speaking country, to assist in classes and out of class activities pertaining to their languages. These scholars live on campus and take classes at Baker. Get to know your Amity Scholars better, learn about their cultures, and practice your language skills with them! This year's Amity Scholars are Clémentine Kleinhentz from France and Kathrin Wirtz from Germany.

The Vision

The Vision is Baker's student-run, multilingual newsletter. It is published regularly throughout the semester and includes articles in French, German, and Spanish, along with English translations. Any member of the campus community is welcome to submit articles to *The Vision*. For more information, please contact this year's editor, Olivia Hernandez.

Language Tables

The language tables meet weekly in the cafeteria during the regular academic year, when classes are in session. Students and community members of all levels of language ability are welcome. Come and practice your language skills, or just listen and pick up some new expressions!

Language Table Times:

French: Thursdays at 11:45

German: Tuesdays at 11:30

Spanish: Tuesdays at 11:30

International Film Series

Free showings of critically-acclaimed, foreign language films are shown throughout the semester in a variety of languages. The films are open to the Baker and Baldwin communities. Check your Baker e-mail for announcements of these films.

Alpha Mu Gamma

Alpha Mu Gamma is the national collegiate foreign language honorary society. Applications are distributed during the spring semester and can be obtained through your professor or in the Language and Literature department office. Alpha Mu Gamma has as its primary purpose the honoring of students for outstanding achievement early in their college foreign language studies. However, students may be admitted at any stage of their college careers. Upon initiation, a member receives a parchment certificate of membership and may wear the scroll-shaped gold pin or key. To be eligible, applicants must have a 3.0 Overall Grade Point Average and have earned 2 A's in past or current world language, college-level courses. For more information, contact Dr. Cynthia Appl, Department Chair and Faculty Sponsor of Alpha Mu Gamma.

Sigma Delta Pi

Sigma Delta Pi is the national collegiate Hispanic honorary society. This society honors students who have excelled in the study of the Spanish language and Spanish-speaking cultures and Hispanic literature. To qualify, students must have completed three years of study of college-level Spanish (eighteen semester credit hours) or the equivalent thereof, including at least three semester hours of a course in Hispanic literature or Hispanic culture and civilization at the junior (third-year) level. Applicants must have a minimal grade point average of 3.0 in all Spanish courses taken and must rank in the upper 35% of his/her class--sophomore, junior, or senior--and must have completed at least three semesters or five quarters of college work. New initiates to Sigma Delta Pi are honored at a ceremony each year and receive certificates and red carnations. For more information, contact Dr. Sandra Schumm, Faculty Sponsor of Baker's chapter of Sigma Delta Pi.

Language Clubs

The French and Spanish Clubs offer students yet another way to interact with their fellow language students, speak the language outside of class, and participate in social activities that are related to their language and cultures of study. The French Club *crêpe* sale in November is a big hit on campus, as well as movie nights and dinner at Dr. Joyce's house at the end of each semester.

Spanish Club has gathered at Hispanic restaurants and concerts of Flamenco music and has prepared dishes from Hispanic countries, such as *paella*, *empanadas*, *tapas*, and *leche quemada*. Your professor can give you more information on the language clubs.

International Education Week

Each year in November, groups such as the language clubs, honorary societies and diversity groups work together to celebrate internationalism in education. The Global Awareness Fair is the main event, but you can enjoy special meals in the cafeteria, shop at the Phi Beta Delta People-to-People sale, and view interesting class projects.

MAJOR REQUIREMENTS

Curriculum

In World Language courses, students develop the ability to communicate in a second language, develop the skills necessary for effective cross-cultural communication, and gain new cultural perspectives. The curricular requirements in World Languages reflect many of the desired student learning outcomes of Baker's College of Arts and Sciences. Students enrich their foundational knowledge in the liberal arts by learning cultural and historical information about other countries. They enhance their communication skills through continual speaking, listening, writing and reading practice in the second language. Moreover, study of a second language prepares students to participate in the global community.

