



UNIVERSITY OF MIAMI  
DEPARTMENT of  
MODERN LANGUAGES & LITERATURES



# WELCOME AY 2017-18

## Modern Languages and Literatures Orientation Packet

This packet has valuable information for your use throughout the year. Please find included:

### Part I: Getting Started

- MLL Administration & Staff Contacts
- Fall and Spring Academic Calendars
- Final Exam Instructions, Policies and Schedules
- Department and University Information
- Canelink and Blackboard Help and FAQ
- New This Fall: Graduate Course Numbers for Basic Languages
- Field Trip Form
- Resources

### Part II: Instructor Manual

- MLL's Mission: Global Literacy
- Expected Learning Outcomes by Course/Level
- Departmental Honors and Awards
- Study Abroad

### DEPARTMENT CONTACT INFORMATION

Main Office

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<http://www.as.miami.edu/ml/>

## AY 2017-18 ACADEMIC ADMINISTRATION AND COORDINATION

### *Academic Administration*

Chair .....	Lillian Manzor
Associate Chair .....	Christina Civantos
Director of Graduate Studies .....	Tracy Devine Guzmán
Director of Undergraduate Studies in French .....	Logan Connors
Director of Undergraduate Studies in Spanish .....	Viviana Díaz Balsera
Director of Arabic Program .....	Christina Civantos
Director of Chinese Program .....	Rebecca Doran
Director of French Basic Language Program .....	Kevin Finn
Interim Director of German Program .....	Michael Daidson-Schmich
Director of Italian Program .....	Laura Giannetti
Director of Portuguese Program .....	Steven Buttermann
Interim Director of Spanish Basic Language Program .....	Rachel Varra
Director of Spanish Heritage Language Program .....	Andrew Lynch
Director of the Language Laboratory .....	Rachida Primov

### *Academic Coordination*

MLL Transfer/Course Equivalency Advisor .....	Mojca del Fabbro
MLL Cognate Advisors .....	TBA and Elena Grau-Lleveria
MLL Internship Coordinator .....	Mojca del Fabbro
MLL FLTA Coordinator .....	Steve Buttermann
Graduate Placement Workshop Coordinator .....	Allison Schifani
Coordinator of Italian Basic Language Program .....	Manny G. Rossi
Coordinator of Japanese Language Program .....	Eiko Williams
Coordinator of SPA 202-208 .....	Elena Grau-Lleveria
Coordinator of Spanish 101-105 .....	Loredana Di Stravolo
Coordinator of Spanish 102-105 .....	Ofelia Delgado
Coordinator of Spanish 201 .....	Elizabeth Llaveria-Powell

## **MLL STAFF**

The following information can help you determine who to contact with questions. MLL has four staff members in the main office. Here's a brief sketch of their duties:

**Nancy Wielert:** Department Manager responsible for MLL fiscal and faculty affairs (payroll, faculty travel reimbursements, faculty leaves), MLL facilities (distribution of office keys for incoming faculty) and MLL Human Resources (DHRS submissions).

**Lilly Leyva:** Secretary for Undergraduate Studies responsible for course textbooks, schedule, undergraduate change of grades, distribution of office keys & mailboxes (returning faculty,) copy machine issues, and back-up receptionist.

**Keyla Medina:** Secretary for Graduate Studies responsible for Graduate student recruitment/admissions, graduate student travel reimbursements, scheduling of dissertation defenses, exam committee meetings, and graduate reading exams, and back-up receptionist.

**Monica Metcalf:** Special Events Coordinator responsible for coordinating department lectures, conferences and seminars, MLL web-page maintenance, department computer support, MLL conference room & library reservations, and bulletin boards, and also an auxiliary receptionist.

There are also a few student employees ("work studies") who assist the staff with their duties.

## UNIVERSITY OF MIAMI ACADEMIC CALENDAR

**FALL 2017**

*Subject to Change*

**69 Class Days Per Semester**

Aug 7	Mon	Deadline for Readmission
Aug 7	Mon	Prestigious Awards and Fellowships Due in Honors Program & Office of Academic Enhancement. For specific deadline dates on the various awards see <a href="http://www.miami.edu/oaee">www.miami.edu/oaee</a> .
Aug 15	Tues	Housing Available for New Students
Aug 15	Tues	International Student Orientation
Aug 16- 20	Wed-Sun	Fall 'Cane Kickoff
Aug 17	Thurs	Housing Available for Continuing Students
Aug 21	Mon	CLASSES BEGIN
Aug 30	Wed	Last Day for Registration and to Add a Course
Sept 4	Mon	HOLIDAY (LABOR DAY)
Sept 6	Wed	Last Day to Drop a Course Without a "W"
Sept 6	Wed	Deadline to apply for Inactive Staus
Sept 6	Wed	Deadline to apply for Non-UM programs
Sept 6	Wed	Last Day to Make a Change in Credit-Only Designation
Sept 13	Wed	Application for Graduation Opens
Oct 13	Fri	Last Day to Apply for Graduation for Fall
TBA	TBA	Midterm Reporting begins
Oct 12- Oct 15	Thurs-Sun	FALL RECESS
Oct 23	Mon	Last Day to Drop a Course
Oct 23	Mon	Registration Appointments Available on CaneLink
Nov 3	Fri	Graduate Students: Last Day to Defend Dissertation/Thesis for Fall 2017 Graduation
Nov 6	Mon	Registration for Spring 2018* (Begins)
Nov 18 - Nov 26	Sat-Sun	THANKSGIVING RECESS
Dec 5	Tues	CLASSES END (11:00 PM)
Dec 5	Tues	Grade Roster available to Faculty
Dec 6	Wed	Reading Day
Dec 7-13	Thurs-Wed	FINAL EXAMS
Dec 13	Wed	Graduate School Deadline for Completion of Dissertation/Thesis
Dec 13	Wed	SEMESTER ENDS (11:00 PM)
Dec 14	Thurs	FALL COMMENCEMENT EXERCISES - All Degrees
Dec 14	Thurs	Housing Closes at NOON for Non-Commencement Participants
Dec 15	Fri	Housing Closes at NOON for Commencement Participants
Dec 18	Mon	Final Grades Released by Faculty in CaneLink by Noon
Dec 20	Wed	Final Grades Available to Students in CaneLink

*\*As Scheduled By Appointment*

Updated December 8, 2016

Most up-to-date calendars available at: <http://www.miami.edu/registrar>



## UNIVERSITY OF MIAMI ACADEMIC CALENDAR

### SPRING 2018

*Subject to Change*

69 Class Days Per Semester

Jan 2	Tues	Deadline for Readmission
Jan 2- 14	Tues-Sun	<a href="#">InterSession 1 (special tuition, add/drop, dates, &amp; refund policy apply)</a>
Jan 10	Wed	Housing Available for Students
Jan 11	Thurs	International Student Orientation
Jan 11-13	Thurs-Sat	Spring 'Cane kickoff
Jan 15	Mon	HOLIDAY (MARTIN LUTHER KING, JR. DAY)
Jan 16	Tues	CLASSES BEGIN
Jan 24	Wed	Last Day for Registration and to Add a Course
Jan 31	Wed	Last Day to Drop a Course Without a "W"
Jan 31	Wed	Deadline to apply for Inactive Status
Jan 31	Wed	Deadline to apply for Non-UM programs
Jan 31	Wed	Last Day to Make a Change in Credit-Only Designation
Feb 7	Wed	Application for graduation opens
Feb 19	Mon	Midterm reporting begins
March 2	Fri	Last Day to Apply for Graduation for Spring and Summer
March 10-18	Sat - Sun	SPRING RECESS
March 10-18	Sat - Sun	<a href="#">InterSession 2 (special tuition, add/drop, dates, &amp; refund policy apply)</a>
March 26	Mon	Registration Appointments Available on CaneLink
March 28	Wed	Last Day to Drop a Course
April 2	Fri	Graduate Students: Last Day to Defend Dissertation/Thesis for Spring 2017 Graduation
April 9	Mon	Registration for Fall Semester 2018 & Summer 2018* (Begins)
April 27	Fri	CLASSES END (11:00 PM)
April 27	Fri	Grade Roster available to Faculty
April 28 - May 1	Sat - Tues	Reading Days
May 2- May 9	Wed-Wed	FINAL EXAMS
May 9	Wed	Graduate School Deadline for Completion of Dissertation/Thesis
May 9	Wed	SEMESTER ENDS (11:00 PM)
May 10	Thurs	Honors Day Convocation
TBA	TBA	SPRING COMMENCEMENT EXERCISES - All Graduate Degrees
TBA	TBA	SPRING COMMENCEMENT EXERCISES - All Undergraduate Degrees
May 11	Fri	Housing Closes at NOON for Non-Commencement Participants
May 12	Sat	Housing Closes at NOON for Commencement Participants
May 14	Mon	Final Grades Released by Faculty in CaneLink by Noon
May 16	Wed	Final Grades Available to Students in CaneLink

*\*As Scheduled By Appointment*

Updated December 21, 2016

[Most up-to-date calendars available at www.miami.edu/registrar](http://www.miami.edu/registrar)

## FINAL EXAMINATION SCHEDULE

Examinations will take place in the room in which the individual classes have been meeting, UNLESS otherwise announced.

A table of final exams is provided using both the LETTER designators and DAY/TIME designators (see p. 6).

If a class is taught during a standard time -indicated by either a single letter (A, B, N, Q) or a letter/number combination (E2, RI, T4)- the exam will be given in the corresponding LETTER time slot.

Final exam day and times for non-standard sections (section having TWO numbers 01-79) is determined by the meeting days and start time of the class. For example: a course section meeting on MW and having the start time of 10:20am will have the same final exam day and time as a standard C course section. Similarly, a course section meeting on W only at 10:30am will have the same final exam day and time as a standard C course section.

Group Exams override your normally scheduled exam time. Basic language program courses (101 - 201 and Spanish 207) can be accommodated as part of the group exam; please confirm a group exam time with the director of your language program.

## FINAL EXAMINATION POLICY

Final Examinations **may not** be given during a regularly-scheduled class period.

No examination shall be permitted during the reading period.

Final Examinations may be rescheduled only with the permission of the dean.

No student shall be required to take more than two final examinations in a twenty-four hour period. A student having three or more final examinations scheduled during a twenty- four hour period may request the instructor of the course most easily rescheduled (normally the course with the smallest enrollment) to reschedule the examination for that individual. The request shall be made no later than two weeks before the last class day.

A student who has a conflict between a final examination and a religious observation may request that the instructor reschedule that student's examination. The request shall be made no later than two weeks before the last class day.

For the resolution of any problem pertaining to the scheduling of final examinations, a student should consult with the following entities or persons in this order: the relevant instructor, the department chair, the Dean or designee. If the matter cannot be resolved at the school or college, the student should contact the Office of the Provost.

## \*Fall 2017 Semester -- Final Exam Schedule\*

	Thursday, Dec. 7th	Friday, Dec. 8th	Monday, Dec. 11th	Tuesday, Dec. 12th	Wednesday, Dec. 13th
	GROUP EXAM	SECTION	SECTION	SECTION	SECTION
8:00 A.M. TO 10:30 A.M.	POR 201  ARB 101, 102  ITA 101, 102, 201  JPN 101, 102, 201  CHI 101, 102, 201  FRE 101, 102, 105, 201  SPA 101, 102, 105, 107, 201, 207	Classes That Meet: MWF or MW or M / W / F And Start Between: 9:00am - 9:55am	Classes That Meet: MWF or MW or M / W / F And Start Between: 11:00am - 11:55am	Classes That Meet: TR or T / R And Start Between: 8:00am - 9:25am	Classes That Meet: MWF or MW or M / W / F And Start Between: 8:00am - 8:55am
	SECTION	GROUP EXAM	SECTION	SECTION	SECTION
11:00 A.M. TO 1:30 P.M.	Classes That Meet: TR or T / R And Start Between: 9:30am - 10:55am	PSC 101  BSL 212  PHY 101, 102, 205, 206, 207	Classes That Meet: MWF or MW or M / W / F And Start Between: 12:00pm - 12:55pm	Classes That Meet: TR or T / R And Start Between: 11:00am - 12:25pm	Classes That Meet: MWF or MW or M / W / F And Start Between: 10:00am - 10:55am
	SECTION	SECTION	SECTION	SECTION	SECTION
2:00 P.M. TO 4:30 P.M.	Classes That Meet: TR or T / R And Start Between: 12:30pm - 1:55pm	Classes That Meet: MWF or MW or M / W / F And Start Between: 2:00pm - 2:55pm	Classes That Meet: MWF or MW or M / W / F And Start Between: 3:00pm - 3:55pm	Classes That Meet: TR or T / R And Start Between: 3:30pm - 4:55pm	Classes That Meet: MWF or MW or M / W / F And Start Between: 1:00pm - 1:55pm
	SECTION	SECTION	SECTION	SECTION	SECTION
5:00 P.M. TO 7:30 P.M.	Classes That Meet: TR or Thursday Only And Start Between: 5:00pm - 6:20pm	Classes That Meet: Tuesday Only And Start Between: 5:00pm - 7:45pm	Classes That Meet: Mondays Only And Start Between: 5:00pm - 7:45pm	Classes That Meet: TR or T / R And Start Between: 2:00pm - 3:25pm	Classes That Meet: MW or Wednesday Only And Start Between: 5:00pm - 6:20pm
	GROUP EXAM	GROUP EXAM	SECTION / GROUP EXAM	SECTION	SECTION
8:00 P.M. TO 10:30 P.M.	FIN 302, 320  MTH 099, 101, 107	CHM 111 CHM 121 CHM 222	Classes that Meet: MW or M / W TR or T / R And Start Between: 7:50pm - 9:30pm  <div style="background-color: #ffff00; padding: 2px;"> <b>Group Exam</b>            CHM 105            CHM 205            CHM 206         </div>	Classes That Meet: TR or Thursday Only And Start Between: 6:25pm - 7:40pm	Classes That Meet: MW or Wednesday Only And Start Between: 6:25pm - 7:40pm

**\*\*Note-- There will be No Changes to the Final Exam Schedule once uploaded to the Registrar's website\*\***

\*Note - Non-Standard Courses or Multiple Meeting Pattern Courses must use the first Meeting Pattern to determine Final Exam date/time. Any Course Section that do not Conform to the above published Final Exam Assignment will not receive a Final Exam.

