I. Narrative Description of the Status of the Discipline from a National Perspective

Preparing graduates to be competitive candidates for employment in the modern global economy is central to the mission of any responsible and relevant higher education institution. Demographic trends and their impact on the economy, particularly here in the U.S., clearly reflect the enormous value of our Department of Hispanic Studies in equipping our students for their future careers. Consequently, the strong demand for and importance of providing all levels of Spanish and Portuguese instruction will persist at colleges and universities nationwide, and the Department of Hispanic Studies, LCWA and the College of Charleston must continue to prepare and respond strategically and in accordance with proven pedagogical approaches.

According to the Pew Hispanic Center’s statistical portrait of Latinos in the U.S. based on the 2010 U.S. Census, of the 309 million residents in the U.S. at the time, approximately 51 million or 16.4% were Hispanic, or approximately one of every six persons. In the decade of 2000-2010, the Hispanic population in the U.S. increased by 15.5 million, or from 1 in 8 persons to 1 in 6. Besides passing African Americans as the largest minority group in the year 2000, the Latino population continues to grow despite the persistently weak U.S. job market that has curtailed immigration. The Pew Hispanic Center also projects that by 2015 the Hispanic population will account for approximately 29% of all U.S. residents, or nearly 1/3 of the population. Currently, Mexico is the only country of the 21 Spanish-speaking nations in the world with more Hispanic residents than the U.S.

The Selig Center for Economic Growth at the University of Georgia reports that Hispanic purchasing power in the U.S. exceeded $1 trillion in 2010, and by 2015 it is expected to advance to $1.5 trillion or approximately 11% of the nation’s total buying power. The U.S. Hispanic market currently reflects a larger GDP than the economies of all but 14 countries world-wide.

According to Market Segment Research, approximately 60% of U.S. Hispanics speak Spanish all the time, with another 33% speaking Spanish at least 50% of the time. Only 4% of U.S. Hispanics claim to never speak Spanish. Hispanics spend an average of 17.3 hours per week watching Spanish language television, 12 hours listening to Spanish language radio, 1.6 hours reading Spanish language magazines and 1.2 hours reading Spanish language newspapers; compared with 11.6 hours watching English language television, seven hours listening to English radio, 1.7 hours reading English magazines and two hours reading English newspapers.

Worldwide, there are approximately 400 million native speakers and 500 million who know how to speak Spanish. A native language in 21 countries, Spanish is also the second most natively spoken language in the world (2nd only to Mandarin Chinese), the 3rd most commonly used language on the Internet (behind English and Mandarin), and one of the six official languages of the United Nations and is an official language of the European Union and Mercosur.
Demographic trends statewide also reinforce the crucial relevance of our Hispanic Studies program at the College of Charleston: South Carolina’s Hispanic population more than doubled in the past decade, and in August 2005 a University of South Carolina study observed Hispanics in S.C. with an approximate annual purchasing potential of more than $2 billion, 80% of which is spent within the State. The Palmetto State is currently the 5th fastest growing state in the nation for Hispanic buying power, and 41% of S.C. Hispanics are homeowners.

From 2000-2007, S.C. had the second largest growth rate of Hispanics in the U.S. (45.5%), and the first in the year 2008, according to the U.S. Census Bureau. The University of South Carolina’s Consortium for Latino Immigration Studies estimates that upwards of 500,000 Hispanics may reside in S.C., or approximately 11.11% of the Palmetto State’s 4.6 million people. In addition, 76% of S.C. Hispanics speak Spanish at home.

Such national and regional demographic trends are clearly reflected in not only the matriculation of students in our basic Spanish language program, but also in the record number of majors and minors: approximately 500 total in the 2011-12 academic year.

National trends also indicate that the demand for Portuguese language instruction is on the rise and due mainly to the extremely important, economic powerhouse to our south: Brazil. The International Monetary Fund, World Bank and CIA World Factbook all cite Brazil as the 6th largest economy in the world behind only the U.S., China, Japan, Germany and France. Students in the U.S. pursuing International Studies, Business, Finances, Economics and Marketing are increasingly recognizing the important advantage that knowing Portuguese affords them for their future careers.

Portuguese is the 7th most natively spoken language in the world with approximately 220 million native speakers and 240 million persons who speak Portuguese.
The aforementioned demographic and economic trends are in turn impacting significantly the related language enrollment trends at four-year colleges. According to a report published by the Modern Language Association of America in December 2010 (http://www.mla.org/pdf/2009_enrollment_survey.pdf), in the seven-year period between 2002-09, undergraduate enrollment in Spanish increased by 16.8% and in Portuguese by 42.2%.

II. Program

The mission of the Department of Hispanic Studies is to offer students and the community a broad range of courses and programs to develop language competence, a global perspective, and an understanding of the Spanish and Portuguese languages, literatures and cultures of the Hispanic and Lusophone worlds. More specifically, the department aims to:

- Ensure that students at the College of Charleston acquire sufficient knowledge of the language to build proficiency.
- Enhance the education of students who are not Spanish majors by providing them with language skills that complement their chosen major.
- Teach understanding and appreciation of Hispanic and Lusophone cultures, and provide knowledge about the literary and intellectual achievements of these worlds.
- Provide opportunities for study abroad in areas where Spanish and Portuguese are spoken.
• Play a leading role in the internationalization of the College of Charleston curriculum.

• Provide opportunities for students of Spanish to use their skills in the community in service learning and internship environments.

• Prepare majors and minors for success as professionals in career fields related to Spanish.

• Work with the School of Education to prepare Spanish language teachers both substantively and pedagogically for the South Carolina school system.

• Promote articulation between secondary schools and the College in the teaching of Spanish.

• Provide opportunities for continuing study of Spanish at the graduate level for language teachers and other professionals.

• Provide students with the opportunity to study the effects that language has in all disciplines and everyday situations through the Interdisciplinary Linguistics Minor Program.

• Provide students of LACS and LACS and European Studies concentration (within the International Studies program) an introduction to the region from an interdisciplinary perspective.

The College of Charleston’s Strategic Plan summarizes five "goals" (http://www.cofc.edu/pv_obj_cache/pv_obj_id_6A56DBB5A27E1DF65FAE689B813B264E05BD4300/filename/gatewaystogreatness.pdf), four of which are directly linked to our department’s own mission and aforementioned objectives:

• Provide students a highly personalized education based on a liberal arts and sciences core and enhanced by opportunities for experiential learning.

• Develop or enhance nationally recognized undergraduate, graduate and professional programs in areas that take advantage of our history, culture and location in Charleston and contribute to the well-being of the region.

• Provide students the global and interdisciplinary perspectives necessary to address the social, economic, environmental, ethical, scientific and political issues of the 21st century.