Required Study Abroad Experience

Majors in World Languages must complete an approved experience abroad of at least three weeks, but preferably a semester. Some students may choose to study abroad for a year. No more than twelve hours from a study abroad program may be counted toward a major in a World Language. In addition, one course numbered 300 or above must be taken in residence after completion of the study abroad program. In the event that a student decides to major in two world languages, only one study abroad experience is required. However, double majors are certainly encouraged to do multiple study abroad experiences.

In order to encourage students to improve fluency through study abroad, the department maintains institutional associate sponsorship in the Central College consortium and with Butler University. Programs are available throughout Europe and Mexico and in the Council for International Educational Exchange programs abroad. Many other study abroad options are also available.

Senior Project

World Language majors will complete a Senior Project during their last upper level course at Baker University. This project is a research paper and presentation completed under the direction of the professor in any World Languages course numbered 300 or above, with the exception of FR/GN/SP306 Conversation in Cultural Context, and SP343 and 344. Language majors are encouraged to speak to the appropriate faculty members once they decide to major in a language in order to begin planning for the Senior Project.

Teacher Certification

Students who wish to be certified to teach a modern foreign language at the secondary level should consult the Baker University Teacher Education Policy and Programs Handbook, available to all teacher education candidates from the Education Department at Baker University. Students seeking certification should work closely with advisors from both the Department of

Language and Literature and the Education Department in order to satisfy all requirements.

MAJOR IN FRENCH

- Students majoring in French earn the Bachelor of Arts degree.
- Students who wish to earn a major in French must successfully complete a minimum of 27 semester hours at the 204-level or above (a minimum of 15 of which must be upper-college).
- Students who are placed into the 300 level or above must complete 24 semester hours at the 300-level or above.
- Courses must include:
 - FR 305 French Composition in Cultural Context
 - FR 306 French Conversation in Cultural Context
 - FR 340 French Civilization and Culture or FR 350 Contemporary France
 - FR 360 Introduction to French Literature
 - Twelve additional semester hours in French
- An approved Study Abroad experience in a French-speaking country is required of all majors.
- A Senior Project in French must be completed during the last upper-level French course taken (with the exception of FR306).
- Students majoring in French must also successfully complete a twelve-hour minor area of concentration in a discipline of the student's choice. A second foreign language at the 204-level or above is suggested.
- An internship abroad approved ahead of time by the Department Chair may be awarded up to three hours of elective credit toward a major in French.

MINOR IN FRENCH

Students minoring in French must successfully complete a minimum of twelve semester hours in French at the 204-level or above. At least three of the semester hours must be at the upper-college level.

MAJOR IN GERMAN

- Students majoring in German earn the Bachelor of Arts degree.
- Students who wish to earn a major in German must successfully complete a minimum of 27 semester hours at the 204-level or above (a minimum of 15 of which must be upper-college).
- Students who are placed into the 300 level or above must complete 24 semester hours at the 300-level or above.
- Courses must include:
 - GN 305 German Composition in Cultural Context
 - GN 306 German Conversation in Cultural Context
 - GN 340 German Civilization and Culture or GN 350 Contemporary Germany
 - GN 360 Introduction to German Literature
 - Twelve additional semester hours in German
- An approved Study Abroad experience in a German-speaking country is required of all majors.
- A Senior Project in German must be completed during the last upper-level German course taken (with the exception of GN306).
- Students majoring in German must also successfully complete a twelve-hour minor area of concentration in a discipline of the student's choice. A second foreign language at the 204-level or above is suggested.
- An internship abroad approved ahead of time by the Department Chair may be awarded up to three hours of elective credit toward a major in German.

MINOR IN GERMAN

Students minoring in German must successfully complete a minimum of twelve semester hours in German at the 204-level or above. At least three of the semester hours must be at the upper-college level.