**Finalized - March 23, 2017**

## IMPORTANT POLICIES FOR THE BEGINNING OF THE SEMESTER:

### *Assessment and Placement*

As per the instructions of your language program director/course coordinator, on the first day of class, you need to verify that students are properly placed. You should determine that students have the necessary prerequisites to be in your course and, where appropriate, perform a diagnostic. If students do not have the prerequisite and perform below the minimal level on the diagnostic, you should tell the student to go to a lower level, emphasizing that the student will not do well in the class. If a student balks at changing classes, you should insist that he/she doesn't have a choice since he doesn't meet the prerequisite for the course. If he/she still refuses, tell him that MLL will submit an administrative drop (see below) if he/she doesn't drop the class of his/her own accord. If a student has been placed below their skill level, you should encourage him/her to move up, explaining that they will become bored and not improve their skill level.

NOTE: When a student has taken language courses at UM, fulfilling the prerequisite is the only criterion for placement. If performance on the diagnostic is below the level expected, if the student received a passing grade in the prerequisite course we must still allow students to remain if they have met the prerequisite. You should, however, kindly let the student know what skills they need to work on and, in consultation with your language program director/course coordinator, recommend a plan to bring them up to the level of the rest of the class.

For those teaching in Spanish, please make sure that there are no native or heritage speakers in courses reserved for second-language learners, and that there are no second-language learners in the courses in the heritage speaker track. Please also make sure that a student in one category hasn't taken the equivalent course in the other as this is an illegal repeat. For example, no student may take SPA 301 (for second language learners) and SPA 307 (for native and heritage speakers).

### *Overrides and Waiting Lists*

For the educational benefit of our students, longstanding MLL policy is that we grant no overrides so that classes don't become overcrowded. Our enrollment system has an automated waiting list function.

### *Administrative Drops*

We may request an administrative drop (i.e., request that the dean drop a student from a class) in certain circumstances. One is when the student doesn't have the prerequisite and refuses nonetheless to move. Another is when a student hasn't been attending class during the add/drop period (see below). We drop a student for failure to attend **only** when a course/section is full and space is needed for students on the waiting list. The exception is when a student has contacted you with a viable explanation for the absence (e.g., illness, family death, university-sponsored activity, etc.). It is the instructor's responsibility to keep track of attendance particularly during the add/drop period.

### *Add/Drop Period Policy*

Please be aware that in courses with full enrollment, students on the waiting list must attend class and complete all assigned work in order to be eligible to enroll if a place becomes available. Students who are absent for two consecutive class periods during the Add/Drop period (between August 21, 2017 and August 30, 2017), and who fail to inform their instructor of their absence will be **administratively dropped** from the course to accommodate students on the waiting list. All students will take exams and quizzes as scheduled on the course calendar regardless of the date of their enrollment. In some cases, students who enroll late in the Add/Drop period may be advised to withdraw from the course and re-enroll in a future semester.



## MLL ATTENDANCE POLICY

**BLP:** You are allowed up to **three (3) unexcused absences** (two (2) unexcused absences in classes that meet TR) during the semester without any official documentation. On **your fourth unexcused absence** (third unexcused absence in classes that meet TR), ONE percentage point will be deducted from the final course grade, and each subsequent absence will result in the deduction of one further percentage point (of 100 total points).

Per departmental guidelines for basic language courses, any student with **more than 12 unexcused absences** (including the three absences for which you will not incur a grade penalty) will automatically be assigned the grade of F for the course. In addition, those with **more than 12 absences (excused or unexcused)** may be asked to withdraw from the course by their instructor on the recommendation of the Language Program Director.

**Upper-level courses:** Attendance to all classes is mandatory. Only two absences are allowed. More than four absences will remove all your points for participation and attendance in your final grade. More than five absences will remove your points for participation and attendance plus 2 other points in your final grade. More than 8 unexcused absences will automatically give you an “F” in the class. **Those with more than 8 absences (excused or unexcused) may be asked to withdraw from the course by their instructor on the recommendation of the Director of Undergraduate Studies.**

**Excused absences** are for documented illnesses and personal/family emergencies, for religious holidays (see below) and for participating in UM team sports (documentation must be provided). If you must be absent for a university-sponsored event, please provide a letter from the organizer at least one week before the planned absence. If you are ill, you must e-mail the professor before class each day that you are to be absent for your absence to be considered excused. Please provide verification from your doctor. Absences without prior notification, however, will never be excused.

**Observance of Religious Holy Days:** Students must provide written notification to their instructor no later than August 25, 2017 for MWF or August 29, 2017 for TTh of any classes from which they will be absent during the semester due to the observance of religious holy days. Students who enroll in the course after the last day to add a course must inform the instructor within two calendar days of any classes from which they will be absent for the above reason. The time spent travelling to and from observances will not be excused. Absences for which the student has failed to provide written notice by the dates indicated above will not be excused.

## RELIGIOUS HOLY DAY POLICY

The University of Miami, although a secular institution, is determined to accommodate those students who wish to observe religious holy days. It seeks to reflect its awareness of and sensitivity to religious holy days whenever possible when scheduling University activities. The following provisions are meant to apply equitably to all religious groups and to provide opportunities to all to meet their religious obligations.

Except as specifically provided to the contrary, this policy is binding on all students in undergraduate programs. Schools offering graduate or professional programs, including undergraduate professional programs, are strongly encouraged to adhere to these policies to the maximum extent practicable.

Any student absent from class in observance of a religious holy day shall not be penalized in any way for an examination or assignment missed during the period of absence. Absence in observance of a religious holy day does not relieve students from responsibility for any part of the course work required during the period of absence. Students who are absent on days of examinations or class assignments shall be offered a reasonable opportunity to make up the work without penalty, if the student previously arranged to be absent. Nothing in this policy shall preclude faculty members from limiting the number of student absences to a reasonable number of absences for any reason. The faculty member has discretion to determine how the make-up obligation will be fulfilled. A faculty member who penalizes a student contrary to these provisions may have committed unprofessional conduct, and thus may be subject to a complaint to the Committee on Professional Conduct under the provisions of Section B4.9 of the Faculty Manual.

It is the student's obligation to provide faculty members with notice of the dates they will be absent due to observance of religious holy days, preferably before the beginning of classes but no later than the end of the first three class days. For religious holy days that fall within the first three class days, students must provide faculty members with notice no later than two class days before the absence. Missing a class due to travel plans associated with a particular religious holy day does not constitute an excused absence. Absences due to observance of religious holy days that are not pre-arranged with the relevant faculty member within the first three class days may be considered unexcused, and the faculty member may therefore prevent the student from making up examinations or assignments missed during the period of absence.

Faculty members are encouraged to anticipate days when a substantial number of students will be absent for observance of religious holy days and should avoid scheduling examinations and assignment deadlines on those days. Faculty members are expected to reasonably assist students in obtaining class information the student missed during the period of absence in observance of a religious holy day. In that regard, faculty members are urged to allow taping or recording of the class session, with the reproduction limited to the student's personal use, when a student misses a class due to observance of a religious holy day. To assist in identifying religious observance days, faculty members are encouraged to consult the illustrative list provided in the Interfaith Calendar (<http://www.interfaithcalendar.org>). Faculty members are urged to remind students of their obligation to inform faculty members within the first three class days of any anticipated absences due to observance of religious holy days and should include that information in the syllabus or course requirements document for that course.

## MLL HONOR CODE AND PLAGIARISM STATEMENTS

Students enrolled in this course are expected to abide by the University of Miami Honor Code ([https://umshare.miami.edu/web/wda/deanstudents/pdf/undergrad\\_honorcode.pdf](https://umshare.miami.edu/web/wda/deanstudents/pdf/undergrad_honorcode.pdf)). The purpose of the Honor Code is to protect the academic integrity of the university by encouraging consistent ethical behavior in assigned coursework. Academic dishonesty of any kind, for whatever reason, will not be tolerated.

**ANY STUDENT FOUND IN VIOLATION OF THE CODE WILL AUTOMATICALLY RECEIVE A GRADE OF ZERO FOR THE ASSIGNMENT IN QUESTION; ASSIGNMENT CANNOT BE REWRITTEN. IN ADDITION, THE STUDENT MAY ALSO RECEIVE AN F FOR THE COURSE AND BE SUBJECT TO THE JUDGMENT OF THE HONOR COUNCIL. HONOR COUNCIL SANCTIONS INCLUDE SUSPENSION OR DISMISSAL FROM THE UNIVERSITY.**

No honest student wants to be guilty of the intellectual crime of plagiarism or collusion, even unintentionally. Therefore, we provide you with these guidelines so that you don't accidentally fall into the plagiarism/collusion trap.

**Collusion** is working together on an assignment that a student is supposed to complete individually. You should never solicit the assistance of a native speaker or a tutor to write a paper; have your work **proofread** by anybody other than your instructor or the MLL Dept. tutor. They may proofread versions of your essays in order to help you to understand the revisions that need to be made, but will not write your work for you or correct your mistakes; have **native speakers** or **other students** help you to produce any work that you submit for a grade in this course, unless such collaboration is approved by your instructor, e.g., in the case of peer-reviewing.

Acceptable form of assistance or tutoring is one in which a tutor explains basic tenets of language and reviews errors encouraging self-correction. Tutors should never be correcting your essays; you should always be the sole author of your paper.

**Plagiarism** is the taking of someone else's words, work, or ideas, and passing them off as a product of your own efforts. Plagiarism may occur when a person fails to place quotation marks around someone else's exact words, directly rephrasing or paraphrasing someone else's words while still following the general form of the original, translating someone else's words, and/or failing to issue the proper citation to one's source material. A word of caution about the internet: If you incorporate information from the internet without properly citing the source from which you obtained the information, you are committing plagiarism and you will fail the course. Of course, if you use information from other written sources such as books, newspaper, magazine, or academic journal articles without properly citing them, you will also incur in plagiarism. Please consult the latest edition of *The MLA Handbook for Writers of Research Papers* for more information on how to cite sources properly (<https://style.mla.org/>).

In student papers, plagiarism is often due to:

- turning in someone else's paper as one's own;
- turning in your own paper from another course, even if edited, altered or expanded;
- using another person's data or ideas without acknowledgment;
- failing to cite a written source (printed or internet) of information that you used to collect data or ideas;
- copying an author's exact words and putting them in the paper without quotation marks;
- rephrasing an author's words and failing to cite the source;
- translating an author's words and failing to cite the source;

- using an internet translator or any translation program to translate your own or somebody else's words.

**Note on translation:** You should never use human translators or translation tools (e.g., Google Translate, Babelfish) to translate full sentences, passages, paragraphs, etc., written in another language that you later submit to your instructor as your own work. If somebody or something did the translating for you, you did not produce the work independently!

- copying, rephrasing, or quoting an author's exact words and citing a source other than where the material was obtained. (For example, using a secondary source which cites the original material, but citing only the primary material. This misrepresents the nature of the scholarship involved in creating the paper. If you have not read an original publication, do not cite it in your references as if you have!)
- using wording that is very similar to that of the original source, but passing it off as one's own.

The last item is probably the most common problem in student writing. It is still plagiarism if the student uses an author's key phrases or sentences in a way that implies they are his/her own, even if s/he cites the source. When in doubt about how to cite correctly, please contact your instructor.

## THE SYLLABUS

While the basic and intermediate level MLL courses have set syllabi developed by program directors and course coordinators, for upper level courses (300 and up) each instructor is responsible for creating a course syllabus for each course he/she teaches. The goals and expectations for our upper level courses are outlined below in the MLL Instructor Manual that makes up the second part of this packet. Please consult that overview of expected course outcomes as it serves to help you to prepare your classes as well as their syllabi. The syllabus is our contract with the students. Please make sure that it is clear and precise. It should include, minimally, the following information:

- Your contact information and office hours
- Course description
- Course objectives
- Course requirements
- Assignments
- Course policies (including attendance and academic honesty)

Students are obliged to follow the honor code ([https://umshare.miami.edu/web/wda/deanstudents/pdf/undergrad\\_honorcode.pdf](https://umshare.miami.edu/web/wda/deanstudents/pdf/undergrad_honorcode.pdf)), but you should make sure to include a statement about academic honesty and **departmental policy** on cheating and plagiarism. (See policies above in Part 1 of this packet and sample statements for upper level courses below.)

### *Sample Statements for Upper-Level Course Syllabi*

#### **Sample Attendance Policy**

I expect you to attend every class, and to notify me before any absence. In the case of absences resulting from university-related activities, I must be informed of the activity in writing by the person in charge (coach, advisor, etc.) two weeks before the absence. Similarly, if you will miss class owing to a religious observation, you must inform me of this two weeks before. Absences without prior notification will not be



excused. To maintain your overall grade, you cannot miss more than two classes during the term. Beginning with the third absence, you will lose one point from your final grade for every class you miss. I will count excessive lateness as an absence.

(NB: This policy is for a course that meets two days per week. For a course that meets three days each week, a similar policy would stipulate that students cannot miss more than three times, and that the point deduction begins with the fourth absence.)

### **Sample Statement on Academic Honesty**

You should include MLL Honor Code and Plagiarism Statements (see p. 10) in addition to any statement on Academic Honesty that you use.