• Establish and promote a vibrant campus-life atmosphere dedicated to education of the whole person through integration of curricular and co-curricular or extracurricular activities.
Our service learning (Spanish 400, offered each spring) and internship courses afford students invaluable "experiential learning" opportunities in our local Charleston communities while engaging students with the growing Hispanic population, and thereby contributing to the "well-being of the region." Beyond these courses, our department’s multiple student groups (Spanish House/Casa Hispana, Spanish Club, Portuguese Club and National Collegiate Hispanic Honor Society) execute various activities that connect students in meaningful ways while complementing our academic programs. Poetry recitals, language conversation tables, films, cultural festivals, sponsored guest lectures, among other activities, help "establish and promote a vibrant campus-life atmosphere" as outlined above by the College Strategic Plan.

Finally, underlying every course taught in Hispanic Studies—from basic language through advanced courses in linguistics, literature, civilization and culture—is an intrinsically interdisciplinary approach of instilling with our students the perspectives necessary for addressing effectively the many issues they will confront regionally and globally upon graduation. From Portuguese 101 through Spanish 490, language is interwoven with related culture, history, politics, business, economics and society. Hispanic Studies has always been the quintessential, fertile ground for cultivating these global, interdisciplinary perspectives, a mission we continue to fulfill as demonstrated in the success of our graduates who not only succeed in graduate studies in the discipline, but who also secure various opportunities both in the U.S. and abroad: See http://spanish.cofc.edu/alumni-corner/index.php for some examples.

Program student learning outcomes are an important indicator of our graduates’ preparation and the effectiveness of our programs. In refining our ongoing assessment of student learning outcomes in accordance with a more standardized, institutional approach in the spring of 2012, the Department of Hispanic Studies has articulated the following program goals:

1) Graduating Spanish majors will speak at the intermediate-high level or higher on the ACTFL (American Council on the Teaching of Foreign Languages) scale (see http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf);
2) Graduating Spanish majors will write at the advanced low level of the aforementioned ACTFL scale;
3) Students will recognize the main periods, movements, authors and genres of Hispanic literature and interpret the same;
4) Students identify and explain linguistic characteristics of Spanish and demonstrate knowledge and apply the main concepts of phonology, morphology and semantics and syntax.

Related assessment tools were applied systematically at the conclusion of the spring 2012 semester, and the corresponding data was sent as a separate, detailed report in May 2012 to the Associate Dean of the School of Languages, Cultures and World Affairs. The Department of Hispanic Studies plans to compare these results with subsequent years to gauge the reliability and consistency of the data and determine if certain program adjustments should be made. However, the immediate results of the recent assessment of program student learning outcomes were the following:

1) LCWA will continue to explore the possibility of requiring all majors to study abroad;
2) Hispanic Studies in conjunction with LCWA will determine which of the ACTFL Oral Proficiency Interview test-takers had a study abroad experience prior to the testing;
3) Hispanic Studies will discuss and consider the possibility of adjusting certain pre-requisite rules to optimize student preparation, although additional years of assessment data are necessary to make this definitive determination.

III. Narrative Summary and Analysis of Departmental or Program Accomplishments

The Department of Hispanic Studies continued to offer a dynamic program via a large corps of very experienced, diverse and highly qualified faculty members during the 2011-12 academic year: 16 adjunct professors and 26 roster faculty, 42 total, representing 12 different countries, excluding the U.S. As outlined ahead, we consistently and actively engaged students both inside and beyond the classroom, we generously collaborated with other departments and programs through the offering of FYE Seminar and Learning Communities, Honors, LACS, Linguistics, M.Ed. and SNAP courses, and we directed College of Charleston study abroad programs, among numerous other important academic-related activities and accomplishments throughout the 2011-12 academic year. And this was all done while our department matched History as the department with the lowest instructional costs at the College (not necessarily a "point of pride," but a reality). The Department of Hispanic Studies and its faculty are ambitious, innovative and we continued to demonstrate initiative and flexibility with our programs and remarkably diverse curriculum while maintaining the ultimate goal of adequately preparing our students for the modern global community.

As noted earlier, the offering of two courses, an internship (Spanish 390, Dr. Verlinden) and a service learning class (Spanish 400, Dr. Rodríguez-Sabater) during the fall and spring semesters respectively, exemplified the "experiential learning" referred to in one of the goals of the College’s Strategic Plan. Both courses engaged students with our local Hispanic community through various medical, legal, educational and tourist contexts.

In addition to several FYE Learning Communities in both Portuguese and Spanish courses (taught by Professors Cololina-Garrigós, Luci Moreira and Jose Moreira), our department also offered an FYE seminar entitled "The History of Latinos/as in the U.S." by Dr. Breidenbach in both the fall and spring semesters.

Further reflecting our responsiveness to curricular flexibility and the academic interests of our Spanish majors and minors, Hispanic Studies offered three special topic courses (Spanish 490) during the 2011-12 academic year: Creative Writing in Spanish, Postmodernity and Globalization in Contemporary Spanish American Fiction and Contemporary Spanish Fiction taught by Drs. Carrillo-Arciniega, Cololina-Garrigós and Fraser respectively. All three courses served to present students with unique angles and skill-sets within the discipline that are not normally addressed in depth within the regular Spanish major/minor curriculum.

In the fall of 2011, and thanks to the related initiative of Dr. Félix Vásquez, the College approved our new Business for Language Minor in Spanish, a program that was established to diversify our department's curriculum and expand our interdisciplinary efforts—with our colleagues in the School of Business—by better serving the numerous students who major in Business and desire a
Spanish track that better suits their academic interests and career pursuits. The program was officially launched in the spring of 2012.

Finally, HISP also continued its generous contributions to other programs: Latin American and Caribbean Studies (LACS 101, Verlinden, Fall 2011; Owens, Spring 2012), the Honors Program (HONS 381, Latin American Film & Literature, Owens, Fall 2011), the Linguistics Program (LING 125, Breidenbach, Fall 2011 and Spring 2012); and the M.Ed. program (Span 603, Rodríguez-Sabater, Fall 2011; Span 690, Martínez-Gibson, Spring 2012; Span 682, Weyers, Spring 2012), SNAP basic Spanish language courses (Zaubi, Fall 2011 & Spring 2012).

**Enrollment**

Statistics for overall HISP student enrollment

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**Course Sections Offered**

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<td>37</td>
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*Includes Portuguese Literature in Translation

The Association of Departments of Foreign Languages (ADFL) affirms that effective foreign language instruction is only possible in classes with no more than 20 students, with 15 representing the optimal number (see [http://www.adfl.org/resources/resources_guidelines.htm](http://www.adfl.org/resources/resources_guidelines.htm)). ADFL also officially states that "In any case, particularly at the elementary and intermediate levels, class size must be small enough to enable--rather than to inhibit--the kind of effective interaction between teacher and students necessary to developing proficiency in the language."
In addition, The American Council for the Teaching of Foreign Languages (ACTFL) published the following as one of its official position statements in May 2006: "Given the goals of a standards-based language program (i.e., the development of students’ communicative competence), there must be opportunity for frequent and meaningful student-to-teacher and student-to-student interaction, monitored practice, and individual feedback during instructional time. This warrants attention to a class size that remains as small as possible."

