Faculty
Jean Marie Walls (1987). Professor of Language and Department Chair. B.A. and M.A., Mississippi State University; and Ph.D., Louisiana State University. Additional study, Northwestern University.


Victoria Malone (2005). Coordinator of Study Abroad and Assistant Professor of Language. B.A. and M.A., Northern Illinois University

Karen Martin (2003). Professor of Language. B.A., Samford University; B.A., Union University; M.A., The University of Alabama; D.M.L., Middlebury College.

Kristie Niemeier (2010). Assistant Professor of Language. B.A., Transylvania University; M.A., University of Kansas; Ph.D., University of Kentucky.

Phillip G. Ryan (1997). Acting Director, Center for Intercultural Engagement, Professor of Language, and Coordinator of ESL Programming. B.A., Union University; M.A., University of Memphis; Ph.D. Indiana University of Pennsylvania.

Staff

Curriculum
The Department of Language provides a multifaceted, innovative curriculum in language, literature, culture and language acquisition. The Department offers majors in French, Spanish, Teaching English as a Second Language, and Applied Linguistics with the option of teacher licensure in the first three. The Department’s commitment to a strong interdisciplinary approach to the study of language and culture is reflected in the variety and scope of offerings, as well as the opportunities to enhance on-campus study with off-campus international and domestic programs.

The French and Spanish majors offer three tracks. All hours of the major are in one language unless the student has received prior written permission of the Chair. A minimum of 15 hours, including 490, of the major must be earned under the direct supervision of the faculty of Union University.

Students are strongly urged to complete the immersion experience required for the French and Spanish majors prior to the last semester of study at Union and to enroll in at least one language course after the experience. See Department guidelines for details about planning study abroad.

The Teaching English as a Second Language major, with its strong emphasis in applied linguistics and with its field experience opportunities, provides a supportive and substantive framework for participants to develop their understanding of language and to explore their own development as language teachers. The program is designed for those seeking employment teaching English as a second or foreign language.

The Applied Linguistics major is designed for students committed to vocational and intellectual pursuits involving human language, including translation, interpretation, cross-cultural engagement, and research. The major incorporates a range of current linguistic theory and research, providing students with a framework for understanding the complexities of human language, including its structure, its acquisition, its role in culture and society, its relationship to literacy, and its significance in identity negotiation. The major also includes an innovative 12-hour component in which students—under the direction of the lead faculty—construct an emphasis relevant to linguistics, including but not limited to immersion opportunities in less commonly taught languages.

I. Major, French or Spanish: Language and Culture Track—37 hours
A. Select 6 hours: 211, 212, 213, 214 or any Upper level courses
B. Select 6 hours: 311, 312, 316, 317, 411, 420, 421, 499, 395/495
C. Select 9 hours from one group and 12 hours from the alternative group
   1. 313, 325, 330, 430, 440, 395/495
   2. 213 or 214, 318, 319, 320, 419, 499, 395/495
D. External program/study credit approved by department—3 hours
E. 490—1 hour
F. B, C, or D above must include at least 6 hours at the 400 level

II. Major, French or Spanish: Literature and Culture Track—37 hours
A. Select 6 hours: 211, 212, 213, 214 or any Upper level courses
B. Select 6 hours: 311, 312, 316, 317, 411, 420, 421, 499, 395/495
C. Select 9 hours from one group and 12 hours from the alternative group
   1. 313, 325, 330, 430, 440, 395/495
   2. 213 or 214, 318, 319, 320, 419, 499, 395/495
D. External program/study credit approved by department—3 hours
E. 490—1 hour
F. B, C, or D above must include at least 6 hours at the 400 level
III. Major, French or Spanish: Teacher Education Track—36 hours
A. 213 and 6 hours from: 211, 212, 214 or higher—9 hours
B. 313, 325, 330 and either 430 or 395/495—12 hours
C. Select 6 hours of Literature, Survey or Genre
   1. FRE 311, 312, 317, 420, 421
   2. SPA 311, 312, 316, 411, 420, 395/495
D. 318, 319 or 419; 350, 490—choose 7 hours
E. External program/study credit approved by department—3 hours
F. B, C, or D above must include at least 6 hours at the 400 level
G. Professional Education:
   2. Fall of Internship Year – EDU 306, 340, 423, 440
   3. Spring of Internship Year – EDU 441 and 451
   4. CSC 105 is required in the BA core
H. Completion of applicable portions of the Praxis II.
I. For additional information, see the Assistant Dean for Teacher Education and Accreditation.

