

STUDENT LEARNING OUTCOMES: REVISION

- 1- **Linguistics**- Demonstrate knowledge of the Spanish speaking world’s linguistic diversity through the comprehension of Spanish in a variety of situations, discursive modes and historical, regional or social variations and demonstrate control of the language in a variety of settings, types of discourse, topics, registers, and broad regional variations. Demonstrates analytic, interpretative, and critical thinking skills.

Spa 111N, Spa 115/S, Spa 116, Spa 113, Spa 118, Spa 180, Spa 117

| LINGUISTICS | | | | | |
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| | | 4 Demonstrates excellence | 3 Demonstrates proficiency | 2 Suggests lack of proficiency | 1 Demonstrates lack of proficiency |
| LINGUISTIC DIVERSITY | Ability to comprehend and varieties of Spanish | Fully demonstrates thorough knowledge of linguistic diversity; demonstrates comprehension of Spanish in a variety of situations, discursive modes, and historical, regional or social variations. | Adequately demonstrates knowledge of linguistic diversity; Adequately demonstrates comprehension of Spanish in different situations, discursive modes, and historical, regional or social variations. | Does not demonstrate sufficient knowledge of linguistic diversity or sufficient comprehension of Spanish in different situations, discursive modes, or historical, regional or social variations. | Is unable to demonstrate knowledge of linguistic diversity. Unable to comprehend Spanish in different situations, discursive modes, or historical regional or social variations. |
| | Control of Spanish | Fully demonstrates excellent control of Spanish in a variety of settings, types of discourse, topics, registers, and broad regional variations. | Demonstrates competent control of Spanish in different settings, types of discourse, topics, registers, and regional varieties. | Does not demonstrate sufficient control of Spanish in different settings, types of discourse, topics, registers, or broad regional variations. | Is unable to demonstrate control of Spanish in different settings, types of discourse, topics, registers, or broad regional variations. |
| Analytical Skills | | Demonstrates a nuanced understanding of the relationship between competence, performance and human linguistic mechanisms. | Asks appropriate questions of linguistic performances; is able to discern patterns and logically decipher forms, structures, and functions. | Does not supersede basic memorization of facts; unable to bring appropriate questions to the observation and analysis of linguistic performances. | Is unable to ask questions of linguistic data and/or does not supersede prima facie discourse about these (i.e. does not adopt a linguistic posture vis-à-vis language). |
| Ability to comprehend and use data / critical thinking | | Able to go beyond simple comparison and draw useful, insightful inferences pertinent to the study of language as a human phenomenon. Demonstrates ability to formulate complex questions with some amount of theoretical sophistication. | Able to accurately compile, compare and draw inferences from authentic language data; able to apply these data to language use and description. Demonstrates the ability to formulate questions and use analysis to construct an argument and take issues with received ideas. | Does not question data or draw useful inferences from these; fails to notice patterns and is unable to elucidate patterns from sample data. Demonstrates limited ability to formulate questions and use analysis to construct an argument. | Does not discern patterns in sample authentic data and is unable to comment on patterns that are pointed out in reference to these; is unable to describe or explain data. Questions posed are obvious and clichéd; cannot construct an argument to support analysis. |
| Ability to interpret data and apply / use appropriate research tools | | Masters pertinent linguistic terminology and is able to use this in the description and explanation of competences and performances in Spanish | Able to manipulate appropriate linguistic terminology to describe and explain language competences and performances; able to present (written and/or | Does not use linguistic terminology or uses this inappropriately; is not able to describe and explain pertinent language data in | Does not use linguistic terminology in the discussion of language data and is unable to describe, let alone explain, these; presentation of data |

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| | and other languages (esp. respective L1); analyzes in line with social science formats and demonstrates stylistic and rhetorical creativity. | orally) data in a format compatible with the social sciences. | terms of competence and/or performance; does not present analyses in a format acceptable in the social sciences. | shows no discernible mastery of appropriate form, rhetoric and style. |
| Written Expression | Uses rich, precise vocabulary. Demonstrates control of a variety of grammatical structures. Demonstrates sensitivity to register through vocabulary, forms of address, and use of written discourse. Excellent command of orthography, sentence structure, paragraphing, punctuation. | Uses appropriate vocabulary. Evidence of control of a variety of grammatical structures, especially elementary ones. Demonstrates understanding of register through vocabulary, forms of address, and use of written discourse. Orthography, sentence structure, paragraphing and punctuation are generally correct with some errors. | Uses limited range of vocabulary. Makes frequent errors even in elementary structures. Does not distinguish between formal and informal language or oral and written discourse. Frequent errors in orthography, sentence structure, paragraphing and punctuation may be present. | Insufficient vocabulary, unable to make him or herself understood. Numerous grammatical errors impede communication. Uses inappropriate forms of address, vocabulary, and oral as written discourse. Minimal to no attention to register. Numerous errors in orthography, sentence structure, paragraphing and punctuation may impede communication. |
| Oral Expression | Uses rich, precise vocabulary. Use and control of a variety of structures. Demonstrates sensitivity to register through vocabulary and forms of address. Excellent pronunciation with few errors. High level of fluency. | Uses appropriate vocabulary. Control of a variety of structures, especially simple structures, with some errors. Demonstrates understanding of register through vocabulary and forms of address. Good pronunciation with some errors. Good fluency with occasional hesitance. | Uses limited range of vocabulary. Makes frequent errors in simple structures. Register may be inappropriate. Fair pronunciation with a number of errors. Labored expression, minimal fluency. | Insufficient vocabulary with constant interference from another language. Numerous grammatical errors impede communication. Uses inappropriate forms of address and vocabulary. Minimal to no attention to register. Poor pronunciation impedes comprehension. Little to no fluency. |

