

DEPARTMENT OF SPANISH
MAJORS' HANDBOOK

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§ MISSION STATEMENT

The mission of the Department of Spanish is to promote communicative expertise in Spanish and to facilitate the acquisition of the knowledge and methods of inquiry associated with the discipline of Hispanic Studies. An integral part of our mission is to foster critical thinking, critical writing, and critical discourse with the aim of instilling in our students the highest levels of linguistic accuracy, cultural literacy, and intellectual acumen. Moreover, we seek to broaden our students' understanding of the world community through the study of the different peoples of the Spanish-speaking world, thereby strengthening our students' ability to function in a multicultural and global environment. We believe that the study of a foreign culture through the lens of its language is a singularly enriching experience that broadens our students' perspective and leads to unique professional opportunities.

§ LEARNING GOALS & PRIMARY TRAITS

The Department of Spanish has identified the following five student learning goals for the major. Each of the goals is associated with a set of specific primary traits.

1. Oral Proficiency: The expectation is that students will be able to speak Spanish comprehensible to a native speaker.

Success in achieving this goal will be assessed by a student's ability to:

- pronounce Spanish accurately so that it is not a strain for native speakers to understand them
- converse comfortably on general topics, narrate events, and describe what they see and do
- use Spanish in an acceptable manner in a variety of social, professional, and academic situations although errors may occasionally occur
- use the language effectively and normally speak fluently though they may falter under stress in conversation about an unfamiliar or specialized topic

2. Content Knowledge: The expectation is that students will be able to demonstrate knowledge of the major traditions, concepts, and methods of Hispanic Studies.

Success in achieving this goal will be assessed by a student's ability to:

- understand university classes taught entirely in Spanish and conversations about most social conventions, work-related topics, and topics related to personal, professional, and academic interests
- demonstrate general knowledge of Hispanic literary traditions (including film) and/or Hispanic linguistics

- identify major literary (including film) movements and trends, and classify major authors (for students who take literature/film courses)
- do phonetic transcription and phonemic analysis (for students who take Spanish 270)
- demonstrate knowledge of the history of the Spanish language, dialectology, sociolinguistics, and linguistic variation within the Spanish-speaking world (for students who take Spanish 270)
- identify parts of speech and grammatical, morphological, syntactic, semantic, and discourse structures (for students who take Spanish 310)
- demonstrate knowledge of modern business practices as applied to the Spanish-speaking world and the economic geography of the Spanish-speaking world (for students who take Spanish 250)
- to define and identify particular teaching methodologies (for students who take Spanish 319)

3. Cultural Awareness: The expectation is that students will be able to demonstrate general knowledge of Hispanic culture.

Success in achieving this goal will be assessed by a student's ability to:

- demonstrate general knowledge of Hispanic culture, which encompasses, but may not be limited to, historical, religious, social, and intellectual institutions; political and social ideologies; social values, norms, and practices; artistic and linguistic expression; and perspectives on race, gender, religion, class structure, and politics

4. Critical Thinking: The expectation is that students will be able to read, think critically, and interpret texts in Spanish.

Success in achieving this goal will be assessed by a student's ability to:

- read and comprehend Spanish texts on a variety of areas ranging from (1) basic personal and social needs, (2) non-technical topics, to (3) areas in which the student has personal, professional, an academic interest and/or knowledge
- demonstrate the ability to read, comprehend, think critically, and interpret literary texts (may include film), linguistic texts and discourse, and/or business-related material, and their cultural content
- explain the social and historical contexts in which Hispanic language, literatures, linguistics, and/or cultures developed

5. Written Communication and Analytical Acumen: The expectation is that students will be able to develop, organize, and express ideas in a precise, clear, effective, and systematic manner, applying the appropriate analytical terminology and theories.

Success in achieving this goal will be assessed by a student's ability to:

- write grammatically, syntactically, and lexically accurate Spanish

- produce generally uninterrupted discourse that demonstrates proper form and the effective incorporation of appropriate content and style
- express themselves on topics of general interest and write analytically on literary, linguistic, commercial, and/or cultural topics
- research a paper
- apply appropriate analytical and theoretical literary, linguistic, and/or commercial terminology and theories to illustrate their understanding of text, context
- analyze one or more of the literary genres and apply basic critical methodologies in the study of poetry, drama, narrative fiction and/or linguistic texts and discourse
- hypothesize, develop an argument, and draw significant conclusions about a literary (may include film), linguistic, cultural, pedagogical, and/or commercial language topic by applying the appropriate research methods

§ GENERAL AREAS OF SPANISH

The three general areas of inquiry in the field of Hispanic Studies are Peninsular Spanish Literature and Culture, Latin American Literatures and Cultures (including the Caribbean and U.S. Latino), and Hispanic Linguistics. The Department strongly recommends that students take courses in all three areas. Courses that focus specifically on language and linguistics teach students to understand and participate in a variety of linguistic situations, promote functional competence in Spanish, and bring students to an understanding of the historical development of Spanish and its structural and dialectical differences. Courses that focus specifically on literature seek to introduce students to Hispanic literature and textual analysis through readings in representative genres drawn from the canon and areas of newer critical inquiry (Women's Studies, Africana Studies, Urban Studies, Cultural Studies, Transatlantic Studies, Global Studies, etc.) in order to teach students to view literature as a site of cultural and ideological expression. Courses that focus specifically on culture seek to make students aware that knowledge of Hispanic culture influences the effectiveness of communicating with native speakers and increases the awareness of one's own culture.

