

The University of Scranton

World Languages and Cultures Handbook

11/6/2007

Welcome

The Department of World Languages and Cultures at the University of Scranton has prepared this handbook for students in order to provide information on the department, to offer information on curriculum, and to inform students of opportunities available to world language majors. The faculty of the department hopes that this handbook will assist students in navigating their time in the department and facilitate communication between students and faculty.

Philosophy

Exposure to a world language has long been viewed as a vital component of a liberal arts education, because it expands our understanding of other cultures. Exploring the customs, traditions, and intellectual history of people beyond our own borders aids in our understanding of different nations and of the diversity of the human experience. As multinational awareness begins to have an impact on our lives, the command of more than one language is not only enriching but often indispensable; it enables us to form educated opinions about international issues and to become bilingual participants in world affairs.

The world language curriculum at the University of Scranton provides students with the flexibility to pursue a variety of careers and personal goals. In keeping with the mission of our Jesuit, liberal-arts tradition, the aim of the curriculum is two-fold: first, to broaden the students' appreciation of the *comparative nature of knowledge* and to challenge the students' critical capacities; and second, to build a bridge connecting language acquisition with other career-oriented disciplines in order to facilitate the transition into the work environment.

Facts and Figures

Majors and Minors

- Majors in Modern Languages: Majors may be completed in French, German, and Spanish. Students are strongly urged to study abroad for at least one semester.
- Minors in Modern Languages: French, German, Italian, Spanish, Portuguese, and, depending on availability of courses, Arabic, Japanese, and Russian. If a student would like to major in Italian or Portuguese, s/he must complete a study-abroad program in which courses are taught in the world language and all coursework is completed in that language.
- Major and Minor in Classical Languages: Greek, Latin
- Other Languages not listed under majors and minors: Courses are often available in Chinese, Hebrew, and American Sign Language.
- Concentrations: Concentrations are available in Italian Studies and Latin American Studies.
- Number of Majors in Modern and Classical Languages and Literatures, by year:
 - 2005: 12
 - 2004: 15
 - 2003: 13
 - 2002: 14
- Number of Majors in International Language/ Business, by year:
 - 2005: 14
 - 2004: 14
 - 2003: 15
 - 2002: 9

Study Abroad

Students majoring in Modern and Classical Languages and Literatures are strongly encouraged to study abroad for one semester or a full academic year.

- Department majors have studied abroad in the following countries, Argentina, Brazil, Chile, Costa Rica, Ecuador, El Salvador, Germany, Guatemala, France, Italy, Mexico, Portugal, Sénégal, and Spain.
- Department minors have studied in such countries as Brazil, Italy, Portugal, and Russia
- Percentage of majors studying abroad, 1995-2005:
 - Modern/ Classical Languages and Literatures: 79.2%
 - International Language/ Business: 76.1%

With the Political Science Department, the Department co-sponsors a yearly faculty-led study-abroad program in January program in Guadalajara, Mexico. The Department expects to offer a faculty-led study abroad summer program to Florence, Italy, beginning in Summer 2008.

Please note that you must keep your syllabi and materials from your study abroad classes in order to present them to your faculty adviser or the Chair of the Department. The work done in a class abroad may very well determine how the class will be transferred toward completion of your degree requirements.

Special note for Education majors

*Double majors with Education, and Secondary Education/Modern language majors are required to pass a SOPI, the Simulated Oral Proficiency Interview, in order to register for the EDUC 314 Methods course, which is a requirement prior to student teaching. We **Strongly recommended that as an education majors you take a practice exam PRIOR to your study abroad experience.** We further recommend that you make every effort to maximum your immersion language experience, avoiding the use of English when possible.*

Scholarships

The Department's students have been successful in earning *Fulbright* and *Rotary Awards*. Countries and respective years (1995-2005) are:

- 1995: Germany
- 1996: France
- 1998: Germany
- 1999: Guatemala
- 2001: Italy (2 students); Germany (2 students)
- 2002: Argentina
- 2003: Germany
- 2005: Germany

For information on Fulbright fellowships, click here: http://matrix.scranton.edu/academics/ac_su_fulbright.shtml

For information on Rotary and other Fellowships available to world language students, click here:

http://matrix.scranton.edu/fellowships/ac_su_fellowships_finding.shtml

Faculty

FACULTY AND STAFF FOR 2007-2008

OFFICE EXT. & NO.