IV. Major, Teaching English as a Second Language—34 hours
A. TESL 210, 220, 315, 320, 410, 440
B. ICS 320; EDU 423; LANG 350; ENG 450 or 460
C. One of: PSC 332, PHL 349, SOC 419
D. Language prerequisite: Six hours 200 or above or demonstrated proficiency as approved by the Language Department.
E. TESL 490—1 hour

V. Major, Applied Linguistics—34 hours
A. ALNG 220, 315, 325, 440—12 hours
B. ICS 245, 320; ENG 450—9 hours
C. External Study—9 to 12 hours through the Institute for International or Intercultural Studies or another program approved by the Language Department. Approved programs awarding less than 12 hours will require an advisor-approved elective to fulfill the 12-hour requirement.
D. ALNG 490, Capstone—1 hour

VI. Teacher Licensure in English as a Second Language
A. Major requirements as shown above.
B. Professional Education:
   2. Fall of Internship Year – EDU 306, 340, 440
   3. Spring of Internship Year – EDU 441 and 451
   4. CSC 105 is required in the BA core
C. Completion of applicable portions of the Praxis II.
D. For additional information, see the Assistant Dean for Teacher Education and Accreditation.

VII. Minor, Language and Culture Track—21 hours
A. Select 6 hours: 211, 212, 213, 214, or any Upper level courses
B. Select 6 hours: 311, 312, 316, 317, 411, 420, 421, 499, 395/495
C. Select 6 hours: 313, 325, 330, 430, 440, 395/495
D. Select 6 hours: 213 or 214, 318, 319, 320, 419, 499, 395/495
E. B, C, or D above must include at least 3 hours at the 400 level

VIII. Minor, Literature and Culture Track—21 hours
A. Select 6 hours: 211, 212, 213, 214, or any Upper level courses
B. Select 6 hours: 311, 312, 316, 317, 411, 420, 421, 499, 395/495
C. Select 6 hours: 313, 325, 330, 430, 440, 395/495
D. Select 3 hours: 213, 318, 319, 320, 419, 499, 395/495
E. B, C, or D above must include at least 3 hours at the 400 level

IX. Minor, Teaching English as a Second Language—21 hours
A. TESL 210, 220, 315, 320; ICS 320—15 hours
B. TESL 410 or 440; EDU 423—6 hours

X. Minor, Applied Linguistics—22 hours
A. ALNG 220, 325, 440—9 hours
B. ICS 245 and 320—6 hours
C. ALNG 490, Capstone—1 hour
D. Select one Option
   1. Option 1/External Study: 3 to 6 hours through the IIS or another program approved by the Language Department. Approved programs awarding 3 hours will require a Language Department Approved elective.
   2. Option 2: ALNG 315 and ENG 450

Applied Linguistics Program Guidelines
• Students majoring in any Applied Linguistics cannot double major/minor with TESL given the shared coursework approach.
• The 12-credit hour external program component for the major will consist of an immersion experience involving intensive language study new to the learner approved by the department.
• The goal of the 12-credit hour external program component is not language proficiency gains as much as it is a self-reflexive experiential learning component that complements the broader program of study.
• Students may petition the Language Department to apply the 12-credit hour external program component in a second language as satisfying the University’s BA-level core language requirement.
• The external program component has a pre-requisites: ALNG 220, 325; ICS 245, 320.

Assessment of Majors
All language majors must have oral proficiency in the target language equivalent to an ACTFL rating of “Intermediate High.” This will be determined by the appropriate instructor through an individual interview to be conducted during the second semester of the junior year. Each student is responsible for scheduling the interview during the designated semester. See Department Chair for additional information.

Students presenting transfer or testing credit in language will be evaluated toward placement in the program and in possible application of those credits toward a language major or minor.
**Course Offerings in Arabic (ARA)**

( ) Hours Credit; F-Fall, W-Winter, S-Spring, Su-Summer

*116. Contemporary Arabic I (6) Su*
An introduction to the fundamentals of pronunciation and grammar of written and spoken Arabic and introductions to the culture and traditions of the Arab world.

