

The Department of World Languages and Cultures Annual Report 2014-2015

Overview

Once again the Department had a very active year.

Department members gave fifteen presentations at conferences, published four book reviews, three book chapters, two articles, and one book. They also served as peer reviewers for refereed journals three times; one served as chair of a panel and another as discussant at a conference session.

The Department of World Languages and Cultures is responsible for a great deal of cultural and co-curricular activity, including the fall East German film festival, which because of paying viewing rights can be advertised and always brings in members of the local community; and in both fall and spring semesters, the Italian instructional film series and the Latin American instructional film series. This year we also had a spring French film series and, for the first time, a series of Spanish films from Spain rather than Latin America. All films are tied to language course instruction as well.

We continue to collaborate with Asian Studies, Latin American Studies, Women's Studies, the Jane Kopas Women's Center, the Center for Multicultural Affairs, Peace and Justice Studies, and Education for Justice. Collaborations include such events as the very successful Japan Expo organized by our GTA Rika Kawahara and her Japanese language students, which brought an audience of over two hundred, many of them from the local community, with guest speaker the Consul of Japan in New York.

The Department of World Languages and Cultures stands ready to assist in any initiatives to support the new Strategic Plan, but we are perhaps especially well-suited to support Global initiatives.

Service

As the individual narratives that follow indicate, the department is very active in service, both within the department and the university, to the academic community, and to the local community. We continue to provide pro bono translations, often involving appropriately skilled students in this service outreach activity. We regularly work with immigrant populations, either those seeking ESL assistance, tutoring for immigrant children, or interpretation/translation services. This year we have worked with many Bhutanese and some Sudanese.

Staffing

Dr. Silva was awarded tenure and promotion to Associate Professor. She will be on sabbatical for 2015-2016.

Our secretary, Ms. Kelli Cali continues to demonstrate skill and creativity.

We have five **Fulbright Foreign Language Teaching Assistants** (FLTAs) scheduled for 2015-2016: for Arabic, Ms. Marwar Gaafer from Egypt (expected); for French, Ms. Céline Langlard, from France (confirmed); for German, Ms. Janina Schmidt from Germany (expected); for Japanese, Ms. Chie Fujikake of Japan (expected); and for Spanish, Ms. María Pía Pallero of Argentina (confirmed). Prof. Jaime Meilán de Río, our Faculty Specialist extraordinaire, has been recommended for a three year contract.

As noted in the online Annual Report system, we continue to see a need for an **Assistant Professor of Arabic**. We have now offered Arabic for eleven years, and have offered a minor for several years. As a result, we have had two students win Fulbright grants to Arabic speaking countries and have had several students study abroad in such countries as well. A current student has completed an internship with the FBI, and will begin full time employment with them later in the summer, thanks in great part to his Arabic language skills. As noted in last year's Annual Report, we have had several Arabic Fulbright Foreign Language Teaching Assistants funded almost entirely by the federal government, but four of them were problematic: one was sent home in early Spring semester, one was transferred to another institution without teaching duties, one had on-going health issues but stayed on, and the one for last year had to leave in mid Fall semester due to a need for surgery that her American health insurance would not cover, calling it a pre-existing condition. This year's Arabic FLTA arrived a month late due to the military conflict in her home country of Libya, the closing of the airport, and the need for overland travel to Tunisia to obtain her visa.

Arabic remains popular, especially with ROTC students and students interested in the Foreign Service or law enforcement, and we agree with the federal government that Arabic is an essential language of study, but the uneven experience of our FLTAs makes it difficult to sustain. Three times Dr. Zanzana has had to pick up classes in Arabic to compensate for the departure of three FLTAs.

Majors and Minors

According to the latest Argos information (mid May 2015), we have the following minors, majors, and double majors in our department, freshmen through seniors.

Language	Minor	Major	ILB major	Second major	ILB	Totals by language
Arabic	13					13
Chinese	6					6
French	11	2	4	2		19
German	2		2	1		5
Italian	7	1	2	2		12
Italian Studies	1					1
Japanese	4					4
Spanish/Hispanic Studies	91	3	4	14		112
Latin	2		1			3
Greek	1	1	1			3
Subtotals	127	7	14	19		
Totals	127	Majors: 40				Total:167

We also prepare students for study abroad in non-Anglophone countries. Here is a list of them for 2014-2015 (with thanks to Michael Simons).

Note that we do not include STAB at Lorenzo de Medici, as we do not accept Italian courses from that institution.

City, Country	semester		major	minor/s
		2013-		
Milan, Italy	Year (SH)	2014	MODI	IS,MODH
Amman, Jordan	Fall	2014	CJ	ARAB,MODH
Copenhagen, Denmark	Spring	2014	IS	ARTH
Florence, Italy	Spring	2014	HS	
Seville, Spain	Spring	2014	COMM	
Florence, Italy	Spring	2014	NURS	
Florence, Italy	Spring	2014	PSYC	HS
Paris, France	Summer	2014	NURS	
Copenhagen, Denmark	Spring	2014	HADM	BUS
Madrid, Spain	Spring	2014	ACC	ENTR
Seoul, Korea	Spring	2014	IB	
Rome, Italy	Spring	2014	PSYC	HADM
Florence, Italy	Spring	2014	CJ	
Seville, Spain	Fall	2014	COMM	MODH
Tokyo, Japan	Summer	2014	IB	
Alicante, Spain	Spring	2014	NURS	MODH
Buenos Aires, Argentina	Fall	2014	ILS	IS,MODF
Paris, France	Summer	2014	ILS	IS,MODF
Paris, France	Spring	2014	ENG	MODF

Rome, Italy	Fall	2014	CHED	PSYC
Amman, Jordan	Summer	2014	PSYC	
Barcelona, Spain	Spring	2014	MKT	COMM
Copenhagen, Denmark	Spring	2014	BIOL	
Florence, Italy	Spring	2014	FIN	MODI
Rabat, Morocco	Fall	2014	JREM	ARAB
London, United Kingdom	Summer	2014	MGT	
Cape Town, South Africa	Spring	2014	COMM	BUS
Tokyo, Japan	Spring	2014	COMM	BUS
Rome, Italy	Fall	2014	BUAD	
Madrid, Spain	Spring	2014	HS	
Rome, Italy	Summer	2014	OCC	
Gabarone, Botswana	Summer	2014	OCC	PSYC
Paris, France	Spring	2014	ILF	
Cape Town, South Africa	Spring	2014	HS	CRIM
Rome, Italy	Spring	2014	HIS	
Rome, Italy	Spring	2014	PSYC	
Copenhagen, Denmark	Summer	2014	PSYC	BUS
Barcelona, Spain	Spring	2014	ACC	MODH
Florence, Italy	Spring	2014	HIS	COMM,PS
Rome, Italy	Fall	2014	BIOL	
Cape Town, South Africa	Fall	2014	SECE	
Madrid, Spain	Spring	2014	ACC	MODH
Paris, France	Summer	2014	HISP	ARAB
Rome, Italy	Fall	2014	BIOL	
Copenhagen, Denmark	Fall	2014	HADM	BUS
Taipei, Taiwan	Spring	2014	IS	MODC
Copenhagen, Denmark	Summer	2014	EXSC	
Seville, Spain	Spring	2014	MKT	ENTR
Seville, Spain	Spring	2014	IB	MODH
Copenhagen, Denmark	Spring	2014	CJ	CRIM,PSYC
Alicante, Spain	Spring	2014	SECS	
Copenhagen, Denmark	Summer	2014	ECEP	
Alicante, Spain	Fall	2014	BIOL	MODH
Barcelona, Spain	Spring	2014	PSYC	
Pretoria, South Africa	Spring	2014	IS	
Copenhagen, Denmark	Spring	2014	COMM	
Rome, Italy	Fall	2014	EXSC	
Copenhagen, Denmark	Fall	2014	HS	
Rome, Italy	Fall	2014	OCC	
		2014-		
Copenhagen, Denmark	Year (SH)	2015	IS	
Barcelona, Spain	Spring	2015	IB	

