

Self Study

Department of Foreign Languages and Literatures

[<http://fll.chass.ncsu.edu/index.php>]

North Carolina State University

Undergraduate Programs

Fall 2011

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Self-Study Guide of the Commission on Institutions of Higher Education
http://cihe.neasc.org/cihe_publications/selfstudy_guide/**

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I. Mission and Purpose

The Department of Foreign Languages and Literatures is committed to the teaching of modern and classical languages, literatures, and cultures as an indispensable part of the University's mission. In times of growing internationalization, the Department seeks to advance foreign language proficiency and cross-cultural competency. Its unique mission is to make increasing contact between cultures a daily reality for the students and educators of this state, thus expanding multi-cultural and global awareness.

The Department furthers these goals through diverse and interdisciplinary research, support of excellence in teaching, and outreach activities designed to enhance foreign language acquisition, the study of literature and culture, and international awareness. The Department promotes diversity, the internationalization of the NC State curriculum, and is central to the University's General Education Requirement, to its diversity mission, and to the fulfillment of the University's role as a center of humanistic inquiry. In a culturally diverse environment, the Department plays a pivotal role in providing NC State students with communicative skills in foreign languages and cultural knowledge of foreign countries, whatever their fields of professional expertise, essential for them to function effectively as global citizens. The Department offers elementary and intermediate language courses as well as advanced courses in language, literature, conversation, composition, civilization, and specialized courses such as Business Spanish and French Cinema. There are majors in French and Spanish with a teacher-education option, as well as a major in German Studies. Minors are available in Chinese Studies, Classical Greek, Classical Studies, French, German, Hindi/Urdu, Italian Studies, Japanese, Japanese Studies, Russian Studies, Spanish, and World Literature (see Section XIII, Appendix II). There are also courses offered in Arabic, Farsi, Hindi, Portuguese, Urdu, and English as a Second Language. The Department sponsors study-abroad programs in Austria, Costa Rica, Egypt, France, Italy, Peru, and Spain. In collaboration with the Department of English, the Department co-sponsors a curriculum in

World Literature that offers such courses as Masterpieces of Literature, Modern Japanese Culture, and Contemporary Latin-American Literature. In 2003 the department was awarded the Provost's Award for Teaching and Learning Excellence. Distance-learning courses are offered in Spanish, French, Hindi, and English as a Second Language. Last year the Department taught nearly 12,000 students in over 450 class sections.

II. Academic Programs

The Department's three undergraduate majors are listed below (degree audits and curriculum displays are attached at end of document). It maintains a web site for its [undergraduate programs](#) in which there is a [Handbook for Foreign Language Majors](#). The advisors work closely with the [University Career Center](#) to promote professional opportunities and also with the [internship program](#) offered by the Department of English. The Department holds a graduation ceremony each semester for its majors, their families, and guests. It also hosts a reception for majors, minors, and faculty every fall semester at which there are information tables about [study abroad](#) and career and internship opportunities.

Bachelor of Arts in French Language and Literature

<http://fil.chass.ncsu.edu/undergraduate/degree/laf.php>

NC State offers a four-semester sequence in language, culture, and civilization to prepare students at the elementary and intermediate levels, as well as advanced courses in conversation, French and Francophone cultures, business French, translation, cinema, and literature. Advanced seminars, independent studies, honors options, study abroad programs, and a French club are also available. Course offerings are enhanced by films, slides, music, computer-aided instruction, field trips, and guest lectures. There are also a faculty-directed summer program to Paris and Lille and an active student French Club. There are Bachelor of Arts programs in French Language and Literature and in French Language and Literature with Teacher Education Option which leads to K-12 teacher certification. The programs are designed to provide students the analytical, cultural, and language skills necessary to pursue successful careers in areas where international communication and global knowledge are essential: education, marketing, commerce, finance, diplomacy, software development, the media, tourism, engineering, scientific research, textiles, medicine, law, translation, and interpretation.

The faculty is dedicated to excellence in teaching, research, and extension service to the development of students' interests and career goals, and works to provide them access to the rich heritage of French and Francophone culture.

Required courses: Twenty seven semester hours.

FLF 201 Intermediate French I
FLF 202 Intermediate French II
FLF 301 Survey of French Literature I
FLF 302 Survey of French Literature II
FLF 308 Advanced Conversation: Contemporary French Cultures
FLF 309 French Phonetics and Pronunciation
FLF 310 French Syntax and Composition
FLF 315 French Civilization and Culture
FLF 492 Seminar in French Studies

Departmental Electives: Six semester hours.

FLF 306 Business Communication
FLF 307 Technical and Commercial French
FLF 318 The Heritage of French Cinema
FLF 321 Cultures and Contexts
FLF 411 Methods and Techniques in French Translation
FLF 414 Studies in French Prose
FLF 425 Francophone Cultures
FL 495 Special Topics in Foreign Languages and Literatures
FL 498 Independent Study in Foreign Languages and Literatures

Teacher Education Option

EDP 304 Educational Psychology (Social Science)
PSY 376 Developmental Psychology (Social Science)
ECI 205 Introduction to Teaching Humanities and Social Sciences
ELP 344 School and Society
ECI 423 Methods and Material in Teaching Modern Foreign Languages K-12
ECI 424 Student Teaching in French / Spanish

Minor Program in French

FLF 201 Intermediate French I
FLF 202 Intermediate French II
Any three 300-level courses in French, one of which must be a course in film, literature or civilization.