*216. Contemporary Arabic II (6) Su*
Pre-requisite: ARA 116 or demonstrated proficiency
The course builds on the fundamentals of pronunciation, conversation, grammar of Arabic introduced at the beginning level and will introduce students to more complex grammatical structures and conversation levels.

*This course sequence is offered only through an approved Study Abroad program.*

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**Course Offerings in Applied Linguistics (ALNG)**

( ) Hours Credit; F-Fall, W-Winter, S-Spring, Su-Summer

220. Principles of Language and Acquisition (3) F Reciprocal credit: TESL 220. See TESL 220 for course description.

315. Critical Contexts of Language and Literacy (3) F Reciprocal credit: TESL 315. See TESL 315 for course description.

325. Introduction to Language Acquisition (3) F Prerequisite: ALNG/TESL 220.
A study of the cognitive, psychological, and environmental factors related to human language acquisition, the complexities of multilingualism as it relates to acquisition, the similarities and differences between first and additional language acquisition, and the relationship between language acquisition and language learning.

359. Service Learning Immersion Experience (3) As Needed
Pre-requisite: At least 200-level course
This three-hour course is for students who are working with a community-based organization which requires them to use their target language. The independent readings and requirements provide a framework for the student to think critically about the real-life situations they encounter and to hone their language skills in a context-specific way.

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**Course Offerings in French (FRE)**

( ) Hours Credit; F-Fall, W-Winter, S-Spring, Su-Summer

111-2. Beginning French (3) 111—F; 112—S
Fundamentals of pronunciation, conversation, grammar, and composition. FRE 111 cannot be taken for credit by students who have had three or more secondary school units. Three hours lecture and one hour lab per week.

211. Intermediate Conversation and Grammar (3) Every Fourth Semester
Prerequisite: FRE 112, 2 years high school FRE or demonstrated proficiency.
Conversation, listening comprehension, introduction to phonetics, grammar review.

212. Composition and Grammar (3) Every Fourth Semester
Prerequisite: FRE 112, 2 years high school FRE or demonstrated proficiency.
Review of fundamental grammar and continued development of higher level communicative skills with particular focus on strengthening writing and compositional skills.

213. Introduction to Francophone Cultures (3) Every Fourth Semester
Prerequisite: FRE 112, 2 years high school FRE or demonstrated proficiency.
Readings and other materials on selected aspects of Francophone cultures.

214. Readings in Literature and Culture (3) Every Fourth Semester
Prerequisite: FRE 112, 2 years high school FRE or demonstrated proficiency.
Development of reading skills necessary for analyzing texts representing a broad range of written sources.

Upper-level courses are offered on a 2 or 3-year rotation:

311. Survey of French Literature (3)
Prerequisite: One 200-level French course or equivalent proficiency.
Study of the literature of France from Chanson de Roland through the 18th century.

312. Survey of French Literature (3)
Prerequisite: One 200-level French course or equivalent proficiency.
Study of the literature of France from the beginning of the 19th century to the present. Lectures, readings, and reports.
Course Offerings in German (GER)
( ) Hours Credit; F–Fall, W–Winter; S–Spring; Su–Summer

111-2. Beginning German (3 and 3) As Needed
Prerequisite: 6 hours of German at the 200 level or demonstrated proficiency.
Fundamentals of pronunciation, conversation, grammar, and composition. GER 111 cannot be taken for credit by students who have had three or more secondary school units.

211-2. Intermediate German (3 and 3) As Needed
Prerequisite: GER 112 or demonstrated proficiency.
Review of grammar; reading of German texts; conversation and composition.

Course Offerings in Biblical Languages (GRK and HBR)
For major and minor requirements and course offerings in Biblical Languages (Greek and Hebrew), see the School of Theology and Missions.

Course Offerings in Sign Language (SIG)
( ) Hours Credit; F–Fall, W–Winter; S–Spring; Su–Summer

101-2. Introduction to American Sign Language (3)
101—F; 102—S
Fundamentals of American Sign Language (ASL) including syntax, semantics, and pragmatics of signing as well as an introduction to deaf culture. These courses do not satisfy the core curriculum language requirement or any humanities requirement.
Course Offerings in Spanish (SPA)
( ) Hours Credit; F–Fall, W–Winter; S–Spring; Su–Summer

111-2. Beginning Spanish (3) 111—F, S; 112—F, S
Fundamentals of pronunciation, conversation, grammar, and composition. SPA 111 cannot be taken for credit by students who have had three or more secondary school units. Three hours lecture and one hour lab per week.