Despite these important guidelines, in AY 2011-12 our department regularly over-enrolled the majority of our language classes, not just the lower (101-202) levels. However, in August 2011, the Chair of Hispanic Studies conducted a nation-wide survey to determine course caps for elementary and intermediate Spanish language courses. The results were insightful: of the 10 colleges and universities in S.C. that provided feedback, the College of Charleston had the highest course cap in the state with 26 students per basic Spanish language class. The lowest was Furman University with 18. The average cap for all S.C. colleges and universities was 20, which meant that the College of Charleston exceeded substantially the statewide average. For the 129 colleges and universities outside of S.C. that responded to the survey, the average cap per class was 23.91 for elementary language classes and 23.07 for intermediate. Again, the College of Charleston’s cap of 26 exceeded both averages. As a result of this survey and additional justifications, the Dean of LCWA approved the lowering of the cap to 24 for all basic language courses effective fall 2012 semester. This is a positive step, although in light of the extremely low SCH expense for courses in Hispanic Studies (see section on "Instructional Costs" below), we do hope to decrease this cap further so that the College of Charleston can eventually boast what the Strategic Plan aims for this institution: "the Southeast’s leading public liberal arts and sciences university." Furman is doing this with caps of 18 students per basic language course, and we should strive for at least the same.

Because the optimal approach for the upper-level courses (300+) in language programs across the country has been to maintain limits below those found in the basic language courses, HISP has attempted to do so in its own advanced courses. If we use ADFL’s "optimal number" of 15 as the prescribed cap for these courses, however, we find that generally HISP has still not succeeded, despite saving the College substantially on "instructional costs" as noted below in the section with the same name. For example, during AY 2011-12, all Spanish 313 (Spanish Composition) courses were offered with an average of 18 students enrolled per class, with some swelling to 20, particularly during the spring 2012 term, which is five students per class above ADFL’s recommendation of 15. For the civilization and culture classes during the fall of 2011, a 25 cap was permitted for each section, which is 10 above ADFL’s recommended cap. However, starting in the spring of 2012, all civilization and culture courses were capped at 22 as a small step toward improving student learning experiences and outcomes in those classes.

HISP will make further incremental steps in preparation for the spring 2013 semester to optimize the instructional effectiveness as articulated by such leading professional organizations as ADFL and ACTFL. Hopefully the College of Charleston will consider these factors when allocating instructional funding in the future. A "bargain" (see section on "Instructional Costs" below) is not worthwhile if the result is a compromised educational experience for our students. It is therefore imperative that our thriving HISP programs—as evinced by our accomplished faculty, students and graduates and impressive number of majors and minors as demonstrated below—be supported with the expansion of its class offerings with lower caps to accommodate our students.
Statistics for Spanish Majors and Minors

College of Charleston

Programs in Spanish

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<tr>
<td>Spanish Minors</td>
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<td>225</td>
<td>220</td>
<td>315</td>
<td>368</td>
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</table>

As the number of our majors has remained relatively steady over the past five years, our Spanish minors have grown by 145% from the spring of 2008 to the spring of 2012. Such program growth demands increased resources to maintain the integrity of the program, yet HISP continues to operate on an infrastructure—both in terms of faculty and financial support—that is based on the 2007-08 AY program.

Although there are several potential factors contributing to this impressive surge in minors, the most predominant is that students are acutely aware of the national and regional trends noted in this report’s introduction, and they recognize Hispanic Studies as an invaluable complement to any career. Another factor is that our HISP faculty members do an exemplary job communicating the proven benefits of the discipline to students in the basic language program. It is also reasonable to anticipate that the growth of the Spanish minor will likely impact our department’s number of majors within the next two years as some minors will inevitably convert to the Spanish major. Such statistics reflect the critical role that Hispanic Studies has in supporting the international education goals of the College of Charleston’s strategic plan, and our department takes this responsibility very seriously despite not receiving the desperately needed support to respond to our program growth.

Departmental Workload Productivity

Over the past 15-20 years, the College of Charleston’s standards for tenure and promotion have become increasingly more rigorous, especially in the realm of scholarship. At the same time, however, high expectations for excellent teaching and significant service activity continue. And although the College has attempted to complement increased expectations for scholarship with a 3-3 course load for tenured and tenure-track faculty (those expected to maintain research agendas), in Hispanic Studies our workload productivity is adversely impacted by the heavy reliance on adjunct faculty. The College administration has repeatedly asked why tenured and tenure-track HISP faculty generally do not teach basic language courses, suggesting 1) that these same professors prefer to teach only upper-level classes and 2) the College considers important the instruction of lower-level courses by tenured and tenure-track roster faculty. However, the current allocation of faculty lines in our department effectively complicates the assignment of tenured and tenure-track faculty to basic language courses during the normal academic year.
With a combined total of nearly 500 Spanish majors and minors, each semester we must offer an adequate number of upper-level courses to satisfy the demands of our program requirements for students. This coupled with the fact that 38% of our faculty members are adjunct professors—the majority cannot teach the 300+ courses—our tenured and tenure-track faculty have no other option but to teach upper-level courses almost exclusively, and despite the desire by many of us to teach the basic language courses. In addition, and because of program growth and related needs, many of our tenured and tenure-track faculty shoulder three course preparations per semester. And because these three preparations are for upper-level courses—which require significantly more time than the basic language classes—HISP tenured and tenure-track faculty are taxed for time, especially when factoring in demands for research and service.

As mentioned in last year’s annual report, the only feasible way to increase opportunities for tenured and tenure-track HISP faculty to teach basic language courses, and thereby alleviate course preparations, is to replace several of our adjunct positions with permanent lines, preferably tenure-track. Doing so would not only address the upper-level course burden on faculty and assist HISP with the urgent demands of an impressively growing program, but it would also address other problems explained further below in "Instructional Costs."

Another consequence of our heavy reliance on adjuncts is the additional service responsibilities—departmental and college-wide committee assignments, community service, etc.—that all our roster faculty are expected to assume each semester. A very large, active and progressive department such as HISP logically generates greater service needs and opportunities, yet only 62% of our faculty can be expected to participate since adjunct professors are contracted exclusively to teach classes. Hence greater workload, albeit inadvertently, for our roster faculty.

Another ongoing challenge relates to our successful Portuguese language program that, as indicated by the statistics in the previous "Enrollment" section, is successful in larger part because of the dedication of Dr. Luci Moreira, Associate Professor, and Mr. Jose Moreira, Adjunct Professor. However, it is a flawed approach to expect one permanent faculty member to build and sustain a program, despite one’s efforts. Portuguese continues to find itself at an important juncture within the overall mission of international education at the College, especially in light of Brazil’s strong economic presence in this hemisphere. As previously noted, Portuguese language and its cultures will continue to be of great interest and importance for years to come, especially in a business/economic context. Therefore assisting our current faculty members’ efforts to develop further our Portuguese program is an important next step that would be assisted with a joint departmental appointment: HISP/Business, for example, or HISP/Political Science. Such an appointment would also alleviate some of the workload for Dr. Moreira.