Academic Ethics: I will not tolerate cheating in this class. You must sign and uphold the Honor Code. Any student caught cheating or plagiarizing will be given an F in the assignment, will fail the course, and may be brought before the Honor Council for possible further penalties. When you turn in a written assignment of any kind, including homework and essays, or complete an exam, I will ask you to write, sign, and date the following statement: "I pledge that I have neither given nor received help doing this examination/essay and that all ideas are my own."

## **ACADEMIC ALERTS FOR A&S**

### Mandatory Reporting of Mid-Term Academic Deficiencies (effective Fall 2014)

In their capacity as educators, faculty members are deeply invested in the students' grasp and mastery of class materials. Courses are designed with specific learning outcomes in mind, be they at the level of content, method, technique, broad knowledge, or any other aspect of each discipline. We measure student performance through grades, and we monitor student progress in ways commensurate with and suitable for the format of each course.

The Faculty Manual states:

"Midterm Academic Deficiency Reports for undergraduate students<sup>1</sup> are due on the 30<sup>th</sup> class day of the semester<sup>2</sup>. The faculty member reports only D and F grades at that time. Undergraduate students doing below average work are notified that their work is unsatisfactory."

The 30<sup>th</sup> class day of the semester, which falls at the end of the 6<sup>th</sup> week or at the beginning of the 7<sup>th</sup> week of the term, is listed in the Academic Calendar; for Fall 2017, **the deadline should be Friday, September 29, 2017**. The current implementation of CaneLink requires adoption of new software, GradesFirst, to address our "Academic Alerts" needs. This software is already in use by some units at the University of Miami; it meets our needs while providing a large degree of flexibility in terms of identifying at-risk students.

This system of "Academic Alerts" benefits individual students as well as whole classes. **For this reason and in accordance with the Faculty Manual, the College will make compulsory for all faculty teaching courses designated as "lecture" to report Mid-Term Academic Deficiencies (i.e., D and F grades).** Chairs will inform all instructors that their **syllabi need to reflect this requirement**. In order to meet the

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<sup>1</sup> [#2011-44\(B\)](#)

<sup>2</sup> [#98009\(B\)](#)

Faculty Manual deadline, it will be necessary that instructors who teach courses designated as “lecture”<sup>3</sup> in Canelink give feedback to students as to their performance in the class so that they can report student progress before the date as shown in the Calendar. Feedback is given in a variety of ways, including graded assignments, quizzes, in-class presentations, exams, etc., as appropriate for each course. Chairs will inform the Dean’s Office of those courses designated as “lecture” for which this Faculty Manual requirement is not applicable and as to the reasons why this is so.

There are several benefits to this approach, which builds on the “Academic Alerts” program that we followed for many years:

Students are made aware of the fact that their performance is low or insufficient;

Advisors (both faculty and professional) reach out to students to inquire about any alerts, suggest solutions, and reconsider the entire semester trajectory and beyond;

Further action by our Advising staff might be warranted, e.g., contacting students with multiple alerts, in order to maximize student success and retention.

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<sup>3</sup> Categories listed on Canelink are: Discussion, Experiential Learning, Field Studies, Forums, Independent Study, Laboratory, Lecture, Practicum, Research, Seminar, Studio, Thesis Research, Thesis/Individual Study, Workshop.

## STUDENT EVALUATIONS

Students' comments about their experiences in a course can be very valuable, especially when most of the class completes an evaluation and a more complete picture of the course can emerge. Those of you who have been in the department for several years recall that we used to do student evaluations on paper. At that time the procedure was that the instructor gave the students 15 or 20 minutes at the end of a class period and left the room while students filled out their pen and paper evaluations. This meant that about 99% of students responded because all the students present on that day participated. When the university transitioned to on-line evaluations the response rate plummeted and often only a 3<sup>rd</sup> of a class will respond. In an effort to raise the response rate and get more representative feedback, the department recommends that you allocate 15-20 min. at the end of one of the last class sessions to the on-line evaluations.

You will need to plan ahead and either ask all students to bring in their laptops or tablets that day (many of you ask them to do this for specific projects/activities), or reserve one of the MLL Languages Labs (Merrick 201 or 205) in advance and take your class to the lab at that time. You can see the labs' availability and find instructions on how to reserve a lab here: [http://www.as.miami.edu/labs/resources/video\\_library/gcalendar.php](http://www.as.miami.edu/labs/resources/video_library/gcalendar.php)

In either case (in class with students' laptops/tablets or in the lab) it is important that you make it clear that this time is set aside for the online evaluations and that you **leave the room** after getting them set up. You cannot be in the room while the students are completing their evaluation of your course.

Each semester on **the opening date for student evaluations, which is typically the Monday of the last week of classes**, students receive a message from the university's testing and evaluation center inviting them to complete evaluations of their courses. Students can access the on-line evaluation system via the link provided in that e-mail, or via Blackboard.

We encourage you to set aside class time for the evaluations in all of your courses in order to raise the response rate and have a more representative set of opinions make it into your file.

## BLACKBOARD ORIENTATION

The University of Miami utilizes Blackboard, a tool that allows faculty to add resources for students to access online such as Powerpoint, Captivate, video, audio, animation, and other applications that are created outside of Blackboard and added into Blackboard courses for students to enhance teaching and learning efforts.

For faculty members who are brand new to the system or would like a refresher, please visit:

General Information and Getting Started - [http://lpt.it.miami.edu/Instructor\\_Videos](http://lpt.it.miami.edu/Instructor_Videos)

[https://help.blackboard.com/en-us/Learn/Reference/Blackboard\\_Learn\\_Videos/Instructor\\_Videos](https://help.blackboard.com/en-us/Learn/Reference/Blackboard_Learn_Videos/Instructor_Videos)



## BLACKBOARD SUPPORT



Blackboard

Alias for this page: [www.snurl.com/bbstart](http://www.snurl.com/bbstart)

The Blackboard system at the University of Miami contains web sites that are used by some instructors as part of their instructional system. It is only for use by currently enrolled students at UM. All currently enrolled students and all employees have accounts on the system.

If you know how to use the system, go to the [Blackboard login page](http://www.miami.edu/blackboard) at <http://www.miami.edu/blackboard>

### Blackboard Blog

Learn more about Blackboard at the University of Miami. We regularly add information about maintenance, outages, tips and known issues. Please take a look at our site at:

[blackboardinfo.weebly.com/](http://blackboardinfo.weebly.com/)

### Video Tutorial

1. [Understanding and Building Your Course](#)
2. [Communicating & Collaborating](#)
3. [Assessing Learners](#)

### Students

- [Respondus Lockdown Browser Download](#)
- [Blackboard login instructions](#)
- [Student Help](#)
- [CaneLink Student Guide](#)

### Instructors

- [Instructor Help](#)
- [New Features](#)
- [CaneLink Faculty Guide](#)
- [Common service request forms](#) - course merge, course copy, guest account, etc...
- [Blackboard mailing list](#) - news and tips for instructors regarding our Blackboard system ([Archives](#)) ([Web log](#))
- [Ed-Tech mailing List](#) - Educational Technology mailing list at UM ([Archives](#)) ([Web log](#))

Can't find what you want? Fill out a request on our [on-line ticketing system](#), or contact the **Blackboard Help Desk** at 305-284-3949.



## CANELINK SUPPORT

LINK: <http://www.miami.edu/index.php/canelink/faqs/>

### General FAQs

#### Using CaneLink

How do I log in to CaneLink?

Which web browsers can I use?

It tells me I have an incorrect password. What do I do?

Where do I change my password?

Where can I change the questions that CaneLink asks me when I've forgotten my password?

I received a message that my account has been disabled. What do I do?

If I don't use CaneLink for a while, I am disconnected and I have to log in again. Is there any way I can change this?

I received a message that I currently do not have access to CaneLink. What do I do?

I am having a problem logging in and the error message includes an error number. What does this error number mean?

How do I clear cache on Google Chrome web browser?

How do I clear cache on Mozilla Firefox?

How do I clear cache and cookies on Microsoft Internet Explorer (version 9 and 10)?

Can I use my iPad or mobile device with CaneLink?

Do I need to have cookies enabled? Pop-ups enabled?

Why do I get a message saying that CaneLink is currently unavailable?

I am clicking on a link and nothing happens. What can be wrong?

How do I get a person to help me with the problem that I am experiencing with CaneLink?

### Faculty/Advisor FAQs

#### Faculty

Not sure where to go?

Is Faculty training available?

When accessing the Class Search without logging on to CaneLink, the icon in the right hand corner spins without ever reaching a page.

What's the difference between 'ID' and 'Campus ID'?

How does CaneLink's semester (term) numbering system work?

What's the difference between the Faculty Home and the Faculty Center?

What is this icon ?

Where is my class roster?

What if I don't see my class rosters?

What is this icon ?

How do I download my class roster from the Faculty Center?

If a class reaches the maximum capacity, how can I enroll another person?

How do I search the schedule of classes?

Why does an older term display when I view my schedule?

What is this icon ?

Where is my grade roster?

Why can't I see my Grade Roster?

Can I see Grade Rosters from prior terms in the Faculty Center?

How do I email students in my class?

I just finished entering my grades. Should I click the notify students button?

How do I view a photo of students in my class?

When I look at my class roster with photos, many student pictures are missing. Why is this happening?

I can't see the classes I'm teaching in the evening hours in the grid view of my schedule.

## **Advisor**

What is the Advisor Center?

What can I do in the Advisor Center?

Can I register a student for classes?

Do I still have to give students PIN numbers? What is a permission number?

Can a student have more than one advisor?

If a student has a Service Indicator (hold) released, is the student notified?

How do I release the service indicator (hold) on the student's record if they are required to be advised before they register for classes?

How do I see the Student's Enrollment Window?

How do I see the Service Indicators (holds) on a Student's Record?

How do I see what other Advisors are assigned to a student?

Is there any CaneLink training available?

**REMINDERS****Graduate Course Numbers for Basic Language Courses**

We created a series of courses at the graduate level that will allow graduate students from across the university to register in our language classes for 0 credits. Graduate students need to know that they are taking a regular language class, although it is for 0 credit, and that they will receive a grade. These students should be treated as any other student. This is the series of numbers:

**Graduate Number→Undergraduate Number**

641→101

642→102

645→105

647→107

651→201

652→202

653→203

654→204

657→207

658→208

**Instructions for  
Graduate Students Enrolling in 100- & 200-Level MLL Language Courses**

- 1) Identify the course that is likely to be the appropriate level for you. See placement guidelines here: <http://www.as.miami.edu/ml/undergraduate/placement-guidelines/>

If, after consulting these guidelines, you are still unsure of your placement, please contact the appropriate advisor, as listed here: <http://www.as.miami.edu/ml/undergraduate/advising/>

- 2) Identify the graduate-level course number in which you will enroll, according to the following table:

**Undergraduate Number → Graduate Number**

101 → 641	202 → 652
102 → 642	203 → 653
105 → 645	204 → 654
107 → 647	207 → 657
201 → 651	208 → 658

- 3) Identify the letter code (e.g., "A" for 8:00 am Monday, Wednesday, and Friday) for the course section in which you would like to enroll. Consult Canelink for the offerings for the upcoming semester and the availability of a seat in the section that suits your schedule.

- 4) Make a note of the name of the instructor for that section.

- 5) Contact the Modern Languages and Literatures (MLL) Department requesting that the department open a 0-credit graduate language course for you. The current department contact:

Dr. Christina Civantos ([ccivantos@miami.edu](mailto:ccivantos@miami.edu)).

Be sure to indicate the following information (gathered in steps 1 to 4 above):

- The standard undergraduate course number (e.g., FRE 102)
- The graduate course number (e.g., FRE 642)
- The letter code for the specific section that suits your schedule
- The name of the instructor

Once MLL has opened a graduate section for you (e.g. FRE 642 A), you will be notified and provided with a PIN so that you can enroll in it.



**Required Field Trip Form**

We often take students off-campus to a number of activities such as concerts, theatrical plays, film screenings, art exhibits, book readings, etc. If you organize any activity off campus, please make sure that all the students attending fill out the required field trip form (attached) BEFORE you go on the field trip. You need to take the forms with you just in case there is an emergency. If there is an emergency, we could be liable if we do not have the signed forms.

**FIELD TRIP RELEASE FORM**

For and in consideration of being allowed to participate in the trip going to \_\_\_\_\_ located at \_\_\_\_\_ that will take place on \_\_\_/\_\_\_/20\_\_\_ described in more detail in the attached document, I, in full recognition and appreciation of the dangers and hazards involved in such activity, do hereby agree to assume all risks and responsibilities surrounding my participation in this event and do hereby release and hold harmless the University of Miami, its Trustees, Officers, Directors, Faculty and Employees, and participants from and against any and all liabilities to the undersigned, his/her dependents, assigns, personal representatives, heirs and next of kin for any and all damages, expenses (including attorney fees) claims, judgments, actions or causes of action as a result of any loss or injury to the person or property, including death, which \_\_\_\_\_ (name of participant) may sustain or suffer during or arising out of activities of the above described event and during transportation to and from such event whether caused by negligence of the University of Miami, of persons acting on its behalf or otherwise.

I understand that the University of Miami does not, in any manner, serve as principal, agent, or partner of any travel agent, commercial carrier or lodging establishment which may provide services or accommodations to the participants. I have read and understand this release and voluntarily sign this document and participate in this trip.

**Please print legibly (block letters) and sign your name. Illegible forms will be rejected and returned.**

\_\_\_\_\_/\_\_\_\_\_/20\_\_\_\_\_  
DATE

\_\_\_\_\_  
PARTICIPANT/STUDENT PRINTED NAME

\_\_\_\_\_  
PARTICIPANT/STUDENT SIGNATURE

I have read and understand this release and I voluntarily allow my son/daughter to participate in this event.