Budapest, Hungary	Spring	2015	BUAD	
Copenhagen, Denmark	Spring	2015	HADM	BUS,HIS
Seville, Spain	Spring	2015	NURS	MODH
Copenhagen, Denmark	Summer	2015	OCC	PSYC
Florence, Italy	Spring	2015	ACC	FIN,BLDR
Seville, Spain	Spring	2015	IB	
Florence, Italy	Spring	2015	ILI	
Bonn, Germany	Spring	2015	ILG	
Cape Town, South Africa	Spring	2015	HS	
Rome, Italy	Spring	2015	NURS	
Guayaquil, Ecuador	Spring	2015	HRS	BUS,MODH
Copenhagen, Denmark	Spring	2015	CJ	PSYC
Florence, Italy	Spring	2015	COMM	MODI
Beijing, China	Spring	2015	IB	MODC
Seville, Spain	Summer	2015	EXSC	
Rome, Italy	Spring	2015	NURS	
Copenhagen, Denmark	Summer	2015	OCC	PSYC
Rome, Italy	Spring	2015	BUAD	
Madrid, Spain	Spring	2015	HRS	BUS,MODH
Barcelona, Spain	Summer	2015	NURS	
Florence, Italy	Spring	2015	MKT	ENTR
Perugia, Italy	Spring	2015	PS	HIS
Rome, Italy	Summer	2015	CPSA	
Copenhagen, Denmark	Spring	2015	PSYC	MODH
Madrid, Spain	Spring	2015	NURS	
Madrid, Spain	Spring	2015	EXSC	MODH
Prague, Czech Republic	Summer	2015	HS	
Rome, Italy	Spring	2015	FIN	
Barcelona, Spain	Spring	2015	IB	
Budapest, Hungary	Spring	2015	MKT	
Copenhagen, Denmark	Summer	2015	BMAT	PSYC
Copenhagen, Denmark	Spring	2015	HADM	BUS
Seoul, Korea	Summer	2015	SCOM	
Rome, Italy	Spring	2015	NURS	T/RS
Buenos Aires, Argentina	Spring	2015	LATS	PHIL,PS

Student outcomes as of 30 May 2015

This year's graduates:

Shannel Julius (2015, Hispanic Studies) passed the DELE (Diplomas of Spanish as a Foreign Language), the official accreditation of the degree of fluency of the Spanish Language, issued

and recognized by the Ministry of Education, Culture and Sport of Spain. She was also accepted into the CIEE program to Teach in Spain and will be based in Madrid.

Nicole Mahaffey (2015, IB and Hispanic Studies) is moving to Philadelphia to work as a market analyst at SourceOne.

Emily Ott (2015, French and Francophone Studies; Hispanic Studies; minor in Arabic) plans are to work at Target temporarily until she finds a job in the translating field. She also plans to work part-time as a court translator/interpreter.

Jessica Savarese (2015, Hispanic Studies) changed her major from Secondary Education/Spanish to Hispanic Studies. She intends to pursue a Master's in Education at a university closer to home.

Fabiana Vargas(2015, French and Francophone Studies) plans to attend grad school to become certified in Federal Judiciary Interpreting Span-Eng. I plan on doing freelance translation on the side for French-English for the hospitality industry and online blogging/e-book translation industry.

Assessment 2014-2015

The department reviewed and revised its Program Learning Outcomes and produced Guidelines for the Senior Portfolio as well as a Rubric for assessing the portfolio. Both will be added to the department's website.

Senior majors and double majors were again asked to produce a Senior Portfolio. The Portfolio does not earn credit or a grade, so we counted on student good will. We also submitted a Curriculum Change to put LANG 493: Senior Portfolio on the students' CAPP sheet so it will appear as a requirement for graduation beginning next AY. **However, I have not seen any evidence of approval of Lang 493, nor do I see it indicated on the student CAPP.**

Results 2014-2015

Eleven students took thirteen SOPI exams, with the following results:

Language	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
French			2	1 (1)*	
Italian		1	(1)*		1
Spanish	1	4	2	1	

*Indicates a student in lower category with borderline score between lower and higher categories.

54% of students placed at Advanced Low or above and 46% of students placed below. Only one student failed to meet the department target of Intermediate High, and that student was a second major whose study abroad experience was some time ago. Nine of the eleven students submitted the Senior Portfolio as requested.

Portfolios have been scanned and uploaded to One Drive. In its discussions regarding the Senior Portfolio, the department also chose to implement a developmental portfolio. A developmental portfolio will identify students' strengths and weaknesses annually and track their development in language proficiency in particular. We hope the developmental portfolio will include an annual SOPI read by the relevant target language professor. I have notified all majors and second majors of the developmental portfolio and I will do again in early fall.

Marzia Caporale

Teaching:

In the summer of 2014, Dr. Caporale was co-instructor and co-leader, together with Dr. Picchietti, of the annual Study in Florence Summer Program (ITAL 295). In the fall of 2014, Dr. Caporale taught the following courses: Intermediate Italian (ITAL 211); Intermediate French (FREN 211); Survey of French Literature (FREN 320). She also taught three readers: Francophone Women Cinema (FREN 382); Major Works in French Literature (FREN 482); and Voices in African Francophone Literature (FREN 483). In the spring of 2015, Dr. Caporale taught: Intermediate Italian (ITAL 212); Intermediate French; (FREN 212); Business French (FREN 319); and French Theater (FREN 435). She additionally taught two readers: French Stylistics (FREN 483-2), and Masterpieces in French Theater (FREN 483-3).

Service:

In the Fall of 2014 and Spring 2015, Dr. Caporale continued to organize, host and/or supervise co-curricular activities for both French and Italian such as cooking classes or Instructional Film Series with the help of TAs and part-time faculty

Dr. Caporale continued to be a member of the WS steering committee and participated in the monthly meetings headed by Dr. Trnka throughout the 2014-2015 AY. Dr. Caporale volunteered to be faculty liaison to the Jane Kopas Women Center in the month of November, and held a presentation on the topic of migrant women's work conditions in Italy today.