**Instructional Costs**

For FY 2010-11, the Delaware Cost Data shows that for "Hispanic Studies" the expense of $175 per student-credit-hour was the average for our peer institutions. At the College of Charleston for that same year, the per student-credit-hour cost for Hispanic Studies was $129, or $46 less than our peers. In fact, of all the departments at the College of Charleston, Hispanic Studies is tied with History for the lowest per student-credit-hour instructional cost. In FY 2009-10, Hispanic Studies was the sole department at the College of Charleston with the lowest per SCH expenditure at $122. Not only does Hispanic Studies continue to offer the most economical
program at the College of Charleston, but our department's inordinately low per-SCH expenses coupled with tremendous HISP program growth and unsustainable roster faculty workload justify additional investment in tenure-track faculty for our exceptional program, namely in the form of three additional lines as mentioned previously.

Although we collaborate in the M.Ed. program (approximately one graduate course per semester), HISP does not yet sponsor its own graduate degree, thereby focusing its curricular energies almost exclusively on our undergraduate programs. Such focus is commendable and a very attractive feature for our undergraduates, but it requires efforts to ensure that per-section-limits do not surpass pedagogically beneficial levels as noted previously in "Enrollment." However, and despite our low SCH costs, HISP has been very conscientious in monitoring student enrollment and adjusting schedules accordingly to ensure classes are near enrollment capacities. This includes merging and cancelling courses that are grossly under-enrolled, which was indeed done in AY 2011-12. Such efforts have clearly had a positive impact on the cost-effectiveness of our programs, but this low cost has come at the expense of pedagogically unsound capacity limits for the majority of our courses offered. Yet we will take the necessary incremental steps to assist the College with meeting the goals of its strategic plan.

Another factor contributing to the low SCH price in Hispanic Studies, and as noted previously, is our over-reliance on adjunct faculty who constituted approximately 38% of our department’s professors in 2011-12; but taught 51% of our department’s classes. No other department in LCWA relies on adjunct faculty as much as Hispanic Studies, yet we house the largest LCWA program.

There are numerous problems with over-reliance on adjunct faculty, and it has nothing to do with the exceptional quality of instruction and qualifications of the adjunct faculty currently employed by HISP. First, the very nature of adjunct faculty employment poses great instability for any academic program. With contracts limited to a single semester and no benefits, many adjunct professors are constantly searching for alternate job opportunities that provide greater security. In the past two years, for example, a total of eight HISP adjunct faculty members (approx. 50% of our adjunct corps) departed the College for other opportunities. One of the departing adjunct professors submitted his/her resignation just one month prior to the beginning of the new semester, thereby prompting an expedited search that understandably generated a very shallow pool of candidates. Such workforce instability reinforces inconsistency with the quality of instruction and the overall basic language program and creates hidden costs related to the extra training and mentoring that must be administered for all new hires. And given the growth of our program, this employment model hampers greatly the College's overall strategic plan.

**Student Accomplishments**

Robert Butler (Spanish 2011) was awarded a Goizueta Foundation Scholars Endowment for his graduate studies (M.Ed. in Languages at CofC) in the School of Education, Health and Human Performance.

Spanish minor Levi Vonk was a finalist for a Truman Scholarship in the spring of 2012, and he was also awarded a staff position with the Student Action for Farmworkers program:

http://www.saf-unite.org/content/about-us
In the spring of 2011, Meredith G. Clark (Spanish 2002) defended her Ph.D. in Spanish at the University of Texas-Austin.

In the fall of 2011, Spanish Major Stacy Calhoun received an international scholarship from the Benjamin Gilman Foundation to study abroad in Costa Rica and Panama.

Dylan Kornegay (Spanish 2011) was recipient of the ExCel "Community Impact Award" on April 4, 2012.

Justin Lyons (Spanish major) and Catherine Marshall (Spanish minor), were recipients of the Student Action for Farmworkers Summer Internship for 2012: http://www.saf-unite.org/content/fields-internship

Emily Williams (Spanish 2012), was recipient of a six month "Sowing Seeds for change Fellowship" (helping with health care issues): http://www.saf-unite.org/content/sowing-seeds-change-fellowship

**Faculty Diversity**

In many respects, the Hispanic Studies faculty in 2011-12 exemplified diversity: 25 females and 18 males, and 12 different countries of origin. Our department has enjoyed much success in recruiting and hiring a diverse faculty.

**Faculty Research and Professional Development Activity**

**Books**

**Raúl Carrillo-Arciniega**

*Novel*


**Benjamin R. Fraser**

*Scholarly*

Fraser, B. R. (2012). *Capital Inscriptions: Essays on Hispanic Literature, Film and Urban Space in Honor of Malcolm Alan Compitello*. In B. Fraser, (Juan de la Cuesta), 365.

*Scholarly*

Scholarly

Scholarly

Textbook

Luci L. Moreira

Textbook

Articles in Refereed Journals

Emily S. Beck

María Colomina-Garrigós
Colomina-Garrigós, María (2011). "Paratextualidad y metaficción como discurso contestatario a la lógica capitalista en Mano de obra de Diamela Eltit" and was published in Confluencia 27.1: 2-15.

Raúl Carrillo-Arciniega
Benjamin R. Fraser


Carmen Grace

Luci L. Moreira


Sarah E. Owens


Other Articles, Chapters in Books, Publications of a Special Nature, including Book Reviews

Benjamin R. Fraser


**Critical book introduction**

Fraser, B. R. (2011). "Introducción crítica.". In Ed. B. Fraser., La urbanización decimonónica de Madrid: textos de Mariano José de Larra y Ramón de Mesonero Romanos. (Doral, FL: Stockcero), xiii-xxxix.

**Elizabeth A. Martínez-Gibson**


**Sarah E. Owens**


**Silvia Rodríguez-Sabater**


**Andrew M. Sobiesuo**

*Encyclopedia Entries*


Other Editorial/Review Activities

Emily S. Beck
Invited Manuscript Reviewer or Referee, Renaissance Quarterly. (September 2011 - December 2015).

Invited Manuscript Reviewer or Referee, Bulletin of Spanish Studies. (November 2010 - December 2015).

Lola D. Colomina-Garrigós
Invited Manuscript Reviewer or Referee, Letras Hispanas: Revista de Literatura y Cultura. (May 2012 - June 2012).

Invited Manuscript Reviewer or Referee, Revista Canadiense de Estudios Hispánicos. (March 2012 - April 2012).

Robert Cameron
Invited Manuscript Reviewer or Referee, Hispania. (March 2012).

Mark P. Del Mastro
Juror, Miráda Hispánica, University of Virginia-Valencia. (January 2010 - December 2012).

Editorial Board Member, "Juan de la Cuesta Monographs," Juan de la Cuesta Monographs. (March 2009 - December 2012).

Invited Manuscript Reviewer or Referee, Hispania. (October 2011).