Full Time Faculty

Dr. Marzia Caporale (caporalem2) French and Italian	4165 - (319)
Prof. Marie Karam (karamm1) Spanish; Director of the Language Learning Center	4296 - (308)
Dr. Linda Ledford-Miller (ledfordl1) Portuguese and Spanish; Chair of Dept.	6160 - (317)
Dr. Robert Parsons (parsonsr1) Spanish	7447 - (316)
Dr. Virginia Picchietti (picchiettv1) Italian	4096 - (320)
Dr. Sergio Ramirez-Franco (francos2) Spanish	7778 - (321)
Dr. Jamie Trnka (trnkaj2) German	7430 - (311)
Dr. Joseph P. Wilson (wilsonj1) Latin and Greek	4220 - (323)
Dr. Habib Zanzana (zanzanah1) Spanish, French, and Arabic	7759 - (318)

Part Time Faculty

Michele Ackerman (French) (ackermanm1)	4013 – (310)
Ignacio Díaz (Spanish) (diazl2)	4013 – (310)
Konstantin Lyavdansky (Russian) (klyavdansky@wyoingseminary.org)	4396 – (324)
Jaime Meilán del Río (Spanish) (meilandelrj2)	4013 – (310)
Miho Myojin (Japanese) (myojinm2)	4396 – (324)
Gail O'Rourke (American Sign Language) (orourkeg3)	4013 – (310)
Anna Scahill (Spanish) (scahilla3)	4013 – (310)

World language Teaching Assistants (FLTAs) for 2007-2008

Ms. Mónica Morales Díaz(Spanish) (moralesdiam2)	4396 – (324)
Mr. Khalid Ait Mansour(Arabic) (aitmansourk2)	4396 – (324)
Mr. Mathieu Ratjczak(French) (ratajczakm2)	4396 – (324)
Ms. Huijing Wen (Chinese) (wenh2)	4396 – (324)

Graduate Assistants (GAs) for 2007-2008

Rebecca Brogadir (Spanish) (brogadirr2)	4396 – (324)
Kelly Bucconear (French) (bucconeark2)	4396 – (324)
Fiorella Duque (Spanish) (duquef2)	4396 – (324)
Alysia Yenalevitch (office) (yenalevitca2)	4014 – (301)

Joyce Knott - Secretary (knottj1) 4014 - (301)

Noelle, secretary, Int. Office - 4841 **Mike Simons** – Coordinator, Study Abroad 5110 Comm. Wing. Ext 4303

Jay Blazes, Director, International Student Affairs - 7575

PART TIME OFFICE 4396 (324) LANGUAGE LEARNING CENTER (306) 6163 (306) FOREIGN LANG. FAX 941-4774 Red phone Hyland 3RD FLOOR: 7711

Teaching

- The Department of World Languages and Cultures has eight full-time professors, each with the Ph.D. in his/her field, and active in scholarship in language, literature, film, and/or language pedagogy. The director of the Language Learning Center is a full-time member of the Department.
- Each year, teaching assistants offer courses in their native language, which have included Spanish, French, Arabic, Chinese, and Japanese.
- The Language Learning Center has a specialized tutoring program for students continuing language study who place in the intermediate level courses. LEAP--Language Equal to Aptitude-- facilitates the transition from high school to college, and ensures that students receive help in any skill area which they wish to improve. Students may choose to take advantage of this program for several weeks or the entire semester. Free tutoring is also available through the CTLE, the Center for Teaching and Learning Excellence. Click on this link for more information:
<http://academic.scranton.edu/department/ctle/studentserv.html>

Resources

The Department houses the following state-of-the-art media facilities:

- the Language Learning Center, which includes computers, audio-visual equipment, world language dictionaries and reference books, and a film library;
- the Satellite Room, in which news and entertainment programs are available in many languages, and where films can be screened;
- a film-screening room with audiovisual stations for viewing videocassettes and DVDs.

Honor Society:

Department majors who meet the national requirements may be eligible for initiation into the *Alpha Mu Gamma* World language Honor Society. *Eta Sigma Phi*, the Classics honorary fraternity, is currently dormant, but there are plans for its revival.

Advising

All full-time faculty in the Department of World languages and Literature advise students. FL&L delivers majors in Spanish, French, German, the Classics, and in International Language/Business with concentrations in Spanish, French and German. The faculty in each major area have official academic advising duties for students from their sophomore through senior years. Normally, students are assigned a single faculty advisor for these three years. Students are advised in the CAS Advising Center their freshman year.

These are the current faculty advisors in World Languages and Cultures:

Classics: Dr. Joe Wilson advises all majors, sophomores through seniors.