Courses of Related Interest

FL 216 Art & Society in France
HI 414 France in the Old Regime
HI 415 The French Revolution
HI 430 Modern France

Bachelor of Arts in German Studies

<http://fill.chass.ncsu.edu/german/major.php>

More than ever before the United States needs professionals with sound skills in foreign languages and expertise in specific area studies in order to carry out its political missions and strengthen its economic relations. More than 1,100 German, Austrian and Swiss companies have subsidiaries in the US; more than 750 American companies have subsidiaries in German-speaking countries. Germany is the most powerful country in Europe, politically, financially, and economically. German was the language of Goethe, Nietzsche, Kafka, Bach, Mozart, Beethoven, Freud and Einstein. Today, Germany is one of the top three nations in research and development of high-tech products and in world-wide export. German Studies at NC State University will provide you with the tools needed to successfully function in cross-cultural settings involving the US, Austria, Germany and Switzerland. You will learn the language, become familiar with the history of the German-speaking countries, and develop expertise in selected specialized areas of knowledge. There is a faculty-directed study abroad program in Vienna, an active student German Club, and a Delta Phi Alpha German Honor Society.

NC State University offers a Bachelor of Arts in German Studies and a Minor in German.

Program Goals for the Bachelor of Arts Degree

Upon completion of the core requirements of the program you should be able to:

- understand, speak, read, and write German at the advanced level
- be familiar with the history, contemporary politics, cultural achievements, and societal conventions of the German-speaking countries
- carry out professional tasks in the German-speaking countries
- communicate effectively across cultural and national boundaries

- do research using analytical and informational tools to understand international and intercultural issues that shape our rapidly globalizing world.

B.A. Concentrations and Requirements

We offer three tracks, each totaling 122 hours, with the following requirements:

German Studies:

54 general education credits, 29 credits of free electives, and 39 credits in German Studies.

German Studies, International Economics Concentration:

54 general education credits, 20 credits of free electives, and 48 credits in German Studies and International Economics.

Contact in the College of Management: Dr. Andy Nowel, Andy.Nowel@ncsu.edu, 515-6937.

German Science and Technology Concentration (only as a *second* major):

48 general education credits, 41 credits of free electives, and 33 credits in German Studies and German Science and Technology courses. Contact for engineers: Dr. Brian Koehler, koehler@ncsu.edu, 515-3263.

Course Offerings

After four semesters of elementary and intermediate integrated language/culture study, the advanced level (FLG 300+) offers a variety of courses:

- Courses on German Literature, e.g. Age of Goethe, Kafka, Twentieth Century Literature
- Courses on Culture, e.g. on German Civilization, German Film, German Sports Culture, German Language Media, The Roaring Twenties (Weimar Culture)
- Courses focusing on Science and Technology, e. g. German Language, Culture, Science and Technology, German Culture and the Environment
- Business German I and II.

Study Abroad

One full semester (fall or spring) of study abroad or an equivalent internship in a German speaking country is required for all three tracks. NC State has excellent opportunities for study abroad, e.g. the UNC-EP exchange program with the university system of the southern German state of Baden-Württemberg (see <http://www.uncep.org/>) and many other possibilities. Your German Studies Advisor will work with you on selecting a program that fulfils your needs and

wishes. For information on opportunities for German-language study abroad, scholarships and internships abroad, see the following links:

- [Study Abroad](#)
- [Scholarships](#)
- [Internships](#)

The eight-semester curriculum displays are available here:

German Studies - Main Curriculum:

<http://www.ncsu.edu/uap/academic-standards/RR/curricula/chass/16flg.html>

German Studies - International Economics Concentration:

<http://www.ncsu.edu/uap/academic-standards/RR/curricula/chass/16flg-e.html>

German Studies - Science and Technology Concentration:

<http://www.ncsu.edu/uap/academic-standards/RR/curricula/chass/16flg-s.html>

Bachelor of Arts in Spanish Language and Literature

<http://fil.chass.ncsu.edu/undergraduate/degree/laa.php>

North Carolina State University offers major programs in [Spanish Language and Literature \(LAA\)](#) and [Teacher Certification in Spanish \(LTA\)](#) leading to the Bachelor of Arts (B.A.) degree, as well as a [Spanish minor](#). The department also offers a [Master of Arts in Spanish](#). The Spanish and Latin American faculty represent a broad range of interests and specializations, which include literary criticism, culture and civilization, film, children's literature, translation and interpretation, computer-assisted language instruction, second language acquisition, and Spanish grammar and composition. This diverse faculty is dedicated to excellence in scholarship, teaching, and community service. A wide range of interests reflect the program's diversity in purpose and desire to satisfy a variety of student needs and career goals. The program's activity beyond the university community is reflected by the partnership with the Wake County Teacher Collaborative, distance education offerings, the [Annual Latin American Film Festival](#), as well as by outreach to public schools throughout the state. There are faculty-directed study abroad programs in Costa Rica, Peru, and Spain, an active student Spanish Club, and a Sigma Delta Pi Honor Society for Hispanic Studies. The program in Spanish and Latin American Studies at NC State offers beginning language courses through advanced seminars, individual studies and honors programs, a [World Literature minor](#) option, two [study abroad programs](#), and [certification in Business Spanish](#) by La Camara de Comercio de Madrid. The program is designed to provide students with the necessary analytical and foreign language skills that will enable its graduates to (a) lead successful careers in areas where international and global communication is increasingly important: economics, medicine, law, translation and interpretation, Spanish software design, textiles, broadcasting, publishing, tourism, etc.; (b) pursue graduate study in the fields of Iberian and/or Latin American Studies or related disciplines such as Anthropology, Political Science, History, or Comparative Literature; (c) become outstanding Spanish teachers in grades K-12; (d) be better prepared to interact with and appreciate the cultural

similarities and differences of the Hispanic population of the United States; and (e) affirm the importance of Iberian and Latin American culture for a nation which is increasingly aware of the wealth of its own rich Hispanic heritage. In addition to the course requirements listed below, Spanish majors must demonstrate oral proficiency in Spanish at the ACTFL Intermediate High level prior to graduation.

See <http://fll.chass.ncsu.edu/spanish/OP.php>.

Required courses for major program in Spanish. Students must achieve a final grade of C- or better in ALL of these courses.

The following courses are required (18 credit hours):

FLS 202 Intermediate Spanish II
FLS 331 Spanish Oral and Written Expression I
FLS 332 Spanish Oral and Written Expression II
FLS 333 Sounds of Spanish
FLS 340 Introduction to Hispanic Literature and Culture
FLS 492 Seminar in Hispanic Studies

(Corequisite with FLS 492 is the CHASS Computer Literacy Requirement. The major paper in FLS 492 must be written using (1) a word processor; (2) on-line library references; (3) Internet resources).

Literature and Culture Component: Nine credits from the following are required: FLS 341, 342, 343, 351, 352, 353. Credits must be distributed such that at least three credits are taken in Literature and Culture of Spain and at least three credits in Literature and Culture of Latin America. Also, one course must be taken in each time period (FLS 341 or 351 + FLS 342 or 352 + FLS 343 or 353). Major papers are required in these courses.

FLS 341 Literature and Culture of Spain I: Middle Ages and Early Modern
FLS 342 Literature and Culture of Spain II: 18th and 19th Centuries
FLS 343 Literature and Culture of Spain III: 20th Century to the Present
FLS 351 Literature and Culture of Latin America I: Pre-Conquest to Independence
FLS 352 Literature and Culture of Latin America II: 19th Century to the Mid 20th Century
FLS 353 Literature and Culture of Latin America III: Mid 20th Century to the Present

Departmental Electives: Nine semester hours. Select three of the following courses. Six credits must be at the 400 level. (Students may also select any of the Literature and Culture courses (FLS 341, 342, 343, 351, 352, 353) that they have not already taken.)

FLS 336 Business Spanish I
FLS 337 Spanish for Tourism in the Hispanic World

FLS 360 Hispanic Cinema
FLS 400 Introduction to Spanish Translation
FLS 402 Introduction to Spanish Linguistics
FLS 403 Hispanic Prose Fiction
FLS 404 Hispanic Drama
FLS 411 Topics in the Culture of Spain
FLS 412 Topics in the Culture of Latin America and the Caribbean
FLS 413 Spain and the Americas in Transatlantic Perspective

It is strongly recommended that Spanish majors participate in a study abroad program. Up to 15 hours of study abroad transfer credit may be applied towards the major program in Spanish. FLS 492 must be taken at NC State.

All Spanish majors (including those with the Teacher Education Option) will submit two copies of their research paper for the FLS 492 seminar. One copy of the paper, as well as a faculty report on the student's oral presentation for the seminar, will be placed in the student's portfolio. The paper should be representative of the student's best work.

Free Electives: Thirty-three credits of free electives outside the required courses in Spanish. (No more than twelve of these credits may be taken pass/fail.)

III. Administrative Organization

Department Head

Responsible for the supervision of a department consisting of eight-five faculty members who teach sixteen different languages. Oversee recruitment and development of faculty and staff, operating and personnel budgets, direction of the Department, administrative initiatives, grant proposals, curriculum development, the representation of departmental needs and goals to the Dean and to other administrators. Work with peers on and off campus to advise the Dean about College interests. Develop partnerships with other departments across campus.

Member of the College's Administrative Board.

Associate Department Head

Oversee the university's general education foreign language requirement. Coordinate departmental advising, serve as academic liaison to Dean's office, and make departmental policy recommendations, monitor foreign-language placement testing, new student orientation, student records, foreign language majors and minors. Coordinate the Department's academic program review. Certify English language proficiency for native speakers of other languages and foreign language proficiency for graduate students. Observe and evaluate teaching of new faculty. Work with students who need special accommodation in consultation with the Office of Disability Services. Oversee advanced placement credit. Advise students campus-wide for study abroad and process transfer credit. Design and maintain departmental web sites. Work with the Virtual Advising Center to disseminate curriculum information.

