THE MISSION OF SAINT PETER’S COLLEGE

Saint Peter’s College, inspired by its Jesuit, Catholic identity, commitment to individual attention and grounding in the liberal arts, educates a diverse community of learners in undergraduate, graduate, and professional programs to excel intellectually, lead ethically, serve compassionately, and promote justice in our ever-changing and global environment.

SAINT PETER’S COLLEGE: OUR JESUIT COMMITMENT

Saint Peter’s College is one of twenty-eight Jesuit colleges and universities in the United States and the only one in New Jersey. Since 1872, Saint Peter’s College has offered an education based on the fundamental values of academic excellence, leadership, service and faith. Dedicated to providing a high quality and affordable Jesuit education to our students, the College offers an extensive scholarship program and the second lowest Jesuit tuition rate on the East Coast.

Saint Ignatius of Loyola, the founder of the Jesuits, knew that the body, mind and spirit could be uniquely nourished in educational institutions. At Saint Peter’s, the opportunities for personal growth are endless.
DEPARTMENTAL MISSION

The mission of the Department of Modern & Classical Languages and Literatures is to prepare our students to live in a multilingual world, and in an increasingly multilingual society here in the United States. The Department provides an excellent preparation in numerous languages and literatures at the undergraduate level, which will allow the student to communicate effectively in target languages other than English, both in professional and colloquial environments. The Department provides superior preparation for graduate studies in the target languages and in Comparative Literature. The Department strives to offer the best possible training in the skills necessary to compete successfully in the increasingly competitive global economy. Finally, the Department embraces the Jesuit ideals of the Magis and Cura Personalis, which we actively seek to instill in our students by encouraging them to be “Men and Women for Others.”

MAJOR & MINOR PROGRAMS

Classical Civilization, Classical Languages, Modern Languages (Concentrations in French and/or Italian), Spanish

PROGRAM LEARNING OUTCOMES

AT THE CONCLUSION OF THE PROGRAM
MAJORS/MINORS WILL BE ABLE TO:

I. Demonstrate Proficiency in the Target Language in the Four Core Language Skills of Listening, Speaking, Reading, and Writing

PERFORMANCE INDICATORS:

*Students of Classical Languages Will Not Be Expected Speak Those Languages; They Will, However, Be Expected to Understand, Read, and, to Some Extent, Write Those Languages.

(A) Oral/Interpersonal: Narrates, describes, and interacts with native speakers in all moods and tenses in paragraph-length discourse, both in colloquial and formal contexts, and in a variety of topics of both personal and public concern;

(B) Oral/Presentational: Reports, narrates, and describes in extended discourse and in all moods and tenses, both orally and in writing, in a variety of topics of personal and public concern;

(C) Writing: Narrates and describes using appropriate grammatical and syntactical structures to produce written texts in several genres on a variety of topics of personal and public concern
MEASURES:

(1) Core and advanced courses in the target language (French, Italian, and Spanish) are to be taken each semester and students are to be evaluated according to one of five rubrics specific to such measures as oral presentations, compositions, textual analyses, oral proficiency interviews, research papers, dictations, and comprehension exercises; all data are to be collected from both core and upper-level classes

Rubrics:

(a) Rubric for Language Competency: Speaking;
(b) Rubric for Writing in the Target Language;
(c) Rubric for Presentation: Oral Presentation in all courses;
(d) Rubric for Textual Analyses;
(e) Rubric for Research Papers
(f) Senior Capstone Examinations

Indirect Measures:

Senior Exit Survey; A.C.T.F.L. O.P.I.; E.T.S. Subject Praxis for Teachers; Employment; Acceptance to Graduate Schools and Professional Programs; Local and National Awards and Scholarships

ANALYSIS OF DATA:

(A) Each faculty member is to compile data by photocopying all student assignments and keeping records of all oral exercises. The data will then be discussed and evaluated in meetings by members of the department which are invoked specifically for the purposes of assessment. Data from Senior Capstone Examinations will be analyzed in the Fall Semester of the next academic year.

II. Demonstrate Competency in the Interpretation of Texts (especially Literary Texts) in the Target Language through Formal Analysis of Grammar, Syntax, Lexicon, and Literary Devices, as Well as Situating These Texts in the Socio-Historical, Philosophical, Theological, and Aesthetic Contexts of the Western Tradition and of World Literature in General
PERFORMANC INDICATORS:

(A) Analyzes and evaluates the use of grammatical, syntactical, and lexical elements in texts, as well as the use of literary devices in narrative and the presentation of factual information; interprets the ideological strategies employed by the writer through the application of theories of literary criticism and socio-historical and aesthetic analysis; situates texts chronologically within the tradition of the target language

MEASURES:

(1) Core and advanced courses in the target language (French, Italian, and Spanish) are to be taken each semester and students are to be evaluated according to one of five rubrics specific to such measures as oral presentations, compositions, textual analyses, oral proficiency interviews, research papers, dictations, and comprehension exercises; all data are to be collected from both core and upper-level classes

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III. Demonstrate Cultural Competency in the Target Language through Appreciation of the Diversity of Worldviews, Construction and Articulation of Factual Information, Selection of Appropriate Lexicon and Register, Expression of Emotions, and Use of Non-Verbal Forms of Communication

PERFORMANCE INDICATORS:

(A) Identifies information that is germane to the culture of the target language;

(B) Identifies attitudes, themes, and concerns expressed by members of cultural groups that speak the target language;

(C) Identifies industries, products, and ways of living that are typical of cultural groups that speak the target language;

(D) Identifies and understands the national, religious, ethnic, and local customs of the major groups that speak the target language;

(E) Recognizes cultural and linguistic stereotypes, identifies their fallacies, and can provide proper information regarding the cultural groups that speak the target language;

(F) Describes the major civil, cultural, religious, and economic institutions that underpin the functioning of the societies in which the target language is spoken;

(G) Discusses the historical, literary, and social traditions of the societies in which the target language is spoken;

(H) Explores the many dimensions of the popular culture of the societies in which the target language is spoken, especially in the areas of music, visual arts, film, culinary arts, sports, handicrafts, and performance arts

MEASURES:

(1) Core and advanced courses in the target language (French, Italian, and Spanish) are to be taken each semester and students are to be evaluated according to one of five rubrics specific to such measures as oral presentations, compositions, textual analyses, oral proficiency interviews, research papers, dictations, and comprehension exercises; all data are to be collected from both core and upper-level classes
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The courses to be evaluated for AY2011-2012 are the writing components of SP-135/136, “Intermediate Spanish for Native Speakers I & II” and SP-492, “José Martí and Modernismo.”