Business and Spanish students who are interested in a fundamental preparation in international business or finance, with a focus on Spanish and regional economic issues, may choose a major in Spanish or Business Economics and the prescribed core of complementary courses.

§ REQUIREMENTS FOR THE MAJOR

The major in the Department of Spanish will consist of no fewer than 11 courses (including the Junior Seminar and Senior Independent Study) and not more than 15 as allowed by the College. Whenever possible, the Department strongly encourages students to take more than the required minimum of 11 courses. Normally, the required sequence of course for the major is as follows:

1. Spanish 201: Intermediate Spanish for Grammar, Conversation, and Composition I
2. Spanish 202: Intermediate Spanish for Grammar, Conversation, and Composition II
3. Spanish 223: Readings in Spanish Peninsular Cultures
or Spanish 224: Readings in Latin American Cultures
4. Spanish 270: Spanish Phonology
or Spanish 310: The Structure of Modern Spanish
5. One 300-level literature course:
Spanish 301: Cervantes: Don Quixote-Still Crazy After All These Years
Spanish 302: Golden Age Literature
Spanish 305: The Contemporary Latin American Novel
Spanish 309: Trends in Spanish American Literature
Spanish 311: Special Topics
6. Spanish 401: Junior Seminar
7. Spanish 451: Independent Study Thesis
8. Spanish 452: Independent Study Thesis

*** Remaining courses may be selected from other 200- or 300-level departmental offerings.**

§ POLICIES REGARDING THE SPANISH MAJOR

- One Advanced Placement credit, whether language or literature, may count toward the major or minor in Spanish as the equivalent of Spanish 201.
- No more than one Spanish course taught in English may count toward the major.
- Spanish 270, 310, the required 300-level literature course, and Junior Seminar may not be completed through transfer credit.
- The Junior Seminar is to be completed before Senior Independent Study.
- A student may fulfill the Junior Seminar requirement by completing Spanish 310, if not already taken to fulfill the Department's requirements for the major, or an additional

- 300-level literature course.
- Spanish 319 (Applied Linguistics) does not fulfill Junior Seminar.
 - A single 300-level literature course may not count as both the required literature course and Junior Seminar.
 - Spanish 310 may not count as both the required linguistics course and Junior Seminar.
 - In all cases where there are questions about the requirements for the major or the minor in Spanish, students should consult the chairperson of the Department. There may be times when exceptions to the requirements are in order and appropriate course substitutions are advisable. The Special Topics courses (275 and 311) and Tutorial (400), for example, may be useful in fulfilling the requirements in the major.
 - Courses taken during study abroad or at another accredited institution may count toward the major in Spanish.

§ JUNIOR SEMINAR

A student may fulfill the Junior Seminar requirement by completing Spanish 310, if not already taken to fulfill the Department's requirements for the major, or an additional 300-level literature course. These courses are designed to introduce students to the various aspects of Hispanic Studies through appropriate primary and secondary readings, a necessary integration of theory and personal interpretation, an appropriate array of writing exercises and, more importantly, daily class discussion—all of which create a constructive way for students to test new ideas and question accepted theories and assumptions in preparation for Senior Independent Study.

Junior Seminar is an introduction to the research methods for the study of Hispanic language, linguistics, literature, and/or culture. The overarching goals associated with the courses that fulfill this requirement are the (1) acquisition of research methods for the study of Hispanic language, linguistics, literature, and/or culture in preparation for Senior Independent Study that include how to locate, access, consult, and use the appropriate resources (e.g., primary texts, secondary texts, interviews, web sites, and other materials) pertinent to a particular topic in Hispanic language, linguistics, literature, and/or culture; and (2) competence in defining a methodological framework and analytical writing in Hispanic language and linguistics, literature, and culture. The expectation is that the student will be able to: (1) to identify appropriate sources for gathering information; (2) to narrow down, focus, and develop a research topic; (3) to express

him or herself coherently and cogently in a suitable style, or form a method, procedure, technique, or mode of inquiry; (4) to construct an original and creative interpretation that is based on close reading and analysis of primary material and critical synthesis of secondary literature; (5) to demonstrate critical acumen by applying appropriate theory; (6) to arrive at a persuasive conclusion.

§ DOUBLE MAJOR

There can be a synergy between the study of Spanish and of the basic concepts and principles of another discipline: each can deepen one's understanding of the other. With regard to almost all other disciplines, the student should seek to focus on how Spanish—whether through linguistic, literary, cinematic, and cultural expressions—intersects theoretically, thematically, or contextually with the second major. Students who have a strong interest in two fields should begin by discussing their interests with faculty in each department and discussing potential topics for Senior I.S. This will help to identify questions that can be effectively explored using the methodologies of different disciplines. To officially declare a double major you need to obtain the Double Major Proposal from the Dean of Faculty. To complete the form you must meet with the chairperson of each department.

Requirements for each major in a double major are the same as those for a single major with the exception that, subject to the approval of both departments/programs, a joint **Senior I.S.** project may be done on a topic that incorporates materials, methodologies, and approaches from both disciplines.

Students who declare a double major must complete two separate **Junior I.S.** courses (401)—one in each major department. A double major requires some additional planning, and therefore double majors are strongly advised to begin actively consulting with both departments in mid-April of their sophomore year (or earlier) in order to plan for Junior I.S. and Senior I.S.