Involved in departmental course scheduling, curriculum development, and enforce academic

policies. Serve in an advisory capacity to Department Head. Member of the College's Undergraduate Oversight Committee.

Assistant Department Head for Student Affairs

Serve as Director of Undergraduate Advising and in that capacity serve as liaison to the Dean's office for advising matters, coordinate activities and represent department at freshman and transfer orientation, coordinate and participate in campus visits for prospective students, and communicate with individuals who contact the department with questions about programs.

Serve as contact person for individuals who wish to distribute information to majors and disseminate information deemed to be appropriate. Advise more than 100 students in majors offered by the department. Review intra-campus transfer applications and make recommendations regarding acceptance. Certify completion of all minors offered by the department, consulting with minor advisors on a regular basis. Communicate with individuals who contact the department with questions about minors. Maintain records of minor declarations and completions. Answer questions about foreign language credits, course placement, transfer options and related matters for degree seeking students, non-degree students, faculty and staff from this campus and others, and from other interested individuals. Evaluate study abroad credits in Spanish and evaluate transfer credits in Spanish for students across campus. Assist the associate department head with student affairs as needed.

Scheduling Officer

The Departmental Scheduling Officer is responsible for: scheduling all on-campus courses, procuring classrooms for all classes, coordinating teaching schedules, maintaining enrollment figures, assessing departmental staffing needs as they pertain to course offerings each

semester, accommodating special faculty needs, working with the individual language section coordinators regarding curricular demands, and consulting with the department head about budgetary matters.

French Section Coordinator

The French Section Coordinator performs the following tasks: oversee and adapt cycle of courses to curricular needs, budget and staff; schedule courses every semester; advise minors and potential double majors; arrange SKEMA (Poole College of Management's French business program) events and interactions; receive guests: writers, translators, senators, etc.; graduate program: recruit TAs and MA students; directing MA student projects; coordinate meetings, workshops, and panel discussions; supervise scholarships and awards; consult with faculty on questions related to curriculum, books, methods; mentor students and TAs; report section activities; publicize courses and special events.

German Section Coordinator

The German Section Coordinator performs the following tasks: oversee German Studies Major in a general way; keep 3 German Studies Major curricula current; coordinate advising of German Studies Majors; advise German Studies Majors (generally about 2/3 of them, around 18-20 majors); hold monthly German Section meetings; organize events sponsored by the German Section, e.g. lectures, Green Germany Day, etc.; disseminate information about German events (also those sponsored by other units or in the community or by other Triangle universities) to majors, minors, and other groups on and off campus; keep German Studies website up-to-date; make German section class schedule; schedule and be the local liaison for our German Studies Consortium live videoconferencing classes (includes test proctoring, helping

students in these classes, scheduling with DELTA, staying in touch with off campus instructors etc.); represent German Studies at university wide events such as Open House, First Year College Majors Fair, etc.; create and carry out a vision for future development of the German Studies program, e.g. organize program reviews; resolve any issues concerning students, classes, curricula, etc.; oversee FLG 499, the internship course and advise students seeking or doing internships abroad; be the local liaison for the UNC-EP study abroad exchange program and advise students going on it; evaluate study abroad transfer credits for any student from any major who has studied at a German speaking university; provide guidance for course and curriculum review.

Spanish Section Coordinator

The Spanish Upper Division (SPUD) Coordinator is charged with facilitating the operation of the largest upper division language program in the department, currently comprising approximately 50 class sections per semester. The coordinator carries out the following functions:

Compiles faculty teaching requests and prepares the schedule of courses each semester

Presides over monthly faculty meetings of the SPUD (prepares agenda, facilitates meeting, assigns minutes taker, distributes minutes). Oversees curricular issues such as proper

preparation of course syllabi according to university guidelines, formation of sub committees for textbook and materials selection for courses. Consults with departmental scheduling officer

and associate department head, on a continual basis, on issues relating to enrollment

management in the SPUD (canceling courses, opening new sections, personnel changes, etc.)

Acts as SPUD representative to special events such as the annual departmental Outstanding

Student Awards ceremony and graduation ceremony. Oversees new initiatives, such as the

new oral proficiency requirement for all graduating seniors in Spanish. Observes non-tenured faculty on a periodic basis. Prepares an annual report of the activities of the SPUD.

Maintains the Spanish program portion of the departmental web site. Serves as liaison with Office of Study Abroad to coordinate academic issues relating to Spanish study abroad programs. Advises approximately 100 Spanish minors per year, making sure they select the correct courses for the minor. Also serves as consultant to the Director of Undergraduate Advising in advising of Spanish majors.

Student Services Administrative Assistant

The Student Services Administrative Assistant performs the following tasks to support the Department's undergraduate programs: provides information to faculty and students regarding departmental policies and university regulations, assigns students to advisors, arranges student exit interviews, prepares roster of graduating seniors, assists with student reception and graduation ceremonies, registers students for the [Spanish Business Exam](#), and assists the Associate and Assistant Heads as needed.

