

Department of World Languages and Cultures

Handbook

The University of Scranton

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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.

Additional information may be found on our website:

<https://www.scranton.edu/academics/cas/world-languages/index.shtml>

I. 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 languages, customs, traditions, and intellectual histories of people beyond our own borders aids in our understanding of different nations and of the diversity of the human experience. As global 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 allows us to access and participate in multilingual 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.

II. Majors, minors, and concentrations

Majors

- **BA in World Languages and Cultures**
 - French and Francophone Studies (FRNC)
 - Hispanic Studies (HISP)
 - Italian Studies (ITAL)
 - Modern Language/ Italian (MODI)
- **BA in Classical Languages**
 - Latin
 - Greek (CLG), Hebrew (CLH), and Latin (CLL)
- **BA in International Language/ Business (ILB)**
 - French (ILF)
 - Italian (ILI)
 - Spanish (ILS).
- **BA in Secondary Education/ Language**
 - French (SECF)
 - Latin (SECT)
 - Spanish (SECS)

Minors

- French
- Greek

- Italian
- Latin
- Spanish
- Arabic, Chinese, Japanese, and Russian (depending on availability of courses. Study abroad may be required in order to complete the minor.)

Concentrations

- Italian Studies
- Latin American Studies
- Some courses are cross-listed with Women's and Gender Studies

III. Study Abroad

Students majoring in Modern Languages and Literatures are strongly encouraged to study abroad for one semester or a full academic year, preferably during their junior 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. The majority of majors and double majors have studied abroad for at least a semester.
- Department minors have studied in such countries as Brazil, Egypt, Italy, Morocco, Portugal, Spain, Argentina, Russia and Jordan.

With the Department of Latin American Studies and Women's and Gender Studies, the Department co-sponsors a yearly 3-week faculty-led study-abroad program in January in Puebla, Mexico. The Department also offers a yearly 3-week faculty-led study abroad summer program in Pamplona, Spain, and a yearly 4-week study abroad summer program in Florence, Italy. A new summer study abroad in Cuzco, Peru is being developed.

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 upon your return. The work done in a class abroad may very well determine how the class will be transferred toward completion of your degree requirements.

More information regarding study abroad options can be found at: <http://studyabroad.scranton.edu/>

IV. 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 major you take a practice exam PRIOR to your study abroad experience.** We further recommend that you make every effort to maximize your immersion language experience, avoiding the use of English when possible. To schedule a practice SOPI or the SOPI itself, please contact your faculty advisor in the World Languages and Cultures Department or the Chair of the Department.*

V. Scholarships

The Department's students have been successful in earning *Fulbright* and *Rotary Awards*. Countries and respective years (1995-2015) are:

- 1995: Germany
- 1996: France
- 1998: Germany
- 1999: Guatemala
- 2001: Italy (2 students); Germany (2 students)
- 2002: Argentina
- 2003: Germany
- 2005: Germany
- 2008: Argentina; France; Morocco
- 2009: Macau; Cameroon; Germany
- 2010: Indonesia
- 2011: Germany (2 students)
- 2012: Spain (3 students); Estonia
- 2013: Germany; Hungary; Jordan; Spain
- 2015: Mongolia
- 2016 Brazil
- 2017 Mexico

Useful links for the Fulbright program and other fellowship opportunities:

For information on our Fulbright fellows: <http://www.scranton.edu/academics/fulbright/index.shtml>

For information on the Fulbright program: <http://us.fulbrightonline.org/home.html>

For information on teaching English in Japan: <http://www.jetprogramme.org/>

For teaching English in several countries abroad (currently Chile, China, the Dominican Republic, South Korea, Spain, Thailand, and Vietnam) for a reasonable fee and sometimes with a TEFL certificate: <http://www.ciee.org/teach/>

For shorter term ESL teaching in Italy: <http://www.acle.org/>

For information on an affordable, on-line TESOL certificate (Teaching English to Speakers of Other Languages): <http://www.tesol.org/attend-and-learn/online-courses-seminars>

VI. Teaching

The Department of World Languages and Cultures has six full-time professors, each with the Ph.D. in his/her field, and active in scholarship in language, literature, film, and/or language pedagogy, and a full-time Faculty Specialist in Spanish. 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 Arabic, Chinese, French, German, Japanese and Spanish.