For the **Senior I.S.**, a joint project can be carried out, provided that the topic crosses the two disciplines and the advisor in each department approves it. As a double major student, your Senior I.S. thesis must satisfy the requirements of both departments, and the advisors of both departments must agree on an outline of the project during the first semester during which the student is registered for 451. A meeting of the student and the advisors from both departments must be held at least twice per semester (451 and 452). Both advisors must see all written work

and evidence of progress during both semesters (451 and 452). In cases where it is not possible for the thesis to be written in Spanish, the Spanish advisor shall determine an assignment of the appropriate nature in Spanish and administer it before the oral exam takes place in order to assess the student's ability to discuss the topic in Spanish. Also, a portion of the oral exam will be conducted in Spanish.

§ SENIOR INDEPENDENT STUDY

A. Introduction

As part of the fulfillment of the graduation requirements of The College of Wooster, the Department of Spanish requires a Junior Seminar and a two-course Independent Study Thesis. Students may fulfill the Junior Seminar by completing Spanish 310, if not already taken to fulfill the Department's requirements for the major, or an additional 300-level literature course. The Junior Seminar is to be completed before Senior Independent Study. The Independent Study thesis usually will be researched and written during the fall and spring semesters of the senior year.

B. Objectives

Improvement of skills of independent critical thought and discourse. Application of appropriate methods for research in Hispanic language and linguistics, literature, cinema, and culture. Research, exploration, and analysis of a topic in Hispanic language and linguistics, literature, cinema, and culture from the perspective of a significant question.

C. Intended outcomes

The expectation is that the student will be able: (1) to formulate a thesis; (2) to develop a systematic procedure, technique, or mode of inquiry; (3) to demonstrate knowledge of primary and secondary sources; (4) to apply theoretical suppositions; (5) to integrate interpretation and analysis of the primary text(s), supporting material, and pertinent theories; (6) to draw significant conclusions; (7) to discuss with ease the topic of the written thesis.

D. Topic Selection

Planning for Senior I.S. normally begins in the spring semester of the Spanish major's junior year. After spring break, all juniors majoring in Spanish (except those who are studying off campus) will meet with the chairperson of the Department in order to begin the planning process. During this orientation meeting, students will be provided with a copy of

the Major's Handbook and will be asked to complete the "I.S. Area of Inquiry Declaration Form" (See **APPENDIX I**). Each student will then be assigned an I.S. advisor by the chairperson in consultation with the Department. You are strongly encouraged to schedule an appointment with your Senior I.S. advisor before the end of the semester in order to discuss the area of inquiry in further detail and to solicit practical suggestions on what might be done over the summer to prepare for the fall semester. While students may change their area of inquiry at the beginning of the fall semester, it is advantageous for the student to know what s/he will be researching in the fall in order to get a head start. No formal advising will be conducted during the summer months, but students are encouraged to begin reading independently in their chosen area and to begin generating their own original ideas. Students intending to apply for a Copeland grant in early October should plan to read diligently during the summer months in order to submit the strongest proposal possible.

E. Advising

Those who did not declare a focus of inquiry in the spring semester shall meet with the chairperson of the Department during the first week of classes in order to settle on an area of inquiry and be assigned an advisor. Once an advisor is assigned, the student will immediately meet with him or her in order to discuss the scope of the project, timetable to completion, a possible second reader, and the Major's Handbook. Those who were assigned an advisor in the previous semester (usually spring) will meet with his or her advisor to discuss work that was done over the summer as well as the scope of the project, timetable to completion, a possible second reader, and the Major's Handbook. If the student has decided to change the focus of inquiry, the student must discuss the change with the assigned advisor, who will then confer with the chairperson of the Department and together determine if a change of advisor is warranted. Any student who fails to contact the chairperson or his or her assigned advisor during the first week, or otherwise deviates from the protocols outlined in the Major's Handbook, places him or herself at risk of having to repeat the course in the following semester and likewise graduate in late summer or fall. Student preference for an advisor will be taken into consideration. However, the Department will make the final decision on advisor assignments, which will be based whenever possible on faculty expertise.

F. Writing

Senior I.S. involves a substantial writing project in Spanish. While the length of the project will vary with regard to theme and method, the Senior I.S. thesis will normally be at least 50 pages long. Students will be expected to have learned basic skills of researching and developing critical study in courses within and outside of the Department of Spanish. The departmental guidelines for I.S. work in Spanish in the categories set forth in the College's *Handbook for Independent Study*: content, method, critical acumen/theory, and form.

G. Content

According to the *Handbook for Independent Study*, "A well-selected project is one which advances the student's understanding, and responds to the needs of society." The study of the humanities in general and of language and literature in particular has many important implications for understanding our world and admits numerous perspectives and approaches. The study of Hispanic culture is served by language, linguistics, literature, philosophy, history, sociology, anthropology, and the fine arts. Important questions can be pursued from a number of perspectives. The project should be related to the intellectual growth of the students and their total academic experience. Students should seek out significant questions of ongoing interest that require one to come to terms with a body of current knowledge. Often the best first sources of ideas are the courses and discussions that have already engaged your attention and interest. The topic chosen should be specific enough and sufficiently limited in scope as to be manageable. Feasibility also involves available bibliographical items to support your research.