Founding Co-Director, Decimonónica. (August 2003 - September 2011).

Benjamin R. Fraser
Editor, Arizona Journal of Hispanic Cultural Studies. (January 2012 - December 2012).


**Sarah E. Owens**


**Silvia Rodríguez-Sabater**

Journal Reviewer for *Critical Inquiry in Language Studies* (2 manuscripts)

**Andrew M. Sobiesuo**


**Joseph R. Weyers**

Invited Manuscript Reviewer or Referee, *Hispania,* AATSP. Dr. Sheri Long, journal editor. (March 2012).


**Papers and Posters Presented at Conferences**

**Conference Papers**

**Antonio Aiello**

"Virgilio Piñera a la sombra de los clásicos: un precursor de la literatura postmoderna” at the conference "Theory and Practice of Cuban Theater. Celebrating Virgilio" at the University of Miami, January 12-15, 2012.
Emily Beck


Raúl Carrillo-Arciniega


María Colomina-Garrigós

"Contestatory Discourses to the Logics of Capitalism and to Globalized Cultural Production from the Southern Cone" and "Prácticas de resistencia discursiva y editorial en la producción crítico-literaria y artística de Nelly Richard y Diamela Eltit. July 17, 2012, 54th International Congress of Americanists, Vienna, Austria.

Raúl Carrillo-Arciniega

"Del hoyo funki hasta su alarido ontológico, una poética ‘naca’ del rock nacional mexicano en el TRI y Rockdrigo", 65th Kentucky Foreign Language Conference, April 19-21, 2012.

Carmen Grace


Sarah E. Owens


Carl Wise

"Interpretive History and Popular Legend in Lope de Vega’s La inocente sangre" 65th Kentucky Foreign Language Conference, April 19-21, 2012.

Félix Vásquez


Marianne Verlinde


Invited Lectures/Readings

Mark P. Del Mastro

3-in-1 Day Celebration, "Archer M. Huntington and Sigma Delta Pi", Huntington Beach State Park, Murrells Inlet. (March 2012).


Benjamín Fraser


Silvia Rodríguez-Sabater

Foreign language accent. Guest speaker to LALE 690 Variation in American English class (Prof. Elizabeth Martínez-Gibson). College of Charleston, April 9, 2012.

Intercultural competence service learning experiences. Guest speaker to ANTH 205 Language and Culture classes (Prof. Moore Quinn). College of Charleston, April 3, 2012.


Elizabeth A. Martínez-Gibson

Elizabeth A. Martínez-Gibson, European Studies Capstone, "Linguistic Landscape," College of Charleston. (March 2012).
Andrew M. Sobiesuo


Other

Mark P. Del Mastro


Sigma Delta Pi Informative Session, Organizer and Presenter, 94th Annual AATSP (American Association of Teachers of Spanish and Portuguese) Conference, San Juan, Puerto Rico (July 2012).

Michael A. Gómez

MidWest MLA Conference, "Galdos's Take on the Molyneux Problem: Blindness in Marianela", Saint Louis, MO. (November 2011).

Luci L. Moreira


Félix S. Vásquez


Conferences and Workshops Attended/Panels Chaired/Other Professional Activity

Karen E. Berg

Attended Workshop, SCOLT, Atlanta, Georgia. (March 23, 2012). Description: Participation, Collaboration, and Cooperation, A How to Guide by Cari Jiménez


Attended Workshop, "Pre-semester workshop," Department of Hispanic Studies, Charleston, SC. (August 18, 2011).

**Carla M. Breidenbach**

Attended Workshop, "The History of Latinos in the US." (May 2, 2011 - December 18, 2011).

**Elizabeth A. Martínez-Gibson**


Attended Workshop, ""VoiceThreads and Blogging"," LCWA Lab, Charleston, SC. (August 19, 2011).

**Silvia Rodríguez-Sabater**


Assessing speaking: putting the pieces together by Glenn Fulcher. Webinar organized by the Language Acquisition Resource Center (LARC) at San Diego State University and Center for Advanced Language Proficiency Education and Research (CALPER) at Penn State University. April 19, 2012.


Beyond accountability: using formative assessment to improve teaching by Carl Falsgraf. Webinar organized by the Language Acquisition Resource Center (LARC) at San Diego State University and Center for Advanced Language Proficiency Education and Research (CALPER) at Penn State University. October 27, 2011.

Marianne J. Verlinden


Attended Seminar, "Santa Maria, a historical novel of California, by Fausto Avendaño," Hispanic Studies, Charleston, SC. (October 28, 2011).


Attended Seminar, "Pre-Columbian Writing Systems, Cecilia Brain," Hispanic Studies, Charleston, SC. (September 20, 2011).

Attended Workshop, "Pre-semester Departmental Basic Language Workshop, by Robert Cameron," Hispanic Studies, Charleston, SC. (August 18, 2011).

Service

Department

Emily S. Beck

Search Committee for 1 Academic Search, Committee Member. (August 2011 - June 2012).
Policies and Procedures Committee, Committee Member. (September 2010 - June 2012).

Sigma Delta Pi, National Hispanic Honor Society, Committee Member. (September 2010 - June 2012).

**Ms. Karen E. Berg**


**Carla M. Breidenbach**

Study Abroad Advisor. (August 2007 - Present).

**María D. Cololina-Garrigós**

Library Liaison. (May 2010 - May 2013).

Latin American & Caribbean Studies, Committee Member. (August 2003 - August 2011).

**Mark P. Del Mastro**

Website Maintainer. (July 2010 - present).
Create and maintain content of departmental webpages.

Co-Advisor, Sigma Delta Pi, National Collegiate Hispanic Honor Society, (August 2011 - present).

HISP Policies and Procedures Committee, Committee Member, Member. (September 2010 - December 2011).

**Michael A. Gómez**

Study Abroad Advisor. (September 2006 - Present).

**Carmen M. Grace**

Elizabeth A. Martínez-Gibson
Search Committee, Committee Chair. (August 2011 - March 2012).

Policies and Procedures, Committee Chair. (September 2010 - February 2012).


Claudia M. Moran
Committee Chair, Spanish House/Casa Hispana. (August 2007 - Present).

Sarah E. Owens
Committee on Study Abroad Directorship, Chair (Fall 2011)
Visiting Assistant Professor Search Committee, Chair (Spring 2011).

Silvia Rodríguez-Sabater
Departmental Senator (August 2011-May 2012)
Member of the Civilization and Culture Curriculum Committee (August 2011-May 2012)
Spanish House Advisor (August 2011-May 2012)
Sigma Delta Pi committee member and graduate advisor (August 2011-May 2012)

Félix S. Vásquez
Study Abroad Program in Santiago, Chile, Program Director. (August 2011 - December 2011).

Marianne J. Verlinden
Policies and Procedures Committee, Committee Member. (August 2010 - April 2012).

FLTL, End-of-Semester Review Session for SPAN 101, Instructor. (December 2011).
Ad hoc Committee on Study Abroad Directorship, Committee Member. (August 2011 - October 2011).

