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.

Phillip G. Ryan (1997). Director, Center for Intercultural Engagement, Professor of Language, and Coordinator of ESL Programing. 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 to Speakers of Other Languages, 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 to Speakers of Other Languages 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 in 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, 359, 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 in French or Spanish: Literature and Culture Track—37 hours
A. Select 6 hours: 211, 212, 213, 214, or any Upper level courses
B. Select 12 hours: 311, 312, 316, 317, 411, 420, 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, 359, 419, 499, 395/495
D. Select 6 hours: 213 or 214, 318, 319, 320, 419, 499, 395/495
E. External program/study credit approved by department—3 hours
F. 490—1 hour
G. B, C, or D above must include at least 6 hours at the 400 level

III. Major in French or Spanish: Educator Preparation 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, 318, 411, 420, 395/495
D. 318, 319 or 419; 350, 359—choose 6 hours
E. 490–1 hour
F. External program/study credit approved by department—3 hours
G. B, C, or D above must include at least 6 hours at the 400 level
H. 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
I. Completion of applicable portions of the Praxis II.
J. For additional information, see the Assistant Dean for Teacher Education and Accreditation.

IV. Major in Teaching English to Speakers of Other Languages—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 in Applied Linguistics—34 hours
A. ALNG 220, 315, 325, 440—9 hours
B. ICS 245, 320; ENG 450—9 hours
C. External Study—9 to 12 hours through the Intercultural Studies Program 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 Teaching English to Speakers of Other Languages
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 in Language and Culture Track—21 hours
A. Select 6 hours: 211, 212, 213, 214, or any Upper level course
B. Select 3 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 in Literature and Culture Track—21 hours
A. Select 6 hours: 211, 212, 213, 214, or any Upper level course
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 in 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 IILS 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

Major in Spanish, French, Applied Linguistics, or Teaching English to Speakers of Other Languages with Discipline-Specific Honors
The Honors program in the Department of Languages offers outstanding students the opportunity to engage in advanced, academically-rigorous research and writing projects that expand upon the breadth and depth of the standard curricular offerings in Spanish, French, TESOL, and Applied Linguistics. Honors students will contract to perform honors work, to be defined by a collaboration between the student and the professor, in four upper-division courses in the major. The specific courses involved are delineated below according to their respective major tracks. The fourth of these courses will be an intensive research course focused on developing the honors thesis, which will be a synthesizing paper that builds upon the research focus developed in the prior honors courses.

After a student has satisfied requirements, the student may begin the discipline-specific honors program. In most cases, this will begin no later than fall of the junior year, but may begin once admissions requirements have been satisfied in order to accommodate students with multiple majors or an accelerated graduation timeline. The request to participate in the program should initiate with the student’s advisor, who will ensure that admissions requirements have been met. Students must have 3 full semesters remaining on campus in order to enroll in DSH, and honors-designated courses must be taken on-campus at Union so that the research can be directed by Union faculty. Study abroad sequences should be carefully planned in order to allow students to complete all course requirements and enroll in the program length of their choice abroad; students who plan a full semester abroad should begin the honors sequence no later than fall of the junior year, but enrolling in the spring of
the sophomore year is recommended. Students may enroll in no more than two honors-contracted courses in the department per semester. All honors courses must be upper-level courses. If there is a compelling reason to do so that supports the student’s research goals, a student may request to take one of his/her honors courses outside the major department.

Specific designation of honors courses within the major will be as follows:

1. The student in SPA or FRE honors will designate three 3-hour upper-level courses as honors courses, and the student and professor will work together to ensure that the honors component involves more in-depth and comprehensive research than the standard enrollment. The final honors-designated course will be SPA 417 or FRE 417, the Special Studies course, which will be an intensive research course completed with close guidance from the faculty member and focused on preparation and writing of the honors thesis.
2. The student in ALNG honors will designate ALNG 315, 325, 440, and 495 as honors-contracted courses.
3. The TESOL honors student will designate 315, 320, 410, and 440 as honors-contracted courses.
4. All honors students in the department will present their honors thesis in lieu of the standard capstone presentation when they enroll in the required SPA/FRE/TESL/ALNG490 course during their final semester of coursework in the major.

Admission Requirements:
1. 3.5 minimum GPA in the major, including the completion of at least one upper-level course prior to entry into DSH
2. Recommendation to the program by the student’s academic advisor.
3. The student should have at least 3 semesters remaining at Union in order to meet the program requirement of designation of no more than two courses per semester as honors courses and allow time for preparation and presentation of the honors thesis. If students plan a fall or spring full-semester study abroad, they should plan to begin the DSH program no later than the fall of the junior year. They may incorporate research conducted abroad into their thesis research, but the honors-designated courses must be taken at Union to allow for oversight by a Union faculty member.

Progression:
1. The student must maintain a minimum GPA of 3.5 in the major in order to remain enrolled in discipline-specific honors.
2. The student must earn an A or B in each honors-designated course and adhere to the timeline that the department specifies for his/her program.
3. If students fall short of any of these requirements, they will be placed on probation with the discipline-specific honors program and given one semester to rectify their shortcomings. If the required adjustments are not made within one semester, the student will be dismissed from the DSH program. The student’s academic advisor will monitor the student's progress through the honors track each semester.