Consequently, the purpose of a research paper is to explore a topic from the perspective of a significant question about the topic and to answer that question. The question that you want to answer should be clearly formulated at the beginning of your research and should inform and be clarified by your reading and by consultation with your advisor. The research should lead to the development of a thesis — an answer to the question; the main statement you want to make about the topic — and the thesis is advanced and supported by argument and documentation. All material introduced into the paper should support the thesis in some way.

H. Method

A method is a systematic procedure, technique, or mode of inquiry followed in presenting material or proving a thesis. Failure to state and follow a method will result in frustration for both the writer and the reader of an Independent Study thesis. Your advisor will work with you in establishing the most effective line of inquiry for your study.

I. Critical acumen/Theory

Demonstrated knowledge and application of certain theoretical suppositions pertinent to the chosen topic. All research by definition presupposes certain critical and theoretical premises that inform the analysis to be realized. Students must demonstrate familiarization with and application of specific forms of critical inquiry (theory). A thesis that shows no evidence of a theoretical base will be deemed unacceptable.

J. Form

The I.S. should be clear, self-consistent, and in conformity with the forms approved for scholarly writing. Except where otherwise noted, the Department adopts the standards set forth in the most current edition of the *MLA Handbook for Writers of Research Papers*. Students should buy a copy of this work and become familiar with it, paying special attention to its recommendations regarding theses. For linguistics theses, use the *LSA* (Linguistic Society of America) style sheet (<http://www.linguisticsociety.org/content/unified-style-sheet>); otherwise, use the *MLA Handbook*.

K. Potential I.S. Thesis Areas

Majors in the Department of Spanish have successfully done work in the following areas:

1. Hispanic and Indigenous Cultures. Spanish 223 and 224 are courses that may prepare a student to do work in this area, and the topics can be as varied as investigation of a historical problem, a philosophical inquiry of a certain world viewpoint, or modern implications of indigenous traditions.

2. Literary/Filmic Analysis and Themes. Topics on aesthetics, race, gender, or direct literary or filmic analysis can be investigated with the help of Spanish 248, 305 and 309 (Latin America); Spanish 247, 280, 301, and 302 (Spain); or Spanish 212 (Spanish Caribbean) and 213 (U.S. Latino Literatures and Cultures).

3. Linguistic Studies. Problems in Hispanic linguistics and teaching methodology such as social implications of dialectal usage or developing new

methodologies for language teaching can be researched with the help of Spanish 270, 310, and 319 as background.

4. Commercial Language and Culture. Issues in the language and culture of business can be researched with the help of Spanish 250 as required background.

5. Creative Projects. Students (particularly those pursuing a double major in Spanish and a field such as studio art, music, theatre, performance, or dance) may develop a thesis with a creative component. For example, a student may wish to do a literary analysis of Lorca's poems or dramas and offer an artistic presentation of the same. The student must have appropriate academic training / preparation in the relevant area.

PLEASE NOTE: If research for a thesis involves humans as participants, students are required to consult the Human Subjects Research Committee web site, review the committee's guiding principles, and complete all the required forms before beginning their research.

L. Process and Execution

1. Reference consultation: Students are encouraged to schedule a reference consultation with a research librarian within the first two weeks of the semester in which they are registered in Spanish 451.

2. Compiling a bibliography: The first stage in research is the compilation of a "working bibliography" of the primary and secondary sources that should be consulted in researching your topic.

3. Taking notes: Keep a record of your research by taking careful notes in a notebook or on note cards. Take notes in your own words, not the author's. If you want to quote directly, copy the quotation exactly and put it in quotation marks. Be sure that you copy down all the information necessary to identify your source when citing a reference or making a listing for your bibliography (eventually your list of works cited). When taking notes from a book, be sure to record the author's or editor's full name, the full title, the numbers of volumes and edition (where relevant), the place of publication, publisher,

and date together with the volume and page number of your specific reference. When taking notes from an article, record the author's full name, the full title, the name of the periodical, its volume number and date, and the page number of your specific reference or quotation.

4. Research ethics: Be as thorough as you can in citing the source of an idea even if you are not quoting the source directly. All quotations should be in quotation marks and properly documented. You can save yourself from unintended plagiarism by careful note taking and keeping thorough track of your sources.

5. Format and Appearance: The Senior I.S. should conform to the following format:

- Title page (see **APPENDIX II**)
- Preface (Prefacio) should include any acknowledgments.
- Table of Contents (Indice) (see **APPENDIX III**)
- Introduction (Introducción)
- Text, divided into chapters (Capítulos)
- Endnotes (Notas)
- Works Cited (Obras Citadas)

The I.S. Thesis should be double-spaced throughout. Leave a margin of 1-1/2 inches on the left and at least 1 inch on all other edges. Page numbers may be placed in the center of the margin or in the upper right hand corner of each page except for chapter title pages, on which the number should be entered at the bottom. At least two copies of the thesis should be submitted in a labeled binder.

6. Style: Students should take care to observe at all times correct Spanish grammar, spelling, punctuation, and sentence structure. While your advisor is prepared to help with points of Spanish style, it remains your primary responsibility to submit chapters in clear, idiomatic Spanish. Dictionaries of Spanish language and style are indispensable

aids to anyone concerned with writing good expository prose. Remember also that careful proofreading at all stages of writing is your responsibility, not your advisor's.

7. Letter Font and Size: The acceptable letter font and size is Times 12 (or a comparable font and size).

8. Quotation: Direct quotations should be kept to a minimum and should be used for two primary reasons: to provide materials that are under investigation, especially from primary sources, and to provide an argument that is expressed so cogently in the original that it cannot be paraphrased without being weakened. See the forms prescribed in the *MLA Handbook for Writers of Research Papers* for the prescribed conventions of citation.