Dr. Caporale continued to be a member of the library advisory committee and to serve as her department library liaison. She also volunteered to serve on the library subcommittee that judged students' submissions for the "library research prize," awarded annually to graduate and undergraduate papers and projects that demonstrate extensive and appropriate use of library resources.

Dr. Caporale was a member of the Handbook Subcommittee in charge of revising section 23.3 A, on department responsibilities in the rank and tenure application process.

Finally, Dr. Caporale continued to be a member of the URB board, participated in the University Open House and served as an alternate on the Faculty Development Board.

Research:

In the 2014-2015 AY Dr. Caporale attended the following conferences and presented the following papers:

January 19th, 2015. "Teaching Foreign Languages across the Curriculum (FLAC): Hybrid French/English Courses and their Dual Impact on Interdisciplinarity and L2 Competency." XIII International Conference on Pedagogy and Applied Linguistics. London, UK.

October 17th 2014. "Breaking the vow of silence. Narrating the African slave trade in Léonora Miano's *La saison de l'ombre*." 64th Annual Mountain Interstate Foreign Language Conference. Furman University, Greenville S.C.

Dr Caporale published the following book review:

Touria Khannous. *African Pasts, Presents, and Futures. Generational Shifts in African Women's Literature, Film, and Internet Discourse*. Lanham: Lexington Books, 2013. *Studies in Twentieth and Twenty-first Century Literature*. Vol 39.I, 2015

The following article by Dr. Caporale appeared in print:

"The Semiotics of Change: Re-writing the Female Body in Contemporary Tunisian Cinema." *Dalhousie French Studies*. Special issue, Vol. 103, 2014.

The following article by Dr. Caporale was accepted for publication and is forthcoming:

"Whose Language is it? Writing the Postcolonial Self in Véronique Tadjo's *Loin de mon père*" To appear in *Présence Africaine*, estimated date 2015-16.

Prof. Marie Karam

Director, Language Learning Center

Teaching:

Prof. Karam taught two sections of Elementary Spanish and coordinated the goals, assessments and teaching of all sections of Elementary Spanish. She also taught the Education Specific Subject Methods course for world language education majors, administered the oral proficiency (SOPI) test as a prerequisite for the course and observed student teachers in the field. Prof. Karam directed the training of the Teaching Assistants from France, Libya, Spain, and Taiwan providing a two-day workshop prior to the semester and observations and feedback throughout the semester.

Other teaching included the 11th annual all-day World Languages Teacher Workshop at the University of Scranton for area middle school and high school teachers. This year's workshop attracted a record number of schools and teachers from schools throughout Northeastern PA and a group of teachers from New York recruited by one of Prof. Karam's former students who is

now a Spanish teacher in Goshen, New York. Prof. Karam has placed an emphasis on collaboration of area teachers encouraging them to share their school's use of technology in language learning and cutting edge use of internet for professional development. In the morning sessions Prof. Karam sought input from teachers on how they incorporated what they learned last year into their teaching. Many had positive feedback on specific ways they improved language instruction at their schools.

The leadership and commitment of the World Languages Department to enhancing language teaching and learning in area schools continues to attract more teachers each year. Prof. Karam presented two sessions: "Understanding by Design (UbD): Big Ideas Promote Proficiency" and a continuation of "Enhancing Oral Proficiency: Stepping Out of the Textbook and into Contextualized Language Instruction."

Teachers wrote many emails of gratitude for the annual workshop at the University of Scranton which offers for most of them the only chance for professional development. Prof. Karam also coordinated presentations by the TAs from France and Spain, Lucie Bouet and Gloria Pitarch, who presented immersion sessions for the French and Spanish teachers in attendance. Prof. Karam is working on a video series for high school Spanish to provide engaging and interesting input from native speakers as a key factor in encouraging students' curiosity and desire to compare cultures throughout a particular unit. Since meaningful content is the criterion that has the greatest impact on whether or not something will be learned (according to brain-based educational research), teachers were encouraged to investigate and develop interesting content for the coming school year for their language classes.

Other teaching included group presentations which Prof. Karam started six years ago for high school teachers and their advanced level students to visit the Language Learning Center (LLC) for an update on language learning technology and resources. Students and teachers participated in language classes and saw firsthand the effectiveness of contextualized language instruction rather than the grammar-based approach still widely used in many high schools across the country. The feedback has been extremely positive and Prof. Karam has invited other teachers and advanced language students to participate in these LLC visits and class observations during the coming year.

Service:

Prof. Karam also initiated a new ESL tutoring program for local Nepalese-Bhutanese high school students. With outstanding student volunteers from science and math, the program offered Physics, Biology, Algebra and Calculus tutors on a weekly basis on Thursdays at 4pm in Hyland. The Bhutanese students are dedicated students who have experienced much hardship in their young lives. Their families lived in tent camps for 17 years in southern Nepal after being expelled from Bhutan for religious reasons. They offer much inspiration to the University to continue these programs. Smriti, a Bhutanese student, wrote this in her tutoring application: "I am very grateful that I got an opportunity with your help to become a better me. Also, I can assure you that I will not waste any opportunity so you will not regret your decision to establish this program. Lastly, I have experienced and learned that life's challenges are not supposed to

paralyze you, instead they are supposed to help you discover yourself.” The CAS Dean’s Office supported this program with a small grant and it was greatly appreciated.

In addition Prof. Karam used part of the small grant to cover materials for the adult ESL students tutoring by the LLC from Latin America, Africa, Eastern Europe, and the Middle East. She also coordinated LLC Staff tutoring of Intermediate and Elementary Spanish, French, Italian and German in the LEAP program. LEAP (Language Equal to your Aptitude Program) is an LLC program Prof. Karam started 12 years ago to assist language students struggling with their first college level language classes to promote a more successful transition from high school to college study. Prof. Karam has also collaborated with the local Yankee baseball AAA Railriders organization to provide individual tutoring to prepare Hispanic players lacking sufficient English skills for the frequent interviews they face.

Prof. Karam continues to coordinate language sessions for those students, faculty and local adults seeking specialized language classes for work or travel. She is active in coordinating translation projects for local service agencies and continued with many varied projects this year. The LLC provides free translation for community groups such as the Lackawanna County Prison to improve the inmates’ knowledge of their rights and prison procedures. Most recently Prof. Karam has met with the new Director of ESL for a local community economic agency to share materials, methods, and offer training for their instructors. Prof. Karam was also happy to welcome back to the University screenwriter (*Innocent Voices*) and friend Oscar Torres as one of the main speakers for the 25th Jesuit Martyrs Anniversary in November 2014. Oscar Torres also shared his new film *Bravetown* with a Scranton audience which has just been released.

Prof. Karam also collaborated with the local Commonwealth Medical College in Scranton (TCMC) and coordinated participation of her staff and other students to serve as “Hispanic patients” for the future doctors at TCMC to interview and take medical histories. She also encouraged participation of her LLC Staff in serving as translators for the U of S Leahy Medical Clinic, which serves the needs of the uninsured in Scranton on weekly basis.