211. Intermediate Conversation and Grammar (3) Every Fourth Semester
Prerequisite: SPA 112, 2 or more years high school Spanish or demonstrated proficiency.
Conversation, listening comprehension, introduction to phonetics, grammar review.

212. Composition and Grammar (3) Every Fourth Semester
Prerequisite: SPA 112, 2 or more years high school Spanish or demonstrated proficiency.
Review of fundamental grammar and continued development of higher level communicative skills with particular focus on strengthening writing and compositional skills.

213. Introduction to Hispanic Cultures (3) Every Fourth Semester
Prerequisite: SPA 112, 2 or more years high school Spanish or demonstrated proficiency.
Readings and other materials on selected aspects of Spanish and Spanish American cultures.

214. Readings in Literature and Culture (3) Every Fourth Semester
Prerequisite: SPA 112, 2 or more years high school Spanish or demonstrated proficiency.
Development of reading skills necessary for analyzing texts representing a broad range of written sources.

Upper level courses are offered on a 2 or 3-year rotation:

311. Survey of Spanish Literature (3)
Prerequisite: One 200-level Spanish course or equivalent proficiency.
Study of the literature of Spain from Poema de Mio Cid through the 17th century.

312. Survey of Spanish Literature (3)
Prerequisite: one 200 level Spanish course or equivalent proficiency.
Study of the literature of Spain from the beginning of the 18th century to the present.

313. Advanced Conversation (3)
Prerequisite: 6 hours of Spanish at the 200 level or demonstrated proficiency.
Advanced oral communication with emphasis on recognizing and using appropriate register, interpersonal skills for different contexts, and non-verbal communication.

314. Spanish Conversation and Cinema (3) W
Pre-requisite: 3 hours of Spanish at 300-level or demonstrated proficiency
This course is designed to guide students in the development of speaking skills primarily through film, using materials that will further their knowledge of Spanish culture and language. The course is designed to provide information and opportunities for practice that will allow students to learn to communicate both objectives and subjective ideas more effectively in spoken Spanish. The speaking skills developed in this course will help prepare students for further study in Spanish language, literature, and cultures. Finally, the materials used in the course will contribute to students' understanding of the Hispanic world.

316. Survey of Spanish American Literature to the 19th Century (3)
Prerequisite: One 200-level Spanish course or equivalent proficiency.
Representative Spanish American authors from the Conquest to the 19th Century.

317. Survey of Spanish American Literature from the 19th Century (3)
Prerequisite: One 200-level Spanish course or equivalent proficiency.
Representative Spanish American authors from the 19th Century to the present.

318. Historical Perspectives of the Hispanic World: Spain (3)
Prerequisite: any 200-level course
Advanced study of the historical development of Spanish culture.

319. Historical Perspectives of the Hispanic World (3)
Prerequisite: any 200-level course
Advanced study of Hispanic perspectives on the historical development of the cultures of the Spanish-speaking world.

320. Spanish for Professional Contexts (3)
Intensive focus on oral and written communication skills through a variety of translation and interpretation practices including editing of prepared documents, preparation of professional documents in Spanish, and professional protocol. Study of each Spanish-speaking country in terms of demographic and economic indicators.

325. Phonetics and Diction (3)
Prerequisite: One 200-level course.
Pronunciation, intonation, language patterns and use of the International Phonetic Alphabet.

330. Advanced Grammar I (3)
Prerequisite: One 200-level course.
Comprehensive review of grammar with attention to advanced concepts and structures not covered in lower level courses. Development of writing skills and application of grammar concepts through composition.
359. Service Learning Immersion Experience (3) As Needed
Pre-requisite: At least 200-level course
This three-hour course is for students who are working with a community-based organization which requires them to use their target language. The independent readings and requirements provide a framework for the student to think critically about the real-life situations they encounter and to hone their language skills in a context-specific way.

