



MDFL MISSION STATEMENT

It is the mission of the Department of Modern Foreign Languages to support and to strengthen a liberal arts education within a Christian context by providing a curriculum that enables majors in the department to continue their language study in graduate programs, to acquire a solid knowledge base and appreciation of a culture different from their own, to develop a reasonably critical view of their own culture, and to gain an astute international perspective and awareness.

FRENCH, GERMAN AND SPANISH MAJOR PORTFOLIOS

PURPOSE

The purpose of the MDFL Major portfolio is: (1) to document a major's progress in the target language and toward the first five intended student learning outcomes (2) to allow majors to self-assess their progress in the target language; (3) and to assist the department in determining the strengths and weaknesses of its programs so that it may modify its curriculum and address any concerns.

MATERIALS

Students should save all of their assignments from courses taken on campus or when studying abroad. Each portfolio item should include any original grading rubric used to assess the skill(s)/task(s). The portfolio will also include a final grading rubric completed by the portfolio advisor.

CONTENT

It is the responsibility of the student to assemble and to maintain their major Portfolio; students should consult annually with their foreign language advisor on the portfolio's contents. The checklist categories indicate from which language levels students should select their

portfolio documents. The portfolio should display a variety in the kinds of listening, speaking, reading and writing tasks. Multi-draft essays will provide evidence of the creation process of two pieces of writing. Rubrics from interviews and presentations will allow students to gauge their progress in listening and speaking. Copies of assignments will allow students to self-assess their progress in aural comprehension.

NOTE

Students who transfer to Augustana University and receive credits for previous language study, and students who test-out of 200- and/or 300-level courses, may, at the discretion of the Dept. chair, have some portfolio requirements proven by other means.

DUE DATE

It is the responsibility of language majors to turn in their portfolios to their major portfolio advisor no later than two weeks prior to final exams during their last semester. Students who complete the requirements for a language major earlier may turn in their portfolios early.

MDFL INTENDED STUDENT LEARNING OUTCOMES FOR LANGUAGE MAJORS

INTENDED OUTCOMES & OBJECTIVES	METHODS OF ASSESSMENT
1. Students will demonstrate oral and aural competency in the target language at a level appropriate to an undergraduate degree.	Senior Portfolio Pieces 4, 5, 6
2. Students will demonstrate grammatical and mechanical competency in the target language at a level appropriate to an undergraduate degree.	Senior Portfolio Pieces 1, 2, 3, (5)
3. Students will demonstrate the ability to write in the target language in different styles at a level appropriate to an undergraduate degree.	Senior Portfolio Pieces 1, 2, 3
4. Students will demonstrate an understanding of popular and literary texts in the target language and the ability to analyze literary works and to discern aesthetic, artistic, cultural and/or moral values.	Senior Portfolio Pieces 1, (2), (3), (5) reading assignments in the target language from 300-level courses
5. Students will demonstrate an awareness of the similarities and differences between the target culture(s) and their own culture.	Senior Portfolio Pieces (1), (2), (3), 5
6. Students will receive a well-rounded foreign language education within a liberal arts setting that enables them to pursue a career related to their major field or to enter a graduate program of study.	<i>MDFL Senior Exit Survey</i> <i>MDFL Recent Graduate Survey</i> <i>MDFL Five-Year Alumni Survey</i>

FRENCH, GERMAN & SPANISH MAJOR PORTFOLIO CHECKLIST

Student Name: _____








Circle major: French German Spanish

i. 1 COVER LETTER

A one-to-two page cover letter by the student, written in English. Majors will: (1) provide a self-assessment of the overall progress achieved in the target language and pinpoint areas that could achieve even greater mastery with continued language exposure or study after graduation, and (2) articulate how they foresee that their study of language, literature and culture might contribute to their future aspirations.

Note: For each portfolio piece, students should include the original grading rubric or scoring sheet and any instructor comments.

(ACTFL National Standards for Foreign Language Learning)

listening	speaking	reading	writing	literary analysis	cultural analysis	completed
						

1. 2 FORMAL MULTI-DRAFT ESSAYS

1.3, 2.2, 3.1, 3.2, 6.1, 6.2

						
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Two multi-draft formal essays, at least 3 pages each, written in the target language, from 300-level courses. Students should include all drafts, the essay's final and corrected version, and any grading rubrics or instructor evaluation. One essay must be a literary analysis; the second essay must cultural or historical analysis (i.e. film, work of art, historical figure or event, tradition or custom, etc.). A major's optional honor thesis may also be included.

2. 1 INFORMAL WRITING

1.3

						
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One example of informal writing, 1-2 pages, written in the target language, from a 300-level course, such as: a letter, a journal entry, a reflection or opinion piece, an in-class essay or composition, a reaction statement, etc. Students should include any grading rubrics or instructor evaluation; multiple drafts are not required.

3. 1 UNASSISTED WRITING



1.3, 5.2, 6.1

						
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One example of unassisted writing in the target language, 1-2 pages, appropriate for a 300-level course, such as: a letter, journal entry, reflection or opinion piece, reaction statement, film review, etc. This assignment is sole responsibility of the student and should normally be completed during the student's last semester of language study. It is to receive no prior grading or editing from a faculty member, or any outside assistance. Majors are rather responsible for editing their own work.

4. 1 RUBRIC: UNSCRIPTED SPEAKING




1.1, 1.2, 2.1

						
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Majors should include the speaking rubric from an oral interview, dialogue or examination in the target language; a speaking exam or assignment from a conversation/composition course or other 300-level course is preferred.

5. 1 RUBRIC: SCRIPTED SPEAKING OR PRESENTATION

1.3, 5.1

						
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Majors should include the presentational rubric from an oral or class presentation or performance; a presentation from a 300-level course is preferred.

6. 2 LISTENING ASSIGNMENTS

1.2

						
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At least two listening assignments (dictations, listening comprehension activities or tasks from workbooks, quizzes/tests, in-class assignments, etc.) from at least two different 200/300 level courses.