College

Nadia D. Avendaño
Latin American & Caribbean studies steering Committee, Committee Member, Member. (September 2003 - Present).

Emily S. Beck
Parking Committee, Committee Member. (August 2011 - May 2012).

Karen E. Berg
Honor Board, College Representative. (August 2010 - August 2011).

Carla M. Breidenbach
Linguistics Club, Student Org Advisor (Non-Professional Org). (March 2008 - Present).

Phi Iota Alpha, Student Org Advisor (Non-Professional Org), Other. (February 2011 - August 2013).

OPPIAC for Office of Institutional Diversity, Committee Member, Member. (August 2010 - August 2013).

Advise Admissions Office on Latino Student Recruitment, Other. (December 2010 - December 2012).

Grievance Committee, Committee Member. (August 2010 - August 2011).

Raúl Carrillo-Arciniega
Student Affairs and Athletics Committee

Mark P. Del Mastro
Spanish House/Casa Hispana, Committee Member, Member. (July 2010 - August 2011).
Elizabeth A. Martínez-Gibson

Faculty Senate, Faculty Senate Service, Other Officer. (August 2010 - May 2013). Senator At-Large

Tenure and Promotion Committee, Committee Member. (August 2011 - May 2012).

Interdisciplinary Linguistics Minor Program, Director, Other. (August 2000 - May 2012).

Luci L. Moreira

Advisor / Portuguese Club, Student Org Advisor (Non-Professional Org), Other. (October 2000 - December 2012).

First Year Experience Committee, Chair of the Committee. (August 2011 - August 2012).

Sarah E. Owens

Committee on By-Laws and Faculty/Administration Manual, Committee Member, Member. (August 2010 - May 2012).

Faculty Senate, Faculty Secretary, Other Officer. (May 2010 - May 2012).

Committee on Latin American and Caribbean Studies, Committee Member. (August 2000 - January 2012).

Student Action with Farmworkers: Into the Fields, Campus Liaison for the internship, Other. (November 2000 - December 2011).

Executive Board Member of Women’s and Gender Studies (WGS) (2011-present)

Silvia Rodríguez-Sabater

Chair of the Committee on Graduate and Continuing Education (August 2011-May 2012)

Member of the Learning Spaces Task Force (August 2011-May 2012)
Evaluation panel member of three M.Ed. Student Portfolios.

**Marianne J. Verlinden**

Center for International Education, Study Abroad Advisor for Affiliate Programs, Other. (August 2011 - April 2012).

Faculty Senate, School of LCWA Representative At Large. (August 2010 - April 2012).

**Joseph R. Weyers**

Department of Classics, Tenure and Promotion Panel Outside Reviewer, Member.

Served as extra-departmental member of Stephen DellLana's (German) 3rd Year Review panel.

Global Scholars, Co-director, Other. (January 2009 - December 2011). Advertising, recruiting, checking credentials, and awarding Global Scholars medals and certificates to qualified candidates.

**Community**

**Nadia D. Avendaño**

Global Scholars Mentor. (August 2010 - May 2012).

**Carla M. Breidenbach**

BLOOM, Other. (April 2008 - Present).


Guardian Ad Litem for South Carolina, Other. (January 2011 - January 2013).

**Mark P. Del Mastro**

Elizabeth A. Martínez-Gibson

HOPE Organization on Immigration Issues in SC, Committee Member, Board Member. (October 2007 - Present).
Secretary

Linguistics Discussion Series, Conference Program Organizer. (March 2007 - Present).

Medical University of South Carolina, Volunteer Interpreter. (January 2006 - Present).

Silvia Rodríguez-Sabater

Volunteer Interpreter at MUSC CARES Physical Therapy Clinic

Pro-Bono Translator of a women’s soccer contract (Catalan to English), and of web contents (Spanish to English) of law firm Barceló Abogados, Barcelona, Spain

Andrew M. Sobiesuo

Foundation for Rural Education and Empowerment and Development, Co-Founder, Board Member. (January 2002 - December 2011).

Marianne J. Verlinden


Profession

Mark P. Del Mastro

Sigma Delta Pi, Executive Director, Other. (September 1997 - August 2013).

Order of Don Quijote Selection Committee, Committee Chair, Member. (September 2010 - July 2013).

ACHS Standards and Definitions Committee, Member. (September 2009 - June 2012).

Mario Vargas Llosa Award Committee, Committee Chair, Member. (January 2011 - May 2012).
Luci L. Moreira


Middlebury College, Director of Portuguese Summer School at Middlebury College. (September 2007 - September 2013).

AATSP, National President of the Phi Lambda Beta, Portuguese Honor Society. (September 1998 - December 2012).

AATSP - American Association of Teachers of Spanish and Portuguese, National President - Portuguese Honor Society, President/Elect/Past. (August 1998 - December 2012).

Sarah E. Owens

Society for the Study of Early Modern Women, Committee Member, Board Member. (March 2010 - December 2013).

Andrew M. Sobiesuo

Institute for Study Abroad (ISA), Program Reviewer. (October 2011).

Honors and Awards

Emily S. Beck

AP Spanish Literature Reader, Educational Testing Services (ETS), Teacher - Scholar, (June 2012).


Elizabeth A. Martínez-Gibson

ExCel Awardee, Multicultural Center, Service, School. (March 2012).

Library Liaison, Library, Service, Department. (September 2011).

Andrew M. Sobiesuo
Travel Grant, School of Languages, Cultures and World Affairs, $1,900.00. (2012).

Consulting

Dr. Joseph R. Weyers


Oral Proficiency Interview (OPI) testing in Spanish; second rating in Spanish. Oral Proficiency Interview-Computer (OPIc) rater in Spanish and English.

V. Funding

Grants and Contracts

College Funds

Carla M. Breidenbach

Breidenbach, Carla M, "Faculty Research and Development Grant," Sponsored by Faculty R&D, College of Charleston, awarded $1,000.00. (January 2011 - December 2012).

Breidenbach, Carla M, "Murray Grant," Sponsored by Murray Grant, College of Charleston, awarded $3,000.00. (May 2011 - August 2011).

María D. Colomina-Garrigós

Colomina-Garrigos, Maria D., "Research & Development Grant," Sponsored by Faculty R&D, College of Charleston, awarded $2,000.00. (January 2012 - May 2012).

Colomina-Garrigos, Maria D., "Murray Grant," Sponsored by Faculty R&D, College of Charleston, awarded $1,000.00. (January 2012 - May 2012).

Silvia Rodríguez-Sabater

Innovative Teaching Grant ($1500) for the project "Writing in Spanish as a Second Language: (Self)-assessment with Linguafolio." College of Charleston.

