



LACS 4690
Senior Seminar for Spanish Majors
Fall 2015

Professor: Dr. Michael Scott Doyle (<http://clas-pages.uncc.edu/michael-scott-doyle/>)

Semester: Fall 2015

Location: COED 32

Meeting times: F (Friday), 11:00-12:15

Office Hours: T 3:30-4:15, R 4:00-4:45, and by appointment

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- I. **Prerequisites:** four or more courses at the 3000 or 4000 level in your language major.
- II. **Course Description:** The senior seminar or capstone class for language majors is a one-credit hour course designed to help prepare Spanish majors as they exit the program. The course also assesses the language skills of seniors through standardized exams, oral interviews, and written essays. In addition to completing these language proficiency evaluation instruments, all majors will contribute to the creation of their own portfolio. The course is offered both Fall and Spring semesters. The course should be taken during a major's final semester in the language program. Presumably, those taking the course in the Fall will graduate in December and those taking the course in the Spring will graduate in May.

Requirements are language-specific.
Please verify with the instructor of record what applies to you.

- III. **Workshops:** The Career Center, Information Technology and the Language Resource Center may offer workshops on resume writing, portfolios, volunteer services and job hunting. The instructor will notify students periodically regarding times for workshops throughout the semester. Some semesters, an occasional speaker is scheduled to meet with students to speak about topics of interest regarding graduate school and employment opportunities in various fields.
- IV. **Required Texts or Fees:** There are no required texts or fees. The three assessments (oral, written, Wisconsin) are FREE. Students must complete all three assessments to earn credit for the course and to receive their Spanish major degree. See below.
- V. **Program Review:** Students are asked to anonymously fill out a program review that provides feedback on the strengths and weaknesses of their foreign language program as a whole. We are interested in suggestions that can help us improve our program to better serve our students' needs in the future.

- VI. **Grade:** The Senior Seminar is evaluated on a Pass/No credit basis. In order to receive a satisfactory grade, students should attend all meetings scheduled by the instructor throughout the semester and complete the required tests and tasks.

OVERVIEW OF TASKS

1. Oral Proficiency Test
2. Wisconsin Placement Test
3. Written Proficiency Test
4. Portfolio

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NOTE: The scores from these assessments are for internal program evaluation purposes only and in no way relate to any course grade being assigned to you.

VII. **Oral Proficiency Interview (OPI):**

- a. In order to assess students' Spanish speaking and listening comprehension skills, he or she must participate in an interview called Oral Proficiency Interview (OPI).
- b. Each student should meet individually with the designated instructor when scheduled. Allow 30 minutes for each meeting. Students are responsible for making and keeping their individual appointments. **YOU MUST COMPLETE YOUR OPI INTERVIEW NO LATER THAN FRIDAY, OCTOBER 30!**
- c. The professors of Spanish who will conduct OPI interviews this semester are: Dr. Coria, Dr. Doyle, Dr. Godev and Dr. Pujol. Please see below for your assigned interviewer:

Dr. Carlos Coria [cmcoria@uncc.edu] will interview:

Álvarez, Armas-Sánchez, Bejarano-Garavito, Borbor, Chavez

Dr. Michael Doyle [mdoyle@uncc.edu] will interview:

Collis, Engle, Phifer, García

Dr. Concepción Godev [cgodev@uncc.edu] will interview:

Jiménez, Monks, Morgan, Mosquera, Núñez

Dr. Anton Pujol [apujol@uncc.edu] will interview:

Patton, Periman, Robles, Walters, Wong

Contact your designated OPI interviewer ASAP to schedule your interview. Make your appointment immediately!

VIII. Wisconsin Placement Exam

- a. You will take this test in class on the date indicated below.
- b. Please bring a pencil to the test.
- c. The test may take up to 60 minutes to complete.

IX. Writing Assessment

- a. For the Spanish writing assessment a student is typically asked to (a) develop an essay on a given topic and (b) write a hypothetical letter.
- b. A class session will be scheduled for the writing assessment (two essays).
- c. Different instructors will evaluate the student's writing and the evaluation is blind, that is, instructors will not know whose writing samples they are grading.
- d. Students must remember to write their names on the cover sheets, but **NOT on the written exams themselves.**

X. Portfolio

- a. Students will compile a portfolio to hand in to the instructor for departmental record keeping.
- b. Consider this assignment as part of your preparation for employment or for application to graduate school. In either case, you will want to show your audience what you can do, how you have improved, what you are really proud of or what you consider your strongest interests and abilities.
- c. Your portfolio should include:
 - i. **Reflective Statement (2-5 pages)** **A reflective statement** about the student's reasons for selecting the major, experience and performance in the program, and the significance of the examples of academic work placed in the portfolio. Must also show your continued interest in your chosen field of study by narrating your most recent participation in activities or events pertinent to your field of study during the current semester. This introductory or reflective statement should be made available in both English and Spanish, and be directed at a possible future employer or graduate school. **Format: double-spaced, 12 point Times New Roman font, one-inch margins top, bottom and sides.**
 - ii. **Writing Samples of Academic Work (3x).** Over the course of the major, students will have written a good number of papers and reports. However, tests, PowerPoint or similar presentations such as posters, video or audio clips, samples of translations or other work done in an internship can serve as samples of academic work. Examples may be aimed to show progress from early classes to later ones or evidence of both linguistic proficiency and content knowledge in the major. [See separate sheet]

iii. **A Revised Resume** should also be included. First, every student should prepare his or her resume after consulting information available at the UNCC Career Center (<http://career.uncc.edu/students/resumes>). Second, this resume must be individually critiqued by someone in the Career Center (<http://career.uncc.edu/>) first and then by the Instructor of the Senior Seminar (see deadlines below). After each critique, the student will make the appropriate corrections. A final resume (along with the different drafts) will be included in the portfolio. The resume will be written in English.

- For information on the importance of marketing your course work so that it is clearly relevant and stands out in your resume, please read Abbott, Annie y Lear, Darcy (2010) «*Marketing Business Languages: Teaching Students to Value and Promote Their Coursework*», *Global Business Languages*: Vol. 15, Article 2, pp. 3-15. See <http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1187&context=gb>.
- The function of a cover letter and resume is to get you a job interview, which tends to be THE determining factor in a hire for a position. Given the critical importance of the job interview, we will devote one class meeting to this topic. In preparation for this class meeting, please visit <http://career.uncc.edu/alumni/career-search-preparation/effective-interviewing> and read “La entrevista de trabajo” by Doyle and Fryer (available on Moodle 2).

XI. Participation in Department, College, and University

- a. You are encouraged to participate in Target Language related activities and events of your interest.
- b. You are encouraged to attend 2-3 events during the semester.
- c. You are encouraged to actively participate, and weave your experiences into your reflective essay.

Possible venues: target language club meetings, the Spanish Tertulia (a great opportunity to informally practice your conversation skills outside of class on a regular basis), film screenings and presentations on topics relevant to your major.

CALENDAR, SUBJECT TO REVISION AS NEEDED:

August 28	In-class Session: Introduction; Assignment of OPIs; Portfolio Checklist; Visit LRC for Mahara training
September 9	Confirmation of Scheduled Appointments for OPIs Due
September 18	In-class Session: Wisconsin Exam
October 16	In-class Session: Writing Assignment
October 21	Resume Due (Mahara)

October 28	Digital Copies of Writing Samples Due
October 30	In-class Session: The Job Interview
November 6	In-class Session: Portfolio Checklist; Bring three “Writing Samples” to class for discussion.
November 13	Reflexive Statement Due
Nov. 20	Portfolio Due
December 4	Portfolio Returned; Report and Results