411. Introduction to Hispanic Drama (3)
Prerequisite: One 300-level course.
Reading and analysis of selected Hispanic plays. Study of drama as a literary genre.

416. Latino Literature and Cultural Studies (3) F, Alternate Years
Pre-requisites: SPA 311, 312, 316 or 317
This course proposes an intensive study and discussion of latinismo anchored in cultural productions and representations by Latinas/os dating from the earliest writings of the Spanish in the Americas to the contemporary period.

417-8. Advanced Spanish Studies (3)
Prerequisite: Six hours of advanced Spanish (or three hours and concurrent enrollment in three advanced hours other than 417-8) and approval of the department.
Supervised independent work specifically designed for individual student with content determined by the scope and quality of the student's prior work in Spanish.

419. Hispanic Cultural Studies (3)
Prerequisite: 213 or 319.
An examination of underlying causes of cultural phenomena of the Hispanic world.

420. Introduction to the Hispanic Novel (3)
Prerequisite: One 200-level SPA or equivalent proficiency and instructor's consent.
Reading and analysis of representative novels in Spanish.

430. Grammar and Translation (3)
A history, theory, and practice of written translation, both from Spanish to English and from English to Spanish. Additionally, there will be service-learning opportunities.

Course Offerings in Teaching English as a Second Language (TESL)
( ) Hours Credit; F–Fall, W–Winter; S–Spring; Su–Summer

210. Language and Content Tutoring (3) F
Considers such variables as memory, motivation, language skill, informal needs assessment and collaboration in developing an effective tutoring approach. Twenty-five clock hours of supervised tutoring are required at varying level and tutoring needs.

220. Principles of Language and Acquisition (3) S
Survey of language development, linguistics of English and other languages, psycholinguistic and sociolinguistic variables, and the differences between first and second language acquisition.

310. The Limited English Proficient Student in PreK-12 (3) As Needed
Prerequisite: TESL 210 and 220.
ESL theory and practice for incorporating LEP students of varying abilities into bi- and multilingual classrooms with focus on methods, approaches, strategies, learning styles and culture, and state/federal requirements for non-English background students. Examines the interaction between teacher, student, parent, and administration.

315. Critical Context of Literacy (3) F
Exploring 2nd language literacy from the critical perspective of linguistics, pedagogy, and language teacher education toward the design and teaching of literacy skills to language learners.

320. ESL Assessment (3) S
Prerequisite: TESL 210 and 220.
Examines issues in testing, assessment of language aptitude and competence, and use of results as well as the development of assessment tools.

410. Curriculum and Materials Development (3) F
Prerequisites: CSC 105 and TESL 320.

440. Theories of Language (3)
Prerequisite: TESL 210 and 220.
Psychological bases and processes of language acquisition and use, with emphasis on the relevance of current research for language learning and teaching. Studies language in its social context, social and regional variation, language change and change planning, and the implications of language variety for the transmission of literacy.
Available in multiple departmental prefix:

179-279-379-479. External Domestic Study Programs (1-3) As Needed
All courses and their applications must be defined and approved prior to registering.

180-280-380-480. Study Abroad Programs (1-4)
All courses and their application must be defined and approved prior to travel.

195-6-7. Special Studies (1-4)
295-6-7. Special Studies (1-4)
Lower-level group studies which do not appear in the regular departmental offerings.

260, 360, 460. Language Immersion (1-3)
Prerequisite: 112 or equivalent of the target language.
Language immersion experiences offered or approved by the department. May be repeated at any level and a maximum of 3 hours applied toward graduation.

395-6-7. Special Studies (1-4)
Upper-level group studies which do not appear in the regular departmental offerings.

495-6-7. Independent Study (1-4)
Individual research under the guidance of a faculty member(s).

350. Instructional Methodology (1-3)
Prerequisite: One 300-level course. Corequisite: one additional 300 or 400-level course.
A supervised experience in foreign language instruction. Maximum of 3 hours to apply for graduation.

490. Capstone Seminar (1)
Prerequisite: One 300- or 400-level language course.
Capstone course required of all majors in the final semester of coursework in the major. Students will prepare and present a research project/paper based on work done concurrently in any 300- or 400-level course.

498-499. Seminar (1-3)
Examples include but are not limited to Critical Approaches to Culture and Literature, Romance Philology, and Language and Culture.