

LANGUAGES, LITERATURES, CULTURES, AND PEDAGOGY - SPANISH STUDIES CONCENTRATION (MA)

Department of Languages, Literatures and Cultures

Part I. Statement of Purpose and Degree Overview

A. Statement of purpose and expectation of graduate study in the Program

Speaking and learning Spanish are a global phenomenon. With over 490 million native speakers and 530 million speakers as a second language. It is one of the most widely spoken languages in the world. Spanish is an official language in 21 countries, and it is also spoken in four other territories, especially the US. (In fact, it has been reported that there are more speakers of Spanish in the US than Spain). In addition, Spanish is one of the official languages of the United Nations and a key language in the world of business, diplomacy and international relations. In a global world, learning Spanish is not a luxury, but a necessity.

The MA in Languages, Literatures, Cultures, and Pedagogy (MA-LLCP) with a Concentration in Spanish fulfills this need. It is a flexible degree that provides students on the Certification Track with all the courses required for a teaching certificate in Spanish, and students not looking for certification with as many as 15 credit hours in world language pedagogy courses or closely related fields. The program consists of a minimum of 30 credit hours (non-certificate) or 37 credit hours (certificate) and written and oral comprehensive examinations in literature and in language pedagogy. It is a current program that has been functioning for a number of years.

B. Degrees offered (include a brief description of concentrations, fields, etc.)

The MA in Languages, Literatures, Cultures, and Pedagogy (MA-LLCP) with a Concentration in Spanish affords students the opportunity to continue their study of Spanish at the graduate level. All students take at least half their courses in Spanish language and literature. For the non-certification track, Students must take at least 30 credits. For the certification-track students, the total minimum of credits is 37.

Part II. Admission

A. Admission Requirements

1. BA or equivalent in the target language/literature, or in another appropriate discipline.
2. Undergraduate Grade Point Average of 2.9 overall, and 3.25 in the proposed MA major subject (Spanish Studies).

3. Students who are non-native speakers of Spanish must show that they have earned a score of Advanced Low or above on the OPI (Oral Proficiency Interview) in the target language. The department reserves the right to conduct oral examinations to evaluate the candidate's Spanish proficiency level.

3. TOEFL/IELTS requirements for international students:

1. Paper-based: minimum of 550 for admission, 600 for teaching assistantship;

2. Internet-based iBT: minimum of 79 for admission, 100 for teaching assistantship.

The IELTS (International English Language Testing System) is another option. The minimum IELTS score is 6.5 overall with no individual sub-score below 6.0. Scores are to be sent directly to the Office of Graduate and Professional Education (234 Hullahen Hall, Newark, DE 19716) by IELTS International.

3. For TOEFL/IELTS score equivalents and further information on submitting test scores, see <http://www.udel.edu/gradoffice/apply/testscores.html>.

4. ACTFL OPI (Oral Proficiency Interview, administered by Language Testing International) for non-native speakers of Spanish language. A minimum score of Advanced Low is required of all candidates applying for a teaching assistantship.

5. Three letters of recommendation, preferably from professors who know you well and can comment on your academic performance in the Spanish language and/or literature, as well as on your current Spanish proficiency (if you are a non-native speaker of Spanish). If you have been away from the academic world for some years, a letter from an employer may be substituted for one academic letter.

6. Applicants must submit a writing sample of at least 1000 words in Spanish (this may be a paper written for an undergraduate class). In addition, candidates applying for a teaching assistantship may have a brief personal or telephone interview conducted in English and Spanish.

B. Size of the Program. Normally about 9 students every year.

C. Application deadlines.

FALL: February 1: To be considered for departmental funding
July 1: Final deadline to apply

SPRING: December 1: Final deadline to apply

D. Special skills needed

a. Proficiency. Prospective applicants who are non-native speakers of Spanish should possess relatively high-level proficiency (Advance Low or above on the OPI or equivalent exam) in Spanish.

E. University statement. Admission to the graduate program is competitive. Those who meet stated requirements are not guaranteed admission, nor are those who fail to meet all of these requirements necessarily precluded from admission if they offer other appropriate strengths.