\_\_\_\_\_/\_\_\_\_\_/20\_\_\_\_\_  
DATE

\_\_\_\_\_  
PARENT OR GUARDIAN OF PARTICIPANT UNDER 18 YEARS OF AGE

**CONSENT TO ADMISSION AND TREATMENT**

In the event of injury to the undersigned, born on \_\_\_/\_\_\_/20\_\_\_, C # \_\_\_\_-\_\_\_\_-\_\_\_\_\_, I hereby authorize the University of Miami or representatives thereof to admit me to a facility for emergency medical treatment as may be deemed necessary to my health or welfare.

I hereby consent to whatever medical treatment is deemed necessary. I, on my behalf, and on behalf of my heirs, successors, assigns, and personal representatives, hereby release the University of Miami, its trustees, officers, faculty and employees from any and all claims arising from my admission to such facility or from such treatment administered by such facility.

Persons to contact in the event of as emergency are listed below.

\_\_\_\_\_/\_\_\_\_\_/20\_\_\_\_\_  
DATE

\_\_\_\_\_  
PARTICIPANT/STUDENT PRINTED NAME

\_\_\_\_\_  
PARTICIPANT/STUDENT SIGNATURE

In the event of an emergency, please contact:

\_\_\_\_\_  
NAME

\_\_\_\_\_  
ADDRESS

\_\_\_\_\_  
TELEPHONE

\_\_\_\_\_  
NAME

\_\_\_\_\_  
ADDRESS

\_\_\_\_\_  
TELEPHONE

## MLL PLACEMENT GUIDELINES

The following guidelines are meant to help identify in which course a student should register when they are taking their first UM course in a Modern Language; however, various factors (i.e., the strength of the program in which the student previously studied the language, how long it has been since the student has used the language, the extent of the student's exposure to the language at home/in social settings; the student's knowledge of other languages, etc.) make it such that these are only guidelines and individual cases may differ. For this reason, on the first day of class of each course section, the instructor conducts a diagnostic evaluation of students' abilities. The instructor will then inform students whether that course is indeed the level or track that will benefit him/her the most or, if not, which course he/she must take. For this reason, it is extremely important that students attend their language class on the first day of class for the semester.

Students who wish to study Spanish (as a second language, native language, or heritage language) should use our **On-line Spanish Placement Advisor** (<http://www.as.miami.edu/labs/resources/placement/index.html>).

Most students studying a language as a non-native speaker can determine their appropriate level by following these guidelines:

- If you have not studied Arabic, Chinese, French, German, Hebrew, Italian, Japanese, or Spanish in high school, or have completed one to two years of high school instruction, take 101; for Portuguese, take 105.
- If you have taken 101 or its equivalent at another institution, take 102.
- If you have completed three years of high school instruction in French or Spanish, or scored a 3 on the AP language exam, take 105. If you have had three years of high school Arabic, Chinese, German, Hebrew, Italian, or Japanese, take 102.
- If you have taken four years of high school French or Spanish, scored a 4 on the AP language exam or a 4 on the IB exam in French or Spanish, or took the equivalent of 102 or 105 at another university, take 201. If you have taken four years of high school German, Italian or Portuguese, take 201. If you have taken four years of Arabic, Chinese, Hebrew, or Japanese, take 201.
- If you had five to six years of high school French, German, Italian, or Spanish, take 202.
- If you have taken the equivalent of 201 at another university, or scored a 5 on the AP language exam, you have completed your language requirement. If you wish to continue your studies, take 202.
- If you took the equivalent of 202 in French or Spanish at another university or scored a 4 on the AP literature exam, you have completed your language requirement. If you wish to continue your studies, take 203. If you took the equivalent of 202 in German, Italian or Portuguese at another university, you have completed your language requirement. If you wish to continue your studies, take 301.
- If you took the equivalent of 203 in French or Spanish at another university or scored a 5 on the AP literature exam in French or Spanish, you have completed your language requirement. If you wish to continue your studies, take 301.

**For questions regarding Basic Spanish contact: Dr. Rachel Varra, Interim Director of Spanish Basic Language courses, Dept. of Modern Langs. & Lits., Merrick 202-05**  
 Email: ([rmv39@miami.edu](mailto:rmv39@miami.edu)) | Telephone: 305-284-4858 Ex: 8-7263.

**For questions regarding Basic French contact: Dr. Kevin Finn, Director of French Basic Language courses, Dept. of Modern Langs. & Lits., Merrick 210-32**  
 Email: ([kfinn@miami.edu](mailto:kfinn@miami.edu)) | Telephone: 305-284-4858 Ex: 8-7242.

The Department offers courses for native speakers of French, German, Italian, Portuguese, and Spanish. Native speakers may not enroll in 101, 102, 105, 201, 202, 203, or 301 in their language. If you are a native speaker of French, German, Italian, or Portuguese and graduated from a high school where that was the official language of instruction, you may take any course above 301 (consult with the respective Undergraduate Advisor). If you are a native speaker of Spanish and graduated from a high school where that was the official language of instruction, you must take SPA 307 (described below), before taking any other SPA course.

The Department of Modern Languages & Literatures identifies as *heritage learners* of Spanish those students who begin their university studies of the language with little or no prior formal instruction in Spanish but who, because of family background or social experience, can already understand much casual spoken Spanish and have a basic, ‘everyday’ knowledge of the language (though they may not usually speak the language themselves). In the great majority of cases, they have been born and fully educated in the United States, and may have grown up speaking principally English (or a ‘mix’ of Spanish and English, i.e. ‘Spanglish’) in the home with their grandparents, parents and siblings. Heritage learners may or may not consider themselves as “bilinguals” or “native speakers”, since both of these terms carry very different connotations—linguistic, social, and psychological—for different individuals. Some state that they “do not really speak Spanish” even though they are able to comprehend much spoken language (i.e., they are “passive bilinguals”). In the great majority of cases, they self-identify as “Hispanic” or “Latino/a”.

**HERITAGE LEARNERS OF SPANISH MUST BE PLACED IN ONE OF THE FOLLOWING FOUR COURSES:**

**SPA 107 Basic Spanish for Heritage Learners** is for those students with little or no prior instruction in Spanish who, because of family background or social experience, can understand casual spoken Spanish and have a passive knowledge of the language although they do not usually speak the language themselves. Generally, their abilities to read and write Spanish are very weak. CLOSED TO STUDENTS WHO GRADUATED HIGH SCHOOL IN A SPANISH-SPEAKING COUNTRY.

**SPA 207 Intermediate Spanish for Heritage Learners** is for those students WHO HAVE ALREADY TAKEN AND PASSED SPA 107 or who have studied Spanish for AT LEAST TWO YEARS IN HIGH SCHOOL. They can understand casual spoken Spanish and have some functional ability in speaking, reading and writing the language. CLOSED TO STUDENTS WHO GRADUATED HIGH SCHOOL IN A SPANISH-SPEAKING COUNTRY.

**SPA 208 Advanced Spanish for Heritage Learners** is for those students who have studied Spanish for four years in high school and who have developed functional abilities in speaking, reading and writing the language. Students who earned a score of 5 on the AP Spanish Language Exam should register for this course. CLOSED TO STUDENTS WHO GRADUATED HIGH SCHOOL IN A SPANISH-SPEAKING COUNTRY.

**SPA 307 Introduction to Literary Studies for Native/ Heritage Speakers** is intended for those students who have completed secondary and/or university studies in a Spanish-speaking country and for those heritage learners who demonstrate an advanced level of productive competence (in the written and spoken modes) in Spanish because of prior formal study of the language. Many heritage learners who place directly into 307 have taken AP Spanish literature in high school and earned a score of 4 or 5 on the AP Spanish Literature exam, or have already taken and passed SPA 208.

**>>> SPA 101, 102, 105, 201, 202, 203 AND 301 ARE DESIGNED FOR FOREIGN/SECOND LANGUAGE LEARNERS OF SPANISH. THESE COURSES ARE CLOSED TO HERITAGE**

**LEARNERS AND NATIVE SPEAKERS OF SPANISH. ANY HERITAGE LEARNER OR NATIVE SPEAKER WHO ENROLLS IN ONE OF THESE COURSES WILL BE OBLIGATED TO SWITCH TO A COUNTERPART HERITAGE LANGUAGE COURSE (SPA 107, 207, 208 OR 307) DURING THE FIRST WEEK OF CLASS.**

**Contact: Dr. Andrew Lynch, Director of Spanish Heritage Language courses, Dept. of Modern Langs. & Lits., Merrick 202-10 ([a.lynch@miami.edu](mailto:a.lynch@miami.edu)) 305-284-3229**

**All this information on Placement Guidelines can be found on the MLL Website:**

<http://www.as.miami.edu/ml/>

<http://www.as.miami.edu/ml/undergraduate/placement-guidelines/>

## **COURSE EQUIVALENCY INFORMATION**

When students are looking for information about course equivalency (transferring credits from another university/college or from a study abroad program), please refer them to:

<http://www.as.miami.edu/ml/undergraduate/equivalency/>

## **MLL MAJORS AND MINORS**

### **Major in French:**

A major consists of at least 24 credits beyond 201, which must include the following distribution:

- at least 15 credits must be at the 300 or 400 level; 3 of these 15 credits must include FRE 363, FRE 364, or FRE 365 (pre-20th century requirement);
- at least 3 credits must be at the 500 level (capstone course);
- French majors must take at least one course that focuses on a period prior to the 20th century
- Five writing intensive classes (W) in the department are required of all majors.

### **Major in German, or Spanish:**

A major consists of at least 24 credits beyond 202/207, which must include the following distribution:

- at least 9 credits must be at the 300 level;
- at least 3 credits must be at the 400 level;
- at least 3 credits must be at the 500 level (capstone course);
- Spanish must take at least one course that focuses on a period prior to the 20th century. That is, Spanish majors must take one of the following: SPA 353, 363, 354, or 364; or any topics course focused on a period prior to the 20<sup>th</sup> century.
- The remaining 6 credits (9 for those who begin the major with 301) can be taken in any of the 300 or 400-level courses of the respective program.
- Five writing intensive classes (W) in the department are required of all majors.

In consultation with their MLL advisor, students can have up to 1 course (3 credits) from among the MLL courses or the FRE, GER, and SPA courses taught in English (numbered 310-319) count toward their French, German, or Spanish major.



Only one professional Spanish course (SPA 432, SPA 433, or SPA 434) will count towards the Spanish major, although students are free to take all three of them.

Students with transfer credits at the 300-level must take at least 21 graded credits at or above the 300-level at the University of Miami; i.e., up to 9 credits at the 300- and 400-level may be transferred from another institution or a study abroad program not administered by UM. Up to 12 credits taken abroad in a UM-administered program may count towards any of the majors in the Department. Students must earn a grade of C- or higher in every course counting toward the major, and maintain a minimum overall average of 2.5 in the major.

#### Capstone Courses:

The final course in the major is the capstone course (501) which must be taken in residence. This course will:

- Integrate the various skills acquired during the course of study (linguistic, analytical, knowledge-based);
- Incorporate interpretive as well as presentational modes of communication;
- Contain an over-arching and cohesive theme;
- Include an element of collaboration among students.

It will constitute a moment of recapitulation of, synthesis, and reflection on a student's experience in the major as well as a bridge towards graduate-level studies, should s/he decide to pursue them.

Of the 24 credits required for the major, a minimum of 12 credits must be earned in courses taught by MLL faculty (whether on campus or in faculty-led study-abroad programs). Since we encourage students to study abroad in UM-sponsored programs, up to 12 credits from these programs may be applied toward the major. Up to 6 transfer credits from other institutions may count toward the major; whether these are credits transferred from another U.S. institution or from non-UM study abroad programs, transferred credits must be granted UM equivalency in order to be eligible to count toward the major. Please note, however, that the total number of combined UM study-abroad (exclusive of MLL faculty-led programs) and transfer credits shall not exceed 12 credits.

For example:

\*A student may use 3 transfer credits with UM equivalency and 9 credits from a UM-sponsored study abroad program toward fulfillment of the major; the remaining 12 credits must be earned in courses taught by MLL faculty.

\*A student may use 6 transfer credits with UM equivalency and 6 credits from a UM-sponsored study abroad program toward fulfillment of the major; the remaining 12 credits must be earned in courses taught by MLL faculty.

\*A student may use 12 credits from a UM-administered study-abroad program not led by MLL faculty and 12 credits in courses taught by MLL faculty to fulfill the major.

Exceptions to this 12-credit rule may be made in cases where a student will participate in a UM-administered study-abroad program for a full academic year.

#### Double Majors:

All areas of literature studies are covered in the curriculum, with faculty often emphasizing comparative literature, critical theory, and multicultural and cross-disciplinary issues. Many students combine advanced



foreign language study with majors in other fields. Students who major in foreign language may choose second majors in pre-law fields such as [International Studies](#), Communications, [History](#), and [Political Science](#); and in pre-med fields such as [Biology](#), as well as in other fields such as Finance, [Latin American Studies Program](#), [Anthropology](#), [Computer Science](#), [Sociology](#), and [Philosophy](#).

You do not have to be a student in the College of Arts and Sciences to major or minor in a Modern language; you need only the approval of your college or school advisor and to complete the departmental requirements. If you wish to complete a double degree, consult with an Arts and Sciences advisor.

#### **Minors:**

You do not have to be a student of the College of Arts and Sciences to minor in a modern language; you need only the approval of your college or school advisor and to complete the departmental requirements. If you wish to complete a double degree, consult with an Arts and Sciences Advisor.

Students completing a minor in a modern language are encouraged to study abroad. The International Education and Exchange Program (IEEP in Allen Hall, room 202) sponsors programs for Chinese, French, German, Italian, Japanese, Portuguese, and Spanish. It is also possible to fulfill some Arts and Sciences distribution requirements abroad. In order to take full advantage of study abroad, students should visit IEEP early in their university careers, discuss course equivalencies with the Study Abroad Advisor for their chosen languages (contact the Department office for names and office hours), and consult with their major advisors. Credit toward the major for courses taken abroad will be determined on an individual basis.