During the four Summer Orientation sessions in July and throughout the year Prof. Karam tested and evaluated hundreds of students in Spanish, French, Italian and German. In addition she initiated much broader testing of oral skills among language majors and minors by administering dozens of Simulated Oral Proficiency Interviews (SOPI) in Spanish, French, Italian and German. She also began administering the SOPI to LLC Staff to improve their language skills. This year Prof. Karam coordinated the oral testing of all seniors and provided information for their senior portfolios on their oral proficiency according to the Oral Proficiency Guidelines of the American Council on Teaching Foreign Languages.

As former Director of Bridges to El Salvador, a program founded by Brendan Lally, S.J. in 1999, Prof. Karam assisted in coordinating trips to El Salvador for faculty, staff and administrators for 10 years and now continues to direct a scholarship program which she founded in 2003 to educate the youth of Las Delicias in El Salvador. The SEED (Scholarships to Establish Educational Development) for El Salvador program provides scholarships for the youth K to college to fund their elementary through college education. This year again she has raised funds to provide the \$5,000 necessary to continue the program, which has educated 6 college students

in a village where only 4% make it to high school. The SEED program has been life-changing for the students and for the small community of 900 families in Las Delicias. Prof. Karam is grateful that the University of Scranton Annual Fund allows funds to be designated for SEED for El Salvador. Prof. Karam also gave several talks on this SEED program to administrators and students on campus and coordinated preparation of ISP students going to El Salvador in June.

Prof. Karam is extremely interested in development of quality preparation for ISP students who participate in annual immersion trips abroad. This year she created a pilot program- PITStop-- Priority Information and Tips for students before they take the ISP trips abroad. Realizing from firsthand experience that students lack the most basic and essential knowledge to get the most of these trips, Prof. Karam has proposed this program in collaboration with Mollie Vita and professors with specializations in the various countries to remedy the situation. Awareness of the history, culture, and current reality must be a priority for these students before they travel for these immersion experiences. One example of a resource that will be imbedded in the country-specific PowerPoint: The 4 short videos Prof. Karam produced with Dean Brackley, S.J., late professor of Theology and Ethics at the UCA in El Salvador, should be made available to all participants in trips to El Salvador whether students or faculty. These videos continue to educate anyone interested in the topics of Overview of the UCA, Overview of El Salvador, Immigration and the Church in El Salvador and can be found on various Jesuit University homepages for Mission and Reflection.

Because Prof. Karam plans to retire in March 2016, she will travel to El Salvador in Fall 2015 to document the success of the SEED program which serves as a beacon of hope for children and youth in this village in El Salvador who wish to better themselves and would not be able to do so without the support of this scholarship program. She hopes that the Jesuit Center will “adopt” the program when it is made evident that the program has been life-changing for these students who suffer the most extreme poverty and adverse conditions. Gang and drug-related violence has risen sharply but students continue to strive to make something of themselves with the commitment of the University of Scranton SEED program.

Prof. Karam received a grant from The University of Scranton Diversity Initiatives which funded the TA TALK events throughout the year, making it possible for the University and Scranton area communities to meet the Teaching Assistants from abroad and enjoy cultural presentations on their countries. The Spring TA TALK dinner for area administrator and teachers, and the lunch event for our students enabled many to discover the richness of the cultures of France, Libya, Spain and Taiwan. Now in their 9th year, the TA TALKS have become popular annual events. This year’s event had a record attendance of area teachers and administrators who in turn invited the TAs to their schools for both school assemblies and individual class presentations.

Nevertheless this effort is not funded by our WL budget but is continually left to Prof. Karam to seek out funding on campus. It is unclear if the Office of Diversity will continue to support this educational event, so Prof. Karam is asking for funding to be provided to the WL budget in the amount of \$2500. These TA Talks create a welcoming climate for diverse cultures and engage the community and our students in discovering the richness in diversity here on our campus. These TAs represent valuable human resources that must be used wisely and for the greater good

during their time here. The University should recognize the obvious value of these unique human resources and grant funding to enable the Department of World Languages and Cultures to continue these events. These events truly showcase the University of Scranton as a community and regional leader in promoting awareness and appreciation of cultural diversity.

Finally, as Director of the Language Learning Center, Prof. Karam continually serves as a bridge between the University of Scranton and community groups, agencies, businesses, parents, teachers, students and immigrants seeking language assistance with oral or written translation, language learning, language teaching and teacher training. Prof. Karam has received the University's highest awards for teaching and service and continues to demonstrate that she is willing and dedicated to embracing new opportunities which expand outreach and provide needed language-related services to the local and regional community.

Linda Ledford-Miller

Teaching

In the fall, Dr. Ledford-Miller Span 331: Survey of Spanish American Literature; LIT 184X: FYS: The Immigrant Experience in the United States; in the spring she taught LIT 207: Literature of American Minorities; ENTR 478: Social Entrepreneurship, for the KSOM Entrepreneurship program.

Service

To the Department

Chair—Dean's conferences; classroom observations of faculty
FLTAs: application selection, orientation, supervision, etc.; Assessment

To the University

Dr. Ledford-Miller served on the Faculty Handbook Committee; Subcommittee of the FHC on Teaching; Subcommittee of the FHC on Interdisciplinary (until resigning in April 2015). She was and Assessment Fellow on the Monitoring Report Coordinating Committee, Assessment Fellow of the Office of Educational Assessment, and Assessment Fellow tasked with development of assessment of GE as a program for the Monitoring Report due April 1, 2016. She served on the University Planning Committee and its Subcommittee of "integrated" theme of the University Planning Committee

To the Community

She continued to assist the Arcadia Chorale with its receptions and spaghetti dinner—cook, serve, organize and run receptions. She did the usual Translations and interpretations in Spanish and Portuguese.

Scholarship

Dr. Ledford-Miller gave three **Presentations:**

“Art as Identity: *Arte menor* by Betina González.” *XV Congreso Internacional de Literatura Hispánica*. Antigua, Guatemala, March 4 to 6, 2015

“Perderse para encontrarse a sí mismo: Los personajes expatriados en las novelas mexicanas de Harriet Doerr.” XII Congreso Internacional de Caminería Hispánica, Madrid, Spain, June 24-27, 2014.

“Gender Roles *In Death*: J. D. Robb’s Detective Series.” Queens of Crime Conference, University of London, London, England. June 12-13, 2014.

And **published** a chapter in an edited volume:

“Robert Downey, Jr. as Detective: Sherlock Holmes Redux.” *Robert Downey, Jr., from Brat to Icon. Essays on the Film Career*. Ed. Erin E. MacDonald. Jefferson, N.C.: McFarland, 2014. 244-254.

The following have been **Submitted and are under consideration**:

“Art as Identity: *Arte menor* by Betina González.”

“La experiencia expatriada como un viaje de (auto) conocimiento: Las novelas mexicanas de Harriet Doerr.”

“El misionero como viajero: Frederick Crowe en Centro América.” *Actas del XI Congreso Internacional de Caminería Hispánica*, Madrid, Spain. June 25-29, 2012.

“*Un viaje por Honduras* (1884) de María Soltera” to *Viajeras Latinoamericanas del siglo XIX*, a book presented by a Chilean editor to several possible publishers.