Part III. Academic

A. Degree Requirements for non-certification track students.

A minimum of 30 graduate credits are required:

i. Three courses (9 credits) in the field of world language pedagogy:

LLCU 621 - Methods of Teaching World Languages Credit(s): 3

Or

LLCU623 Principles of Teaching World Languages Credit(s): 3*

LLCU 622 - Language Syllabus Design Credit(s): 3

LLCU 624 - Second Language Testing Credit(s): 3

* Note: All recipients of a Graduate Assistantship (TAship, RAship, etc.) are required to take LLCU 623. If a student has completed course work judged equivalent to LLCU 622, 623 or 624 and can provide documentation (e.g., teaching portfolio, syllabi, teaching certificate), substitutions within the field of World Language pedagogy may be accepted.

ii. Five courses (15 credits) in Spanish language, literature or culture:

Students take SPAN875 each semester (12 credits total) covering variable topics designed to prepare students for their comprehensive Spanish exam, and an additional SPAN6xx course (3 credits). They may select from:

SPAN 601 - Advanced Spanish Grammar Credit(s): 3

SPAN 615 - Latin American Literature and Its Political Context Credit(s): 3

SPAN 616 - Cervantes: Don Quijote Credit(s): 3

SPAN 620 - Topics: Medieval Literature Credit(s): 3

SPAN 621 - Spanish Medieval Literature Credit(s): 3

SPAN 636 - Topics: Literature of the Spanish Golden Age Credit(s): 3

SPAN 639 - Postwar Spanish Narrative Credit(s): 3

SPAN 640 - Topics: Eighteenth and Nineteenth Century Hispanic Literature
Credit(s): 3
SPAN 647 - Contemporary Hispanic Fiction by Women Credit(s): 3
SPAN 655 - Selected Authors, Works and Themes Credit(s): 3-12
SPAN 660 - Topics: Contemporary Hispanic Literature 1936-present
Credit(s): 3
SPAN 662 - Topics: Hispanic Short Fiction Credit(s): 3
SPAN 665 - Spanish Reading Workshop Credit(s): 3
SPAN 668 - Hispanic Children's Literature Credit(s): 3
SPAN 672 - Sugar, Salsa & Santeria Credit(s): 3
SPAN 675 - Topics: Hispanic Culture and Civilization Credit(s): 3
SPAN 869 - Master's Thesis Credit(s): 1-6
SPAN 875 - Seminar: Topics in Spanish Literature Credit(s): 3

iii. The remaining two courses (6 credits) are selected with the prior approval of the student's advisor, from Spanish, world language pedagogy, or related fields, i.e., relevant courses in Education, Linguistics, literary theory, or English, etc.

B. Comprehensive examinations.

- a. The comprehensive examinations in the student's major area or areas (Spanish) and in World Language Pedagogy have a written as well as an oral portion. The examinations are based on coursework and on [reading lists](#) available online.
- b. Admission to the oral examination will be granted only to those students who have passed the written examination.
- c. Students who fail the exam may retake it only once. In some cases, where the student fails a portion of the exam that represents less than 50% of the whole, the faculty may require the student to retake only the section(s) failed. Students have the opportunity to do so only once.
- d. For borderline cases, a written assignment may be required by the faculty.
- e. For the minor field, there is no examination, but prior advisement to assure a coherent program is necessary. Students should consult their advisor.
- f. Results of the comprehensive examination will be communicated to the student by the relevant language faculty's member on the Graduate Studies Committee and forwarded to the Director of Graduate Studies.

B. Degree Requirements for certification track students.

A minimum of 37 graduate credits are required:

i. Three courses (9 credits) in the field of world language pedagogy:

LLCU 621 - Methods of Teaching World Languages Credit(s): 3

Or

LLCU623 Principles of Teaching World Languages Credit(s): 3*

LLCU 622 - Language Syllabus Design Credit(s): 3

LLCU 624 - Second Language Testing Credit(s): 3

* Note: All recipients of a Graduate Assistantship (TAship, RAship, etc.) are required to take LLCU 623. If a student has completed course work judged equivalent to LLCU 622, 623 or 624 and can provide documentation (e.g., teaching portfolio, syllabi, teaching certificate), substitutions within the field of World Language pedagogy may be accepted.

ii. Five courses (15 credits) in Spanish language, literature or culture:

Students take SPAN875 each semester (12 credits total) covering variable topics designed to prepare students for their comprehensive Spanish exam, and an additional SPAN6xx course (3 credits). They may select from:

SPAN 601 - Advanced Spanish Grammar Credit(s): 3

SPAN 615 - Latin American Literature and Its Political Context Credit(s): 3

SPAN 616 - Cervantes: Don Quijote Credit(s): 3

SPAN 620 - Topics: Medieval Literature Credit(s): 3

SPAN 621 - Spanish Medieval Literature Credit(s): 3

SPAN 636 - Topics: Literature of the Spanish Golden Age Credit(s): 3

SPAN 639 - Postwar Spanish Narrative Credit(s): 3

SPAN 640 - Topics: Eighteenth and Nineteenth Century Hispanic Literature
Credit(s): 3