VII. The Language Learning Center

https://www.scranton.edu/academics/cas/world-languages/llc_2.shtml

The Department houses a Language Learning Center (LLC), or language lab, which includes the following state-of-the-art media facilities:

- the main room of the LLC, which includes computers, audio-visual equipment, world language dictionaries and reference books, and a film library;

- a film-screening room for video streaming, and viewing DVDs.

The LLC is located in O'Hara Hall 306.

Hours are: M thru Thurs. 9am-10pm, Fri. 9am-3pm and Sun. 6-10pm

LLC services include specialized tutoring, testing, events and community outreach:

- Specialized tutoring for students in both elementary and intermediate level language courses. **LEAP—Language Equal to Aptitude Placement**—facilitates the transition from high school to college, and ensures that students receive help in any skill area (comprehension, speaking, reading, and writing) 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.
- Oral Proficiency Testing. Language students who are minors or majors are encouraged to take a SOPI (Simulated Oral Proficiency Interview) beginning their Freshman year and continuing every year to target their strengths and areas for improvement. Appointments for these tests are made at times convenient for students throughout the semester.
- Hosting teachers and area students. The LLC invites area language teachers to an annual spring workshop on the teaching and learning of world languages to share updates on integration of technology and the teaching of languages in the framework of the national standards. Groups of students are also welcomed to visit the LLC with their teachers for updates on web resources and to enjoy a day of college level language classes.
- Community Outreach. With the growing numbers of immigrants to our area has come an increased need for outreach services such as: translation of documents, tutoring in ESL for children and adults, specialized tutoring sessions for area community agencies and personnel. For example, the new medical college in Scranton has requested a series of Medical Spanish sessions for their future doctors.

VIII. Honor Society

Department students who meet the national requirements may be eligible for initiation into the *Alpha Mu Gamma* Foreign Language Honor Society. Applications are available in early spring and the annual induction luncheon is held late in the semester.

IX. Advising

Most full-time faculty in the Department of World Languages and Cultures advise students. World Languages and Cultures delivers majors in Spanish, French, Italian, the Classics, and in International Language/Business with concentrations in Spanish, French, and Italian. 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, all of whom advise sophomores through seniors:

Classics: Dr. Joe Wilson advises all majors.

French and IL/B-French: Dr. Marzia Caporale advises all majors.

Italian and IL/B Italian: Dr. Virginia Picchiatti advises all majors.

Hispanic Studies and IL/B-Spanish: Dr. Yamile Silva, Dr. Roxana Curiel, and Dr. Habib Zanzana advise majors according to the first letter of the student's last name.

➤ **Faculty advisor responsibilities:**

World Languages and Cultures 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 WL&C 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 active 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 as 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. Be familiar with and learn how to use the on-line Undergraduate Catalog. 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 ensure you have completed all necessary prerequisites. The catalog from the year you enter the University is a contract between you and the University of Scranton. You should always consult that catalog, which will be archived on line and available through the My.Scranton portal.

4. **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 contact you when it is time to be advised. Advising season happens at a very busy time of the semester for both you and your faculty advisor. 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 appointments. In every case, it is best to confirm an exact appointment time with an e-mail or other formal communication.
5. **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. Complete the registration form (it can be changed during the advising meeting if need be). 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. This is also a good time to discuss foreign study options.
6. **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 will only be assigned an advisor in your "first" major; however, you should make every effort to see advisors in both majors.
7. **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, for example, 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.
8. **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

<https://www.scranton.edu/academics/registrar/academic-calendar.shtml>

➤ Things to Keep In Mind about Advising and Your College Career

1. All general education requirements set out in the on-line Undergraduate Catalog of The University of Scranton for the year that you begin your studies here are the ones that you must follow in order to obtain your degree.
2. According to General Education requirements, 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 conventional way to fulfill these requirements 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.
The actual percentage of students who pass the exam is small. A passing grade on the exemption exam does not replace the course credits; students will have 3 additional Free Area credits for each exemption exam they pass.
4. The World Languages and Cultures curriculum is quite flexible. Students typically have 30 or more 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 specifically designated 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 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.