9. Endnotes: Parenthetical citation of sources is preferred. Endnotes are preferred to footnotes. Endnotes are used only when absolutely necessary to clarify one or more points or to provide information that is pertinent yet not critical to the development of the thesis. Endnotes should be numbered consecutively at the end of the thesis under the appropriate heading. See the forms prescribed in the *MLA Handbook for Writers of Research Papers* for parenthetical citation and endnotes.

10. Works Cited: Your list of works cited should include any and all works cited or referred to anywhere in your text. You should not include works you consulted but did not cite or refer to, nor should you use the list of works cited to recommend additional reading. If so recommended by your advisor, you may list works you consulted but did not cite or refer to in your text in a section titled "Works Consulted" ("Obras Consultadas"). The list of works cited should follow the form prescribed in the *MLA Handbook for Writers of Research Papers*. If you wish, you may annotate your list of works cited. In this case, you should follow each entry on the list with a brief critique indicating the work's subject, general orientation or perspective, and usefulness as a source.

11. Deadlines: Please consult **APPENDIX IV** regarding deadlines. All students are expected to meet the deadlines as stipulated in the appendix. The Department understands that a different agreement may be reached between the student and the advisor regarding deadlines. Nevertheless, it is expected that only minimal changes will occur and that these changes will in no way affect the deadline established by the Registrar for turning in the finished thesis. (Cf. *The Handbook for Independent Study*.)

12. Critique and Oral Exam: After the final copy of the Senior I.S. Thesis is submitted to the Registrar's Office, the student will be expected to complete a successful oral exam of his or her thesis. The thesis will be read and evaluated by two faculty members of the Department of Spanish. The advisor and second reader will schedule the oral exam after both have determined that the written thesis submitted to the Registrar is defensible. The thesis must then be satisfactorily defended in the oral exam in order to achieve a passing grade. The oral examination in Spanish will be attended by the advisor, who will lead the oral exam, and one other faculty member of the Department. The oral exam will cover the thesis itself and the relation of the thesis to the broader questions of the study of Hispanic language, literature, and culture. Students are encouraged to consult with both the advisor and the second reader regarding the procedure for the oral exam and their particular expectations.

M. Grading

Students will not be informed of a grade immediately after the oral exam, but will receive the final grade for the Senior Independent Study Thesis 451-452, in writing, within one week of the oral exam. During the oral exam, the Department expects students to be able to synthesize their work in the form of a brief introductory presentation, and that they be able to answer the questions of the first and second readers. The final grade is assigned on the basis of an evaluation of the thesis itself, the work leading up to its completion, and the student's performance in the oral exam. For a more detailed breakdown of the criteria for evaluation, see the I.S. Thesis Evaluation Form (**APPENDIX V**).

Explanation of final grades:

(H) HONORS

Excellence in all criteria. HONORS is equivalent to a class grade of A.

(G) GOOD

Good to very good in all criteria. GOOD is equivalent to a class grade of A-, B+, or B.

(S) SATISFACTORY

Generally acceptable in all criteria. A noticeable weakness is balanced by a noticeable strength elsewhere. SATISFACTORY is equivalent to a class grade of B-, C+, C, or C-.

(NC) NO CREDIT

Deficient in all areas or extremely deficient in one or more areas with no compensating strengths elsewhere. NO CREDIT is equivalent to a class grade of D or F.

§ STUDY ABROAD

Participation in a study abroad program in a Spanish-speaking country is highly recommended for students who major in Spanish. It is a unique way for any student, whether a major or not, to broaden their knowledge of Hispanic language, literature, and culture. Your language proficiency will develop immensely; moreover, gaining a deeper knowledge and appreciation of Hispanic culture through immersion in the language will lead to a greater knowledge and appreciation of your own culture. You will grow both personally and intellectually and complement your chosen course of study at Wooster by gaining a cross-cultural perspective.

Spanish students most often study off campus in the fall and/or spring of their junior year. Some students also study off campus during their sophomore year if their abilities in written and spoken Spanish are high enough to warrant acceptance into a program. Regardless of when you choose to study in a Spanish-speaking country, you must plan carefully in consultation with your academic advisor or the chairperson of the Spanish Department, as failing to do so could result in not finishing the degree requirements on time.

You should choose a program based on your personal and academic interests and your language skills. Students have participated in programs in Spain, Latin America, and the Caribbean. Programs endorsed by Wooster automatically transfer credit and financial aid.

Important: Students who intend to study off campus must complete a Declaration of Intent to Study Off Campus and the Off Campus Study Application in the previous year. Contact the Off Campus Study Office for the deadline for each.

§ SPANISH MAJOR PORTFOLIO

When students declare a major in Spanish, they are assigned an advisor in the Department who will help them create a portfolio. The portfolio provides direct and indirect means of assessing one or more of the learning goals and provides useful information for advising.