Marianne J. Verlinden

Verlinden, Marianne J., Sponsored by School of Languages, Cultures and World Affairs. Curricular Development. Worked on developing a new course for Spanish minors, linked to internship experiences in the Greater Charleston area, College of Charleston, awarded $2,000.00. (June 2011 - August 2011).
The broad scope of faculty productivity in the realms of research, professional development and service is impressive and reflects HISP professors’ tireless dedication, which is one of our department’s numerous strengths. Because the annual report guidelines request that a related "weakness" be identified, there is but one in this author’s view: despite the many service responsibilities that we must fulfill each semester, increased demands for research and professional development for ALL roster faculty in recent years has complicated the ability to complete those service tasks. Unfortunately, the option that we are repeatedly presented is not feasible: undertake less service. Much important and necessary college business can only be accomplished through collective and sustained engagement with service, and therefore if faculty members simply "disengage" as has been suggested for the benefit of scholarly activity, then the necessary business will either not get done or fall on the shoulders of a few. In the Department of Hispanic Studies where nearly 40% of our faculty are adjuncts who are not expected or required to do service, we simply do not have enough roster faculty to collaborate efficiently.

The weakness, therefore and for other reasons already explained previously, is the lack of more roster faculty lines to assist the current permanent faculty with fulfilling the regular and necessary service obligations that we face yearly.

Outreach Activities

As previously noted, our department’s service learning and internship classes connect students with the larger Charleston Hispanic community, and these experiential learning courses continue to be huge points of pride for our department and the College.

Our Spanish Club also reaches out to the larger Hispanic community through its regular participation with such activities as volunteering for the Latin American Festival at Wannamaker County Park.

Our Nu Zeta Chapter of the National Collegiate Hispanic Honor Society co-sponsors with The Citadel an annual statewide S.C. Spanish Teacher of the Year program (www.scspanishteacheroftheyear.org) that recognizes each November the three most outstanding teachers of Spanish from public and private K-12 schools across the Palmetto State.

Several faculty members serve the Hispanic community through various interpreting activities within both legal and medical (MUSC) contexts.

Annual Report for the Interdisciplinary Linguistics Minor Program
2011-2012

Current Enrollments:

Presently, there are more than twenty-six declared minors. This is a 27% increase from last year. The students in the Minor have varied majors: Anthropology, Communications, Computer Science, English, French, German, International Business, International Studies, Microbiology, Physics, Political Science, Psychology and Spanish.

The capstone course, LING 125: An Introduction to Language and Linguistics was taught in fall 2011 and spring 2012. A total of 48 students completed the course over the year. There is a cap
of 20 students per section, however overrides were provided in the fall. Due to faculty teaching
duties in their respective departments, we have only been able to offer one section per semester.

Curriculum Issues:

The Linguistics Committee met at the beginning of fall 2011 to discuss yearly business (curricula
issues, book orders and courses) and activities (Linguistics Discussion Series, World Cultures
Fair, Major Minor Fair and speakers).

As Director of the Linguistics Minor Program, I reviewed and/or approved numerous Linguistics
courses from other universities or for study abroad transfer credits. These requests are increasing
each year. In addition, I have fielded questions and met with incoming freshmen that were
interested in Linguistics as a major. Since we do not currently have a major, I advised them to
consider those majors that include courses for the Linguistics Minor.

There were two changes to the curriculum this year. ENGL 309 and LING 490 were approved
at the November 2011 Faculty Senate Meeting. ENGL 309: English Grammar and History of the
Language has been added to the list of options for students. Based on the contents covered in this
course, it may fulfill the requirement for any of the three areas: Language and Society,
Structured Linguistics or History of the Language. LING 490: Special Topics may also serve to
fulfill the requirements in any of the three areas. The area it fulfills will be contingent on the
topic. This course was created to allow for more advanced studies in Linguistics and for cross
listings with advanced courses of different disciplines listed for the minor.

In fall 2012, Dr. Carla Breidenbach will teach a new special topics course in Spanish on Spanish
Sociolinguistics and Pop Culture.

A number of new books and videos were ordered this past year upon the request of the faculty.

Activities:

In October 2011, Dr. Moore Quinn’s class presented their project of working with the Gullah
Community. The event was an evening of presentations by the Gullah Community, African
dancing and the film “Stay in de boat” created by students under the supervision of Dr. Moore
Quinn. It was also featured at the Charles Pinckney National Heritage Site as part of its African
American Film Series in February, and a discussion followed, led by Dr. Moore Quinn, Elder
Carlie Towne, and student filmmaker Zane Tharp. The film was nominated for the African
American Heritage Project Award.

In January, 2012, Dr. Carol M. Toris collaborated on a lexical analys
is of written narratives that
was presented by one of her colleagues. A psychology student was involved in the research.
Citation: Swickert, R., Toris, C., and Wright, B. (2012, January). Written narratives and
posttraumatic growth: The role of insight and negative affect in a mixed age sample. Poster
presented at the 30th Annual Meeting of The Society for Personality and Social Psychology, San
Diego, CA.

On February 15, 2012, Dr. Misha Becker from the University of North Carolina-Chapel Hill
gave a talk on Inanimacy and Language Acquisition. This event was sponsored by the School of
LCWA and the Department of Mathematics. Dr. Garrett Mitchener was instrumental in bringing Dr. Becker and organizing her visit. The lecture was well attended by students and faculty of different disciplines.

On March 21st Dr. Silvia Rodríguez-Sabater gave a talk on her current research *L2 student perceptions of intercultural competence in a service learning Spanish course* for the Linguistics Discussion Series. In addition, Dr. Rodríguez-Sabater was asked to present this talk to Dr. Moore Quinn’s Language and Culture classes.

On March 22nd, Dr. Martínez-Gibson presented her research on *Linguistic Landscape* to students in the European Studies capstone course.

On March 29, 2012, the Linguistics Program participated in the World Cultures Fair. Dr. Carla Breidenbach organized a Linguistics Trivia game. Those with correct responses were included in a drawing for an I-Tunes card. Dr. Elizabeth Martínez-Gibson baked cupcakes decorated with the IPA. These attractions drew a crowd and interest in the Program.

During the week of April 2-5, renowned linguistic anthropologist Shirley Brice Heath was on campus and presented her current research *Words at Work and Play*, a follow up on her longitudinal study of over thirty years. Dr. Christine Finnan coordinated the visit, ensuring that Dr. Heath spoke in several College of Charleston classes, visited the Avery Center, and engaged with teachers and administrators in local schools. Dr. Brice Heath gave formal talks at the Academic Magnet School on Monday, April 2nd and the College of Charleston on Wednesday, April 4th. Drs. Moore Quinn (Anthropology) and Mary Blake Jones (Teacher Education), Zane Tharp (Anthropology student) and Shateara Hall (Middle Grades Education student) and two elementary school teachers served on a panel discussion during the presentation. This event was sponsored and organized by the School of Education, Health and Human Performance and supported by the Department of Anthropology and Sociology.

Dr. Carol M. Toris will be presenting a paper entitled "The Evasive Speech Register" in May at a symposium on speech registers at the University of Helsinki. The research involves an experiment examining linguistic tactics employed by evasive speakers.