- 2- **Literature-** Demonstrate analytic, interpretative and critical thinking skills with respect to literary texts from Latin America, Spain, the United States and other countries in which there is a literary production in Spanish.

Spa 100/S, Spa 130, Spa 131N, Spa 134A/B, Spa 141, Spa 150N, Spa 151, Spa 157, Spa 159/S, Spa 174, Spa 176, Spa 177

| LITERATURE | | | | |
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| | 4 Demonstrates excellence | 3 Demonstrates proficiency | 2 Suggests lack of proficiency | 1 Demonstrates lack of proficiency |
| Analytic Skills | Demonstrates subtlety, sensitivity, and nuance in close reading. Marshalls appropriate textual evidence in support of original argument. | Demonstrates the ability to engage in close reading of literary text, situate, cite, and analyze specific examples. | Demonstrates limited ability to conduct close reading. Has difficulty citing relevant textual evidence. | Analyses are overly vague and general with insufficient textual support. |
| Critical Thinking / Creativity | Demonstrates ability to formulate complex questions with some amount of theoretical sophistication. | Demonstrates the ability to formulate questions and use analysis to construct an argument and take issues with received ideas. | Demonstrates limited ability to formulate questions and use analysis to construct an argument. Falls back on received ideas. | Questions posed are obvious and clichéd; cannot construct an argument to support analysis. |
| Knowledge of Research Protocols | Demonstrates knowledge of academic styles and evidence of significant research effort. | Sources are cited in recognizable format. | Sources are cited in inconsistent manner. | Work lacks documentation or documentation is incomplete. |
| Literary Object | Demonstrates sensitivity to literary conventions, such as poetic form, genre, rhetoric, voice, mode of dissemination. Analyses show complexity of thought in grappling with specificity of literary object and thorough knowledge of the work(s) being studied. | Demonstrates awareness of literary conventions, such as poetic form, genre, rhetoric, voice, mode of dissemination. Understanding of contingencies of interpretation. Appropriate knowledge of the work being studied. | Demonstrates limited awareness of literary conventions. Interpretations lack flexibility or subtlety. Insufficient knowledge of work being studied. | Work lacks attention to literary conventions. The literary object is treated without attention to its status as literature. Lack of knowledge of work being studied. |
| Historical / Cultural Context | Demonstrates nuanced and complex understanding of the relationship between literature and historical culture. Is able to problematize historical contingency in literature. | Demonstrates an understanding of the text in context of and in dialogue with the historical period. | Demonstrates limited understanding of the text in context of and in dialogue with the historical period. | Demonstrates little to no sense of the relationship between the literary text and historical context. |
| Literary History | Demonstrates a sophisticated understanding of the development of literary forms, movements, and traditions being studied. | Demonstrates an understanding of the development of literary forms, movements, and traditions being studied. | Demonstrates a limited understanding of the development of literary forms, movements, and traditions being studied. | Demonstrates little to no understanding of the development of literary forms, movements, and traditions being studied. |
| Written | Uses rich, precise vocabulary. | Uses appropriate vocabulary. Evidence of | Uses limited range of vocabulary. | Insufficient vocabulary, unable to make him or |