1. A one-page statement in Spanish, written in the semester in which the student declares the major, stating why he/she has chosen to major in Spanish. Use of dictionary is not permitted. [To be completed during the annual meeting the chairperson will have with all newly declared majors.]
2. Exit Oral Proficiency Assessment. [To be completed by the I.S. advisor during the final month of the student's senior year, following the ACFTL Guidelines (American Council for the Teaching of Foreign Languages)].
3. A paper from the course designated by the student as the Junior Seminar (401). This should be a clean copy with no grade. [Provided by the instructor of the course.]
4. A copy of the Senior I.S. Thesis Evaluation Sheet. Grade should not appear on this copy. [To be completed by the I.S. advisor in consultation with the second reader and signed by the I.S. advisor and second reader.]
5. A one-page statement in Spanish written after the I.S. oral in which the student reflects on his/her experience as a Spanish major. Use of dictionary is not permitted. [I.S. advisor arranges for this to be completed.]
6. A copy of the Senior I.S. Thesis.

§ PRIZES

Roland H. del Mar Prize in Spanish, established in 1973, is given annually at commencement to the graduating senior with highest achievement as a major in Latin-American studies, conducted in the Spanish or Portuguese language.

The Ricardo Valencia Prize for Excellence in the Department of Spanish was established in 1974 and is awarded annually to the major in the Department of Spanish who, in the judgment of the Department's staff, has done the best work in the Department's three areas. First preference should be given to a junior and the prize used to purchase materials needed for Senior Independent Study.

§ SIGMA DELTA PI (SPANISH HONOR SOCIETY)

Sigma Delta Pi, the National Collegiate Hispanic Honor Society (La Sociedad Nacional Honoraria Hispánica), was established on November 14, 1919, at the University of California in Berkeley. Its insignia is the royal seal of Fernando and Isabel, representing Castille, León and Aragón. The Society's colors are red and gold and its flower is the red carnation. The Society has expanded its activities and now has nearly 600 chapters.

The College of Wooster's chapter, *Epsilon of Ohio*, founded in 1924, was the fifth national chapter to be founded. Eligibility for membership is determined by overall GPA and the student's GPA in Spanish. Eligible students are contacted by the Department of Spanish in the spring semester of every year.

§ COURSE GOALS AND STUDENT LEARNING OBJECTIVES

Please consult the departmental website for the goals and student learning objectives associated with each course offered by the Spanish Department.

APPENDIX I
§ Senior I.S. Area of Inquiry Declaration Form
(Return to Department Chair by no later than April 27, 2012)

The College of Wooster
Department of Spanish

Name: _____

Date: _____

I. Area of Project

This proposed I.S. project deals primarily with the following area of academic inquiry:

_____ Linguistics

_____ Literature

_____ Culture

This proposed I.S. project deals primarily with the following geographical region:

_____ Latin America

_____ Spain

_____ Spain and Latin America

II. Focus of Project

Please write a brief preliminary description of the topic that you wish, or may wish, to research. If there is a second topic of equal interest to you, please describe it as well. If you have not given any thought to your project, please leave the space blank.

APPENDIX II
Sample Title Page
(for Senior I.S.)

The College of Wooster

Los intertextos bíblicos en
Los episodios nacionales de Benito Pérez Galdós

by Sarah Levine

An Independent Study Thesis
Presented in Fulfillment of the Requirements of The College of Wooster
and the Department of Spanish

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Advisor: Dr. James Rivera

APPENDIX III
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(for Senior I.S.)

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APPENDIX IV
Senior I.S. Timetable and Deadlines

The following are departmental requirements regarding deadlines for the Senior Independent Study. The department also strongly encourages that students create a weekly timetable in which the student devotes an average of 10-12 hours per week to their I.S. An individual I.S. advisor may require and ask to see such a timetable.

I. Spanish 451 Semester Timetable

Students registered for Spanish 451 are required:

- A. To meet with the chairperson of the Department during the first week of classes in order to discuss potential areas of inquiry for the Senior I.S. The chairperson will then meet with members of the Department, and the Department will assign each student an advisor based primarily on the students' interests and faculty expertise. The Department will also take into consideration the student's preference for an advisor as well as faculty workload distribution.
- B. To agree, in consultation with the I.S. advisor, on a weekly meeting time, which should be conducted in Spanish.
- C. The department strongly recommends that Senior Independent Study students schedule a reference consultation session with the appropriate reference librarian no later than the second week of the semester in which they are registered for Senior I.S.
- D. To select, in consultation with the I.S. advisor and not later than week seven of the semester, an appropriate thesis topic; discuss and review pertinent bibliographical resources; and choose a second reader. Details regarding the topic, theoretical approach, method, and form must be discussed with and meet the approval of the advisor and shall be shared with the second reader in the form of a one to two page abstract.
- E. To present, not later than week ten of the semester, for approval by the I.S. advisor and second reader, a written proposal that should reflect progress made since the abstract (a minimum of 2 pages in Spanish, typed and double-spaced) stating the topic of the thesis, critical method or approach, a list of the proposed chapters, and proof of accessible supporting bibliographical data.
- F. To complete one chapter (15-20 pages) of the thesis other than the introduction or conclusion (typed, double-spaced) by the last week of the semester in which 451 is taken.

II. Spanish 452 Semester Timetable

Students registered for Spanish 452 are required:

- A. To present a detailed outline of the remaining chapters of the thesis by week two of the semester.

- B. To have completed a first draft of the thesis by week six of the semester (two weeks before the break).
- C. To make all necessary revisions, bind and submit two copies of the thesis to the Registrar's Office by the deadline stipulated by that office.
- D. To make, in consultation with their advisor, the necessary arrangements for the oral exam of the thesis by week eleven of the semester.

