



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.

MODERN FOREIGN LANGUAGES (MFL) MAJOR PORTFOLIO

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. Students who are pursuing dual MFL and single-language majors are allowed, where appropriate, to count a single portfolio pieces for both majors. E.g.: dual German and MFL majors need only complete 2 listening assignments in German (portfolio piece 5); etc.

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>

MODERN FOREIGN LANGUAGES (MFL) MAJOR PORTFOLIO CHECKLIST

Student Name: _____

Circle primary language: French German Spanish

Circle secondary language: French German Spanish other

i. 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 languages 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 languages, literatures and cultures might contribute to their future aspirations.

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

listening	speaking	reading	writing	literary analysis	cultural analysis	completed

1. 2 FORMAL MULTI-DRAFT ESSAYS

ACTFL Standards: 1.3, 2.2, 3.1, 3.2, 6.1, 6.2

primary language:

secondary language:

Two multi-draft formal essays, at least 2-3 pages each, written in the target languages, from 200- or 300-level courses. A 300-level course in the primary target language is preferred. 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. 2 INFORMAL WRITING

ACTFL Standards: 1.3

primary language:

secondary language:

Two examples of informal writing, 1-2 pages, one in each of the target languages, from any 200- or 300-level courses. Examples include: 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. For the primary language, a sample from a 300-level course is preferred.

3. 2 RUBRICS: UNASSISTED WRITING

ACTFL Standards: 1.3, 5.2, 6.1

primary language:

secondary language:

Two examples of unassisted writing, one in each of the target languages, appropriate for a 200- or 300-level courses: a letter, journal entry, reflection or opinion piece, reaction statement, film review, etc. This assignment will be the 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 their own editing and revisions.

4. 2 RUBRICS: UNSCRIPTED SPEAKING

ACTFL Standards: 1.1, 1.2, 2.1

primary language:

secondary language:

Majors should include the speaking rubrics from oral interviews, dialogues or examinations in the target language; speaking exams or assignments from 200- or 300-level courses. For the primary language, a sample from a 300-level course is preferred.

5. 2 RUBRICS: SCRIPTED SPEAKING

OR PRESENTATION, ACTFL Standards: 1.3, 5.1

primary language:

secondary language:

Majors should include the presentational rubrics from an oral or class presentations or performances from 200- or 300-level courses. For the primary language, a sample from a 300-level course is preferred.

6. 2 LISTENING ASSIGNMENTS

ACTFL Standards: 1.2

primary language:

secondary language:

At least two listening assignments in each language (dictations, listening comprehension activities or tasks from workbooks, quizzes/tests, in-class assignments, etc.) from 200- or 300 level courses. For the primary language, samples from 211 or 300-level courses are preferred.