Forthcoming Presentations/publications:

“The Dangers of Village Life: The Novels of Louise Penny.” *Captivating Criminality 2*, Bath, England, June 25-27, 2015

Chapter on the novels of Louise Penny for *The Matter of Murder: Murderous Acts, Cultural Contexts, Canadian Literary Media*. Due February 2015. Revision due May 31st.

Jaime Meilán del Río

Teaching

In FALL 2014, Professor Meilán del Río taught Intermediate Spanish (SPAN 211), Advanced Spanish Conversation (SPAN 311) [Two Sections], and Culture and Civilization of Spain (SPAN 313). In SPRING 2015 he taught Advanced Spanish Composition (SPAN 312), Medical Spanish (SPAN 315), Business Spanish (SPAN 319), and Advanced Stylistics (SPAN 321).

He also did the following Curriculum Development and Work Related to Instruction:

For Intermediate Spanish (SPAN 211), he organized, prepared and assigned the online exercises for all sections. For Advanced Spanish Conversation (SPAN 311), he prepared and organized a listing of the online assignments for the semester and distributed to all other section instructors; he upgraded to an online format the reading and comprehension exercises for the course, allowing students to have immediate feedback of what they understand well and what they need to work on. This not only helps students with their homework, but also helps them to prepare for class. For Culture and Civilization of Spain (SPAN 313), he upgraded to an online format all the exercises and assignments for the course. This way students were able have immediate feedback about what they understand well and where they need to focus their study time.

For Medical Spanish (SPAN 315), he updated the course, as part of the annual revisions needed in Medical Spanish, with newly relevant items in the modern healthcare field, discarding those that are out of date with more recent advancements. For Business Spanish (SPAN 319), he upgraded to an online format the reading and comprehension and vocabulary exercises for the course, so students may have immediate feedback about what they understand well and where they need to focus their study time. For Advanced Stylistics (SPAN 321), he upgraded to an online format all the reading and comprehension, vocabulary, and grammar exercises for the course.

Service

Prof. Meilán del Río organized, designed, coordinated, and published *The Ambassador*, the newsletter for the Department, in the fall semester. Responsibilities for producing this publication include soliciting articles, news and information from students, alumni and faculty, developing layout, and addressing formatting issues for print and web.

He organized and introduced the new Spanish Film Series 2015. This year's series includes three recent alternative movies from Spain. Each one of them offers a unique perspective of the political and social landscape that has transpired since the democratic transition.

He assumed the responsibilities of maintaining and updating the World Languages and Cultures Department's web page.

He evaluated the language skills of Ms. Elizabeth Joyce for her Fulbright application.

He wrote recommendation letters and completed forms for at least 10 different students and alumni.

He participated in all World Language and Culture Department faculty meetings as well as meetings targeted toward Spanish language faculty, or specific levels of Spanish courses.

Self-Evaluation:

In order to better understand student feedback in the courses that this professor has taught, Prof. Meilán del Río executed a statistical analysis of the course evaluations received from students from summer 2007 to fall 2014. This analysis included 588 student evaluations and shows that 86% of them (506 students) agreed or strongly agreed with the statement that Prof. Meilán del Río is an “excellent teacher”; 70% of these students “strongly agreed” with such statement. Prof. Meilán del Río’s evaluations have received “above average” reviews at the “instructor level” in 12 courses.

The results in the students’ course evaluations may be a direct reflection of the time and dedication this professor devoted to his academic activities. A recent review of the work done during an average semester indicates that at least 260 hours (or more than six 40-work-hour weeks) are devoted just to work outside of the classroom. This analysis refers to the grading and review of class assignments, papers and tests, but excludes the additional time spent on class preparation, curriculum development, and other activities inherent to the academic life. This clearly shows higher education teaching is not just a profession but also a way of life.

Robert Parsons**Teaching**

In the Fall 2014 semester Dr. Parsons taught SPAN 335, Service and the Hispanic Community for the fifth consecutive year. The course enrolled 14 students who logged over 560 hours of service work, primarily to the local and regional Hispanic communities. The course had previously been on a two-year rotation schedule and for a variety of reasons Dr. Parsons was not always able to teach it even every two years. Dr. Parsons will be offering SPAN 335 for the sixth consecutive year in Fall 2014.

He was also co-coordinator of the multiple sections of Intermediate Spanish I (SPAN 211) with Prof. Jaime Meilán del Río in Fall 2014 and coordinator of Intermediate Spanish II (SPAN 212) in Spring 2015.

Dr. Parsons taught SPAN 384, Literature and Film, for the second time in the Spring 2015 semester.

Service:**To the Department:**

Dr. Parsons continued as faculty moderator of the Se habla español club.

He participated in the selection process of the Spanish Fulbright TA by reviewing and ranking the applications of the five candidates from Spain, Argentina and Uruguay.

In addition, he evaluated the Senior Portfolios of two graduating seniors as part of the department's assessment activities.

To the University

Dr. Parsons volunteered as an advisor for transfer students the afternoon of Thursday, August 21, 2014. He also worked a 1/2 time load as a faculty advisor in the CAS AAC in both fall 2014 and spring 2015. In addition, he took on some extra hours in the fall semester when one of the full-time advisors left the University.

Dr. Parsons worked as an academic advisor in the 2014 Summer Orientation and expects to participate in the same role in the 2015 Summer Orientation.

He also continued as an associate member of the Latin American Studies/Women's Studies department.

He presented a screening of the documentary film *La batalla de los invisibles (The Battle of the Invisibles: Undocumented Workers vs. the Supermarkets)* to a group of some 85 students, faculty and staff on Oct. 28, 2014. He also introduced the film's director, Manuel de Alba, Professor of Film at the Universidad de las Américas, Puebla, Mexico, who was in attendance and held a question and answer session at the end of the viewing. Professor del Alba will be a senior Fulbright Scholar at the University of Scranton during the 2015-2016 school year.

Dr. Parsons did a live translation of Ana Lidia Vega Serova's talk "Vengo a ofrecer mi corazón" ("I come to offer my heart") and her conversation/question and answer session with the audience of students, faculty and staff, and local community members in the DeNaples Center on April 21, 2015.

Service beyond the University Community:

For each of the past ten years Dr. Parsons has provided musical entertainment in the form of benefit concerts in the Pocono region (5 in 2014 and 3 scheduled for 2015) as part of an American folk and bluegrass band composed of himself, Dan Townsend of the Biology department and Tony Kearney, the spouse of another University of Scranton faculty member.

Dr. Parsons volunteered as a server at the annual University of Scranton Christmas Day Breakfast on Christmas morning 2014, as he has for each of the past five years.

He also volunteered as a server at the St. Francis of Assisi Soup Kitchen in Scranton on Aug. 19, Sept. 2, Sept. 16 and Sept. 30, 2014.

Dr. Parsons translated a two-page document for the Lackawanna River Corridor Association titled "Lackawanna River Clean: A quick guide to Downspout Disconnection" from English to Spanish, Summer 2014.