#### **Minor in French:**

A minor in French consists of a minimum of 12 credits starting with FRE 202, earned according to the following guidelines: a minimum of 9 credits must be at the 300 and/or 400 level, a minimum of 6 credits must be graded credits taught by UM faculty, a maximum of 3 credits may be transferred from another institution or from a study-abroad program not administered by UM. Students must earn a grade of C- or higher in every course counting toward the minor, and maintain a minimum overall average of 2.5 in the minor.

#### **Minors in German, Italian, Portuguese, and Spanish:**

A minor in one modern language consists of a minimum of 12 credits in that language, earned according to the following guidelines: a minimum of 9 credits must be at the 300 and/or 400 level, a minimum of 6 credits must be graded credits taught by UM faculty, a maximum of 3 credits may be transferred from another institution or from a study-abroad program not administered by UM. Students must earn a grade of C- or higher in every course counting toward the minor, and maintain a minimum overall average of 2.5 in the minor.

#### **Minor in Modern Languages:**

The minor in two foreign languages consists of at least 24 graded credit hours with 12 credits in one language on any level and 12 credits in any other language, 6 of which must be on the 300-level or above. For example: Arabic 101, 102, 201 and 202 along with Spanish 202, 203, 301 and 322 would constitute a Minor in Modern Languages; so would French 202, 203, 301 and 332 along with Italian 101, 102, 201 and 202. Many other combinations are possible. This minor must include 6 graded credits per language from the University of Miami. Students must earn a grade of C- or higher in every course counting toward the minor, and maintain a minimum overall average of 2.5 in the minor.

#### **Minor in Arabic Studies:**

A minor in Arabic Studies consists of a minimum of 15 credits, passed with a "C" or higher. Courses must be distributed as follows: 1) At least 3 credits in a 200-level Arabic language course (ARB201 or ARB202 or the equivalent); 2) At least 3 additional credits in any ARB course at the 200 level or above; 3) At least 3 credits in one of the ARB courses numbered 310 to 410 (Arabic Studies courses taught in English

translation); 4) At least 3 credits, outside of ARB courses, in humanities or social science courses focused on the Middle East, North Africa, Islam, or the Arab world. For example: REL171, ARH260, INS352, GEG382, and POL387, or another relevant course as approved by the program director; 5) 3 additional credits from either an ARB course in the 200 level or above or any approved course focused on the Middle East, North Africa, Islam, or the Arab world.

Up to 9 credit hours taken abroad in an Arabic-speaking country are eligible to fulfill the requirements for the minor. Up to 6 transfer credit hours from an accredited university or 4-year college in another region of the world are eligible to fulfill the requirements for the minor. In all cases, whether the credit hours are from a UM-affiliated study abroad program or transfer credit hours from any institution, the credit hours' UM equivalency, if any, will be determined by the UM Arabic Studies Program Director; ARB 310 must be taken within the Department of Modern Languages and Literatures at UM; and the student must fulfill the distribution of requirements and other criteria stipulated above.

If a student has studied Modern Standard Arabic (fusha) in another setting (e.g., a high school foreign language program or schooling in an Arab country), she/he may request a proficiency evaluation from the Program Director. If the student's Modern Standard Arabic is equivalent to, or beyond, the Intermediate level, the student may be exempted from the requirement to earn 3 credit hours in a 200-level Arabic language course; however, the student will still be required to take at least 9 credit hours of ARB courses and a total of 15 credit hours, as stipulated above, to complete the minor.

To find most of the above information, as well as related topics, online visit our undergraduate page: <http://www.as.miami.edu/ml/undergraduate/>

## **RELEVANT COLLEGE of ARTS & SCIENCES REQUIREMENTS**

**Second Language Proficiency**, often referred to as the **Language Requirement**, is required of undergraduates seeking a Bachelor of Arts or Bachelor of Science degree. The UM Bulletin states that for both of these degrees: Degree candidates must earn at least 3 credit hours of a language other than English at the 200 level or higher.

The second language requirement is usually fulfilled through courses offered in the departments of Modern Languages and Literatures (Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Portuguese, and Spanish, except for courses numbered 310-319), Classics (Latin and Greek), and Teaching and Learning in the School of Education (American Sign Language). Special 100- and 200-level Spanish courses are required of heritage Spanish speakers who choose to fulfill the language requirement by taking Spanish. **Courses taken in order to meet second language requirements, including necessary prerequisite courses, cannot be used in cognates taken to fulfill the Areas of Knowledge requirement.**

Students who graduated high school at an institution in which the primary language of instruction and the primary language of school administration was not English, are eligible for exemption from the CAS second language requirement. Exemption will be granted by CAS Office of Student Advising (NOT by the MLL department).

Students wishing to fulfill the language requirement in a language not taught at UM, may request an equivalency evaluation for a course at the appropriate level offered at an accredited institution, complete the approved equivalent course, and transfer the credits. Students request such an equivalency evaluation from the MLL transfer/course equivalency officer.

**Advanced Writing and Communication Proficiency**, often referred to as **Writing Credit**, is required of all undergraduates in the College, those seeking a Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, or Bachelor of Liberal Arts degree. The UM Bulletin states that for all of these degrees: Degree candidates must complete at least four writing courses, and at least one writing course must be in the student's major discipline.

All of MLL's 300- and 500-level courses and some 400-level courses are writing courses, i.e., they offer writing credit. Each course instructor must determine whether each individual student has satisfied the writing component of the course and thus earned credits toward this requirement.

Courses may simultaneously fulfill General Education requirements and Second Language Proficiency **or** Advanced Writing and Communication Proficiency. Courses **cannot** simultaneously fulfill the Second Language Proficiency and the Advanced Writing and Communication Proficiency.

For more details refer to the Bulletin (<http://bulletin.miami.edu/undergraduate-academic-programs/arts-sciences/>).

## RESOURCES

### *Tutoring*

Tutoring is available in the **Language Lab** (see below) for students in French and Spanish through 201 by our first-year TAs. Students should be aware that our tutors will only help with specific questions and not with entire assignments. Tutoring in these languages and others is also available from peer tutors through the **Academic Resource Center** in the Whitten UC Suite N-201: <http://umarc.miami.edu/arc/Index.html>

### *Language Lab*

MLL has a fully-equipped lab, located in Merrick 201. You will find information about the lab, including a virtual tour, at <http://www.as.miami.edu/labs/>.

### *Richter Library*

The library (<http://www.library.miami.edu/>) offers a variety of resources, including Digital Media Services (<http://library.miami.edu/medialab/>) and workshops for students and faculty (<http://library.miami.edu/teaching-support/>).

### *Counseling Center*

If you believe that you have a student experiencing psychological/emotional problems, you may wish to refer them to the Counseling Center ([http://www.miami.edu/sa/index.php/counseling\\_center](http://www.miami.edu/sa/index.php/counseling_center)). Information about signs of distress and how to make a referral may be found at: [http://www.miami.edu/sa/index.php/counseling\\_center/faculty\\_and\\_staff\\_guide/](http://www.miami.edu/sa/index.php/counseling_center/faculty_and_staff_guide/)

## Department of Modern Languages and Literatures INSTRUCTOR MANUAL

Welcome to the Department of Modern Languages and Literatures! This brief manual is meant to familiarize all of our instructors (lecturers, visiting and regular professors, and graduate student teaching assistants) with our undergraduate program. You will also find ample information about MLL on our website (<http://www.as.miami.edu/ml/>). But if you have any questions, whether about these materials or other matters, please do not hesitate to ask your colleagues.

This manual consists of the following sections:

- **MLL’s Mission: Global Literacy**
- **Expected Learning Outcomes by Course/Level**
- **Departmental Honors**
- **National Honor Societies**
- **Departmental Awards**
- **Study Abroad**

### MLL’s MISSION: GLOBAL LITERACY

The Department of Modern Languages and Literatures seeks to promote global literacy. The concept of global literacy connects the department’s goals to those of the College and university and also gives consistency and internal coherence to courses, goals, and learning outcomes in the MLL curriculum. All majors (French, German, Spanish), minors (Arabic Studies, Italian, Portuguese), and language programs (Chinese, Hebrew, Japanese) in the department are articulated through the notion of global literacy.

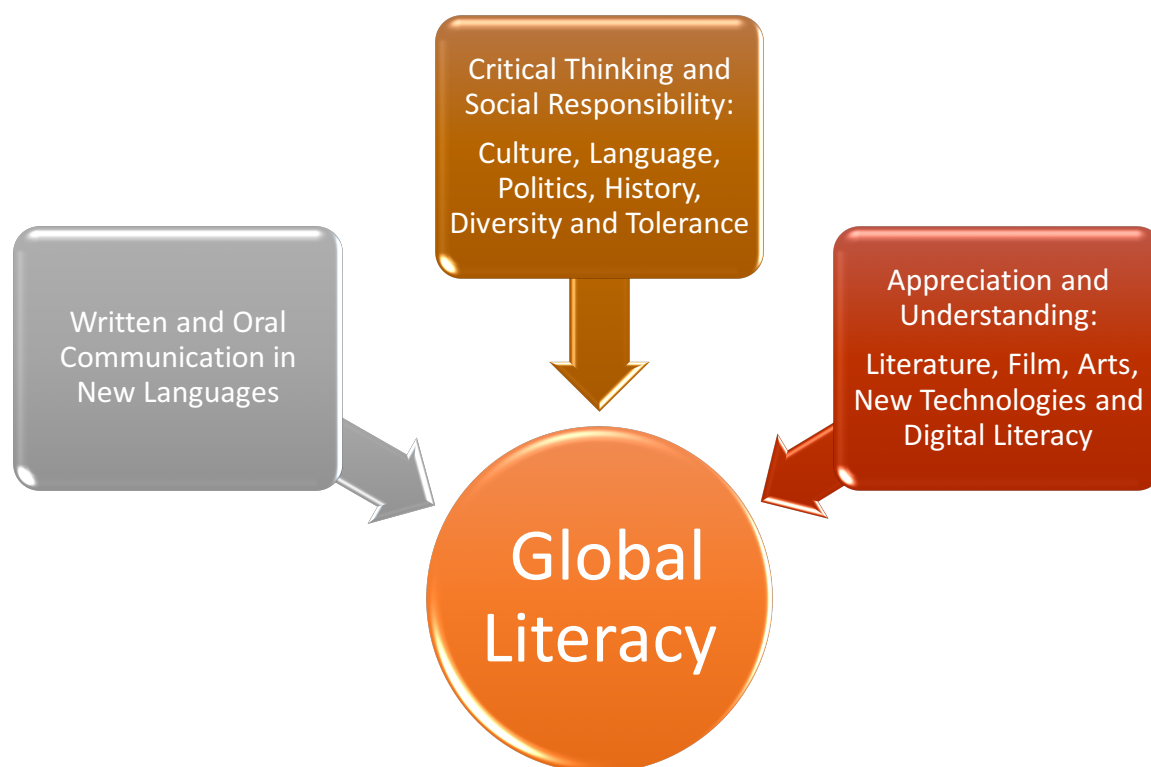
In its undergraduate programs, the MLL Department’s mission is to provide rigorous instruction, speaker series, study abroad, research and service-learning opportunities allowing students to gain the advanced linguistic, literary and cultural competence needed as we strive to develop future leaders of our nation and the world. Through our courses and co-curricular activities, students acquire a broad, structured knowledge of history, literature and culture in the target language; they develop analytical, critical, and communication skills; and they attain information and communication technology literacy needed in an increasingly complex and globalized society. Finally, they acquire intercultural competence and learn to view themselves through the lens of another language and culture.

#### I. Definition of Global Literacy

Global literacy (GL) is the **ability to participate in sociocultural practices** by both interacting with others in different languages and by creating, presenting, and interpreting ideas through oral and written texts **in more than one language**. Consequently, global literacy involves awareness about oral and written texts, their conventions and genres, and their social, historical, political, and artistic uses. It entails linguistic proficiency in more than one language. You cannot be global if you only live in one language. GL includes written and oral communication, critical thinking and social responsibility, and appreciation of cultural artifacts, artistic products, and new technologies in more than one language.

#### II. Description of Components of Global Literacy in MLL

- (1) GL involves **written and oral communication in languages other than English**. Global literacy is the ability to function and interact in and between languages, cultures, and societies. In a Global literacy approach, students learn to appropriately communicate with educated and non-educated speakers in other languages. They are able to present their ideas with appropriateness in both formal and informal contexts.
- (2) GL integrates **reflection, social responsibility, and critical thinking skills**. Students who develop global literacy are able to make sense of the world's political, social, and cultural issues through critical awareness. The development of critical thinking abilities in Global literacy allows learners to identify, define, analyze, synthesize, apply, and evaluate the world in and through other languages. They become socially responsible participants in local and global communities.
- (3) GL includes **awareness and appreciation of cultural products**. Students learn to reflect on linguistic issues, other cultures, and themselves through the lens of another language and culture. They also learn to relate to people in their own society and in other societies who speak languages other than English. They become expert users of new technologies and computer-mediated-communication. Students who become proficient in global literacy are able to appreciate and interpret oral and written texts, both fiction and non-fiction.