MAJOR IN SPANISH

- Students majoring in Spanish earn the Bachelor of Arts degree.
- Students who wish to earn a major in Spanish must successfully complete a minimum of 27 semester hours at the 204-level or above (a minimum of 15 of which must be upper-college).
- Students who are placed into the 300 level or above must complete 24 semester hours at the 300-level or above.
- Courses must include:
 - SP 305 Spanish Composition in Cultural Context
 - SP 306 Spanish Conversation in Cultural Context
 - SP 343 Civilization and Culture of Spain **OR**
 - SP 344 Civilization and Culture of Latin America
 - SP 360 Introduction to Hispanic Literature
 - Twelve additional semester hours in Spanish
- An approved Study Abroad experience in a Spanish-speaking country is required of all majors.
- A Senior Project in Spanish must be completed during the last upper-level Spanish course taken (with the exception of SP306, SP343, and SP344).
- Students majoring in Spanish must also successfully complete a twelve-hour minor area of concentration in a discipline of the student's choice. A second foreign language at the 204-level or above is suggested.
- An internship abroad approved ahead of time by the Department Chair may be awarded up to three hours of elective credit toward a major in Spanish.

MINOR IN SPANISH

Students minoring in Spanish must successfully complete a minimum of twelve semester hours in Spanish at the 204-level or above. At least three of the semester hours must be at the upper-college level.

SUGGESTED TIMELINE FOR WORLD LANGUAGE MAJORS

First and second years:

- Students planning to take their first WL course in the department: take the **placement exam** to determine the appropriate level at which to begin your language study at Baker.
- Declare yourself a **WL major** as soon as possible (see form in Appendices). A second major is advised, along with the language major.
- Request an **academic advisor** in your language. Your advisor will help in mapping out a four-year course plan.
- Read this **handbook**, as well as all information pertinent to the WL major in the university **catalog**.
- Plan your **study abroad experience** with the help of your advisor , your professors, and the Office of Student Academic Support.
- Research possibilities for **internships or service learning opportunities** in which you might utilize your language skills. Contact your professors or the Career Development Center for guidance.

Third and Fourth Years:

- Request a **degree audit** from the Office of Records and Registration during both years, to make sure that you are on-track with all of your coursework in the major and for general education.
- Complete your **study abroad experience** (can be completed earlier than the third or fourth year).
- Research **career and/or graduate school plans** that relate to your language skills.
- Research possibilities for **internships or service learning opportunities** in which you might utilize your language skills.
- Plan and complete your **senior project**.
- Complete all departmental **assessments**.
- Declare your **intent to graduate** during the appropriate semester.

ASSESSMENT PRACTICES

In order to track the department's progress in reaching our program objectives (see p. 3), students are asked to complete a series of assessments throughout their course of study in world languages. The scores received on these assessments are not equivalent to course grades, nor is receiving a minimum score on these assessments necessarily required for graduation. The scores achieved on these assessments are compiled by department faculty and used to analyze the effectiveness of the program. The following measures are used to assess program effectiveness by the department:

The ACTFL Guidelines

Published by the American Council on the Teaching of Foreign Languages (ACTFL), these guidelines measure proficiency in speaking and writing in a world language. During course oral exams with their instructors or interviews conducted by a professional from outside of the department, students are rated according to this scale to determine the level of proficiency they have achieved through their coursework at the beginning, intermediate, and advanced levels. The guidelines are included at the end of this section (see p. 16). It is our expectation that World Language majors perform at the Advanced level or higher upon graduation.

CARLA Tests

Devised by the Center for Advanced Research on Language Acquisition, these tests measure student progress in reading and in listening. Students are asked to take these tests (50 minutes each) at the end of the intermediate language sequence and before graduation, or in their last semester of advanced language coursework.