SPAN 647 - Contemporary Hispanic Fiction by Women Credit(s): 3

SPAN 655 - Selected Authors, Works and Themes Credit(s): 3-12

SPAN 660 - Topics: Contemporary Hispanic Literature 1936-present
Credit(s): 3

SPAN 662 - Topics: Hispanic Short Fiction Credit(s): 3

SPAN 665 - Spanish Reading Workshop Credit(s): 3

SPAN 668 - Hispanic Children's Literature Credit(s): 3

SPAN 672 - Sugar, Salsa & Santeria Credit(s): 3

SPAN 675 - Topics: Hispanic Culture and Civilization Credit(s): 3

SPAN 869 - Master's Thesis Credit(s): 1-6

SPAN 875 - Seminar: Topics in Spanish Literature Credit(s): 3

iii. Additional Pedagogy/Education Courses (10 credits):

EDUC 613 - Adolescent Development and Educational Psychology

Credit(s):3

EDUC 614 - Teaching Exceptional Adolescents Credit(s): 3

LLCU 617 Language Teaching Practicum (1 credit)

Advisor-approved Capstone (3 credits)

iv. Student teaching (3 credits):

EDUC 750 - Student Teaching (3 credits)

B. Comprehensive examinations.

a. The comprehensive examinations in the student's major area or areas (Spanish) and in World Language Pedagogy have a written as well as an oral portion. The examinations are based on coursework and on [reading lists](#) available online.

b. Admission to the oral examination will be granted only to those students who have passed the written examination.

c. Students who fail the exam may retake it only once. In some cases, where the student fails a portion of the exam that represents less than 50% of the whole, the faculty may require the student to retake only the section(s) failed. Students have the opportunity to do so only once.

d. For borderline cases, a written assignment may be required by the faculty.

e. For the minor field, there is no examination, but prior advisement to assure a coherent program is necessary. Students should consult their advisor.

f. Results of the comprehensive examination will be communicated to the student by the relevant language faculty's member on the Graduate Studies Committee and forwarded to the Director of Graduate Studies.

B. Committees for thesis

1. Any well-qualified student (normally defined as one who has not received any final course grade lower than A-) by March of the second semester can officially request to GSC to write a thesis.
2. The director and second reader make up the Department of Languages, Literatures, and Cultures MA thesis committee. Ideally, the director should have established a record of publication and/or scholarship in the field of the thesis. The director shall be a full-time member of the faculty of the University. The definition of faculty shall include professional staff who hold secondary faculty appointments within the department or faculty with joint appointments in the MA student's unit. Faculty who have retired or resigned from the University may continue to chair committees of students whose work began under their direction prior to their retirement or departure from the University.

Individuals who do not meet the above stated definition given for faculty status may co-chair the thesis committee provided that the other co-chair meets the definition for faculty status, or may serve as second readers.

3. Suggested Timelines/Guidelines

a. Year 1, Fall: Students interested in pursuing the Thesis Option should approach their advisor for discussion and consideration of the potential project. After discussion with the advisor and getting GSC approval, the student must, in consultation with the advisor, seek an MA thesis director in the appropriate field/language who is willing to direct the thesis. Students are encouraged to work with a director with whom they have taken a class. Students considering the Thesis Option should recognize the thesis as a writing intensive project. Students must demonstrate the ability to work independently as well as excellent research and writing skills in their first-semester coursework.

b. Year 1, Spring: Thesis proposal (including research schedule) must be submitted and approved by the Thesis Director, and by the Graduate Studies Committee, before the end of the spring semester. (IRB Training should also be completed before the end of this term.)

c. Year 1, Summer: Literature review and data collection plan must be submitted to Thesis Director by the end of the summer.

d. Year 2, Fall: Following IRB approval, data collection must be completed the end of the fall.

e. Year 2, Winter: Data analysis must be submitted and approved by Thesis Director by the end of the winter session.

f. Year 2, Spring, March 1: A complete thesis draft needs to be reviewed/approved by the Thesis Director.

g. Year 2, Spring, March 31: Feedback from the second reader should reach the candidate no later than March 31st.

h. Year 2, Spring, April: confirm Graduate Office deadline to turn in thesis.

3. The Program requires full-time residence at the University of Delaware.

4. The Masters' Degree requires a minimum of four semesters (two years).

Note: Please refer to the Graduate Student Handbook for further Information regarding MA Comprehensive Examinations and MA Thesis Options. (<https://www.dllc.udel.edu/grad-study/for-current-students/graduate-student-handbook>)

C. Grade Requirements for the Degree

1. Students admitted into the Program must maintain a minimum cumulative graduate grade point average (GPA) of 3.00 on a 4.00 scale each semester. A student's cumulative grade point average shall be at least a 3.00 and the student's grades in courses counted toward the degree requirements of the program shall equal at least a 3.00. A grade below a C- will not be counted toward the course requirements for a degree but is calculated in the student's cumulative grade point average. Please refer to the university website for details:

<https://www.udel.edu/academics/colleges/grad/current-students/academic-support/policies/>