Virginia Picchietti

Teaching

In Fall 2014, Dr. Picchietti taught *Elementary Italian 101*, *Advanced Conversation and Composition 311*, *The Craft of Translation*, and the Independent Study *Italian Neorealism*. In Spring 2015, she taught *Elementary Italian 102*; *Advanced Conversation and Composition 312*; *Italian Cinema*, and the Independent Study *The Modern Short Story*.

Scholarly Activities

Dr. Picchietti was invited to contribute an annotated translation with introduction to a scholarly volume on Italian author Dacia Maraini. She translated and annotated the short story “Un numero sul braccio” (A Number on Her Arm) and wrote an introduction to the translation (Spring 2015).

She was invited to be a discussant at the screening of the documentary film, *Oro Macht Frei*, on October 12, 2014, at Muhlenberg College, Allentown, PA.

She organized and chaired the session *Teaching History through Italian Cinema*, ACTFL/AATI, San Antonio, TX, November 21-23, 2014.

She reviewed and edited essays for her co-edited volume, *Fare l’Italiana: Female Identity in Italy, 1950-to the Early 21st Century*.

She prepared her essay “*Andremo in città*: Edith Bruck’s Short Story and Nelo Risi’s Film” for a Summer 2015 submission.

She continued work on her book project, *The Shoah in Italian Youth Literature*.

Her article titled, “‘Subito, tutti mi guardarono con disprezzo’: The Child’s Experience under Italian Racial Law in Frediano Sessi’s *Ultima fermata Auschwitz. Storia di un ragazzo ebreo durante il fascismo*, ” submitted to the issue *The Jewish Experience in Contemporary Italy* of NEMLA-Journal of Italian Studies, passed the editorial review and is now under external review.

Service

Dr. Picchietti served on the Women’s Studies Executive Committee.

She was advisor to Italian majors Gabriella DiCapri, Lindsey Kaczmarczyk, and Jordan West.

She organized the Department’s Italian Film Series in Fall 2014 and Spring 2015.

She served as co-director of the Italian Studies Concentration.

She participated in the University’s Open House in Fall 2014.

She assessed the scholarship of a faculty member for promotion to the rank of Associate Professor at Ithaca College, July 2014

She performed volunteer work in the library of St. Thomas More School, Allentown, PA.

She served as Majority Inspector, an elected 4-year position, in the November 2014 and May 2015 elections in Allentown, PA.

Dr. Yamile Silva

Teaching:

In the fall 2014, Dr. Silva taught the following courses: Span 320: *Introduction to Hispanic Literature* and Span 311: *Spanish Conversation*. In the spring 2015, she taught Span 314: *Latin American Culture and Civilization* and Span 312: *Spanish Composition*. In addition to regular semester offerings, Silva taught an overload course, SPAN 295: *Contemporary Mexican Culture and Language* Intersession 2015 and also ran the January Intersession trip to Puebla, Mexico.

Service:

To the Department

Silva has been an active member in departmental meetings and cultural events sponsored by the World Languages Department; advisor to Hispanic Studies majors, Q-U; and representative of the Department in the Fall Open House; volunteer to observe Jaime Meilán del Río's class, Span 312: *Composition* on February 2015 in order to provide him a peer review for his annual report; Advises and assesses one Senior Portfolios: Jessica Savarese in Spring 2015.

To Latin American Studies

Dr. Silva continues playing a major role in the LA/W/S by directing the Latin American Studies Program and working closely with its faculty members to insure the excellence of the program. Silva coordinates and conducts three program meetings per semester and write minutes for all meetings; recruitment in classrooms, daily operations, course development and proper implementation of LAS program and program revision including student learning outcomes and assessment; serves on LA/W/S executive board; edits newsletter in Fall 2014; student advising (major and concentration); developing library and library media holdings in LAS; attend open house in Fall 2014; coordinate yearly film series, 3 movies per semester, and provide introductions as needed; handle publicity for all LAS events including creation of posters. She has organized and promoted two events-- Pr Professor Manuel de Alba, Universidad de las Americas, Puebla-México, who presented his documentary "The Battle of the Invisible: Undocumented Workers vs. Supermarkets" on October 28, 2014 and "Vengo a ofrecer mi corazón" by the Cuban writer Anna Lidia Vega on April 21, 2015.

To the University

Dr. Silva has been the Library Representative for the Departments of World Languages and Cultures and Latin American and Women's Studies. She attended two meetings during fall 2014 and two during spring 2015. She also volunteered to serve on the Member Information Literacy Stipend Subcommittee for spring 2015.

To the Community

Dr. Silva translated in February for the Dominican Heritage Community Cultural Night sponsored by a Consortium of non-profit groups to revitalize a park in Scranton.

To the Academic Community:

Dr. Silva was elected Vice President of AILCFH (Asociación de Literatura y Cultura Femenina Hispánica), for a two-year term, 2015-2017 followed by two years as President, 2017-2019.

Produces the journal, *Letras Femeninas*.

She was named part of the *Comité de Evaluación y Difusión del Programa Académico y Profesional del Festival de la Palabra del 2015* whose function, among others, is offering a Critics Prize of the year and preparing a list of the 10 essential authors of the new literature of the Caribbean, Latin America and its diasporas.

Dr. Silva was referee for *Cuadernos de Literatura del Caribe e Hispanoamérica* (Universidad del Atlántico/Universidad de Cartagena) and *Ambigua, Revista de estudios de género y estudios culturales* (Universidad Pablo de Olavide, Sevilla), Spring 2015.

Scholarship:

Dr. Silva published the peer reviewed article: -“Conquista del espacio en *Relación del descubrimiento del río Marañón por Gerónimo de Ypori*.” *Revista de Estudios Colombianos* 45. pp. 14 (May 2015) and the book review of Jennifer Jenkins Wood. *Spanish Women Travelers at Home and Abroad, 1850-1920. From Tierra del Fuego to the Land of the Midnight Sun*. Lewisburg, PA: Bucknell University Press; Lanham, Maryland: Rowman & Littlefield, 2014. 413 pp. in *Letras Femeninas* Vol. 40, Número 2 (invierno 2014). 260-262.

Her review of Aurelia Martín Casares and Rocío Periañez, eds. *Mujeres esclavas y abolicionistas en la España de los siglos XVI al XIX*. Madrid: Iberoamericana-Vervuert, 2014. 261 pp. has been accepted for publication in *Letras Femeninas*.

Dr. Silva is working on revisions to her manuscript, *Y del Río Marañón y de descubrimiento y su nacimiento y de otras muchas particularidades y de la jornada que hizo Pedro de Ursúa por el excelentísimo Señor el Rey* (*Of the Marañón River and of its Discovery and Birth and of the Many Other Particularities and of the Journey that Pedro de Ursúa did for the Most Excellent Lord the King*), Delaware: Juan de la Cuesta.

She gave two presentations: “Peticiónes desde el margen: revisiones de testimonios coloniales” at *XIV Congreso de la AILCFH (Instituto de Literatura y Lingüística/UNESCO)* in Havana, Cuba, November 10-14, 2014, and “Escritura topográfica en la *Relación del descubrimiento del Río Marañón por Gerónimo de Ypori*” presented at *Jornadas Andinas de Literatura Latinoamericana JALLA* in Universidad Nacional de Costa Rica, Costa Rica, August 4-8, 2014.