The Senior Project Rubric

All students must complete a senior project during their last semester of advanced WL study (this project must be completed in a course other than WL306). The rubric is used to measure student progress in all four departmental goals, and the scores are then analyzed to determine how well the department is achieving its goals. The rubric is included at the end of this section (see p. 21).

Language Placement Test

The language placement test is not used for departmental outcomes evaluation, but to place incoming students into the appropriate language course level. The placement test can be taken by appointment with the departmental assistant.

The PRAXIS Test

Secondary Education majors in world languages must pass the PRAXIS test in their language area in order to gain teacher certification. The Department of Education will notify you when you need to take this test. In order to learn more about the test and access study guides and sample questions, google “PRAXIS Test.”

ACTFL guidelines: Speaking--Novice

General Description

The Novice level is characterized by the ability to communicate minimally with learned material.

Novice-Low

- 0- Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.

Novice-Mid

- 0 Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.

Novice-High

- 0+ Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity although this falls short of real autonomy of expression. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.

ACTFL guidelines: Speaking--Intermediate

General Description

The Intermediate level is characterized by the speaker's ability to:

- create with the language by combining and recombining learned elements; initiate, minimally sustain, and close in a simple way basic communicative tasks
- ask and answer questions.

Intermediate-Low

- 1- Able to handle successfully a limited number of interactive, task-oriented, and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

Intermediate-Mid

- 1 Able to handle successfully a variety of uncomplicated, basic, and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

Intermediate-High

- 1+ Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.

ACTFL guidelines: Speaking--Advanced

General Description

The Advanced level is characterized by the speaker's ability to:

- converse in a clearly participatory fashion
- initiate, sustain, and bring 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
- satisfy the requirements of school and work situations, and
- narrate and describe with paragraph-length connected discourse.

Advanced

- 2 Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The Advanced-level speaker can be understood without difficulty by native interlocutors.

Advanced Plus

- 2+ Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to particular interests and special fields of competence. There is emerging evidence of ability to support opinions, explain in detail, and hypothesize. The Advanced-Plus speaker often shows a well-developed ability to compensate for an imperfect grasp of some forms with confident use of communicative strategies, such as paraphrasing and circumlocution. Differentiated vocabulary and intonation are effectively used to communicate fine shades of

meaning. The Advanced-Plus speaker often shows remarkable fluency and ease of speech, but under the demands of Superior-level complex tasks, language may break down or prove inadequate.

ACTFL guidelines: Speaking--Superior

Distinguishing characteristics

The Superior level is characterized by the speaker's ability to:

- participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics
- support opinions and hypothesize using native-like discourse strategies.

Description

3-5	Able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Can discuss special fields of competence and interest with ease. Can support opinions and hypothesize, but
4 = near-native proficiency	may not be able to tailor language to audience or discuss in depth highly abstract or unfamiliar topics. Usually the Superior level speaker is only partially familiar with regional or other dialectical variants. The Superior level speaker commands a wide variety of interactive strategies and shows good awareness of discourse strategies. The latter involves the ability to distinguish main ideas from supporting information through syntactic, lexical, and
5 = educated, native speaker	suprasegmental features (pitch, stress, intonation). Sporadic errors may occur, particularly in low-frequency structures and some complex high-frequency structures more common to formal writing, but no patterns of error are evident. Errors do not disturb the native speaker or interfere with communication.

ACTFL guidelines: Writing--Novice

Novice-Low

N/A

Novice-Mid

Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.

Novice-High

Able to write simple, fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information, as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.

ACTFL guidelines: Writing--Intermediate

Intermediate-Low

Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics.

Intermediate-Mid

Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time and at least one other time frame or aspect consistently. Evidence of control of the syntax of non-complex sentences and basic declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of non-natives.

Intermediate-High

Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.

ACTFL guidelines: Writing--Advanced

Advanced

Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of non-natives.

