

Department of World Languages and Cultures

Handbook

The University of Scranton

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Welcome

The Department of World Languages and Cultures (WLC) 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

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

Concentrations

Asian Studies

Italian Studies

Latin American 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, Peru, 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.

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 also offered in conjunction with Occupational Therapy.

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/>

V. Scholarships

The Department's students have been successful in earning *Fulbright* and *Rotary Awards*. Countries and respective years (1995-2017) are:

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

Ø 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. 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, Appointments outside those hours may be requested when needed during 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 ing's Advisiutheyo80 0 1 170.42 548.71 Tmreshman year.

commitments during those times. Some faculty post sign-up sheets on the door for advising appointments 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 ensure you have completed all necessary prerequisites. Examine your CAPP / Degree Works 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 / Degree Works 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>

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

1. All

writing; and C/IL 102 C/IL 102L or C/IL 104 for digital technology; 3. An examination supervised by Communication Department faculty (for COMM 100), by English Department faculty (for WRTG 107) and by the Computer Information Literacy Advisory Board (for C/IL 102/C/IL 102L). These examinations may be taken only once by freshmen and sophomores who have not taken the course in the same skill area. Oral communication and basic writing skills can also be satisfied with INTD 117 - Writing, Research and Speaking.

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 elective credits 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 (W)** and two courses designated **cultural diversity (D)**, majors in World Languages and IL/B need not be concerned with fulfilling these requirements, since they will always be fulfilled by specifically designated

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 OPIc, Oral Proficiency Interview by Computer, 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>

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 have also the opportunity to meet and interact with teaching assistants from other countries. The Department has hosted teaching assistants from Argentina, Bahrain, Colombia, China, Ecuador, Egypt, France, Iraq, Japan, Libya, Mexico, Morocco, Palestine, Spain, Taiwan, or 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 Espiritu Santo near Guayaquil, Ecuador, with which The University of Scranton has a student and faculty exchange agreement, incorporate service learning into their curricula.

XVI. Graduate School

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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.

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),

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: 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 in the acquisition of the target language and knowledge and understanding of its culture(s);

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