Dr. Silva received a University of Scranton Internal Research Grant in Spring 2015 and a University of Scranton Summer Research Grant in Summer 2015.

Her chapter “Peticiones coloniales desde el Río de la Plata” was accepted to be included in the book *Colonialismos Sur* (Bucknell University Press) edited by Gladys Ilarregui (U. of Delaware) and Ana María Presta (Universidad de Buenos Aires).

Her presentations “Re-escritura e historiografía en *Relación del descubrimiento del Río Marañón por Gerónimo de Ypori*” was accepted for the *XIX Congress of Colombianists Association* in Universidad de Antioquia, Medellín, Colombia. July 2-5, 2015 and “Propuesta de la nación en la novela decimonónica *Laura* de Soledad Acosta de Samper” was accepted for *25th Annual Congress of the International Association of Hispanic Women’s Literature and Culture (AILCFH)* in Marquette University in October 10, 2015.

Jamie H. Trnka

Teaching

Dr. Trnka taught Beginning German in both the Fall and Spring semesters (GERM 101-102). She also taught Continuing German (GERM 211) and GERM 320E/F: Gender and Modernity in Weimar Germany in the Fall. She taught PS 295 as part of the intersession trip to Puebla, Mexico. She offered Survey of German Literature and Culture (GERM 314) in the Spring semester.

“Closing the loop”: Subsequent to last academic year’s poor assessment results in oral communication at the beginning level, Trnka decided to change textbooks and integrate more frequent graded oral assignments into her first and second year German classes. The results have been positive, and Trnka plans to continue with the new textbooks, making additional modifications in the pace of the course for the coming year. The new textbooks are more challenging, but better designed to meet the department’s commitments to high standards of oral and written proficiency and facility with intercultural comparison.

Scholarship

Trnka’s monograph appeared in print: *Revolutionary Subjects: German Literatures, Geoculture, and the Limits of Aesthetic Solidarity with Latin America*. Interdisciplinary German Cultural Studies. Berlin: DeGruyter, 2015. DeGruyter is a highly regarded, peer-reviewed series with strong, international distribution.

She also completed and submitted a book chapter, “Melodramatic Realism: Time and Temporality in Gunter Scholz’s and Carlos Cerda’s *April has Thirty Days*,” GDR Film in the Global Cold War, ed. Victoria Lenchyn and Sky Arndt Briggs (Berghahn: forthcoming in 2015).

Trnka gave one conference paper, two invited lectures, and guest-taught a graduate seminar on German Literature as World Literature at Pennsylvania State University (Main Campus):

“Literary Exile, Textual Transfer, and the Impossibility of Return in Three Novels by Carlos Cerda,” German Studies Association, Kansas City, MO. Sept. 20, 2014.

“Exile, Reception, and World Literary Circulation,” Pennsylvania State University, State College, March 2015.

“Melodramatic Realism: Time and Temporality in Gunter Scholz’s and Carlos Cerda’s *April has Thirty Days*,” Wayne State University, Detroit, MI. February 2015.

She applied and was accepted to Harvard University’s Institute for World Literature at The University of Lisbon, Portugal. The intensive, four-week institute will offer an opportunity to work closely with leading international scholars. Trnka anticipates that the opportunity will help her to develop her own work and to significantly revise the department’s General Education course on World Literature. She was awarded an ORS grant and a Provost’s Summer Grant to support her participation.

Service

Departmental

She mentored and supervised GTA Julius Mannix in both the Fall and Spring semesters. Together, they developed new materials to promote enrollment in German. She guided him in developing German cultural activities on sports culture, German American Day, various holiday traditions, and contemporary music.

Dr. Trnka also developed targeted promotional materials and reached out to faculty and advisors in the Kania School in order to encourage students with an interest in international business to consider enrolling in German. She also developed materials to help German majors reach Departmental Assessment Goals, including a list of resources to help improve student preparedness for the SOPI exam, administered as part of the Senior Portfolio.

University

Dr. Trnka serves as a FAC representative to the Faculty Handbook Subcommittee on Joint Appointment Language. She chairs both the Women’s Studies Program Steering Committee and the LA/W/S Executive Committee. Last fall, she served as a Fulbright interviewer. She is working collaboratively with the directors of other interdisciplinary programs to develop materials to promote interdisciplinary concentrations as a coherent way to meet GE requirements.

She developed and implemented a number of co-curricular activities open to the campus and the community. With the support of Diversity Grant, she brought feminist historian Jane Gerhard to campus for a lecture entitled “The Dinner Party: Judy Chicago and the Power of Popular Feminism. 1970-2007.” Associated events included a guest lecture on the role of the arts in social change in SOC 315/WOMN215: “Feminism and Social Change,” and a faculty reading group. She also organized a lecture by international human rights lawyer and activist Stephanie Ortoleva, founder and president of Women Enabled International, entitled: “International Human Rights and Women with Disabilities: Forgotten Sisters.”

She collaborated with the JKWC and the Pennsylvania Women's Press Association to organize the well-attended workshop "Citizens Writing to Change their Communities," and staffed an informational table at the annual Take Back the Night event.

Dr. Trnka's 8th Annual East German Film Festival at The University of Scranton was co-sponsored this year by The Schemel Forum, Women's Studies and World Languages and Cultures . It received good media coverage and was attended by over 80 community members. This year's event featured the English language premiere of three classic German films. Many attendees thanked Trnka and emphasized how important the festival was to them as an opportunity to attend free, local cultural programming. The event continues to be an excellent means of community outreach and clearly enhances the image of The University in the Scranton community.

Joseph Wilson

Teaching:

Dr. Wilson taught elementary Latin, once again using the Oxford course textbook he began using last year. In the fall semester, things seemed to go well, with enrollments holding steady for two full sections. Unfortunately and inexplicably, no student from either section continued to spring. Dr. Wilson will give the book one more chance to see if the situation improves and attempt other modifications in the course. He implemented some different assessment tools recommended by the Society of Classical Studies (formerly the APA), and students may have felt overburdened.

Dr. Wilson also taught elementary Greek in the fall, and one student continued into the spring and has now added Classics as a second major. Wilson also taught his literature 213 classes in fall and spring, and taught 7 readers for the year.

Service:

Wilson is at work on the Classics section of the Program Review.

Scholarship:

Dr. Wilson published one book review this year, a review of *The Greek Polis and the Invention of Democracy*, in *Classical World* 108 no. 2, 314-315. He just finished another review for the same journal of R. Gagne's *Ancestral Fault in Ancient Greece*, and is working a review of K. Raaflaub's *Courage in the Democratic Polis* for *Classical Journal*. He was asked to review Van Nortwick's *Late Sophocles* by *Classical Review*, which will be his summer project.

Dr. Wilson gave one paper, "Killing Politics and Corrupting Theseus: the *Oedipus at Colonus*," at the Midwest Political Science Association in April. He also served as discussant for that panel.