Advanced Plus

Able to write about a variety of topics with significant precision and in detail. Can write most social and informal business correspondence. Can describe and narrate personal experiences fully but has difficulty supporting points of view in written discourse. Can write about the concrete aspects of topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of expression, but under time constraints and pressure writing may be inaccurate. Generally strong in either grammar or vocabulary, but not in both. Weakness and unevenness in one of the foregoing or in spelling formation may result in occasional miscommunication. Some misuse of vocabulary may still be evident. Style may still be obviously foreign.

ACTFL guidelines: Writing--Superior

Description

Able to express self effectively in most formal and informal writing on practical, social and professional topics. Can write most types of correspondence, such as memos as well as social and business letters, and short research papers and statements of position in areas of special interest or in special fields. Good control of a full range of structures, spelling, and a wide general vocabulary allow the writer to hypothesize and present arguments or points of view accurately and effectively. An underlying organization, such as chronological ordering, logical ordering, cause and effect, comparison, and thematic development is strongly evident, although not thoroughly executed and/or not totally reflecting target language patterns. Although sensitive to differences in formal and informal style, still may not tailor writing precisely to a variety of purposes and/or readers. Errors in writing rarely disturb natives or cause miscommunication.

Both sets of guidelines were obtained from the ACTFL website, accessed 4/2/08,
<http://www.actfl.org/i4a/pages/index.cfm?pageid=1>

World Language Senior Project Evaluation Rubric

Student Name: _____

Date: _____

(Circle most appropriate description in each goal)

The project demonstrates:	Excellent -5 (Good- 4)	Satisfactory -3 (Needs improve.-2)	Unsatisfactory -1
<p>W. L. goal #1 Speak and understand the target language in paragraph-length discourse fluently and accurately enough to be understood by native speakers of diverse backgrounds and in a variety of situations.</p>	<ul style="list-style-type: none"> * Student speaks at Advanced Plus or higher level. * Pronunciation is at near-native level. *Very few grammatical errors. *Clearly understands questions in target language. *Responds very well to questions in target lang. 	<ul style="list-style-type: none"> *Student speaks at Advanced level. *Pronunciation good, but there are a few problems. *Some grammatical errors, but not systematic. *Understands questions in target language fairly well. *Responds adequately to questions, but struggles a bit with wording. 	<ul style="list-style-type: none"> *Student speaks at Intermediate High-level or lower. *Pronunciation is problematic with several words or phonetic sounds. *Many or systematic grammar errors. *Does not understand questions in target language or cannot respond adequately to questions.
<p>W. L. goal #2 Express their ideas in writing in the target language clearly and with sufficient accuracy to be understood by native speakers.</p>	<ul style="list-style-type: none"> *Student writes at Advanced Plus or higher level. *Very few serious errors of grammar or syntax or some minor errors. *Vocabulary is complex and not repetitive. *Ideas are clearly understandable *English influence is not apparent. *Uses appropriate transitions to aid reader. 	<ul style="list-style-type: none"> *Student writes at Advanced level. *Some grammatical or syntactical errors or more frequent minor errors. *Vocabulary is adequate but not complex and may be slightly repetitive. *Ideas are almost always understandable. *English influence is usually not apparent. *May need more transitions to aid reader. 	<ul style="list-style-type: none"> *Student writes at Intermediate-High level or lower. *Frequent grammatical or syntactical errors. *Vocabulary is not adequate to express ideas or is very repetitive. *Many ideas are not understandable. *English influence is very apparent. *Does not use sufficient transitions to aid reader.
<p>W. L. goal #3 Research using a variety of material in the target language so as to solve problems and to further their own education.</p>	<ul style="list-style-type: none"> * Has at least 10 very reputable sources. *Has at least 5 very reputable sources in the target language. *It is apparent that the student has done sufficient research in the target language. *Student has not omitted obvious sources important to the specific project. 	<ul style="list-style-type: none"> *Has at least 8 very reputable sources or has one or two somewhat unreliable sources. *Has at least 4 very reputable sources in the target language. *It is not completely apparent that the student has done sufficient research in the target language. *Student has omitted an obvious source important to the specific project. 	<ul style="list-style-type: none"> *Has less than 8 very reputable sources or several unreliable sources *Has less than 4 very reputable sources in the target language. *It is apparent that the student has not done sufficient research in the target language or that the student has not understood the sources. *Student has omitted obvious sources important to the specific project.
<p>W. L. goal #4 Describe important aspects of the history, literature, values and practices of the target culture(s).</p>	<ul style="list-style-type: none"> *Content is significant and interesting. *Describes important aspect of history, literature, culture, values, etc. of the target culture. *Demonstrates in-depth knowledge of subject. *Thesis well-established. *Ideas are well-supported. *Completed paper is at 	<ul style="list-style-type: none"> *Content of the paper is somewhat interesting, but lacks significant details. *Demonstrates knowledge of the history, literature, culture, values, etc. of the target culture, but missing some details. *Thesis is not well-established or some ideas need more support. 	<ul style="list-style-type: none"> *Content not very significant or interesting. *Fails to describe significant aspect of the history, literature, culture, etc. * Does not demonstrate in-depth knowledge of subject. *Thesis is not well-established or ideas not well-supported.