X. Standards and Assessments

The National Standards for Foreign 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 foreign 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 for graduating seniors as an assessment measure. (See Appendix A).***

XI. Recommended reading and professional organizations

Students planning to become language teachers should join the **American Council of Teaching of Foreign Languages (ACTFL)**, the **National Network for Early Language Learning (NNELL)** and the **Modern Language Association (MLA)**. The language specific organization is also recommended, such as AATSP, AATF, AATG, AATI and the different Regional Modern Language Associations:

Midwest Modern Language Association (MMLA) <http://www.luc.edu/mmla>

Northeast Modern Language Association (NEMLA) <http://www.nemla.org>

Pacific Ancient and Modern Language Association (PAMLA) <http://www.pamla.org/>

Rocky Mountain Modern Language Association (RMMLA) <http://www.rmmla.org/>

South Atlantic Modern Language Association (SAMLA) <http://samla.memberclicks.net/>

South Central Modern Language Association (SCMLA) <http://www.ou.edu/scmla/>

Students planning to become Latin teachers should join the **American Classical League (ACL)** and the relevant classical society or association of the area in which they intend to work.

Some other professional recommended organizations are: **American Association of University Supervisors and Coordinators of Foreign Language Programs (AAUSC)**, **American Council on the Teaching of Foreign Languages (ACTFL)**, **Computer Assisted Language Instruction Consortium (CALICO)**, **National Association for Bilingual Education (NABE)** and the **Teachers of English to Speakers of Other Languages (TESOL)**.

Students are encouraged to also research online sites such as the Multimedia Educational Resources for Online Teaching website <http://www.merlot.org>, which provides peer-reviewed resources for learning and teaching many languages.

XII. 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, Arabic, and Italian

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, museums, fashion, and journalism.

Foreign Service: <http://careers.state.gov/officer>

The Foreign Service offers five career tracks. Acceptance is competitive, but a great choice for those who want to see the world.

Please refer to the Scholarship section for information on teaching abroad.

Classical Languages

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

The Center for Career Development 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://www.scranton.edu/studentlife/studentaffairs/careers/index.shtml>

XIII. Volunteer Opportunities

During your college career:

You can volunteer locally in a number of ways. For speakers of Spanish and Portuguese, consider the weekly Leahy medical clinic for the uninsured.

You can work with immigrant tutoring in the LLC, or serve as conversants in the LLC on a weekly basis with ESL adults.

Volunteering after graduation:

Volunteer opportunities may be paid or unpaid. Terms of service may be one or two years. Some organizations require a placement fee, while others do not.

The Peace Corps is normally a two year commitment, pays modest salary, and is a competitive process. <http://www.peacecorps.gov/>

The Jesuit Volunteer Corps places volunteers nationally and internationally: <http://www.jesuitvolunteers.org/>

In Guayaquil, Ecuador, Rostro de Cristo: <http://www.rostrodecristo.org/>
Several of our graduates have volunteered there for one year of service.

In Quito, Ecuador, The Working Boys' Center founded in 1964 by the Jesuit, Fr. John Halligan. Volunteers go for one or two years. <http://www.workingboyscenter.org/volunteer>

In Nicaragua: <http://laislafoundation.org>

After some years of experience in your field, you could consider the British run organization, Volunteers in Service Overseas: <http://www.vsointernational.org/>

XIV. Student activities, clubs and organizations

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

Students may join multicultural clubs and attend multicultural activities organized by part-time and full-time faculty in French, Italian, Arabic, or Spanish. The Department sponsors many cultural events such as coffee hour, cooking classes, or music sessions or presentations by guest speakers. In addition the Department of World languages and Cultures sponsors many outstanding films for student viewing. There are peace and justice events throughout the year which expand students' awareness of world reality.

Students are also exposed to teaching assistants from countries such as Argentina, Bahrain, Colombia, China, Egypt, France, Iraq, Japan, Libya, Mexico, Morocco, Spain, Taiwan, and Tunisia, 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.

XV. Community Based 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, such as the Universidad de Especialidades Espíritu Santo near Guayaquil, Ecuador, with which The University of Scranton has a student and faculty exchange agreement, 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 Mexico, sponsored by the World Languages and Cultures and the Latin American Studies and Women's Studies Departments, also has an optional service component. There are other opportunities for service learning abroad.