Coordinators of Other Language Sections

Each language section has a faculty coordinator who oversees course scheduling, the academic minor, placement testing, and student advising regarding questions about course selection and study abroad opportunities (see Section XIII, Appendix II).

IV. Planning and Evaluation – Curricular Outcomes
[Sample from the Academic Year 2010-2011]

Modes of Assessment

1. Portfolio Paper and Reflective Piece

During the semester in which they are to graduate, all French, German, and Spanish majors submit a research paper that is representative of their best work. It is placed in their student portfolio along with a faculty report on the student's oral presentation for the capstone course: the FLF, FLG or FLS 492 Senior Seminar. The portfolio is evaluated by foreign language faculty for grammatical correctness, writing style, interpretive skills, critical analysis, and cultural knowledge.

2. Capstone Course

The capstone course, beyond providing an extensive study of a specialized topic, is intended to be the culminating intellectual experience in which students: Explore ethical issues, develop research methods, cultivate decision-making, problem-solving skills, and critical thinking; Pull together concepts, ideas, skills, and subject matter that they have learned in previous courses; Analyze their strengths and weaknesses; Demonstrate Computer Literacy; Undertake a substantial research project and give an oral presentation of the project. The presentation should demonstrate the student's ability to interpret critically and analytically. All graduating seniors enrolled in the seminar are required to prepare, as part of their course work, an oral presentation on a literary topic. This presentation consists of a ten-minute in-class critical interpretation demonstrating the ability to speak and present in the target language at advanced level proficiency according to the ACTFL (American Council on the Teaching of Foreign Languages) guidelines for speaking. The instructor of the course invites other faculty members to attend the student presentations and, together, this faculty confers on an evaluation of the students' oral proficiency.

3. Writing Course

Normally in the sophomore or junior year, when majors are enrolled in the advanced grammar and composition courses, students are engaged in a number of “process approach” techniques for the improvement of writing skills, including brainstorming, multiple drafts, and peer review. Students in these classes are asked, near the end of the semester, to assess their overall improvement in writing and their ability to express themselves in clear, grammatical prose. The instructors of the courses distribute a questionnaire to the students and then gather the responses, which are submitted with a short report on the course to the Associate Head for incorporation into the assessment report.

4. Culture Course

All majors enrolled in courses with a significant cultural component [FLF 308, 315 & 321, FLG 315, 420, & 430, and FLS 341, 342, 343, 351, 352, & 353] are assigned a project/paper dealing with a cultural theme in which students are asked to demonstrate an appreciation of the ways in which the target language cultures and civilizations have evolved, how they differ within diverse countries, and the values that shape those cultures. Evidence is also sought in the ways that students compare and contrast the target-language cultures and demonstrate a critical understanding of the patterns of social interactions, as well as the meanings, attitudes, values and ideas of these cultures. The projects are graded by the instructor of the course and a brief report is prepared, describing the ways in which the learning outcomes have been addressed.

5. Exit Interview

All graduating seniors in December and May are asked to complete an Exit Interview Questionnaire and to attend an Exit Interview (in English) with a rotating committee of FLL faculty. On the written questionnaire, the students are asked to rate their oral language proficiency in French, German, or Spanish upon completion of the B.A. degree and to compare that with the ability that they possessed when they entered the degree program. Students are provided with a standardized format for the interviews following

the *ACTFL Guideline Data* which are collected by the chair of the committee conducting the interviews, and summarized into an Exit Interview Report. The Exit Interview Reports and Questionnaires are on file in a central location in the department and are accessible to all faculty. The Report is distributed to all faculty who teach upper-level courses in the various concentrations.

Assessment

1. Portfolio Paper and Reflective Piece

Portfolio papers were evaluated by faculty members. The findings show that the majority of our majors are writing papers at the Advanced level or above according to the ACTFL scale and are also demonstrating critical thinking skills in literary interpretation. Some were rated at the Superior level. It was found, however, that some graduating students are still making basic grammatical and spelling errors and some tend to translate directly from English into the target language which results in awkward and incorrect usage. Some students are not using the proper format for bibliographical information, quotations, and footnotes. Other students are having difficulty going beyond plot summaries and cannot present and adequately support an argument, or provide a critical literary analysis. Faculty is aware of these issues and will continue to share ideas and expectations, and course-level specific activities and assignments, to improve students' grammatical skills. The reflective pieces show that all of the students have a passion for the paper they wrote and for the subject matter they treated, and understand their strengths and weaknesses as writers of a second language. Many of the papers are insightful and show a deep and sincere appreciation for literary traditions cultures.

2. Capstone Course

Student presentations evaluated by faculty members were reviewed. In oral proficiency, the mean is intermediate-high, with some at the advanced level. In critical analysis, the levels were about the same. All of the students at the advanced oral level had studied abroad for at least a semester, something we continue to strongly

encourage students to do, using such survey results as evidence. This past year, over two-thirds of our graduating seniors had study abroad experience prior to the capstone course and felt that this experience had served them well in the capstone course.