German and IL/B-German: Dr. Jamie H. Trnka advises all majors, sophomores through seniors.

French and IL/B-French: Dr. Habib Zanzana advises all majors, sophomores through seniors.

Spanish and IL/B-Spanish: Dr. Ledford-Miller advises majors whose last names begin with A-I, sophomores through seniors; Dr. Robert Parsons advises majors whose last names begin with J-R, sophomores through seniors; Dr. Habib Zanzana advises majors whose last names begin with S-Z, sophomores through seniors.

Faculty advisor responsibilities:

FL&L Department faculty members take their advising responsibilities seriously. They understand that advising is more than selecting courses and monitoring progress toward graduation. As a student, you should always feel welcome to discuss any aspect of your college career with your faculty advisors. Sometimes faculty advisors will be able to give specific advice regarding non-academic issues, or areas related to academics, such as financial matters, graduate school selection, career choices, and even personal issues. When appropriate, however, faculty advisors may refer you to other University offices, such as the Office of Career Services, the Counseling Center, the Center for Teaching and Learning Excellence or Campus Ministries.

All FL&L faculty members have office hours during regular semesters, and it is expected that they will expand those hours when necessary during busy advising periods.

Faculty advisors keep an advising file for each student they advise. The file contains all records of advising meetings with the student, including meetings with the CAS Advising Center staff the freshman year. After each advising meeting, the file is updated with the most recent copy of the student's CAPP report. Faculty members are also expected to make brief notes for the file on the student's progress, future plans and/or problems.

Advisee responsibilities:

To enable your new faculty advisor to serve you most effectively, you need to assume responsibility for your program of study. Additionally, you need to be aware of University policies and procedures that affect your academic status. At a minimum, you should do the following:

- 1. Learn how to read your CAPP report.** Your CAPP report contains all requirements needed to graduate in your major, as well minors, concentrations and special programs. It is to your advantage to understand the report so that you can plan your academic career and keep on track to graduate on time.
- 2. Maintain a personal academic file.** This file should include copies of each semester's CAPP report, the student copies of any schedule or programmatic changes you have processed, and copies of any paperwork relative to grades.
- 3. Read the Undergraduate Catalog.** This does not mean you should read the catalog from cover to cover, but use it as a reference book. Become familiar with the requirements for your major (and minor or concentration, if applicable) as well as the general education program and its academic regulations. Consult the catalog course description for any course you plan to take to insure you have completed all necessary prerequisites. You can find the catalog from the year when you entered the University on line, if you do not have a paper copy.
- 4. Pick up your advising materials from the Registrar's Office.** Be sure to come to your advising meeting with the materials you need, in particular a current CAPP report and a blank pre-registration form
- 5. Make an advising appointment.** You have the responsibility of making an appointment with your advisor as early as possible during the registration period. Not all faculty advisors will not

contact you when it is time to be advised. Advising season happens at a very busy time of the semester. First try to find an appointment time that falls within the advisor's posted office hours. You should not simply "drop in" unannounced and assume that the faculty member will be available to advise you at any and all times during office hours. Faculty may be working with other students from their classes or have other commitments during those times. Some faculty post sign-up sheets on the door for advising appoint and others use email. Ask your advisor how you should make advising appoint. In every case, it is best to confirm an exact appointment time with an e-mail or other formal communication.

6. **Be well prepared for your advising meeting and allow adequate time for advising.** Before meeting with your faculty advisor, prepare a potential schedule and an alternate schedule of classes. Consult the course descriptions in the undergraduate catalog to insure you have completed all necessary prerequisites. Examine your CAPP report for potential discrepancies and bring them to the attention of your advisor when you meet with him or her. If you still have questions or concerns about your academic progress after you have reviewed your CAPP report and the section of the catalog that details your major, the advising session is the time to raise them. It is also the time to discuss foreign study options.
7. **Keep your faculty advisor informed of changes in your program of study.** If you declare a minor, concentration, second major, etc., you will need your advisor's signature on the Change of Curriculum form (which can be obtained at the Registrar's Office). If you make changes in your schedule of classes after your advisor has signed your pre-registration form and given you your term PIN, you are responsible for finding out whether the changes meet degree requirements. When in doubt, ask your advisor. If you have a double major, you should see advisors in both majors.
8. **If you participate in special academic programs, you will need to keep your faculty advisor and the program director informed.** If you participate in the SJLA or Honors program, or if you have a concentration, you need to consult with both your departmental advisor and the program director. If you study abroad, you should consult with your advisor and the study abroad director early in the planning process and during your time abroad.
9. **Keep informed of deadlines within the University calendar.** Timelines for drop-add, course refunds, registration, and application for graduation vary from year to year and students should keep themselves informed of these deadlines. An updated calendar is always available at the Registrar's Office or by accessing http://matrix.scranton.edu/academics/ac_academic_calendar.shtml.