	least 15 pages long.	*Completed paper is at least 12 pages long.	*Completed paper less than 12 pages long.
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POST-GRADUATE PLANNING

The Career Development Center is a great place to get information on careers in world languages. They offer brochures, personal advice, and the following books:

- *American Businesses Operating in Europe* by Abbott Heritage, Inc.
- *The Big Guide to Living and Working Overseas* by Jean-Marc Hachey
- *Careers in Foreign Languages* by Blythe Camenson
- *Careers in International Business* by Edward J. Halloran
- *College Majors and Careers* by Paul Phifer
- *The College Major's Handbook* by Neeta P. Fogg et al.
- *Great Jobs for Liberal Arts Majors* by Blythe Camenson
- *The Vault Career Guide to International Careers* by Sally Christie et al.
- *Work Abroad* by Edward C. Hubbs

Here are links with further information on international careers:

- <http://www.uncwil.edu/stuaff/career/majors/>
- <http://www.samford.edu/schools/artsci/wlc/career.htm>
- <http://cms.skidmore.edu/career/majors/foreignlanguage.cfm>

Here is the link to the Career Development Center's home page:

- <http://www.bakeru.edu/jobs/career-development-center>

HELPFUL CONTACTS FOR WORLD LANGUAGE MAJORS

Dr. Cynthia Appl, Department Chair, 105D Case Hall,
Phone: 594-8449; cynthia.appl@bakeru.edu

Ms. Barbara Coffey, Departmental Administrative Assistant, 105 Case Hall,
Phone: 594-8439; barb.coffey@bakeru.edu
See Barb to schedule assessments, to take the language placement test, and for anything else related to the department.

Dean Lisa Johnston, Assistant Dean for Student Academic Services, Library Basement, Phone: 594-4527; lisa.johnston@bakeru.edu
See Lisa to plan your study abroad experience, as well as for guidance for international students and students with disabilities.

Ms. Sandy Davidson, Advising and Tutoring Coordinator, Library Basement,
Phone: 594-4536; sandy.davidson@bakeru.edu
See Sandy for tutoring help in your courses, or to become a tutor yourself.

Career Development Center, Harter Union, Second Floor
Phone: 594-8382; cdc@bakeru.edu
Contact the CDC for help in career, graduate school, and internship planning.

Office of Records and Registration, Constant Hall, First Floor
Phone: 594-4530; records@bakeru.edu
Contact this office for help in course scheduling, scheduling of degree audits, and to declare your major and your intent to graduate.

BAKER UNIVERSITY MAJOR CHECKLIST

FRENCH
B.A.