III. Grading

Failure to meet the advisor at the designated weekly time or to produce convincing evidence of satisfactory progress in Spanish 451 will be reported to the chairperson of the department, may result in submission of an Interim Grade Report to the Dean of Students, may result in the suspension of tutorial privileges, and may result in the assignment of an “NC”. Failure to complete 452 in accordance with the guidelines set out will result in the assignment of a final grade of “NC”.

APPENDIX V

CRITERIA OF EVALUATION FOR THE SENIOR I.S. THESIS IN THE DEPARTMENT OF SPANISH

Student: _____

Title: _____

Advisor: _____

Grade: _____

Date: _____

The grades for Senior Independent Study are HONORS, GOOD, SATISFACTORY, OR NO CREDIT. The categories and criteria listed on this evaluation sheet are considered when evaluating Senior I.S. To receive a grade of HONORS, a student must show outstanding performance in each of the categories. A less than outstanding performance in any of these categories will not result in the grade of HONORS for Senior I.S. Thesis. Typically, a grade of GOOD is assigned to a Senior I.S. that is strong in all categories. A grade of SATISFACTORY is the standard grade that indicates the successful completion of a two-semester Senior I.S. project, with deficiencies in specific categories. NO CREDIT will be assigned when there is unsatisfactory progress and/or performance in either 451 or 452.

Directions to the advisor and the second reader: For each item below, please circle the response which most accurately describes the completed I.S. Thesis and process leading to the completion of the project.

1. TOPIC DEVELOPMENT

1	2	3	4	5
<p>Treatment of the topic is unfocused, disorganized, or unclear. No clear thesis or hypothesis. Does not achieve the depth required of a 2-semester research project.</p>	<p>Covers the topic adequately, but fails to go into enough depth. Does not reflect what is involved in a 2-semester research project. Contains unnecessary summary and analysis is superficial. Major deficiencies in the organization of the thesis.</p>	<p>Relies predominantly on summary of the material. The topic is worthwhile, but the approach to the topic is conventional. Portions demonstrate depth and detail appropriate for a 2-semester research project, but the analysis is not original. Some deficiencies in the organization of the thesis. Fulfills the minimum requirements of a research project.</p>	<p>Comprehensive summary of the topic but not consistently well substantiated. Approach to the topic is original, but contribution to the field may be limited. Development of the topic and focus falter due to one or more problems in organization. All the parts of the thesis are appropriate but not necessarily directly relevant to the topic.</p>	<p>Thorough and well-substantiated research of the topic. Goes beyond the minimum depth required of a 2-semester research project. Topic is clearly and concisely stated and developed in an organized and distinctly original fashion throughout the study. Within the context of undergraduate research, makes an original contribution to the investigation of the topic.</p>

2. THEORETICAL APPROACH/METHOD/CRITICAL ACUMEN

1	2	3	4	5
<p>Rationale for the choice of the theoretical approach or method(s) is lacking. All material comes from the primary source. Absence of theory and clear methodology. No grounding in theory or development of critical acumen. No discernible mode of inquiry.</p>	<p>Rationale for the choice of the theoretical approach or method(s) is weak and or/poorly presented and substantiated. Use of secondary sources is minimal. Theory is applied minimally and not always convincingly or coherently. Mode of inquiry only minimally obvious.</p>	<p>Rationale for the choice of the theoretical approach or method(s) is evident but gaps exist regarding critical acumen. Theories and other secondary sources are restated but not insightfully or appropriately applied. Primarily a subjective take on the primary sources(s). A somewhat superficial project lacking solid theoretical grounding. Mode of inquiry falters.</p>	<p>Rationale for the choice of the theoretical approach or method(s) is appropriate and clearly stated but critical acumen is not evident throughout. Relies heavily on the secondary sources for personal interpretation and theorizing. Application of appropriate theory or theories is not consistent. Uses a variety of secondary sources but not all are thoroughly or appropriately assimilated. There may be gaps in the mode of inquiry.</p>	<p>Rationale for the choice of the theoretical approach or method(s) is appropriate and clearly stated. Critical acumen is evident throughout the thesis. Reflects an original use of theory to interpret the topic. Rigorous and consistent application of appropriate theory or theories and assimilation of criticism and theory. As appropriate, more than one theoretical approach is integrated into the analysis of the topic. Mode of inquiry is consistent.</p>

3. LANGUAGE AND STYLE

1	2	3	4	5
<p>The grammar is poor, and the thesis is difficult to read. The appropriate citation style (MLA Handbook or LSA Style Sheet) was not followed. Student is not prepared to undertake advanced study in the discipline.</p>	<p>Somewhat difficult to read due to errors in spelling, grammar, and/or terminology. The appropriate citation style (MLA Handbook or LSA Style Sheet) may not have been followed, or not followed consistently. Student is not prepared to undertake advanced study in the discipline.</p>	<p>Readable despite some errors in spelling, grammar, and/or terminology. The appropriate citation style (MLA Handbook or LSA Style Sheet) was followed consistently. Student may be prepared to undertake advanced study in the discipline but with anticipated difficulty in one area or another of a research project in the field.</p>	<p>Readable, with very few errors in spelling or grammar and use of terminology. Good control of appropriate vocabulary and syntax but little variety. Some evidence of complex structuring to express complex ideas. Expression of complex ideas may be simplistic at times. The appropriate citation style (MLA Handbook or LSA Style Sheet) was followed with some exception. Student is prepared to undertake advanced study in the discipline.</p>	<p>Very readable. Clear and fluid, with excellent grammar, spelling, and use of terminology. Written in the student's unique style and directed toward an audience of peers. Reflects excellent control of appropriate vocabulary, skilled use of syntax, and variation in style. Evidence of complex structuring to express complex ideas. The appropriate citation style (MLA Handbook or LSA Style Sheet) was followed consistently. Student is prepared to undertake advanced study in the discipline.</p>