Things To Keep In Mind About Advising And Your College Career

1. You received an Undergraduate Catalog of the University of Scranton the year that you begin your studies here. The general education requirements set out in that catalog are the ones that you must follow to obtain your degree.
2. You must demonstrate competency in the following three areas by the end of your sophomore year: written communication, oral communication (public speaking) and computing/information literacy. The normal way of doing that is to pass the courses in these areas with a grade of C or better. If you receive a C- or below in any of these three courses, you will have to repeat that course. For written communication, students take either WRTG 107 or the two-course sequence of WRTG 105-106. For

oral communication, the course is COMM 100. For computing/information literacy, the course is C/IL102/102L.

3. You may also take exams to demonstrate competency in each of the three areas. You may only take each exam once, at some point during your freshman or sophomore years. The exams are administered by the departments of English and Communications and an Advisory Board for Computing and Information Literacy.
4. The World languages curriculum is quite flexible. Students typically have 33 to 39 free electives in their cognate area and in the general education free electives area. We highly recommend that you use these free electives wisely, to build a double major or to add concentrations and/or minors. You can also use general education requirements in other areas to help build double majors, minors or concentrations.
5. Although all students must take two courses that have been designated **writing intensive** and two courses designated **cultural diversity**, majors in World languages and IL/B need not be concerned with fulfilling these requirements, since they will always be fulfilled by required courses in your major.
6. The International Language/Business curriculum is somewhat less flexible. Nonetheless, IL/B students have between 15 and 21 general elective free area credits, depending on the level at which they begin their major language study. We recommend that students take additional courses in the quantitative area and Political Science 212 (International Relations) as electives. You should try to use any remaining free electives to support the primary business area of interest, the second world language or any minor or concentration you may have declared.
7. Although the freshman year is highly structured, you do not have to take the courses in the exact sequence in which they are presented in the catalog. In fact, you have quite a bit of flexibility to change the order in which you take courses, and will probably need to do so to accommodate your foreign study plans.
8. The Department of World Languages and Cultures strongly recommends that all its majors spend at least one semester in a country in which their major language is spoken. Our preference is that you spend a full academic year abroad. Although it is less important for Classics majors, they too can benefit greatly from the exciting possibilities of studying Classical languages, literatures and cultures in foreign settings.

World language majors and International Language/Business majors may wish to use these worksheets in conjunction with their CAPP reports to track their progress toward graduation.

**PROGRESS WORKSHEET - WORLD LANGUAGE MAJOR
(130 credits)**

Name _____ Local Tel. _____
 Home Tel. _____ Cell phone _____
 E-mail _____
 SAT: Verbal _____ Quantitative _____
 Minor(s)/concentration(s): _____

<u>COURSE NO.</u>	<u>#CRS</u>	<u>COURSE NAME</u>	<u>SEM TAKEN</u>	<u>GRADE</u>	<u>SUBSTITUION/ WAIVER/TRANS</u>
-------------------	-------------	--------------------	------------------	--------------	--------------------------------------

MAJOR (36 CREDITS) WORLD LANGUAGES

ML/CL					
_____ 211	3	_____	_____	_____	_____
_____ 212	3	_____	_____	_____	_____
_____ 311	3	_____	_____	_____	_____
_____ 312	3	_____	_____	_____	_____

ELECTIVES*					
_____	3	_____	_____	_____	_____
_____	3	_____	_____	_____	_____
_____	3	_____	_____	_____	_____
_____	3	_____	_____	_____	_____
_____	3	_____	_____	_____	_____
_____	3	_____	_____	_____	_____
_____	3	_____	_____	_____	_____
_____	3	_____	_____	_____	_____

(Students who begin their major language level at the 311 level will take 6 fewer credits in the major and 6 credits more in the cognate or GE Free Area.)

*Spanish majors will take SPAN 320, SPAN 321, and 3 of the following 4 courses: SPAN 313, SPAN 314, SPAN 330 or SPAN 331.