MAJOR REQUIREMENTS COURSES COMPLETED OR IN PROGRESS
(27 hours at the 204-level or above; 15 hours must be numbered 300 or above)

REQUIRED COURSES:

FR204 Making Connections in French	_____
FR305 French Composition in Cultural Context	UC _____
FR306 French Conversation in Cultural Context	UC _____
FR340 French Civ. & Culture OR	
FR350 Contemporary France	UC _____
FR360 Intro to French Lit	UC _____

COMPLETION OF A STUDY ABROAD EXPERIENCE:

NOTE: (Term) (location)

Minimum of a 3 week experience, but full-semester/year preferred
Not more than 12 credit hours of Study Abroad in French
can count toward the major.
At least 3 credit hours at 300-level or above (excluding FR306)
must be completed in residency after completion of the Study
Abroad program.

ELECTIVE FRENCH COURSES:

UC _____

(A 3 hr. Study Abroad Internship may count as
elective French credit
with approval of the Department Chair.)

SUPPORTING COURSE WORK:

12 hours in a minor area of concentration of the student's choice
(a second world language, 200-level or above, is suggested).

STUDENT NAME _____

STUDENT NUMBER _____

DATE _____

Catalog year: 2009

BAKER UNIVERSITY MAJOR CHECKLIST

GERMAN
B.A.

MAJOR REQUIREMENTS COURSES COMPLETED OR IN PROGRESS
(27 hours at the 204-level or above; 15 hours must be numbered 300 or above)

REQUIRED COURSES:

- GN204 Making Connections in German _____
- GN305 German Composition in Cultural Context UC _____
- GN306 German Conversation in Cultural Context UC _____
- GN340 German Civ. & Culture **OR**
- GN350 Contemporary Germany UC _____
- GN360 Intro to German Lit UC _____

COMPLETION OF A STUDY ABROAD EXPERIENCE:

NOTE: (Term) (location)

Minimum of a 3 week experience, but full-semester/year preferred
 Not more than 12 credit hours of Study Abroad in German
 can count toward the major.
 At least 3 credit hours at 300-level or above (excluding GN306)
 must be completed in residency after completion of the Study
 Abroad program.

ELECTIVE GERMAN COURSES: UC _____

(A 3 hr. Study Abroad Internship may count as
elective German credit
with approval of the Department Chair.)

SUPPORTING COURSE WORK:

12 hours in a minor area of concentration of the student's choice
(a second world language, 200-level or above, is suggested).

STUDENT NAME _____

STUDENT NUMBER _____

DATE _____

Catalog year: 2009

BAKER UNIVERSITY MAJOR CHECKLIST

SPANISH
B.A.

MAJOR REQUIREMENTS COURSES COMPLETED OR IN PROGRESS
(27 hours at the 204-level or above; 15 hours must be numbered 300 or above)

REQUIRED COURSES:

- SP204 Making Connections in Spanish _____
- SP305 Spanish Composition in Cultural Context UC _____
- SP306 Spanish Conversation in Cultural Context UC _____
- SP343 Civ/Culture of Spain **OR**
- SP344 Civ/Culture of Latin America UC _____
- SP360 Intro to Hispanic Lit UC _____

COMPLETION OF A STUDY ABROAD EXPERIENCE:

NOTE: (Term) (location)

Minimum of a 3 week experience, but full-semester/year preferred
 Not more than 12 credit hours of Study Abroad in Spanish
 can count toward the major.
 At least 3 credit hours at 300-level or above (excluding SP306, 343, and 344)
 must be completed in residency after completion of the Study
 Abroad program.

ELECTIVE SPANISH COURSES:

UC _____

(A 3 hr. Study Abroad Internship may count as
elective Spanish credit
with approval of the Department Chair.)

SUPPORTING COURSE WORK:

12 hours in a minor area of concentration of the student's choice
(a second world language, 200-level or above, is suggested).

STUDENT NAME _____

STUDENT NUMBER _____

DATE _____

Catalog year: 2009