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| Expression | Demonstrates control of a variety of grammatical structures. Demonstrates sensitivity to register through vocabulary, forms of address, and use of written discourse. Excellent command of orthography, sentence structure, paragraphing, punctuation. | control of a variety of grammatical structures, especially elementary ones. Demonstrates understanding of register through vocabulary, forms of address, and use of written discourse. Orthography, sentence structure, paragraphing and punctuation are generally correct with some errors. | Makes frequent errors even in elementary structures. Does not distinguish between formal and informal language or oral and written discourse. Frequent errors in orthography, sentence structure, paragraphing and punctuation may be present. | herself understood. Numerous grammatical errors impede communication. Uses inappropriate forms of address, vocabulary, and oral as written discourse. Minimal to no attention to register. Numerous errors in orthography, sentence structure, paragraphing and punctuation may impede communication. |
| Oral Expression | Uses rich, precise vocabulary. Use and control of a variety of structures. Demonstrates sensitivity to register through vocabulary and forms of address. Excellent pronunciation with few errors. High level of fluency. | Uses appropriate vocabulary. Control of a variety of structures, especially simple structures, with some errors. Demonstrates understanding of register through vocabulary and forms of address. Good pronunciation with some errors. Good fluency with occasional hesitation. | Uses limited range of vocabulary. Makes frequent errors in simple structures. Register may be inappropriate. Fair pronunciation with a number of errors. Labored expression, minimal fluency. | Insufficient vocabulary with constant interference from another language. Numerous grammatical errors impede communication. Uses inappropriate forms of address and vocabulary. Minimal to no attention to register. Poor pronunciation impedes comprehension. Little to no fluency. |

- 3- **Cultural studies**- Demonstrate cultural awareness with respect to the diversity of cultural products and manifestations produced in the Spanish speaking world (Latin America, Spain, the United States and other countries in which there is a cultural production in Spanish).

Spa 141/S, Spa 170/S, Spa 174

| CULTURAL STUDIES | | | | |
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| | 4 Demonstrates excellence | 3 Demonstrates proficiency | 2 Suggests lack of proficiency | 1 Demonstrates lack of proficiency |
| Knowledge of cultural concepts | Demonstrates nuanced understanding of cultural concepts. Can present a cogent, thorough definition of key terms. | Demonstrates a very good understanding of cultural concepts. Can present an appropriate definition of key terms. | Demonstrates fair understanding of cultural concepts. Cannot adequately define terms. | Demonstrates misunderstandings, incomplete or incorrect knowledge of cultural concepts. |
| Ability to analyze cultural artifacts in historical context | Uses excellent knowledge of historical context to define and explain artifacts and texts. | Uses good knowledge of historical context to define and explain artifacts and texts. | Does not fully understand relationship of historical context to cultural artifacts and texts. | Cannot or incorrectly relates artifacts to historical contexts. |
| Comparisons to other cultures / Awareness of cultural issues | Demonstrates excellent knowledge of other cultures or other periods of same culture to aid understanding and of target culture. Demonstrates insight and nuance in discussion of cultural issues. | Demonstrates knowledge of other cultures or other periods of same culture to aid understanding of target culture. Demonstrates appropriate knowledge of cultural issues. | Relies on stereotypes or overgeneralizations in discussion of cultural comparisons. Over-generalizes and lacks precision in discussion of cultural issues. | Cannot or incorrectly makes comparisons to other cultures. Demonstrates lack of understanding of cultural issues. |
| Written Expression | Uses rich, precise vocabulary. Demonstrates control of a variety of grammatical structures. Demonstrates sensitivity to register through vocabulary, forms of address, and use of written discourse. Excellent command of orthography, sentence structure, paragraphing, punctuation. | Uses appropriate vocabulary. Evidence of control of a variety of grammatical structures, especially elementary ones. Demonstrates understanding of register through vocabulary, forms of address, and use of written discourse. Orthography, sentence structure, paragraphing and punctuation are generally correct with some errors. | Uses limited range of vocabulary. Makes frequent errors even in elementary structures. Does not distinguish between formal and informal language or oral and written discourse. Frequent errors in orthography, sentence structure, paragraphing and punctuation may be present. | Insufficient vocabulary, unable to make him or herself understood. Numerous grammatical errors impede communication. Uses inappropriate forms of address, vocabulary, and oral as written discourse. Minimal to no attention to register. Numerous errors in orthography, sentence structure, paragraphing and punctuation may impede communication. |
| Oral Expression | Uses rich, precise vocabulary. Use and control of a variety of structures. Demonstrates sensitivity to register through vocabulary and forms of address. Excellent pronunciation with few errors. High level of fluency. | Uses appropriate vocabulary. Control of a variety of structures, especially simple structures, with some errors. Demonstrates understanding of register through vocabulary and forms of address. Good pronunciation with some errors. Good fluency with occasional hesitance. | Uses limited range of vocabulary. Makes frequent errors in simple structures. Register may be inappropriate. Fair pronunciation with a number of errors. Labored expression, minimal fluency. | Insufficient vocabulary with constant interference from another language. Numerous grammatical errors impede communication. Uses inappropriate forms of address and vocabulary. Minimal to no attention to register. Poor pronunciation impedes comprehension. Little to no fluency. |

- 4- **Film and visual arts-** Demonstrate analytic, interpretative and critical thinking skills with respect to visual texts from Latin America, Spain, the United States and other countries in which there is a production of visual texts in Spanish.