COGNATE (27 CREDITS)

ML/CL					
_____ 101/211	3	_____	_____	_____	_____
_____ 102/212	3	_____	_____	_____	_____
_____ 211/311	3	_____	_____	_____	_____
_____ 212/312	3	_____	_____	_____	_____

ELECTIVES					
_____	3	_____	_____	_____	_____
_____	3	_____	_____	_____	_____
_____	3	_____	_____	_____	_____
_____	3	_____	_____	_____	_____
_____	3	_____	_____	_____	_____

NATURAL SCIENCES (6 CREDITS)

_____	3	_____	_____	_____	_____
_____	3	_____	_____	_____	_____

SOCIAL/BEHAVIORAL SCIENCES (6 CREDITS)

_____	3	_____	_____	_____	_____
_____	3	_____	_____	_____	_____

QUANTITATIVE REASONING (3 CREDITS)

_____	3	_____	_____	_____	_____
<u>COURSE NO.</u>	<u>#CRS</u>	<u>COURSE NAME</u>	<u>SEM TAKEN</u>	<u>GRADE</u>	<u>SUBSTITUTION/ WAIVER/TRANS</u>

COMPUTING/INFORMATION LITERACY (3 CREDITS)

_____	3	_____	_____	_____	_____
-------	---	-------	-------	-------	-------

ORAL AND WRITTEN COMMUNICATION (6 CREDITS)

ENG 107	3	Composition	_____	_____	_____
COMM 100	3	Public Speaking	_____	_____	_____

HUMANITIES (6 CREDITS)

_____	3	_____	_____	_____	_____
_____	3	_____	_____	_____	_____

PHILOSOPHY & T/RS (15 CREDITS)

PHIL 120	3	Intro to Philosophy	_____	_____	_____
PHIL 210	3	Ethics	_____	_____	_____
T/RS 122	3	Theology I	_____	_____	_____
T/RS 122	3	Theology II	_____	_____	_____
ELEC**.	3	_____	_____	_____	_____

** Elective may be PHIL or T/RS

PHYSICAL EDUCATION (4 CREDITS)

INTD	1	Freshman Seminar	_____	_____	_____
PHED	1	_____	_____	_____	_____
PHED	1	_____	_____	_____	_____
PHED	1	_____	_____	_____	_____

ELECTIVES (18 CREDITS)

_____	3	_____	_____	_____	_____
_____	3	_____	_____	_____	_____
_____	3	_____	_____	_____	_____
_____	3	_____	_____	_____	_____
_____	3	_____	_____	_____	_____
_____	3	_____	_____	_____	_____

In addition, all students will take two courses that have been designated **writing intensive**, and two courses designated **cultural diversity**.

**PROGRESS WORKSHEET - INTERNATIONAL LANGUAGE BUSINESS MAJOR
(130 credits)**

Name _____ Local Tel. _____
 Home Tel. _____ Cell phone _____
 E-mail _____
 SAT: Verbal _____ Quantitative _____
 Minor(s)/concentration(s): _____

<u>COURSE NO.</u>	<u>#CRS</u>	<u>COURSE NAME</u>	<u>SEM TAKEN</u>	<u>GRADE</u>	<u>SUBSTITUION/ WAIVER/TRANS</u>
-------------------	-------------	--------------------	------------------	--------------	--------------------------------------

MAJOR (54 CREDITS) INTL LANG-BUSINESS

Modern Language

_____ 211	3	_____	_____	_____	_____
_____ 212	3	_____	_____	_____	_____
_____ 311	3	_____	_____	_____	_____
_____ 312	3	_____	_____	_____	_____
_____ 321	3	_____	_____	_____	_____
_____ 322*	3	_____	_____	_____	_____
_____ 319	3	_____	_____	_____	_____

ELECTIVES*

_____	3	_____	_____	_____	_____
_____	3	_____	_____	_____	_____
_____	3	_____	_____	_____	_____
_____	3	_____	_____	_____	_____
_____	3	_____	_____	_____	_____
MGT 351	3	_____	_____	_____	_____
MKT 351	3	_____	_____	_____	_____
ACC 210	3	_____	_____	_____	_____
ECO 351	3	_____	_____	_____	_____
FIN 351	3	_____	_____	_____	_____
INTL ELEC**	3	_____	_____	_____	_____

(Students who begin their major language level at the 311 level will take 3 fewer credits in the major and 3 credits more in the cognate or free area.)

*There is no SPAN 322. IL/B (Spanish) majors will take SPAN 320, SPAN 321, and 3 of the following 4 courses: SPAN 313, SPAN 314, SPAN 330 or SPAN 33, in the elective area of the major.