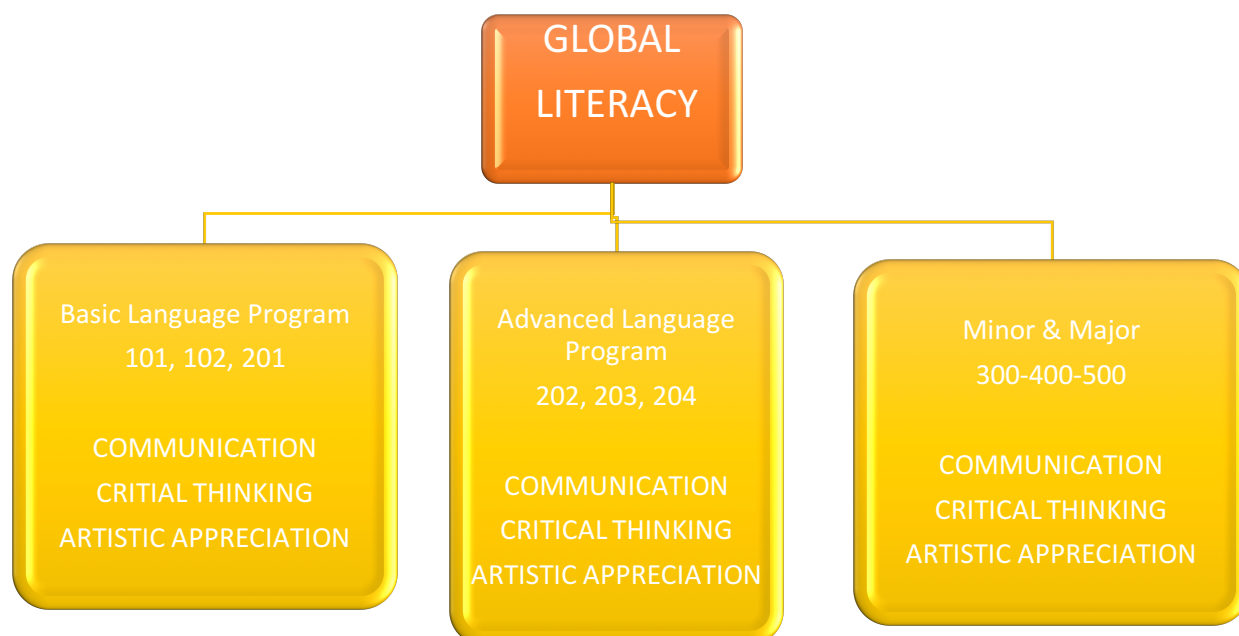
**Figure 1:** Components of Global Literacy in MLL

### III. Learning Outcomes for Global Literacy

The department of Modern Languages and Literatures establishes three major learning outcomes for its students. By taking courses in MLL, students will:

- (1) Develop **oral and written communicative abilities** in a second language so as to be able to participate in interpersonal communication, in presentational tasks, and in interpreting texts.
- (2) Learn to **reflect and critically think** about **language, literature, culture, history, and politics** of different societies by studying texts written in languages other than English. Develop **social responsibility** through civic knowledge, ethical reasoning, teamwork, collaboration, and active engagement with diverse communities at the local and global levels.
- (3) **Appreciate and understand non artistic and artistic cultural products** such as media, new technologies, literature, legal, political, and scientific documents, and film or theater produced, written, or performed in the target languages.

#### IV. Articulation of Learning Outcomes at Different Levels of Proficiency in Global Literacy



**Figure 2:** Communication, critical thinking, and artistic outcomes are introduced in basic courses, they are reinforced in the advanced sequence, and they are consolidated in upper level courses (majors and minors).

#### A. In 100- and 200-level courses in Basic Language Programs (both heritage and second language), learning outcomes are introduced. Learners will work on the following:

##### WRITTEN AND ORAL COMMUNICATION

- a. Begin to develop communicative abilities in the target language to attain an intermediate low level of written and oral proficiency so as to allow students to participate effectively in formal and informal conversations concerning a variety of topics: university life, families, hobbies, childhood, food, health, current events, new technologies, political, cultural, and religious issues.



- b. Begin to develop an intermediate level of proficiency to present and explain information in the target language in front of an audience related to academic and non-academic topics. Introduce the writing of a solid final research paper based on an analytical topic (2-3 pages).

#### CRITICAL THINKING & SOCIAL RESPONSIBILITY

- a. Be introduced to basic descriptions, simple narrations, and basic analytical tools to write short argumentative essays, and introduction to the basic grammar that accompanies each one of these three major grammatical functions.
- b. Begin to develop social responsibility, tolerance and understanding of diversity, and a nuanced understanding of the diversity and richness of the cultures and people of the Spanish-speaking world: from basic geographical knowledge to issues connected to history, politics, and cultural diversity.

#### ARTISTIC APPRECIATION & NEW TECHNOLOGIES

- a. Begin to appreciate and understand non-artistic and artistic cultural products written or produced in a different language. Introduction to the contextualization and analysis of authentic and current newspaper articles, brief literature pieces (short stories and poems), short films, and feature films. Read in the target language with sufficient accuracy so as to understand the main idea and supporting details in a variety of short genres: from newspapers articles to short literature pieces and feature films.
- b. Begin to work with new technologies and develop digital literacies when studying and learning new languages and cultures. Begin to participate on blogs, discussion board, and virtual collaborations. Learners begin to be partially proficient in defining, accessing, and managing, information in multilingual digital environments. (See the department's Information and Communication Technologies rubric below, that includes defining an information need, accessing, managing, and evaluating information in digital environments, as well as integrating, creating, and communicating information in such environments.)

### **B. In 200-level courses in the advance language programs (202 and 203, 204, and 208), learning outcomes are reinforced. Learners will work on the following:**

#### WRITTEN AND ORAL COMMUNICATION

- a. Reinforce their written and oral communicative abilities in the target language to attain an advanced low level of written and oral communicative proficiency so as to allow students to participate effectively and appropriately in formal and informal conversations concerning a variety of topics: university life, families, hobbies, childhood, food, health, current events, new technologies, political, cultural, and religious issues. Learners of non Indo-European languages reach a lower level of proficiency when compared to learners of Romance languages because of the complexities of non-romance alphabets, and lack of similarities between first language and language to be learned.
- b. Reinforce presentation abilities. Learn to build and present coherent arguments orally and in writing. Reinforce the production of a solid final paper based on an analytical topic of comparative nature, at least three different texts unified by a topic (6 to 8 pages).

#### CRITICAL THINKING & SOCIAL RESPONSIBILITY

- a. Reinforce analytical tools to carry out close analyses of narrative texts: short stories, novels, films, and cultural essays. Reinforce grammatical understanding and analysis as relevant to analysis of texts. Learners are exposed to sophisticated grammatical concepts, and there is extensive work on strengthening L2 vocabulary.
- b. Reinforce social responsibility, tolerance and understanding of diversity, and development of a nuanced understanding of the diversity and richness of the cultures and people of world: geographical and societal information, historical and critical moments in the target culture, main political figures and critical political issues, and understand cultural diversity avoiding stereotypes.

#### ARTISTIC APPRECIATION & NEW TECHNOLOGIES

- a. Reinforce the appreciation and understanding of non-artistic and artistic cultural products written or produced in a different language. In-depth sociocultural contextualization and analysis of authentic and current media, new technologies, legal and scientific texts, literature, theater, and feature films. Read in the target language with accuracy and fluency so as to understand critical ideas in all their complexity, and understand the relative relevance of supporting details in a variety of genres: newspapers articles to literature (novels, poems, short stories), performing arts, and feature films.
- b. Reinforce the use of new technologies and digital literacies when studying and learning new languages, literatures, and cultures (continue to participate on blogs, discussion board, and virtual collaborations; learners become proficient in defining, accessing, managing, integrating, and evaluating information in multilingual digital environments).

### **C. In upper level of 300, 400, and 500 level courses (see appendix D for description of Capstone course for majors in Spanish and French), learning outcomes are consolidated as follows:**

#### WRITTEN AND ORAL COMMUNICATION

- a. Consolidate their written and oral communicative abilities in the target language to attain an advanced high or superior level of written and oral communicative proficiency so as to allow students to participate effectively, appropriately, and with complexity in formal and informal conversations concerning a variety of topics: universities and social institutions, human relationships, childhood and memory, health issues, migration, transnationalism, current events, new technologies, political, cultural, and religious issues. Master reading in the target language with precise accuracy, rapid fluency, and sophisticated complexity so as to understand critical ideas in all their details, and understand the relative relevance of supporting information in a wide variety of genres: fiction, poetry, drama, journalism, advertising, political rhetoric, legal documents, visual forms, music, and films.
- b. Consolidate presentation abilities. Master the ability to present coherent arguments orally and in writing. Be able to produce a solid final research paper based on an analytical topic that dialogues with previous academic readings done in class (12-15 pages).

### CRITICAL THINKING & SOCIAL RESPONSIBILITY

- a. Consolidate analytical tools to carry on close analyses of narrative texts: short stories, novels, films, and cultural essays. Develop tools for the interpretation of a very wide variety of texts in a given cultural, historical, social, and theoretical framework provided by the course. Ability to approach and understand every type of expressive form. Develop abilities to find and evaluate sources of information according to the topics of the class and with the methodological tools provided by the professor. Consolidate grammatical understanding and analysis of language as learners are exposed to in-depth study of sophisticated and complex grammatical concepts, and there is extensive and intensive work on strengthening L2 vocabulary.
- b. Master social responsibility, tolerance and understanding of diversity, and an extensive and nuanced understanding of the diversity and richness of the cultures and people of the world: extensive geographical and societal information, precise historical and critical moments in the target culture history, in depth knowledge of main political figures and critical political issues, and understand cultural diversity avoiding stereotypes. Learner will develop the ability to identify national imaginaries, national stereotypes, understanding of cultural symbols and sites of memory (buildings, historical figures, popular heroes, monuments, currency, landscapes, fashion, and cuisine), develop their sensitivity to contexts of language, and a solid command as well as an analytic knowledge of specific metaphors and key terms that inform cultures and societies under study.

### ARTISTIC APPRECIATION & NEW TECHNOLOGIES

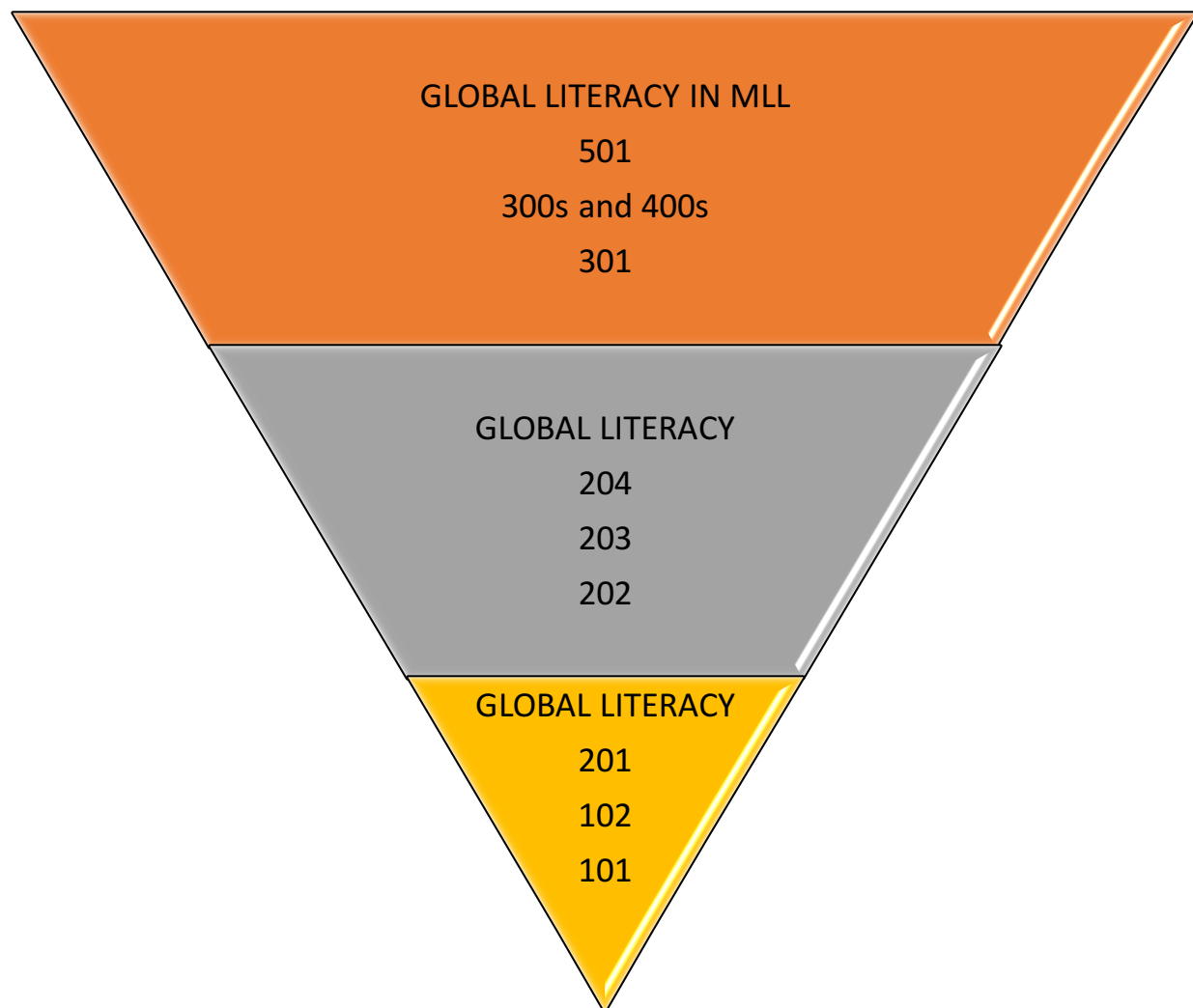
- a. Consolidate the ability to appreciate, interpret, and understand non-artistic and artistic cultural products written or produced in a different language. Acquire a broad, structured knowledge of the history, literature and culture in the target language. In-depth sociocultural contextualization and analysis of authentic and current media, legal and scientific texts, literature, performing arts, and feature films. Develop an understanding of literary and artistic works as projection of a nation's self-understanding, identity issues, the social and historical narratives in literary texts, the structure of the legal system, the political system, the educational system, the economic system, and the social welfare system.
- b. Master the use of new technologies and digital literacies when studying and learning new languages, literatures, and cultures. Learners are active and expert participants on blogs, discussion boards, and virtual collaborations. They are proficient in defining, accessing, managing, integrating, evaluating, creating, and communicating information in multilingual digital environments.