**Student Accomplishments:**

Zane Tharp was involved in the making of the film "Stay in de Boat" and he was Master of Ceremonies for its presentation at the College in February. In addition, Zane served on the discussion panel for Shirley Brice Heath’s talk.
Conclusion

As mentioned, HISP’s main, ongoing urgency is instructional support via additional tenure-track faculty lines. Given our low SCH-costs, adding three more tenure-track lines to our department should not only be financially feasible, but it would help reduce class preparations for tenured and tenure-track faculty to afford more research time, increase opportunities to teach basic language courses, and alleviate overall workloads as previously described.

Moving forward, some of our department’s primary goals for AY 2012-13 are the following:

1) Continue to raise national visibility of Hispanic Studies via publicity and collaborative efforts with LCWA Dean's Office
2) Continue to build relationships with alumni, continue fund-raising efforts in coordination with LCWA Dean and Development Officer
3) Increase overall number of Spanish majors
4) Increase undergraduate student participation in academic conferences
5) Successfully hire two tenure-track faculty members
6) Substitute the current SPAN civilization and culture courses with a more flexible topics course (a curricular change approved at the departmental level in the spring of 2012)
7) Secure additional tenure-track faculty lines for HISP for numerous reasons already explained in this report
Addendum
Assessment Report, Spring 2012

<table>
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<tr>
<th>College of Charleston Assessment Template</th>
<th>Date form Completed: 5/17/12</th>
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Please copy completed form into Compliance Assist. Thank You.

**Program Name and Type** Spanish Major, Undergraduate.
**Contact information for Program Assessment Coordinator:** Shawn Morrison, Associate Dean, LCWA
**Email:** morrisonsh@cofc.edu
**Phone:** 953-4266
**Office address:** 325 Jewish Studies Center
**Administrative Unit director** (deans, vice presidents, etc.) receiving assessment updates:

Does this program follow specialized accreditation standards (e.g., NCATE, AACSB)? _X_ (Yes)  _ (No)
**Name of the accrediting organization**
**Date of last program review for the accrediting organization**
**Date of next program review for reaccreditation**

**Program/Department Mission Statement:** The Department of Hispanic Studies offers students and the community a broad range of courses and programs to develop language competence, a global perspective, and an understanding of the Spanish and Portuguese languages, literatures and cultures of the Hispanic and Lusophone worlds.

**Unit or School Mission:** The School of Languages, Cultures and World Affairs prepares students to become knowledgeable, engaged citizens in an increasingly interconnected global society.
<table>
<thead>
<tr>
<th>Program Goal or Student Learning Outcome</th>
<th>Assessment Method and Performance Expected</th>
<th>Assessment Results</th>
<th>Use of Results</th>
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<tbody>
<tr>
<td>What will students know and be able to do when they complete the program? Attach Curriculum Map.</td>
<td>How will the outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment? Attach Rubric.</td>
<td>In the fall of 2011, 6 students took the OPI test, in the spring of 2012, 15 completed the test. The target level of performance is &quot;intermediate-high.&quot; In the fall of 2011, 5/6 or 83% performed at or above the target level; in the spring of 2012, 12/15 or 80% performed at or above the target level. For the entire 2011-12 academic year, 81% of students who completed the OPI met or exceeded the target level of outcomes.</td>
<td>The Associate Dean of LCWA and Chair of Hispanic Studies reviewed the findings, and although they found the results to be a very positive validation of the program’s effectiveness with oral/aural proficiency, they also concluded that the School should continue to explore the possibility of requiring all majors to study abroad. There also will an effort in the future to determine which of the OPI test-takers did indeed have a study abroad experience. Such information could help determine if a study abroad experience.</td>
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1. Graduating Spanish Majors speak at the Intermediate-High level or higher on the ACTFL scale.

Graduating Spanish majors take the Official OPI test, administered by ACTFL, during their senior year. Their test will be rated by the official raters through LTI, Language Testing International. They are rated at the Intermediate-High level or above. They handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, and particular interests.
2. Students recognize the main periods, movements, authors and genres of Hispanic Literature, and interpret literature. Students answer final exam questions in a 400-level literature class. They demonstrate knowledge of literary and cultural texts that represent defining works in the target cultures. They identify themes, authors, historical style, and text types in a variety of media that the cultures deem important in understanding the traditions of the cultures. They cite key cultural perspectives and provide support through descriptions of products and practices found in the cultural texts.

Of the 9 students tested, 8 students or 89% met or exceeded the standard.

The professor of the Spanish 451 course in question and the department chair reviewed the findings, and it was agreed that although these results were an excellent validation of the effectiveness of our program, more data in subsequent years must be gathered in order to arrive at more accurate conclusions.

3. Students write at the advanced low ACTFL level of writing. Students answer final exam essay question in a 400-level literature class. They write at the Advanced-Low level on the ACTFL scale. They write narratives, descriptions and summaries of a factual nature in major time frames with some

Of the 9 students tested, 8 students or 89% met or exceeded the standard.

The professor of the Spanish 451 course in question and the department chair reviewed the findings, and it was agreed that although these results were an excellent validation of the effectiveness of our program, more data in subsequent years must be gathered in order to arrive at more accurate conclusions.
Students identify and explain linguistic characteristics of Spanish, as well as demonstrate knowledge and apply the main concepts of phonology, morphology, semantics and syntax.

Students take a final exam in Spanish 381, Introduction to Spanish Linguistics. They identify phonemes and allophones of Spanish. They understand the rules of the sound system of Spanish. They identify morphemes in Spanish and describe how they are put together to form words. They recognize the meaning of new words by using morphological clues. They describe syntactic patterns of Spanish, such as

Students scoring at least 80% on the final were deemed to have achieved "meets expectations." 4 students exceed expectations; 13 meet expectations; and 12 do not meet expectations. In sum, 41% did not meet expectations, which is rather high. Overall, this year’s students in SPAN 381 appeared to present an exception to prior year’s students.

The professor of 381 and the chair of Hispanic Studies reviewed the findings. One option that will be considered is that perhaps SPAN 344 should be a prerequisite for 381, since analysis of linguistic features requires a sophisticated working knowledge of how the language functions. Another possibility is that perhaps the professor’s expectations for student learning of our program, more data in subsequent years must be gathered in order to arrive at more accurate conclusions.
 formation of simple sentences and questions, and contrast them with those of their native languages. They recognize key cohesive devices used in connected discourse. They understand the inferred meaning of words and sentences as well as high-frequency idiomatic expressions. They understand and identify semantic differences between their native language and Spanish, explain the rules that govern the formation of words and sentences such as those pertaining to the verbal system, agreement, use of pronouns, prepositions and postpositions, word order, and interrogatives in terms of regularities and irregularities. They exemplify these rules with Spanish examples.

which is known to happen. Since about 40% or more of them entered SPAN 381 with the minimum pre-requisites, that is, SPAN 313-314. In this case outcomes need to be adjusted. A few more years of data will need to be gathered before a more conclusive determination can be made in this regard.

**Additional Outcomes or Comments:**