**An advanced international elective in the business area, one of the following: MGT 475, MKT 475 or ECO 475.

COGNATE (12 CREDITS)

Second Modern Language

_____ 101/211	3	_____	_____	_____	_____
_____ 102/212	3	_____	_____	_____	_____
_____ 211/311	3	_____	_____	_____	_____
_____ 212/312	3	_____	_____	_____	_____

NATURAL SCIENCES (6 CREDITS)

_____	3	_____	_____	_____	_____
_____	3	_____	_____	_____	_____

SOCIAL/BEHAVIORAL SCIENCES (6 CREDITS)

ECO 153	3	_____	_____	_____	_____
ECO 154	3	_____	_____	_____	_____

QUANTITATIVE REASONING (3 CREDITS)

_____ 3 _____

COMPUTING/INFORMATION LITERACY (3 CREDITS)

_____ 3 _____

<u>COURSE NO.</u>	<u>#CRS</u>	<u>COURSE NAME</u>	<u>SEM TAKEN</u>	<u>GRADE</u>	<u>SUBSTITUTION/ WAIVER/TRANS</u>
-------------------	-------------	--------------------	------------------	--------------	---------------------------------------

ORAL AND WRITTEN COMMUNICATION (6 CREDITS)

ENG 107	3	Composition	_____	_____	_____
COMM 100	3	Public Speaking	_____	_____	_____

HUMANITIES (6 CREDITS)

_____ 3 _____
 _____ 3 _____

PHILOSOPHY & T/RS (15 CREDITS)

PHIL 120	3	Intro to Philosophy	_____	_____	_____
PHIL 210	3	Ethics	_____	_____	_____
T/RS 122	3	Theology I	_____	_____	_____
T/RS 122	3	Theology II	_____	_____	_____
ELEC.***	3	_____	_____	_____	_____

***Elective may be PHIL or T/RS

PHYSICAL EDUCATION (4 CREDITS)

INTD	1	Freshman Seminar	_____	_____	_____
PHED	1	_____	_____	_____	_____
PHED	1	_____	_____	_____	_____
PHED	1	_____	_____	_____	_____

ELECTIVES (15 CREDITS) ****

_____ 3 _____
 _____ 3 _____
 _____ 3 _____
 _____ 3 _____
 _____ 3 _____

****Second Math course and Political Science 212 are recommended electives. It is also recommended that the remaining 9 credits of free electives be used to support the primary business area of interest or the second world language.

In addition, all students will take two courses, one in the major and one outside the major, that have been designated **writing intensive**, and two courses designated **cultural diversity**.

Student Activities

Students have numerous opportunities to improve both their language skills and cultural knowledge outside of the classroom.

Students have the opportunity to live in Spanish House on campus and participate in many cultural celebrations. Students may join multicultural clubs such as the United Colors club or the newly formed Latino student club and others which sponsor many events and speakers throughout the year. In addition the Department of World Languages and Cultures and the Latin American Studies Concentration sponsor many outstanding films for student viewing. There are peace and justice events throughout the year which expand students' awareness of world reality.

The Director of the Language Learning Center, Professor Marie Karam, is also Director of Bridges to El Salvador, and annually plans events on campus with internationally renowned speakers. These events involve students in preparation for the event by previewing movies, reading articles and researching topics to be discussed.

Students receive valuable pre-professional training by assisting Karam in the yearly workshops she presents to ESL or World language Teachers to improve the quality of teaching in area schools. Due to close ties to the Scranton School District, English as a Second Language (ESL) program students may choose to tutor children among the increasingly large immigrant population, on campus or on site at preschool, elementary or intermediate schools. Students also serve as facilitators to training student groups planning International Service Trips to Mexico, Ecuador and El Salvador each year.

Students are also exposed to teaching assistants from around the world—for 2007-2008, Argentina, China, France, Japan, and Morocco—and participate in special luncheon events which allow these teaching assistants to share their love of their countries in a very informative and interactive format.

Standards and Assessments

The National Standards for World language Learning are integrated into all levels of teaching in the Dept. of World languages. The five standards or 5 C's are:

1. Communication (interpersonal, interpretive, presentational);
2. Culture (demonstrating an understanding of the relationship between the products/practices and perspectives of the culture studied);
3. Connections (reinforcing and furthering knowledge of other disciplines through the world language or discovering viewpoints only available through study of the language)
4. Comparisons (comparing language/culture of target language to their own); and
5. Communities (using the language both within and beyond the school setting or using the language for lifelong personal enjoyment and enrichment).