## V. Conclusion

The MLL curriculum is integrated through the notion of Global Literacy. With each course students grow in the capacity to communicate, to critically see and understand the world not only in more sophisticated perspectives but also from other geopolitical positions, and in understanding and appreciating media, new technologies, film, literary and cultural products which also foster the appreciation of learners' own language, culture, and society.

Expertise in global literacy encompasses three main areas: (1) the development of superior written and oral **communicative abilities** in more than one language; (2) the development of **social responsibility**

**and critical thinking skills** in understanding the history, culture, and politics of other societies through reading, writing, and understanding texts written in languages other than English; (3), and the **appreciation, awareness, and understanding** through appropriate interpretation of linguistic issues and **cultural products** such as media, new technologies, literature, film, and the arts produced in other languages.



**Figure 3:** Sample abbreviated sequence of courses for Global Literacy. GL outcomes and objectives are included from beginning language courses, reinforced in intermediate and advanced language courses, and mastered in upper level linguistic, literature, and culture courses.

## Appendix: Information and Communication Technology Rubric

Required Criteria	0 - Unsatisfactory	1 - Partially Proficient	2 - Proficient	3 - Exemplary	POINTS
<b>Define</b> Using digital tools to identify and represent an information need	Information need not identified; no understanding of using digital tools	Digital tool applied; information need not identified	Appropriate digital tool used; information need generally identifiable	Information need clearly outlined and addressed; used more than one relevant digital tool;	
<b>Access</b> Collecting and/or retrieving information in digital environments	Collection/retrieval not performed; no understanding of various digital environments.	Minimal collection/retrieved of information; information not relevant; digital environment used improperly	Relevant information; information generally organized; appropriate digital environment applied	Relevant information collected/retrieved; information well organized; very knowledgeable about various digital tools; uses advanced features available in digital environment	
<b>Manage</b> Using digital tools to apply an existing organization or classification scheme for information	No understanding of information management; digital tools not used	Incorrect tool used; organization or classification scheme applied incorrectly	Appropriate tool used; generally understands concepts for information management;	Used alternative tools; organization of information clear and concise; applies the concepts of information management appropriately	
<b>Integrate</b> Interpreting and representing information, such as by using digital tool to synthesize summarize, compare, and contrast information from multiple sources	No use of digital tools to integrate information; does not understand the general concepts of synthesizing, summarizing, etc.	Ineffective use of digital tool; purpose partially achieved	Interpretation and representation of information is clearly identifiable; basic use of digital tool; multiple sources not used to contrast	Information fully integrated; organization precise; effective comparison and contrast; understands and applies the concepts of integrating information	
<b>Evaluate</b> Judging if the information satisfies the needs of an information problem, including determining authority, bias, and timeliness	Sources biased and unscholarly; materials irrelevant or marginally relevant to topic; out-dated information; own and other's biases and assumptions not recognized	Most sources scholarly or reliable; materials generally relevant to topic; generally current; own and other's biases and assumptions recognized but not analyzed	All sources scholarly or reliable; all materials relevant to topic and current; own and other's biases and assumptions generally analyzed	All sources scholarly or reliable; primary sources may be included; all materials relevant to topic and current; own and other's biases and assumptions analyzed methodically	
<b>Create</b> Adapting, applying, designing or constructing information in digital environments	Information not created within digital environment	Ineffective approach for creating information; minimal use of digital tools	Consistent and effective creation of information; understanding of the digital tools	Innovative and effective approach to creating information; deep understanding of the digital tools	
<b>Communicate</b> Disseminating information relevant to a particular audience in an effective digital format	No understanding of how to disseminate information in digital format; audience not considered	Dissemination of information is organized although inconsistent; ineffective digital format used; audience generally understood	Digital format of information is organized and consistent; audience understood	Innovative approach used for digitizing and disseminating information; advanced features of digital tool are used; audience understood and addressed	

## EXPECTED LEARNING OUTCOMES BY COURSE/LEVEL

In order to help you to prepare your classes, outlined below are the global literacy-based goals and expectations for specific courses/levels. These expected outcomes are calibrated according to the largest programs in the department. For the “less commonly taught” or “critical” languages (Arabic, Chinese, Hebrew, and Japanese), due to our current limitation of 3 contact hours per week combined with the challenges of encountering new scripts or systems of writing and few, if any, cognate vocabulary items, the expected learning outcomes will necessarily be attained at different stages, though the overarching goals remain the same.

Note: Most MLL courses are worth three credits. As a rule of thumb, we estimate that students should spend 3 hours working on course assignments outside of class for each credit hour.

### ELEMENTARY-LEVEL: 101

#### I. READING OBJECTIVES

- Reading and understanding the main idea and some details of informational texts such as short magazine or newspaper articles, surveys, weather forecasts, interviews, maps, and brochures.
- Reading and understanding the main idea and some details of literary texts such as poems and short prose passages.
- Beginning to learn to use strategies useful for reading and understanding informational and literary texts (such as skimming for the gist, then scanning for details, and figuring out what words or expressions are key to understanding meaning).
- Length of texts: one page or less

#### II. WRITING OBJECTIVES

- Sharing ideas and opinions in writing about a variety of topics related to yourself and your family, daily activities, and where you live in short, informal journal entries and longer written assignments.
- Responding to informational and literary texts in writing sentences and short paragraphs in the form of short, informal journal entries and longer written assignments.
- Length of writing assignments: Informal-- .5 to 1 page; Formal—one page
- Genre of formal writing assignments: Personal ad, letter of introduction, travel brochure

#### III. GRAMMATICAL / SYNTACTIC OBJECTIVES

- Beginning to learn about how the target language functions as a language with a focus on knowledge critical for speaking and writing *in the present time* about information, events, and activities relevant to self, family, and friends.
- Beginning to recognize differences between how your native language functions and how the target language functions (for example, word order or idiomatic expressions).
- Beginning to recognize differences in levels of formality or register in spoken or written language.
- Beginning to learn how to use the computer to produce accent marks in the target language for written work (required for all assignments, both formal and informal).

#### IV. ORAL PRODUCTION OBJECTIVES

- Sharing ideas and opinions orally about a variety of topics related to yourself and your family, daily activities, and where you live with your classmates and instructor.
- Asking and answering questions orally related to these topics.
- Being able to understand the main idea and some details in short face-to-face conversations.



- Knowing when to ask others for clarification or restating when you do not understand what they are saying in speech or writing.
- Beginning to recognize non-verbal cues such as gestures and other body language that help facilitate participation in oral conversations.
- Responding to informational and literary texts orally by asking and answering questions in face-to-face situations.
- Presenting your ideas and opinions about course topics in both small-group and whole-class activities.
- Presenting your ideas and opinions about course topics by making an individual oral recording and taking part in a two-person oral interview.
- Length of utterances: By the end of 101, students should be able to list, to use familiar and recurrent expressions, and speak in phrase-length utterances. They will not be able to respond in multi-phrase or paragraph length utterances.

#### V. ORAL COMPREHENSION OBJECTIVES

- Being able to understand the main idea and some details in short face-to-face conversations.
- Listening to or viewing and being able to understand the main idea and some details of audio-recorded or video texts such as songs, short interviews with native speakers of the target language.

#### VI. CULTURAL KNOWLEDGE OBJECTIVES

- Learning about everyday *cultural practices* from the target culture related to the topics covered in the course such as university life, family, leisure activities, home, and community.
- Learning about *cultural products* from the target culture related to course topics.
- Learning about *cultural perspectives* held by speakers of the target language related to course topics.
- Beginning to reflect on cultural differences between the L1 culture and the host culture(s) studied in the course as well as on own students' assumptions about the target culture.

#### VII. ACADEMIC INTEGRITY OBJECTIVES

- Introduction to the responsible use of internet materials involved in researching a travel destination in the target culture (travel brochure) and the imperative to avoid plagiarism.

### **ELEMENTARY-LEVEL: 102 or 105 [note: 105 applies only to FRE, SPA, POR]**

#### I. READING OBJECTIVES

- Reading and understanding the main idea and some details of informational texts such as short magazine or newspaper articles, biographies, surveys, interviews, recipes, and brochures.
- Reading and understanding the main idea and some details of literary texts such as poems and short prose passages.
- Continuing to learn to use strategies useful for reading and understanding informational and literary texts (such as skimming for the gist, then scanning for details, and figuring out what words or expressions are key to understanding meaning).
- Length of texts: 1 page (typical) to 2 pages (maximum).

#### II. WRITING OBJECTIVES

- Sharing ideas and opinions in writing about a variety of topics related to yourself and your family, your daily activities, your childhood, and your future plans in short, informal journal entries and longer written assignments.
- Responding to informational and literary texts in writing sentences and short paragraphs in the form of short, informal journal entries and longer written assignments.

- Length of writing assignments: Informal--.5 to 1 page; Formal—1 to 2 pages
- Genre of formal writing assignments: Biography, Film Script Summary

### III. GRAMMATICAL / SYNTACTIC OBJECTIVES

- Continuing to learn about how the target language functions as a language with a focus on knowledge critical for speaking and writing *in the present time* and, to a lesser extent, the past and future about information, events, and activities relevant to self, family, and friends (introduction to past and future tenses).
- Continuing to learn to to recognize differences between how your native language functions and how the target language functions (for example, word order or idiomatic expressions).
- Continuing to learn to recognize differences in levels of formality or register in spoken or written language.
- Continuing to learn how to use the computer to produce accent marks in the target language for written work (required for all assignments, both formal and informal).

### IV. ORAL PRODUCTION OBJECTIVES

- Sharing ideas and opinions orally about a variety of topics related to yourself and your family, your daily activities, your childhood and future plans with your classmates and instructor.
- Asking and answering questions orally related to these topics.
- Being able to understand the main idea and some details in short face-to-face conversations.
- Knowing when to ask others for clarification or restating when you do not understand what they are saying in speech or writing.
- Beginning to recognize non-verbal cues such as gestures and other body language that help facilitate participation in oral conversations.
- Responding to informational and literary texts orally by asking and answering questions in face-to-face situations.
- Presenting your ideas and opinions about course topics in both small-group and whole-class activities.
- Presenting your ideas and opinions about course topics by making partnered oral presentation in class and taking part in an individual oral interview.
- Length of utterances: By the end of 102, students should be able to list, to use familiar and recurrent expressions, and speak in phrase-length utterances. They may on occasion respond in multi-phrase or paragraph length utterances but will contain having difficulty sustaining this level of discourse.

### V. ORAL COMPREHENSION OBJECTIVES

- Being able to understand the main idea and some details in short face-to-face conversations.
- Listening to or viewing and being able to understand the main idea and some details of audio-recorded or video texts such as songs, short interviews with native speakers of the target language.

### VI. CULTURAL KNOWLEDGE OBJECTIVES

- Learning about everyday *cultural practices* from the target culture related to the topics covered in the course such as childhood and adolescence, food and lifestyle, university life, and careers.
- Learning about *cultural products* from the target culture related to course topics.
- Learning about *cultural perspectives* held by speakers of the target language related to course topics.
- Beginning to reflect on cultural differences between the L1 culture and the target culture(s) studied in the course as well as on own students' assumptions about the target culture.

## INTERMEDIATE-LEVEL: 201

### I. READING OBJECTIVES

- Reading and understanding the main idea and many details of informational texts such as short magazine or newspaper articles, surveys, interviews, and brochures.
- Reading and understanding the main idea and many details of literary texts such as poems and short prose texts.
- Continuing to learn to use strategies useful for reading and understanding informational and literary texts (such as skimming for the gist, then scanning for details, and figuring out what words or expressions are key to understanding meaning).
- Length of texts: 1-2 pages (typical) to 4 pages (maximum).

### II. WRITING OBJECTIVES

- Sharing ideas and opinions in writing that go beyond what you need to “survive” in a foreign culture—not only about topics related to your own preferences and activities, but also related more broadly to cultural practices and social issues of importance in your community, city, or country.
- Responding to informational and literary texts in writing in the form of short, informal journal entries and longer written assignments in both informational and creative texts.
- Length of writing assignments: Informal-- .75 to 1 page; Formal—2 to 3 pages
- Genre of formal writing assignments: Analytical essay, Creative writing assignment (literary), Brochure on social issue

### III. GRAMMATICAL / SYNTACTIC OBJECTIVES

- Continuing to learn about how the target language functions as a language with a focus on knowledge critical for speaking and writing in the present, past and future about information, events, and activities relevant to self, family, and friends. Introduction to use of the conditional and subjunctive moods.
- Continuing to learn to recognize differences between how your native language functions and how the target language functions (for example, word order or idiomatic expressions).
- Continuing to learn to recognize differences in levels of formality or register in spoken or written language.
- Continuing to use the computer to produce accent marks in the target language for accurate written work (required for all assignments, both formal and informal).

### IV. ORAL PRODUCTION OBJECTIVES

- Sharing ideas and opinions in writing that go beyond what you need to “survive” in a foreign culture—not only about topics related to your own preferences and activities, but also related more broadly to cultural practices and social issues of importance in your community, city, or country.
- Asking and answering questions orally related to these topics.
- Being able to understand the main idea and many details in short face-to-face conversations.
- Knowing when to ask others for clarification or restating when you do not understand what they are saying in speech or writing.
- Continuing to recognize non-verbal cues such as gestures and other body language that help facilitate participation in oral conversations.
- Responding to informational and literary texts orally by asking and answering questions in face-to-face situations.
- Presenting your ideas and opinions about course topics in both small-group and whole-class activities.
- Presenting your ideas and opinions about course topics by making an individual oral recording and taking part in a group presentation using a Powerpoint presentation as well as oral commentary in The target language.