Applied Linguistics Program Guidelines
- Students majoring in any Applied Linguistics cannot double major/minor with TESOL 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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Hours Credit</th>
<th>F-Fall</th>
<th>W-Winter</th>
<th>S-Spring</th>
<th>Su-Summer</th>
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<tbody>
<tr>
<td>ARA 116</td>
<td>6</td>
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<td>Su</td>
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<tr>
<td>ARA 216</td>
<td>6</td>
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*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.
**Course Offerings in French (FRE)**

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

111. Beginning French I (3) F
Fundamentals of grammar and development of elementary skills in listening, speaking, reading, and writing. Designed for students with little or no experience in the language. FRE 111 cannot be taken for credit by students who have had three or more secondary school units.

112. Beginning French II (3) S
Builds on the skills from 111. Fundamentals of grammar and development of elementary skills in listening, speaking, reading, and writing. Designed for students with basic skills from 111 or comparable high school experience.

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. Selected readings and material giving an overview of France and French-speaking cultures around the world.

214. Readings in Literature and Culture (3) Every Fourth Semester
Prerequisite: FRE 112, 2 years high school FRE or demonstrated proficiency. Focus on development of reading comprehension skills and analysis of written texts.

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.

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

317. Survey of Francophone Literature (3)
Prerequisite: One 200-level French course or equivalent proficiency. Study of French literature outside of France. Representative work from Canadian, African, Belgian, and Caribbean writers.

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

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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.
320. French 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 French, and professional protocol.

325. Phonetics and Diction (3)
Prerequisite: One 200-level course.
Pronunciation, intonation, 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.

417-8. Advanced French Studies (3)
Prerequisite: six hours of advanced French (or three hours and concurrent enrollment in three advanced hours other than 417-8) and permission 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 French.

419. Francophone Cultural Studies (3)
Prerequisite: 213 or 319.
An examination of dynamics of culture in the Francophone world. Study of cultural systems, institutions, and practices.

420. Introduction to French Novel (3)
Prerequisite: One 200-level French course or equivalent proficiency.
Reading and analysis of representative novels in French.

421. Introduction to French Poetry (3)
Prerequisite: One 200-level French course or equivalent proficiency.
Study and analysis of poetry and representative texts from the Francophone world.

430. Grammar and Translation (3)
Prerequisite: FRE 330.
A history, theory, and practice of written translation, both from French to English and from English to French. The course will focus on how to translate medical and legal documents, letters, newspaper articles, commercial advertisements, and

Course Offerings in German (GER)
( ) Hours Credit; F–Fall, W–Winter; S–Spring; Su–Summer

111. Beginning German I (3) F
Fundamentals of grammar and development of elementary skills in listening, speaking, reading and writing. Designed for students with little or no experience in the language. GER 111 can not be taken for credit by students who have had three or more secondary school units.

112. Beginning German II (3) S
Builds on the skills from 111. Fundamentals of grammar and development of elementary skills in listening, speaking, reading, and writing. Designed for students with basic skills from 111 or comparable high school experience.

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

Course Offerings in Biblical and Ancient Languages (GRK HBR, LAT)
For requirements and course offerings in Biblical and Ancient Languages (Greek, Hebrew and Latin), 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)**

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

110. *Introduction to Spanish I (3)* F, S
This course introduces the beginning foundations of Spanish vocabulary, grammar and pronunciation and to acquaint students with basic elements of some of the many Spanish-speaking cultures. Concepts covered include vocabulary and topics related to simple Spanish for the workplace. This course is designed for adult studies online programs.

NOTE: *This course does not satisfy BA Specific Core language requirements.*

111. *Beginning Spanish I (3)* F, S
Fundamentals of grammar and development of elementary skills in listening, speaking, reading, and writing. Designed for students with little or no experience in the language. SPA 111 cannot be taken for credit by students who have had three or more secondary school units.

112. *Beginning Spanish II (3)* F, S
Builds on the skills from 111. Fundamentals of grammar and development of elementary skills in listening, speaking, reading, and writing. Designed for students with basic skills from 111 or comparable high school experience.

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. Selected readings and material giving an overview of Spain and Spanish-speaking cultures around the world.

214. *Readings in Literature and Culture (3)* Every Fourth Semester
Prerequisite: SPA 112, 2 or more years high school Spanish or demonstrated proficiency. Focuses on development of reading comprehension skills and analysis of written texts.

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 the 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. Focuses on advanced oral communication skills with emphasis on developing vocabulary, recognizing and using appropriate register, learning interpersonal skills for different contexts, and developing an awareness of 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.

315. *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.

316. *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.

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 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. The course will focus on how to translate medical and legal documents, letters, newspaper articles, commercial advertisements, and other materials. Additionally, there will be service-learning opportunities.

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**Course Offerings in Teaching English to Speakers of Other Languages (TESL)**

1. 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.

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 prefixes:

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.

179PF-279PF-379PF-479PF. External Domestic Study Programs (Pass/Fail) 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.

180PF-280PF-380PF-480PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to travel.

195-6-7. Special Studies (1-4)
Larger-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.