2. All graduate courses are used towards the M.A. degree.

Part IV. Assessment Plan

A. There are two ways to assess the outcome of the Program:

1. Direct measurement of students' learning outcome by their ability in Spanish Language Pedagogy reflected in their teaching portfolios. Specifically, their portfolio should include, but is not limited to, the following:

- i. Course and curriculum design, review of Spanish teaching materials and textbooks; a chapter or a thematic unit developed by the students, and various assessment instruments that go along with it, as well as adoption of technology in the classroom
 - ii. Two to three standard-based lesson plans; Two lesson demonstration videos with specific teaching techniques 100% target language use, and performance-based assessments with rubrics; technology-based teaching (i.e., course website including online assessment, iPad use for in-class teaching and assessments.
 - iii. Research paper on the acquisition of a particular aspect of Spanish language. There can be other components such as reflective journals, demonstration on teaching culture in Spanish as a World Language classroom, research on teaching heritage learners in the U.S., content-based/immersion teaching in K-8, etc.
2. These teaching portfolios, in the form of paper or electronic, will be reviewed and evaluated by a committee composed of faculty members from the Spanish and the Pedagogy programs.

B. Measurement of students' learning outcomes against the Program's stated objectives (see Part V).

Part V. Educational Program Goals

The MA Program in Languages, Literatures, Cultures, and Pedagogy (MA-LLCP) with a Spanish Studies Concentration focuses on developing students' high proficiency levels of Spanish and professional skills and enabling them to critically apply their knowledge of Spanish language, literature, culture, and linguistics to research and professional development in a wide range of career areas. It prepares and qualifies students for doctoral studies in Spanish literature, culture, or applied linguistics, or for teaching adult learners at post-secondary institutions and private secondary institutions in the US and abroad. The certification track prepares students for certification in Delaware to teach Spanish at the K-12 level. This graduate program contributes to the University of Delaware's mission of fostering students as citizens, scholars, and professionals in a global and diverse society.

A. Goal for Language Proficiency.

- a. Demonstrate a high level of competency in written and oral Spanish

communication, approximating or exceeding ACTFL language proficiency standards at the level of Advanced-mid or higher for Pedagogical Development:

B. Goals

a. Demonstrate the ability to deliver instruction at the K-12 level including the use and preparation of effective teaching materials, curriculum plans, lesson plans and learning assessment strategies and tools.

2. Analyze and explain the acquisition of specific aspects of Spanish

3. Demonstrate a broad knowledge of Spanish culture, literature, and history and understand the importance of incorporating the teaching of cultural perspectives, products, and practices into the language curriculum for Literature and Culture Appreciation/Analysis:

C. Goals

a. Critically analyze canonical texts in Spanish literature and culture and situate them within the context of literary and cultural movements

2. Apply relevant theoretical frameworks to the analysis of primary texts and cultural artifacts

3. Practice a high level of self-reflection through comparisons between American and Spanish cultural and literary norms.

Part VI. Financial aid

A. Financial Awards

1. Admitted TAs will be paid a monthly stipend (paid twice a month, over nine months) plus a full-tuition scholarship.

2. Each semester the Program will evaluate each student's progress according to norms established by the Graduate College.

Part VII. Departmental Operations

1. Students should follow University policies regarding student government and organizations.

2. Travel for professional meetings or presentations.

a. The Program follows the DLLC Departmental policies regarding travel for professional meetings or presentations.

Part VIII. Available Resources

A. Learning Resources

a. University of Delaware Library's collections are able to support the MA in LLCP-Spanish Studies Concentration. The proposed Program is directly supported by the Library's collections in literary criticism, linguistics, history, language pedagogy, cultural studies, and other interdisciplinary areas. Please refer to the Library Assessment Statement for details.

B. Faculty / Administrative Resources

a. The Program will be administered by the Chair of the Spanish Programs. The distinguished faculty members of Spanish and Pedagogy are expected to teach in the Program.

C. External Funding. Funding for the Graduate College is expected to support TAs.

Part IX. Resources Required

1. Learning Resources: No additional learning resources are required.
2. Personnel Resources:
 1. No new faculty positions are required.
 2. We will take advantage of the strengths of our existing distinguished faculty in DLLC, along with faculties in our partner departments (ENGL, HIST, ARTH, FASH) and to offer a program capable of competing favorably for the highest caliber of students.
3. Budgetary Needs. There are no budgetary needs.

Part X. IMPLEMENTATION AND EVALUATION

1. Implementation Plan: This is a current and functioning program.
2. Recruitment and information: We publicize the Program in the freshman class within DLLC. We also recruit interested students with the help of the DLLC and various regional Spanish Associations. Also, we promote the Program in universities in Spain, Mexico, Chile and Argentina.
3. Enrollment of first student group: Spring 2023.