4. ORGANIZATION/FORM

1	2	3	4	5
<p>Lacks organization. No transition from thesis or hypothesis to conclusion or a thesis not evident. No attempt to integrate knowledge of the text(s), theory, and the secondary sources. Theoretically and analytically deficient. No identifiable argument and/or point of view.</p>	<p>In need of better organization throughout though readable. Transition from thesis or hypothesis to conclusion very rough. Integration of knowledge of the text(s), theory, and the secondary sources is superficial. Link between the theoretical and the analytical is very weak. Argument and/or point of view not at all clear.</p>	<p>Some gaps in organization. Lacks the necessary transitional phrases, sentences, and phraseology to render the text easy to follow. Critical discourse not fluid. Gaps in the transition from thesis or hypothesis to conclusion. Integration of knowledge of the text(s), theory, and the secondary sources superficial. Link between the theoretical and the analytical is inconsistent. Argument and/or point of view do not always evolve in a clear and coherent fashion.</p>	<p>Adequately organized. For the most part, ordering of chapters and paragraphs is coherent and logical. Use of some transitional devices. Good transition from thesis or hypothesis to conclusion. Integration of knowledge of the text(s), theory, and the secondary sources is consistent. Link between the theoretical and the analytical is inconsistent. Generally easy to follow though critical discourse is not consistently fluid. Some noticeable gaps in the argument and/or point of view as they evolve.</p>	<p>Well-organized. Coherent and logical ordering of chapters and paragraphs. Excellent use of devices such as topic sentences, concluding remarks, and transitional phrases and sentences. Excellent transition from thesis or hypothesis to conclusion. Smooth integration of knowledge of the text(s), theory, and the secondary sources. Clear link between the theoretical and the analytical throughout. Easy to follow from introduction to conclusion with excellent support or evidence for assertions. Critical discourse is fluid. Argument and/or point of view evolve in a clear and coherent fashion.</p>

5. CONTENT

1	2	3	4	5
<p>No evidence of understanding the fundamental ideas contained in the written document. Does not pose or answer the major question(s).</p>	<p>Overall superficial understanding of a significant portion of the material. Minimally poses or answers the major question(s).</p>	<p>Adequate understanding of the material (primary, secondary sources, etc.). Some gaps in the fundamental ideas presented in the document. Some inconsistency in posing and answering the major question(s).</p>	<p>Good understanding of the material (primary, secondary sources, etc.). Evidence of how the primary and secondary sources are related but does not probe the major question(s) consistently or thoroughly throughout.</p>	<p>Thorough understanding of the material (primary, secondary sources, etc.). Relation of the primary and secondary sources is clear and consistent. Probes and answers the major question(s) in a consistent and convincing manner.</p>

6. INDEPENDENCE OF LEARNING

1	2	3	4	5
<p>Dismissive of constructive guidance /suggestions offered by the advisor. Student showed little initiative and had to be pushed during every step of the process. Despite deadlines and guidance from the advisor, student failed to complete the research project in a timely manner. Did not utilize the I.S. Handbook.</p>	<p>Routinely ignored constructive guidance /suggestions offered by the advisor. Showed some initiative but was unable to work on the research project without strict deadlines and constant oversight. Student did not always meet deadlines.</p>	<p>Repeatedly sought constructive guidance/suggestions from the advisor. Demonstrated an inability to use the concrete examples, guidance, and/or suggestions offered by the advisor. For the most part, the student was self-directed, but required considerable oversight throughout the research project.</p>	<p>Student followed through on the majority of the constructive guidance /suggestions offered by the advisor. Student demonstrated good initiative, showed resourcefulness, and worked mostly independently on the project. Sought relevant and constructive guidance and suggestions.</p>	<p>Student consistently demonstrated resourcefulness and strong initiative. Student sought appropriate guidance from the advisor and consistently and effectively made use of it. Student worked independently on the project. No need to repeat or reiterate suggestions. Utilized the I.S. Handbook effectively.</p>

7. PERFORMANCE IN THE ORAL EXAM

Introduced the topic and the focus of the study clearly	1	2	3	4	5
Provided evidence for the scholarly appropriateness of the study	1	2	3	4	5
Demonstrated a thorough understanding of the topic	1	2	3	4	5
Able to elaborate with ease regarding the method or theory with insight	1	2	3	4	5
Communicated with correct theoretical/cultural/linguistic reasoning	1	2	3	4	5
Used the appropriate terminology	1	2	3	4	5
Summarized major points with ease	1	2	3	4	5
Gave adequate support for any conclusions that were drawn	1	2	3	4	5
Presented the conclusion(s) correctly and accurately	1	2	3	4	5
Language was clear and concise	1	2	3	4	5
Accuracy in spoken Spanish	1	2	3	4	5
Oral proficiency in the language	1	2	3	4	5
Showed evidence of good preparation	1	2	3	4	5
Answered questions well	1	2	3	4	5

8. ADDITIONAL COMMENTS (Please use this space to provide any additional comments regarding or elaborate further on any of the criteria for evaluating the Senior I.S. Thesis):

Advisor's Signature

Second Reader's Signature