There is also a strong need in the Scranton/Wilkes-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, as well as 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. The 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. Dr. Ana Ugarte has established contacts with a number of regional service agencies and regularly offers a course SPAN 335, Service and the Hispanic Community,

which focuses on issues related to immigration and requires students to perform 40 hours of community service to the local Hispanic community. Many World Languages and Cultures students do regular volunteer work for the University's Leahy Clinic, which provides free medical services for the regional uninsured, either as interpreters or in the organization of other services offered by the Clinic, such as the Food Pantry and the Clothing Pantry. Some department courses are designed to prepare the student for such service. For example, Dr. Habib Zanzana has incorporated authentic documents that the department receives as requests for translations (usually from Spanish to English) into a translation course, SPAN 439, The Craft of Translation.

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

XVI. Graduate School

A Graduate School is an institution that provides post-baccalaureate students with the possibility to continue their education through programs of study, teaching and research. It is a free-standing, between one-to-five-year course of study that aims to provide students with a rigorous foundation on the critical issues attendant to a particular cultural production where 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. Most of the master's programs may be undertaken as a preparatory degree to apply subsequently to doctoral programs in the field, but also as a terminal degree by those students interested.

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 advanced academic degree might not be necessary, although it could enhance your salary and résumé. 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 may return 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

five 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 late December (for the fall semester) or slightly later. Program-specific application deadlines are provided in the web pages of the different departments. **It is strongly recommended that you contact** the Graduate Program Director with specific questions not resolved in the webpage of the Program to which you are planning to apply. If you want to visit and go on a tour on campus, program representatives will let you know if someone is available to meet you. Some of the questions you would address are:

- How many courses are required to complete this specific degree? Is there a thesis option for the MA? What exams are required, and when must they be completed? What additional qualifications (e.g., languages) are needed? Are there time limitations for completing the degree? What is the average length of time students take to complete the master's degree? And the Ph.D. program?
- How often are the courses listed in the catalog offered? How many are typically offered each semester? Is the curriculum likely to change in the next five years? Are there faculty members who are regularly on leave? How frequently are there visiting scholars in the department?
- Can you take graduate courses in other departments, to pursue interdisciplinary interests? Must you take a certain number of credits in your home department each semester/year?

It is also suggested to ask specific questions about departmental support for graduate students in order to prepare for career success. Having said that, you may ask the following:

- Does the department expect graduate students to begin sending papers for conferences and publication before they complete their degree?
- Are travel funds available for graduate students to present papers at conferences?
- Does the department have opportunities for Graduate Students to be Resident Directors/Assistants of Programs Abroad? What are the requirements?
- What similar opportunities are available for graduate students to practice skills in preparation for nonacademic jobs?
- Does the department offer a course, seminar, or workshop on professional development and the job search process?

How do I pay for graduate school?

This matter must be considered very carefully since graduate programs are normally more expensive than undergraduate ones. 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. You may want to contact some current graduate students at the programs you are considering and ask them some questions about living cost. Some questions to consider are:

- What is the estimated cost of living in the place where this university is located?
- What kind of housing assistance is available? What on-campus housing for graduate students? What help locating off-campus housing? Is there any free off-campus-transportation?
- What health coverage is available, cost? Does coverage include summers/winter intersections? Can coverage include family members?
- What is the average number of years of support awarded by the department? Are there any dissertation grants?

In order to finance graduate education there are many options, including assistantships (i.e. working as a T.A., teaching assistant in undergraduate courses, or as a A.I., assistant instructor). This position may involve teaching one or more classes, 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. Most of the graduate programs do not require a separate financial aid application form to be considered for fellowships from Graduate School. To learn more about types of financial aid available, requirements, see the program and its Graduate School website. Be sure your admission application is received before the deadline to be considered for financial aid.

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 factors, 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 \$65, 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 then this is unnecessary. The number of applications varies according to the individual student and the type of program to which s/he is applying. The best person with whom to discuss the matter is one's academic advisor or a professor in the field. After you have submitted your application, you may check which application materials the Graduate School has received. Most Graduate Schools send an acknowledgement after at least three weeks have passed since you submitted your application. Acceptance letters are usually sent by Mid April.

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

What can I do with my degree?

A Masters degree or a Ph.D. can open a world of opportunities, including teaching in a university. To see where some of our students are working now, check *The Ambassador*. Click here:

<https://www.scranton.edu/academics/cas/world-languages/newsletter.shtml>

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.

Appendix A: SENIOR PORTFOLIO GUIDELINES

Seniors graduating in WLC majors must produce a portfolio in their senior year.