These standards are assessed through both formative and summative assessments which are standards based. The SOPI or Simulated Oral Proficiency Interview is also used for pre-service teachers to guarantee the minimum level of proficiency for effective teaching.

The Department requires a portfolio and an oral presentation for graduating seniors as an assessment measure. The portfolio can be presented during ordinary class time.

Recommended reading and professional organizations

Students planning to become language teachers should join the American Council of Teaching of World Languages as well as the National Network for Early Language Learning. The language specific organization is also recommended, such as AATSP, AATF, AATG. Students are encouraged to also research online sites such as the Multimedia Educational Resources for Online Teaching website (merlot.org) which provides peer-reviewed resources for learning and teaching many languages. Students planning to become Latin teachers should join the American Classical Society and the relevant classical society or association of the area in which they intend to work.

Career Opportunities

World language study offers solid preparation for any number of careers. Knowledge of a world language serves the graduate well in any segment of the employment market. Here are a sampling of fields in which a language major's skills could prove very useful:

Spanish, French, and German:

Teaching, interpreting, translating, working for the United Nations, UNESCO, foreign embassies, immigration service, banking, library sciences, departments of the federal, state, or local governments and agencies, business and finance, marketing and distribution, public and health services, law enforcement, travel and transportation, communications, non-governmental agencies and foundations, publishing firms, editing, investment firms, advertising, export-import, and journalism.

Classical Languages

Medicine, law, history, philosophy, biology, English, theology, religion, or art history, library science, banking, diplomatic service, and business.

The Office of Career Services can assist students with the preparation of a resume, help to hone interviewing skills, and assist with job searches.

To find information on recruitment and on the types of jobs our students have obtained, visit this website: <http://academic.scranton.edu/department/ocs>

Service Learning in World Languages and Cultures

There are many opportunities for students to use their linguistic and cultural skills in service related activities. Many foreign study programs incorporate service learning into their curricula. We encourage our students to seek out such programs for their study abroad experience. The annual intersession trip to Guadalajara, Mexico, sponsored by World Languages and Cultures and Political Science, also has an optional service component.

There is also a strong need in the Scranton/Wilke-Barre region for personnel in service areas with appropriate language training and understanding of Hispanic culture norms. The Department of World Languages and Cultures frequently receives phone calls from lawyers, Police Departments and local hospitals, for translation or interpretation services in a wide variety of situations, and from individuals who need translations of documents, such as academic transcripts, birth and marriage certificates, etc. Such activities have been an important part of the community service beyond the University that all faculty members of the department have performed over the years. In recent years we have involved our students in service to the Hispanic community in a variety of

ways. Marie Karam, Director of the Language Learning Center, has a pool of student volunteers who work in the Center and are available throughout the academic year to meet needs in crisis situations and to work on a regular basis with children of immigrant families to assist them in the sometimes difficult processes of assimilation and acculturation. Robert Parsons has established contacts with a number of regional service agencies and offers a course on a two year cycle, SPAN 335, Service and the Hispanic Community, which focuses on issues related to immigration and requires students to perform 40 hours of community service the local Hispanic community. Habib Zanzana has incorporated authentic documents that the department receives as requests for translations (usually from Spanish to English) into his translation course, SPAN 439, The Craft of Translation, also offered on a two-year cycle.

We encourage all our students to become involved in service learning activities.

Graduate School

A Graduate School is an institution which provides post-baccalaureate students with the possibility to continue their education through programs of study, teaching and research. Students will begin not only to consume but to create knowledge, and they will gain the skills necessary to conduct research both under faculty supervision and independently.

How do I decide if graduate school is right for me?

The decision to attend graduate school depends upon your own goals and interests. There are some basic questions that can help you to identify your interests, goals and potential. For instance, what do I want to do after graduation; what kind of job would I like and with what kind of people do I want to work; what are my strengths and weaknesses; what kind of activities do I enjoy; and what options do I have at this point in my life? For certain professions you will need the kind of knowledge and training that only graduate school provides, but there are also many areas in which an academic degree might not be necessary, although it could enhance your salary and resume. You must carefully evaluate both your academic and career interests before entering graduate school.

Should I go to graduate school immediately after completing my undergraduate degree or should I wait a while?