Dr. Habib Zanzana

Dr. Zanzana taught 3 courses in fall 2015 in Spanish and in Arabic. He also taught a Reader in the craft of translation from French/English and English/French.

In January 2015, Dr. Zanzana also taught Literature 105, a course that centers on world literature in translation. Besides writing a term paper, the students had the option of working on a creative project. Two students reconstructed a diorama of Kafka's *The Metamorphosis* with baked clay and paint; another student created a photo narrative based on Dante's *Inferno*. Another group created scrap books on Tang Chinese poetry that captured the conflicts that time and society posed for the young lovers depicted in one of the poems. Another student in the class created a compilation of musical compositions to accompany Canto V of Dante's *Inferno* and wrote an essay to explain the relationships between images, sounds and the poetic text.

In the spring of 2015, Dr. Zanzana taught Spanish 439, the craft of translation from Spanish/English and English/Spanish. Students in the class developed professional skills in the art of translation and interpretation working on legal briefings and court depositions, medical records, literary translation and international business and commercial documents. Students engaged in role playing skits and scenarios closely related to the work of professional interpreters and translators. Students were also required to dedicate 10 hours of service to a volunteer activity to put into practice the skills of interpretation and translation they had acquired in the classroom. A final project for the course was to write a bilingual Emergency Public Announcement in response to a natural disaster that would alert and inform the Hispanic community in a particular area of the US or abroad about how and where to find assistance, shelter and medical care. Students worked individually or in groups to write, record and deliver critical information in both English and Spanish on various types of natural disasters such as Hurricane Sandy, wild fires, the human crisis resulting from large waves of undocumented immigrants arriving at the shores of Italy and Spain. Students were encouraged to incorporate into the project academic and professional skills they had acquired in other classes. A student who works at the Aquinas chose to make and record a 3 minute video in Spanish to craft his public announcement for the Hispanic community of New York and Long Island. Another student wrote a manual to be used for the coast guards of Italy and Spain on how to assist and care for those arriving at the ports in critical conditions. The manual was written in English, Spanish and Italian to serve professionals in several countries. Another student painted 4 tableaux to call children's attention to the dangers of drinking contaminated water in the aftermath of a natural disaster such as a hurricane. She provided written instructions in four languages-- English, Spanish, French and Portuguese. The same students proceeded then to record four audio files in four languages that could be used to instruct children on how to stay safe and healthy in a situation of natural emergency.

Scholarly Activity and Advancement

1) Dr. Zanzana submitted a revised manuscript titled, "Puppets and Pedagogy: The use of Bloom's Revised Taxonomy to Model Hispanic Puppet Theatre as an Integrated Platform." He is awaiting editorial reviews and a final decision on publication in *The Arizona Journal of Hispanic Cultural Studies*.

2) *The Journal of Cultural and Religious Studies* has requested my manuscript for publication in 2015. The article is titled, "Sexuality, Marginality and the Construction of a Male Identity in the Novels and film of Moroccan authors Abdellah Taïa, and Rachid O'."

3) Dr. Zanzana presented a paper titled, "Motherhood, Water and the Formation of a Maghrebian Female Identity," at the 64th Annual Mountain Interstate Foreign Language Conference in October 2014.

4) Dr. Zanzana served as a Reviewer for *Hispania* for the article titled, "¡Pobre pierna que sólo sirve para andar!" Female (Dis)Empowerments, (Dis)Ability, and Space in Literary and Filmic Tristana" in June 2014

Recent Service Activity

Departmental Service:

Dr. Zanzana participated in the selection of the Fulbright Foreign Language Teaching Assistants in French, and Arabic who will be joining the Department in fall 2015.

Dr. Zanzana served as a Senator on the Faculty Senate and was subsequently assigned to work closely with the Curriculum Committee.

He assisted the Department during Open House in the fall and provided information to parents and prospective students about our programs at the University of Scranton and about careers in world languages.

He was an academic advisor to majors and double majors in Spanish and in French, and for students with a minor in Arabic.

Dr. Zanzana will be serving as the co-director of the Faculty-led study abroad program in Florence, Italy this summer. He will help coordinate the activities for the 16 students enrolled in the program and assist with the course on *Dante and his Times* at the Istituto Europeo in Florence, Italy.

University Service:

Dr. Zanzana continued his work with The Faculty Research Committee in the academic year 2014-15. He attended meetings and spent a substantial amount of time and care reading and

reviewing requests for sabbaticals, research proposals, patent applications, student and faculty research grants and other related research activities at the University of Scranton.

Dr. Zanzana is a member of the Diversity Committee which met regularly to plan events, administer funds for diversity initiatives on campus, and to promote events on multiculturalism on campus and beyond.

Dr. Zanzana served on the Fulbright Committee at the University of Scranton to interview and recommend the best candidates. He interviewed 9 candidates and evaluated some of the applicants' language skills and communicative abilities in Spanish and French.

Dr. Zanzana is member of the Teachers' Education Committee. He met at a regular interval each semester to help resolve questions regarding assessment, accreditation, new state requirements, and the placement and evaluation of student teachers.

Service beyond the University:

In May 2015, Dr. Zanzana was inducted into the Order of Pro Deo et Universitate in appreciation and recognition of his professional accomplishments at the University of Scranton since he joined the department in fall 1995.

In December 2014, Dr. Zanzana traveled to New York City in response to an invitation by the Institute of International Education. Before the trip, he read, ranked and wrote comments on 85 Fulbright applications for the US Department of State. He subsequently attended a one day meeting in New York to discuss the applications with fellow professors and members of the US Department of State and to help choose the twelve candidates recommended by the committee for a Fulbright teaching position to Morocco.

Since then, Dr. Zanzana has received a certificate of Accomplishment from the National Fulbright Committee in recognition of his excellent work and service to the National commission for the years 2001-2014.

Activities for the academic year 2015-16 and beyond.

Teaching

Dr. Zanzana will be teaching 3 courses in the Fall of 2015, Arabic 101, and two sections of Intermediate Spanish 211. He will also conduct a Reader in the Craft of Translation to help meet the needs of a student planning to continue his study of Arabic beyond the minor. He will be offering Literature 105 during Intersession 2016. In the spring of 2016, Dr. Zanzana will teach Arabic 102, and two courses in Intermediate Spanish.

Research and Conference Participation

In addition to serving as co-director of the Faculty-led study program in Florence, Italy, Dr. Zanzana will present two conference papers.

1) "The specter of Simone de Beauvoir's *la femme rompue* in the narrative and films of Elena Ferrante," at the international conference, *Intersections/intersezioni* June 5-7 in Florence, Italy.

2) "Natural Disasters and Foreign Language Education. Projects that Empower Students to Connect with Communities and the Environment" at the International Conference for Teaching and Education, June 16-18 in Florence, Italy.

3) In fall 2015, Dr. Zanzana will present a paper titled, "The Intrepid French Heroine and the Fantastic. The Case of *Les aventures extraordinaires d'Adèle Blanc-Sec* in Historical Fantasy Comic Book Series and Film," at the Annual PAMLA conference in Portland, Oregon, November 6-8, 2015.