- Length of utterances: By the end of 201, students should be able to list, to use familiar and recurrent expressions, and speak in multi phrase-length utterances using some connecting devices. They will not be able to sustain paragraph-length utterances although they will, at times, offer paragraph-length responses particularly in small group, informal interactions with peers.

#### V. ORAL COMPREHENSION OBJECTIVES

- Being able to understand the main idea and many details in short face-to-face conversations.
- Listening to or viewing and being able to understand the main idea and many details of audio-recorded or video texts such as songs, short interviews with native speakers of the target language.

#### VI. CULTURAL KNOWLEDGE OBJECTIVES

- Learning about everyday *cultural practices* from the target culture related to the topics covered in the course such as conceptions of leisure time and holidays, uses of technology, issues associated with modern family life, and social and cultural issues such as racism, protection of the environment, etc.
- Learning about *cultural products* from the target culture related to course topics.
- Learning about *cultural perspectives* held by speakers of the target language related to course topics.
- Reflecting on cultural differences between the L1 culture and the target culture(s) studied in the course as well as on students' own assumptions about the target culture.

#### **INTERMEDIATE-LEVEL: 202**

A typical class would be assigned 3 compositions, each one with a compulsory re-write. At the start of the semester the students should be able to write a well-constructed assignment of one paragraph, and should be able to write 3 page-essays by the end of the semester. On the first draft, the professor provides correction codes to help the student self-correct grammar, syntax, and vocabulary before the final version is submitted.

Students start the semester having had minimal exposure to all tenses and moods. Over the course of the semester they gain confidence in the use of those tenses and moods, and they build larger and increasingly sophisticated vocabulary.

Over the course of the semester students will be introduced to analytical writing as well as other modes of expression (dialogue, description), and will be given basic historic-cultural context for readings. They will also learn some of the basic concepts of linguistics to increase their ability to reflect on language.

For reading assignments, a typical class might have several articles of 3-5 pages, plus either 5 short stories (5-8 pages) with accompanying articles or a novel/play of up to 100 pages.

Students will be exposed to the diversity of the cultures in question and a minimum of cultural history, with the precise topics chosen in function of the reading assignments' content. Students will gain awareness of a few select aspects of cultural analysis, such as gender or labor relations.

Students should start the semester able to speak in simple but complete sentences. By the end, they should be able to produce utterances of more than one sentence, but still not at paragraph length. Students should be reminded to pay attention to pronunciation. In writing, students should be encouraged to write in complex sentences and to pay attention to transitions and rhythm.

The professor should be able to speak at a sophisticated level, with frequent recourse to the chalkboard to ensure that students understand vocabulary and idioms.

#### **ADVANCED LEVEL: 203**

A typical class would be assigned 3 compositions, each one with a compulsory re-write. At the start of the semester the students should be able to write a 3 page-essay, and progress to an 8-page essay by the end of the semester. On the first draft, the professor provides correction codes to help the student self-correct grammar, syntax, and vocabulary before the final version is submitted.

The writing should follow an analytical model. Students should demonstrate sensitivity to the tone and the socio-historical context of the material analyzed. It would be helpful for the students to have exposure to some technical literary analysis in preparation for 301.

A typical class could expect to read 3 novellas of 50 pages each, or one 150-page novel. Students can handle 15-20 pages assigned for each class period.

Students start the semester having been exposed minimally to all tenses and moods. Over the course of the semester they gain confidence in the use of those tenses and moods, and they build larger and increasingly sophisticated vocabulary. They will start the semester at a low-advanced level and finish at a medium-advanced level (as in 202).

Over the course of the semester students will be introduced to different rudiments of literary analysis and modes of expression (dialogue, description) and will be given basic historico-cultural context for readings. They will also learn some of the basic concepts of linguistics to increase their ability to think about language (as in 202).

Students will be exposed to the diversity of the cultures in question, and a minimum of cultural history, chosen in function of the reading assignments' content. Students will gain awareness of a few select aspects of cultural analysis, such as gender or labor relations (as in 202).

Students should start the semester able to produce utterances of more than one sentence, but still not at paragraph length. By the end of the semester, they should be speaking in short paragraphs. Students should be reminded to pay attention to pronunciation. In writing, students should be encouraged to write in complex sentences and to pay attention to transitions and rhythm.

Professors should speak at a sophisticated level, with frequent recourse to the chalkboard to ensure that students understand vocabulary and idioms (as in 202).

### **LITERATURE/CULTURE: 301**

The function of this class within the sequence is to train the students in the techniques and vocabulary of literary analysis, which they will use in later classes devoted to specific literary and cultural questions. Students will enter the semester with minimal exposure to literary analysis in the target language. By the end of the semester, they should have good knowledge of basic literary tropes, and of genre-specific vocabulary for literary analysis. They should learn techniques of close reading, appropriate to each genre. They should learn how to cite properly from the primary text during the semester. They should start the semester able to support thesis provided by the professor, but by the end of the semester they should be guided into the ability to develop their own thesis.

By the end of the semester, students should gain some basic awareness of socio-literary context of the texts studied, and the existence of literary movements and trends as they pertain to the texts assigned; a more sustained introduction to specific moments and movements will come in 321 and the survey courses.

The classes will typically read a total of approximately 300 pages, reading between 5 and 30 pages before each class session. They read literary works of different genres and time periods, as well as occasional readings in literary history and theory.

Students should begin the semester able to understand the professor speaking in academic style at a native speed.

The typical class will be assigned 3 essays, each one 3-5 pages in length, with compulsory re-writes. Typically, there will also be a final paper, which is either 5-7 pages without in-class guidance and preparation, or 8-10 pages with in-class guidance and preparation. The final paper is done without re-writes.

Grammar is not taught during class time at this level, although students may need additional help outside of class. Grammar, syntax, and vocabulary should be attended to in the evaluation of the first versions of the essays. Students should build their ability to construct several-page arguments by breaking their idea down into several aspects, and by developing their use of discursive connectors. They can also expect guidance on improving vocabulary and written style.

### **302/303**

This class can be thought of as an introduction to the major cultural and historical trends that will form the background knowledge of later 300-level classes, and as an introduction to the complexities of working with diverse genres of cultural expression.

Students' cultural knowledge at the beginning of the semester will usually be rather limited. By the end of the semester, they should have a knowledge of selected moments in the history of political forms and in the history of ideas. By the end of the semester, students should appreciate the importance of social and historical context for cultural production, and should appreciate the diversity of cultural forms within one linguistic group. They should appreciate culture as process and be able to approach the analysis of cultural products using general thematics such as race, gender, class.

Students can be expected to read up to 30 pages before each class session; generally, journalistic pieces, short readings in theory, and academic analyses of cultural products, or essays. They will also be assigned films, images, and audio materials.

Students should begin the semester able to understand the professor speaking in academic style at a native speed (as in 301).

The typical class will be assigned 3 essays, each one 3-5 pages in length, with or without compulsory re-writes. Typically, there will also be a final paper, which is either 5-7 pages without in-class guidance and preparation, or 8-10 pages with in-class guidance and preparation. The final paper is done without re-writes.

The type of writing expected of students may tend to be more descriptive than the analysis expected in 301, since the students will generally be less familiar with specific cultural forms studied in 302/303 than they are with the textual forms of 301. The professor generally provides the thesis for students' written work; student-generated theses may be saved for later in the students' careers when they have more experience interpreting cultures that are not their own.

Grammar is not taught during class time at this level, although students may need additional help outside of class. Grammar, syntax, and vocabulary should be attended to in the evaluation of the first versions of the essays. Students should build their ability to construct several-page arguments by breaking their idea down into several aspects, and by developing their use of discursive connectors. They can also expect guidance on improving vocabulary and written style (as in 301).

### **Other 300 Level Courses**



These courses give the students a chance to use the skills they learned in 301 and 302/303 in the study of a specific cultural theme, literary movement, or historical-cultural moment. Professors can expect the students to begin the semester having only a superficial knowledge of the major literary movements. By the end, students should have a deep knowledge of the course's topic.

Students will be assigned readings from a variety of the different genres studied in 301 and 302/303: literature, film, images, audio materials, short works of theory and history. They can be expected to read 40-60 pages before each class.

Students will typically be assigned 2-3 essays of 3-5 pages each, with a final paper of 8-10 pages. The professor may provide ideas for these papers at the beginning of the semester but by the end the students will be able to propose their own paper topics. There are generally no automatic re-writes at this level. Students may be asked to write daily or weekly reactions to the assigned reading (for example, on the Black Board discussion forum). These reactions may range in length from one paragraph to one page, and would generally be provoked by questions provided by the professor.

Students should bring from 301 an ability to cite from primary literary works effectively and properly. In preparation for advanced levels, students may be taught before the end of the semester how to find secondary sources, and how to incorporate this independent research effectively into their own arguments. Students should begin the semester able to understand the professor speaking in academic style at a native speed (as in 301/302/303). Students should be able to express their ideas in paragraph-length utterances, and should be able to defend and adapt their ideas in class discussions throughout the semester.

Grammar is not taught during class time at this level, although students may need additional help outside of class. Grammar, syntax, and vocabulary should be attended to in the evaluation of the first versions of the essays. Students should build their ability to construct several-page arguments by breaking their idea down into several aspects, and by developing their use of discursive connectors between sentences and between paragraphs. They can also expect the professor's guidance on improving vocabulary and written style in their papers (as in 301/302/303).

#### **400 Level Courses**

The major distinction between 300-level courses and 400-level is one of focus: Whereas 300-level courses' major focus is on literature and culture, 400-level courses focus on *language and its linguistic features*.

In 400-level courses, students will analyze stylistic and grammatical elements of several genres in terms of *why* certain linguistic devices are used in particular genres and what effects these devices have on textual meaning. Becoming increasingly more sensitive to the relationship between form and content—or, in other words, seeking to answer the question of why certain linguistic devices are used in particular textual genres (for example, the use of literary present in narration and description of past events as seen in short stories).

Students will interpret and discuss written texts of various genres in both speech and writing. They may be asked to write daily or weekly reactions to the assigned reading (for example, on the Blackboard discussion forum). These reactions may range in length from one paragraph to one page and would generally be based on questions provided by the professor.

Students will gain experience in formal writing by composing texts of various genres and typically be assigned 2-3 essays of 3-5 pages each, with a final paper of 8-10 pages. Because of the emphasis on style and grammar at this level, there are generally re-writes at this level. Grammar, syntax, stylistic elements, and vocabulary are attended to in the evaluation of the first versions of these texts.

Students will find tools and resources (both print and online) for preparing written texts in the target language and learn to use those tools and resources effectively.

Students should be able to understand the professor speaking in academic style at a native speed from the beginning of the semester. They should be able to express their ideas in paragraph-length utterances and should be able to defend and adapt their ideas in class discussions.

### **CAPSTONE: 501**

The final course in the major in Spanish and French is the capstone course (501), which must be taken in residence. Students should complete all their other requirements for the major prior to, or during the same semester as, the semester in which they take the 501 course.

This course integrates the global literacy skills acquired during the course of study (communicative, critical thinking and social responsibility, and artistic appreciation and new technologies), contains an over-arching and cohesive theme, and includes an element of collaboration among students. The capstone courses promote synthesis and reflection on a student's experience in the major as well as a bridge towards graduate-level studies, should students decide to pursue them. It is meant to prepare students, regardless of their field of expertise or future plans, to successfully carry out projects that require analytical skills and different research methodologies.

Students can expect to read an average of 100 pages before each class. Students may be assigned to write regular reading-reaction essays of several paragraphs and an 18-20-page paper that is developed in stages throughout the semester. Multimedia and multimodal essays as well as creative multimedia projects can also be part of the final paper/project.

### **DEPARTMENTAL HONORS**

Departmental Honors in Modern Languages are possible in the three languages for which the major is offered: French, German and Spanish. In order to request admission to Departmental Honors, candidates must have completed at least twelve credit hours at the 300 level or above. They must have a GPA of 3.5 in all their major courses and a 3.5 overall average GPA. Both GPAs must be maintained in order to graduate with Departmental Honors.

During their junior year, candidates for honors will identify an honors thesis supervisor and a second reader and request admission to Departmental Honors. Admission to candidacy must also be approved by the Director of Undergraduate Studies for the appropriate language.

In addition to fulfilling the regular major requirements, students must register in their Senior year for FRE or GER or SPA 594-595, Senior Honors Thesis. This is a two-semester, six credit hour sequence: 594 for research and 595 for the actual writing of the honors thesis. The honors thesis advisor and the second reader will determine whether the finished thesis merits Departmental Honors.

### **DEPARTMENTAL AWARDS**

MLL bestows various semester or yearly awards to its outstanding students. Most of these awards, including Outstanding Senior and various language-specific awards, are awarded by nomination only. Faculty will receive calls for nominations from the Undergraduate Studies Committee. However, the José A. Balseiro Hispanic Scholarship requires an application. The Balseiro, a cash award for \$500.00, is presented to a junior or senior in a 300-level (or higher) Spanish or Portuguese course. Students are required to submit an

analytical essay and to request a recommendation letter from an MLL professor in order to be considered for the award.

## **HONOR SOCIETIES**

The department has chapters of three national honor societies: Gamma Kappa Alpha (Italian), Pi Delta Phi (French), Sigma Delta Pi (Spanish). The purpose of these societies is to recognize the outstanding scholastic performance in the respective language and literature. Each honor society has specific membership requirements. Please encourage your students to apply for them when you receive the notification.

## **STUDY ABROAD**

Students completing a minor or major in a Modern language are strongly recommended to study abroad. The UM Study Abroad Office sponsors programs in which the coursework is done in French, German, Italian, Portuguese, Spanish, and other languages. Students are encouraged to speak with their MLL advisor and the Study Abroad Office ([http://www.miami.edu/index.php/study\\_abroad](http://www.miami.edu/index.php/study_abroad)) well in advance to plan a successful study abroad experience.