Spa 148/S, Spa 143, Spa 173

| FILM AND VISUAL ARTS | | | | |
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| | 4 Demonstrates excellence | 3 Demonstrates proficiency | 2 Suggests lack of proficiency | 1 Demonstrates lack of proficiency |
| Analytic Skills | Demonstrates subtlety, sensitivity, and nuance in close reading of the work(s). Marshalls appropriate evidence from the work(s) in support of original argument. | Demonstrates the ability to engage in close reading of the work(s), situate, cite, and analyze specific examples. | Demonstrates limited ability to conduct close reading of the work(s). Has difficulty citing relevant evidence. | Analyses are overly vague and general with insufficient support. |
| Critical Thinking / Creativity | Demonstrates ability to formulate complex questions with some amount of theoretical sophistication. | Demonstrates the ability to formulate questions and use analysis to construct an argument and take issues with received ideas. | Demonstrates limited ability to formulate questions and use analysis to construct an argument. Falls back on received ideas. | Questions posed are obvious and clichéd; cannot construct an argument to support analysis. |
| Knowledge of Research Protocols | Demonstrates knowledge of academic styles and evidence of significant research effort. | Sources are cited in recognizable format. | Sources are cited in inconsistent manner. | Work lacks documentation or documentation is incomplete. |
| Visual Object | Demonstrates sensitivity to film and visual arts conventions, such as genre, mise-en-scene, cinematography, editing, narration, style. Analyses show complexity of thought in grappling with specificity of visual object and thorough knowledge of the work(s) being studied. | Demonstrates awareness of film and visual arts conventions, such as genre, mise-en-scene, cinematography, editing, narration, style. Understanding of contingencies of interpretation. Appropriate knowledge of the work being studied. | Demonstrates limited awareness of film and visual arts conventions. Interpretations lack flexibility or subtlety. Insufficient knowledge of work being studied. | Work lacks attention to film and visual arts conventions. The visual object is treated without attention to its status as film, painting and architecture. Lack of knowledge of work being studied. |
| Historical / Cultural Context | Demonstrates nuanced and complex understanding of the relationship between the work(s) at hand and historical culture. Is able to problematize historical contingency in film and visual arts. | Demonstrates an understanding of the work(s) in context of and in dialogue with the historical period. | Demonstrates limited understanding of the work(s) in context of and in dialogue with the historical period. | Demonstrates little to no sense of the relationship between the visual text and historical context. |
| Film and Visual Arts History | Demonstrates a sophisticated understanding of the development of forms, movements, and traditions being studied. | Demonstrates an understanding of the development of forms, movements, and traditions being studied. | Demonstrates a limited understanding of the development of forms, movements, and traditions being studied. | Demonstrates little to no understanding of the development of forms, movements, and traditions being studied. |

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| <p>Written Expression</p> | <p>Uses rich, precise vocabulary. Demonstrates control of a variety of grammatical structures. Demonstrates sensitivity to register through vocabulary, forms of address, and use of written discourse. Excellent command of orthography, sentence structure, paragraphing, punctuation.</p> | <p>Uses appropriate vocabulary. Evidence of control of a variety of grammatical structures, especially elementary ones. Demonstrates understanding of register through vocabulary, forms of address, and use of written discourse. Orthography, sentence structure, paragraphing and punctuation are generally correct with some errors.</p> | <p>Uses limited range of vocabulary. Makes frequent errors even in elementary structures. Does not distinguish between formal and informal language or oral and written discourse. Frequent errors in orthography, sentence structure, paragraphing and punctuation may be present.</p> | <p>Insufficient vocabulary, unable to make him or herself understood. Numerous grammatical errors impede communication. Uses inappropriate forms of address, vocabulary, and oral as written discourse. Minimal to no attention to register. Numerous errors in orthography, sentence structure, paragraphing and punctuation may impede communication.</p> |
| <p>Oral Expression</p> | <p>Uses rich, precise vocabulary. Use and control of a variety of structures. Demonstrates sensitivity to register through vocabulary and forms of address. Excellent pronunciation with few errors. High level of fluency.</p> | <p>Uses appropriate vocabulary. Control of a variety of structures, especially simple structures, with some errors. Demonstrates understanding of register through vocabulary and forms of address. Good pronunciation with some errors. Good fluency with occasional hesitance.</p> | <p>Uses limited range of vocabulary. Makes frequent errors in simple structures. Register may be inappropriate. Fair pronunciation with a number of errors. Labored expression, minimal fluency.</p> | <p>Insufficient vocabulary with constant interference from another language. Numerous grammatical errors impede communication. Uses inappropriate forms of address and vocabulary. Minimal to no attention to register. Poor pronunciation impedes comprehension. Little to no fluency.</p> |