3. Writing Course

Course reports for FLF 310, FLG 309 & 310, and FLS 331 & 332 and sample student papers were evaluated and reviewed. In all courses peer-editing of rough draft papers proved to be very effective. Through the use of a guided list of questions that targeted specific grammatical and conceptual problems, students sharpened their ability to critique and correct each others' work, and were eventually able to recognize and correct certain error patterns. A self-evaluation sheet following the return of graded compositions allowed students to analyze their error patterns more specifically. This information helped our instructors to anticipate the types of problems they will encounter with future students, and to develop lesson plans accordingly. Our students still struggle to write error-free prose; many are challenged to write clearly in their first language and most agree when asked that learning grammar and writing skills in a second language helps them to be better writers in their first language.

4. Culture Course

Course reports and sample student papers were evaluated and reviewed. Students engaged in a variety of activities in FLF 308, 315, FLG 315, 430, FLS 342, and FLS 353 including group presentations, short investigation assignments on the internet, and small group discussions. There were guest speakers in both courses on a variety of topics. Student papers were quite original in these courses and explored cultural similarities and differences between the U.S. and either French-, German-, or Spanish-speaking countries. Almost all of the students in their course evaluations stated how their perception and understanding of the target cultures had changed during the course and how they had learned to understand a target culture through its practices and perceptions, and not through the lens of their own practices and perceptions.

Although the teaching of culture is emphasized in most FL courses, the culture courses allow students to explore in greater depth, topics of particular interest to them.

V. **Exit Interview**

The Exit Interviews gave a wide range of student feedback on their experiences as an FLL major. Most were generally satisfied with their instructors and courses. Almost all highlighted, as distinct and even unique for the university, such qualities of the department as the diversity of its faculty, their accessibility, attention and willingness to help, ability to stimulate and intellectually challenge students, and small class sizes. There was a consensus that study abroad is vital to their success, and most of them participated in a study abroad program. Yet many students felt that in upper-division courses faculty do not always make enough effort to encourage students to participate in discussions and develop their conversational skills. This concern is being discussed in the sections: faculty in upper-level courses with specific contents such as literature feels they should not have to spend the time in the remediation of students' speaking and writing abilities; yet this is often what the students need. Some students expressed concern that in upper-level courses, there was too wide a range of student abilities, some advanced, and others barely keeping up, which was detrimental to their individual progress. This is always a challenge as our upper-level courses have a diverse range of students, there are majors and minors in the same courses, and the majors generally have had more training than the minors; hence the different levels of ability in the same course.

Conclusions

In assessing these materials, the Department has learned that it is most often achieving its goals in the French, German and Spanish majors. The French, German, and Spanish sections meet on a regular basis to ensure that our students are getting the training they need in their intermediate language courses, and in their first two or three upper-level skills courses [grammar, composition, and conversation and reading], so that they are adequately prepared for their upper-level literature, culture, and capstone courses.

Supporting Documents

Undergraduate Academic Program Review [UAPR] Academic Year 2010-2011

Thank you for participating in this important process. The Department is required to keep its review updated each year by the CHASS Dean's Office, the University Office of Planning and Analysis, and SACS (Southern Association of Colleges and Schools). Our UAPR is evaluated annually. The ACTFL proficiency guidelines that may be used as an evaluation tool are here: <http://www.sil.org/lingualinks/languagelearning/otherresources/actflproficiencyguidelines/contents.htm>

UAPR Coordinator

Dudley Marchi

Portfolio Assessment

H. Braunbeck, M. Darhower, G. Dawes, S. Despain, T. Feeny, S. Garrigan, M. Garval, R. Gross, H. Jaimes, M. Magill, J. Mari, J. Michnowicz, L. Mykyta, A. Pastén, Y. Rollins, E. Vilches, J. Wipplinger, V. Wust.

Exit Interview V. Bilenkin (Chair), T. Feeny, J. Wipplinger.

The following instructors are requested to submit a one-page report about their course and one example of a student paper / project / presentation.

Writing

FLF 310 – I. Messiha
FLG 310 - L. Kube
FLS 332 - Z. Place

Culture & Civilization

FLF 315 - M. Granger
FLG 315 - L. Kube
FLS 342 - T. Feeny

Senior Seminar (Capstone Course) – In addition to a one page report, the instructor needs to submit a copy of a representative student research paper and a short evaluation of his/her oral presentation to the UAPR Coordinator. This information is filed in the student's portfolio (see attached information).

FLG 492 - J. Wipplinger
FLS 492 - A. Pastén

To: French, German, and Spanish Faculty

From: Dudley Marchi, Assistant Department Head

Re: Criteria for Capstone Course – FLF/FLG/FLS 492 Senior Seminar

As you are aware, our department is required to implement a culminating “capstone” experience in our FL 492 Senior Seminar as part of our Undergraduate Academic Program Review. This is required in order to maintain our accreditation. The following is a brief outline for your review of the criteria for the senior seminar. I have also attached a form you may use for an evaluation of the student’s oral presentation. Thank you for participating in this important activity.