What is a portfolio?

A portfolio is a compilation of materials that the student assembles carefully to document and discuss her or his academic development and learning experiences in the major. The senior World Languages and Cultures portfolio is an organizational tool and a vehicle for self-reflection of work done in the target language. Students may find the portfolio as a process and an artefact valuable as they consider their future academic and/or professional path.

The purpose of the portfolio is 1. To document the student's progress the acquisition of the target language and knowledge and understanding of its culture(s); 2. To allow students to assess their progress in the target language; and 3. To assist the department in ensuring that the program's goals are being achieved.

The portfolio should contain the following elements. Required elements are indicated with an *:

***1. Senior Portfolio Cover Letter**

The student should introduce his or her portfolio with a 1-2 page cover letter, to be written in either English or in the target language. The letter should indicate how and why the student selected and arranged the oral and written texts included in the portfolio. The portfolio should also include substantive reflection on the student's progress in the study of language, literature, and culture over the course of his or her time at The University of Scranton. Taking his or her formal learning experiences as a starting point, the student should consider how he or she might extend the learning process documented by the portfolio to their continued, informal learning after graduation.

***2. An assessment of oral proficiency**

Oral proficiency is a goal of both the student and the Department. The student should make arrangements with LLC director Hannah Jackson to take an oral proficiency test or to take a simulated oral proficiency test (SOPI), which will then be reviewed by the appropriate language professor. If desired, practice tests may be taken as preparation.

***3. Formal, multi-draft essays**

The student should include two or more formal, multi-draft essays on literary or cultural topics and written in the target language. These may be drawn from student work in any upper level courses (300 and above). The student should include evidence of work at all stages of the writing process: organization and pre-writing activities, drafts, revision, and editing. The student should also include source documentation, grading rubrics, or instructor comments as appropriate.

***4. ACTFL self-assessment of skills**

Students should use the ACTFL Proficiency Self-Assessment Grid or the Linguafolio Self-Assessment to honestly assess their skill level in each of the areas of Reading, Writing, Listening, and Speaking. Samples available with the department secretary, Ms. JoAnne Jurkiewicz.

5. Study Abroad

The student should comment on his or her study abroad experience(s), including his or her reasons for choosing a specific program. Reflections should respond to such questions as: How did student expectations prior to departure compare to the actual experience? Compare the experience of entering the host culture to

re-entry into the United States. Was the experience transformative? If so, how? How did the experience improve your language abilities and your knowledge of the country and culture?

6. Service Learning

The student should write a summary of any and all community volunteer service and service learning experiences in which he or she has been involved, making particular note of any service that has incorporated the use of his or her language skills. The student should reflect briefly on the value of service to his or her intellectual and personal growth at the University of Scranton. Examples of service may include the Leahy Clinic, SCOLA, Habitat for Humanity, Bridges to El Salvador, tutoring through the Language Learning Center, among others.

7. Extra-curricular activities

The student should write a summary of his or her participation in linguistically or culturally relevant extra-curricular activities and reflect briefly on how such involvement contributed to his or her learning. Such activities may include attending a lecture, cultural event, or film, creating a poster presentation, and so on. Students seeking further guidance or advice with the portfolio are encouraged to speak with their adviser and/or their professor in the Department of World Languages.