The answer to this question is related to the answers you can give to the question above. If you have a definite area of academic interest which you wish to pursue after graduation, then it may be best to apply immediately to graduate school. If, however, you are looking for practical, first-hand work experience, then it may be best to enter the work force directly. This may also be the best option if you are unsure of your future plans. Remember that you can come back to school to pursue a graduate degree at any time. Yet another consideration is one's finances. Do you have student loans that need to be paid back immediately? Can you finance graduate school by yourself and if not, are you prepared to take out loans?

How long does graduate school take?

The length of time depends on whether a student is working towards a Masters degree or a Ph.D. On average a Masters takes two years to complete, while a Ph.D. can be attained (after a student has Masters) in as few as four years. Of course, the length of time a student spends in graduate school depends greatly on a student's abilities and interests. It is important to remember that many students' change their course of study or take a longer time than expected to complete their thesis.

How do I get into graduate school?

Graduate schools have various admissions requirements. Most schools require letters of recommendation from undergraduate professors, official academic transcripts, application essays or letters of intent, standardized tests such as the GRE, MCAT, LSAT, GMAT, etc. (depending on the type of program to which you are applying), an application fee, and, in some schools, a personal interview. In the case of world language programs students will likely have to submit language proficiency exams to verify that they master the language, which they are planning to study. The weight of these requirements depends on the school, which is why it is a good idea to find out ahead of time which requirements are most important in your particular program. Lastly, remember to submit your complete application on time. Graduate schools tend to be very strict about application deadlines, most of which are in early January (for the fall semester) or slightly later. However, they could be even earlier, so know yours in advance in order to have your materials in on time. It is preferable if you submit them with time to spare so that you can check with the school to make sure they have all been received.

How do I pay for graduate school?

This matter must be considered very carefully since graduate programs are normally more expensive than undergraduate ones. For this reason it is important that you be very aware about the current tuition, the cost of textbooks and supplies, as well as the cost of living in the community in which the school is located, including food and housing, transportation, etc.

In order to finance graduate education there are many options, including assistantships (i.e. working as a “T.A.,” or teaching assistant in undergraduate courses). This position may involve lecturing, creating tests, and grading students’ performances. Another type is “R.A.” (or research assistant) positions that consist in helping a faculty member conduct research. The second possibility consists of fellowships, scholarships and grants, many of which are based on academic-merit and do not involve working. As a result, they are awarded on an extremely competitive basis. Yet another option might be a government (state and/or federal) loan, which you can get at a fairly low interest rate, but must be repaid upon graduation. Lastly, many academic programs provide part-time student employment during the academic year. However, while this may defer the cost of living expenses, it is hardly enough to cover the cost of tuition and must be supplemented with another income, usually student loans.

How do I choose which graduate school is right for me?

In order to choose the correct graduate school, you should consider a number of things, including the institution’s ranking and prestige; the faculty members under whom you will conduct research; the specific requirements for completion of the graduate degree, including how long it will take and the amount of course work; and how much support and preparation the institution provides its graduating students with their entrance into the job market. Prospective students should also take into account the institution’s diversity (or lack thereof), including the number of female, international, and minority students; the types of financial aid offered, including but not limited to academic fellowships, grants, scholarships and loans; and the community in which the institution is located.

To how many universities should I apply?

It is best to apply to several programs rather than counting on just one. Nevertheless, applications are time and energy consuming as well as expensive (due to application fees, which usually range around \$50, campus visits, etc) so it is best not to apply to dozens. If a student does the necessary research and has a clear academic and financial plan than this is unnecessary. The number of applications varies by the individual student and the type of program to which he is applying. The best person with whom to discuss the matter is one’s academic advisor or a professor in the field.

Students from the University of Scranton have gone on to graduate work at Brown, Pittsburgh, American, Wisconsin, Georgia, Rutgers, and Lehigh, among other places.

What can I do with my degree?

A Masters degree or a Ph.D. can open a world of opportunities. To see where some of our students are working now, click here:

<http://academic.scranton.edu/department/forlang/dn/fall2003.html>

How do I succeed in graduate school?

Graduate school is essentially the same as undergraduate work, only more intensive. The same rules apply. Do all readings and coursework assigned so that you can actively participate in class discussions. Do not procrastinate or else you can get buried by all the work. Attend class regularly, as many professors take attendance and factor it into the overall grade. Meet regularly with your academic advisor to discuss your progress and future plans, but remember that it is not his/her responsibility (as it may have been in undergraduate school) to remember your degree requirements and academic deadlines—do so yourself. Lastly, as graduate school is the final frontier before entering the work place do your best to cultivate useful contacts and relationships, which will be helpful in the future.