The capstone course, beyond providing an extensive study of a specialized literary topic, is intended to be the culminating intellectual experience for the student and should:

1. Include ethical issues, teach research methods, develop decision-making and problem-solving skills, and promote critical thinking.
2. Synthesize concepts, ideas, skills, and subject matter that the student has learned in previous courses.
3. Allow students to analyze their strengths and weaknesses.
4. Allow students to demonstrate their Computer Literacy. The major paper must be written using (1) a word processor; (2) scholarly references using the MLA format; and (3) internet resources.
5. Allow students to undertake a substantial research project and give an oral presentation of the material. The presentation should demonstrate the student’s ability to interpret critically and analytically.

The instructor should invite at least one other faculty member to the presentation and, together, these faculty will confer on an evaluation of the students’ oral, interpretive, and critical skills.

In addition to a one page report, the instructor needs to submit a copy of a representative student research paper and a short evaluation of the students’ oral presentations to the UAPR Coordinator. See attached information.

Department of Foreign Languages and Literatures

FLS / FLG / FLF 492 Senior Seminar

Evaluation of Oral Presentation

1. **Oral proficiency** (Intermediate High, Advanced or Advanced Plus, Superior, Superior Plus):

2. **Interpretive Skills:**

3. **Critical Skills:**

V. Faculty

Faculty Teaching French, German, and Spanish Majors

Full Professors – 4

Associate Professors – 11

Assistant Professors - 5

Adjunct Faculty – 21 [of this group 8 hold the Ph.D. and 13 the M.A.]

Complete Faculty Listing: http://fll.chass.ncsu.edu/faculty_staff/index.php?group=faculty

Tenured and tenure-track faculty normally teach a 2/2 or 3/2 course load per academic year depending on research productivity. Adjunct faculty normally teach a 4/4 teaching load per academic year. In addition to teaching, all tenured and tenure-track faculty have active research programs commensurate with a Research-I university, as listed here:

<http://fll.chass.ncsu.edu/publications/>. Many faculty also direct study abroad programs and some have won University outstanding research, teaching, and advising awards.

VI. Students

As NC State is a land-grant university, the majority of our students come from all of North Carolina's one hundred counties. About ten percent are out-of-state students. For the 2010 incoming freshmen class the average combined SAT score was 1186, high-school GPA 4.24, and high-school percentile rank 84.7. The large majority [about 75%] of our non teacher-education majors are double majors – primarily in the colleges of Agricultural and Life Sciences, Management, Textiles, Engineering, and other departments in the Humanities and Social Sciences. We currently have three hundred majors: 225 in Spanish, 50 in French, and 25 in German and graduate 75-80 majors per year. Student GPA's in the major range from the minimum threshold of 2.5 to a 4.0. The average GPA for our majors is a 3.4.

VII. Library and Information Resources

NCSU Librairies: <http://www.lib.ncsu.edu/>. NC State provides excellent information resources to its students and faculty. The holdings of the campus D.H. Hill Library are sufficient for undergraduate research. There is also an excellent inter-library service in collaboration with Duke University and UNC-Chapel Hill by which faculty and students can access just about any monograph or scholarly journal for more advanced research within 48 hours. There are committed research librarians who provide faculty and students guidance and advice regarding research projects. In recent years the library has built up its electronic scholarly data bases. There is a technology lending service and an extensive collection of foreign-language films in the library's Media Center. There is also a very active humanities acquisitions librarian who works closely with FLL faculty to provide them the materials they need to teach and to conduct research.

VIII. Physical and Technological Resources

We are fortunate to have benefited from a UNC system infrastructure renovation bond over the past five years. As a result, the Department is housed in a recently renovated building with quality office and classroom facilities. All faculty have up-to-date computers and software and the College has a strong [Instructional Technology](#) support staff. We have priority scheduling in eight high-tech classrooms to enhance teaching and learning:

http://www.ncsu.edu/classtech/standards/NC_State_Classroom_Technology.pdf. However, there are not enough such classrooms and our scheduling officer works tirelessly to provide faculty with adequate classrooms. There are simply not enough “classtech” rooms on campus for all FLL faculty to have them for all of their courses or, at the very least, classrooms with moveable seating arrangements to facilitate class group work so essential to the teaching of foreign languages and literatures. The College maintains a computing lab for the Department to support students of foreign languages and literatures: <http://chasslabs.chass.ncsu.edu/>, and these labs have a high volume of student use. One particular foreign-language software program, [Tell Me More](#), is quite popular with students and has proven to be effective in improving their proficiency. Our building has a common area which serves as a lounge for students to gather socially or to study.

IX. Financial Resources

The Department's administration must lobby the upper administration each year to secure adequate instructional funding. Over the past five years, we have undergone several rounds of budget reductions. As a result, we have larger class sizes. First semester Spanish (FLS 101) is now taught in two large sections each semester of approximately 200 students each. Many of our other lower-division language courses, especially in Spanish, have 30 or more students and we now offer first- and second-year language courses (Spanish) in distance education formats to create as many available seats as possible for students in light of our budget shortfalls.