Portfolio Rubric

	<u>Unsatisfactory (1 pt)</u>	<u>In Progress (2 pts)</u>	<u>Proficient (3 pts)</u>	<u>Excellent (4 pts)</u>
<u>Understanding Portfolio Guidelines (25%)</u>	Sample materials selected and explanation of why materials were selected demonstrates no understanding of Guidelines	Either the selection of the sample materials or the accompanying explanation of why the materials were selected demonstrates a rudimentary understanding of Guidelines	Both the explanation of why the materials were selected and the selection of sample materials demonstrate an understanding of the Guidelines.	Clear and concise explanations of why materials were selected and the selection of multiple and various materials demonstrate a thorough understanding of Guidelines.
<u>Organization of portfolio materials (25%)</u>	Portfolio demonstrates little or no evidence of ability to organize material and to respond in a thoughtful, critical manner	Portfolio demonstrates some limited evidence of ability to organize material and to respond in a thoughtful, critical manner	Portfolio demonstrates adequate evidence of ability to organize material and to respond in a thoughtful, critical manner	Portfolio demonstrates excellent evidence of ability to organize material and to respond in a thoughtful, critical manner
<u>Portfolio elements (25%)</u>	Portfolio addresses fewer than 70% of the required elements contained in the Guidelines	Portfolio addresses at least 80% of the required elements contained in the Guidelines	Portfolio addresses at least 90% of the required elements contained in the Guidelines and presents the required number of sample materials	Portfolio addresses all elements (100%) contained in the Guidelines at a high level of professionalism and presents the required number of sample materials.
<u>Errors (25%)</u>	Portfolio is replete with distracting mechanical or visual errors (spelling, grammar, colors, font size, broken web links, etc) The portfolio demonstrates minimal progress	Portfolio contains some distracting mechanical or visual errors (spelling, grammar, colors, font size, broken web links, etc) The portfolio demonstrates limited progress	Portfolio contains few distracting mechanical or visual errors (spelling, grammar, colors, font size, broken web links, etc) The portfolio demonstrates adequate progress	Portfolio contains no distracting mechanical or visual errors (spelling, grammar, colors, font size, broken web links, etc) The portfolio demonstrates excellent progress

Courses I have taken in the target language (here or abroad) with substantial literary content (including film) include:

Appendix B: DEPARTMENT GUIDELINES FOR FIELD TRIPS

It is essential that this check list be followed carefully and in a timely manner to ensure that our students have a positive experience and that we collect their payment in an organized fashion so that the department is properly reimbursed. **These procedures have been established to ensure the success of the trip. They should be followed with care.**

Long-term planning:

___ All spring trips must be scheduled no later than _____ in the fall semester.

___ Bus and hotel reservations must be made at least _____ months in advance of the planned travel.

Please refer to the folder in the Department Office for useful information, including contacts for hotels and bus companies.

Advertising:

All advertisements should be approved by a supervising faculty member. Minimally, they should include:

- (1) travel dates and destinations
- (2) the advertiser's/ organizer's contact information
- (3) a date by which an initial deposit is due
- (4) a date after which no refunds will be possible
- (5) visa/passport information as appropriate (to leave the U.S. requires a passport, normally valid for six months; foreign nationals may also need a visa)
- (6) costs, including deposits when appropriate, and total costs.

Trips should be advertised in the following forms:

- (1) Royal News
- (2) B-Board
- (3) Posters
- (4) in the Aquinas and other appropriate student media
- (5) in targeted classroom announcements.

Three weeks prior to the trip:

___ Do you have a complete list of participants and their contact information, including e-mails and cell phone numbers?

___ Do you have a photocopy of the participants' passports?

___ Have you informed participants that checks or money orders should be made out to The University of Scranton?

___ Have you given payments to the secretary or the chair of the Department to hold for deposit?

___ Have all participants signed a "Waiver of Liability and Hold Harmless Agreement" for this specific trip?

IF AT THIS POINT IN TIME A BUS IS NOT ADEQUATELY FILLED, REPORT THE MATTER TO THE SECRETARY AND CHAIR AND INITIATE THE PROCESS OF CANCELLING RESERVATIONS.

___ PREPARE A HANDOUT WITH CONTACT INFORMATION, IMPORTANT TIMES, AND LOCATIONS

___ The final itinerary should be distributed to students electronically, in the form of a reminder, and in print at the time of the trip's departure. Students are responsible for being at pick up and departure locations in a timely manner. The handout should indicate clearly that the trip organizers are not responsible to wait for students who are late, especially when they do not call the trip leader's cell phone to explain their delay. Minimally, the handout should include the following:

___ A copy of relevant maps;

___ Names and addresses of the locations listed on the itinerary;

___ A cell phone number where the trip leader may be reached in case of emergencies;

___ Recommendation as to how much cash students should bring for meals, public transportation, museum entry or any other costs not included in the fee paid to cover the trip.

___ International itineraries should also include contact information for the respective national consulates of trip participants, not all of whom may be U.S. citizens.

International travel and international participants: Please keep in mind that many of our U.S. American students are not passport holders, and that international students hail from countries with a range of different visa requirements. Students must be advised that it is their responsibility to secure the necessary documents. For U.S. students this means a passport.

Trip organizers must report regularly at each stage of planning to an appropriate supervisor.