Moreover, there have been no annual salary raises in the past three years and this has affected faculty morale. Entry level salaries for tenure-track faculty are nationally competitive, but due to budget compression, the average salary of our tenured and tenure-track faculty is a bit below the average of our peer institutions. Our non-tenure-track faculty, many of whom teach upper-level courses in the major and others who teach prerequisite courses for the major, are only allotted year-to-year contracts and the pay scale is low – approximately \$4,000 per three credit course. It is thus challenging to secure qualified non-tenure track faculty. Our operating budget was reduced to zero several years ago due to budget reductions and our total operating budget come from distance-education funds. These funds provide equipment, software, study abroad scholarships, conference travel, and faculty stipends for directing language clubs. The \$27,000 of this past fiscal year in operating funds is meager for such a large department. We are thus in the quandary of offering more distance-education courses to generate our operating budget, while knowing that the distance-education format is not as effective in the learning of a foreign language as is the face-to-face format.

X. Major Strengths

We have a diverse group of students, including many who double major and of those double majors, diversity in the other major. Currently the Colleges of Engineering, Textiles, Design, Agricultural and Life Sciences, Natural Resources and Management are represented in addition to students with second majors in Humanities and Social Sciences. Many of our majors also complete one or even two minors. We have diversity in age, race, and ethnicity of student population slightly higher than the University average. Most of our majors study abroad; German majors are required to complete a full semester abroad. We have strong study abroad programs and accept credit from many non-NC State study abroad programs. The average class size of twenty-six students (often fewer) allows faculty to get to know students by name and as individuals. Many faculty members work with students outside of class to address their needs. In Spanish and French, students have an academic advisor who specializes in progress toward degree and academic policies but also a faculty mentor from the tenured/tenure-track faculty rank who is assigned to assist them with issues regarding success in the major and possible plans for further study. Sigma Delta Pi is a very active Spanish Honor Society, the German Honor Society, Delta Phi Alpha, is growing, and a French Honor Society, Pi Delta Phi, has just been established. The French and Spanish sections have carefully revised their curricula in recent years to better serve students. German is a relatively new major, planned with the needs and desires of today's students in mind. The German Studies major is a part of the University of North Carolina German Studies Consortium which allows for greater variety in upper-level course offerings, exposure to different faculty, and establishes peer groups beyond our campus. Many of our major course offerings are interdisciplinary and cover such areas as

Business, Science and Technology, Tourism, and Environmental Studies. The faculty provides an integrated skills approach in which reading, writing, speaking, and listening comprehension mutually support each other and teach literature in its cultural-historical contexts. The Spanish program has an oral proficiency requirement: all of its majors must reach at least the Intermediate-High level on the ACTFL oral proficiency scale. The French program collaborates actively with the [SKEMA](#) (Poole College of Management's French business program) which provides intercultural opportunities for our French majors. The language clubs in French, German, and Spanish provide extracurricular opportunities for our students. There is an [internship program](#) available in which any foreign-language major may participate. Our major and minor academic programs serve students in all colleges and in many disciplines. The Department is fully recognized by the University as playing a key role in fostering an international environment on campus.

XI. Areas for Improvement

Some faculty members are not as committed as others to working with our full range of students and helping all of them to reach their full potential. Some do not give adequate feedback on student work and do not address student requests for assistance as helpfully as others do. Some are not consistent with implementation of university and department policies. Uneven availability of technology in classrooms puts some instructors and therefore students at a disadvantage. Students who are not successful in the major almost always are not strong enough students overall to change to another major; they must, therefore, continue to take classes in which they are not likely to do well. This is not exclusively a Foreign Language major or departmental issue but a university one. There needs to be a better method of serving students who are not able to succeed at the desired level but whom the University wishes to complete an undergraduate degree. We also need to boost enrollments in the French and German majors. We are proactive in advertising these programs but it is increasingly difficult to persuade students to major in French or German at a time when Spanish has achieved great popularity in North Carolina. There is also a lingering mindset on a campus, one whose traditional curricular focus has been on science and technology, that majoring in a foreign language is not a worthy or practical pursuit. It is also a challenge to recruit strong teacher-education majors at a time when the public school system has suffered budget reductions and, as a result, hires less entry-level teachers. We need to integrate more thoroughly writing practice and stylistics in our upper-level literature and culture courses. The French and German sections need to follow the example of Spanish and train at least one faculty member in each section in oral proficiency testing and include this in their major curricula. This will help our

students to achieve the minimum threshold we aspire to of Intermediate High on the ACTFL oral proficiency scale upon graduation. Although we have some excellent non-tenure track faculty teaching upper-level courses in our majors, we need more tenure-track research faculty to deliver our major course offerings to strengthen our programs. We need to: further develop the curriculum to meet the needs of twenty-first century students by offering more practical courses and focusing more on cultural studies with less emphasis on the literary canon as the driving force of the curriculum; increase and enhance the use of educational technologies to support and enrich instruction; develop a more effective system for strengthening student writing skills similar to the Spanish section's oral proficiency assessment; give more attention to the development of speaking and writing in our upper-level content courses. Finally, we would like to increase the number of students completing academic minors in the less commonly taught languages.

XII. Appendix I – Major Curricular Displays

Attached are the degree audits and eight-semester curricular displays for our French, German, and Spanish majors and their various concentrations.

XIII. Appendix II – Minor Curricula

XIV. Appendix III - German Studies Program Review

Attached is the German Studies program review conducted in the spring of 2011.