



AY 2008 – 2009
Program Review

Spanish



**Program Review
Spanish
Mesa State College
Fall 2008**

Self-Study Narrative Table of Contents

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A. Timeline: Overview and brief history of the program including majors, minors, and concentrations

When Mesa College was founded in 1925, the instruction of foreign language was part of the core humanities curriculum from the outset. Foreign language was offered as a five credit-hour introductory course in French, followed by a three credit-hour "2nd-Year" French reading class. For the next eighty-plus years, while the institution took on other names – Grand Junction State Junior College, Mesa Junior College, and today's Mesa State College—foreign languages have always been a cornerstone of the school's post-secondary instructional program. What follows is a brief sketch of the highlights of foreign language education, and more particularly Spanish, at Mesa State College since the founding of the college more than eighty years ago.

Indeed, the first college catalog, which covered the 1926-7 academic year, lists French as one of just a handful of core humanities offerings.

With the 1934-35 academic year, the college bolsters its foreign language offerings with a 2nd-year French composition course and one semester of beginning German.

A pre-World War II college catalog dated 1940-42, with its 1940-41 supplement, illustrates broad and deep offerings in foreign language instruction at the institution. Then, the French program consisted of a three-semester foundation sequence, a three-semester, chronological French literature survey, and a French composition course. German mirrored French with its own introductory-to-intermediate, three-semester sequence. Of particular note here, however, is the first appearance of Spanish in the college curriculum: namely, a one-semester Beginning Spanish course plus a separate, more advanced class entitled Spanish Reading, which mirrors how French was first offered in 1926.

The next documentation jumps to post-war 1947-8 and marks the beginning of a pattern that would play out over roughly the next thirty years. Spanish and French become two-semester sequences with occasional supplementary classes in conversation,

composition, and directed reading. German, however, is reduced to a one-semester course and is not expanded again until 1968.

When the institution begins to award baccalaureate degrees in 1974-1975, the foreign language curriculum also reflects corresponding growth. Now, the introductory tracks in German, French, and Spanish are all three comprised of a three-semester sequence of foundation (5 credits), grammar and composition (2 credits), and reading and speaking (3 credits). Beyond that, Spanish and Italian offer classes solely devoted to conversation (3 credits).

By 1981, basic foreign language offerings are standardized across French, German, and Spanish, as a four-semester sequence of three-credit hour courses, essentially the same structure that persists today with our 111, 112, 211, and 212 sequences. Additionally in 1981, under the stewardship of Professor Emeritus David Pilkenton, the Spanish program also adds the following classes to the curriculum: Spanish 114 and 115 – Conversational Spanish I & II and Spanish 117 and 118 – Career Spanish I & II.

By the mid-1980's, however, as the popularity and demand for Spanish classes grow, instructors are recruited from faculty already on board who have knowledge, if not credentials, in the discipline.

In 1988, Professor Emeritus Betsy McLoughlin joins the Spanish section as a part-time instructor to supplement the 1.5 instructors already on board. At this juncture, the degree distinction graduation requirement (3-6 credit hours) can be satisfied with foreign language classes.

By 1991, the second-year Spanish sequence (the current FLAS 211 - 212) is offered routinely, and occasionally a fifth-semester class, today's FLAS 301 Advanced Composition, is taught.

By the mid-1990's, introductory Latin and Greek are being offered, and the idea of a Spanish minor is presented and developed.

The 18-credit minor is implemented during the 1995-96 academic year. Related courses taught in English (History of Latin America, for example) would satisfy some of the minor's requirements.

Two tenure-track appointments are made in Spanish in 1995, and the following year, a full-time instructor in Spanish is added.

In 1998, requirements for the Spanish minor are tightened so that all course work is now FLAS or FLAV designated. One new tenure-track appointment is made in 1998.

In 1999, work begins on a concept paper for developing a Spanish major. Over the course of the subsequent four years, while the college undergoes structural change and becomes independent, there is consistent support for what will be formally approved in spring 2004 by the Board of Trustees as a Spanish major with appropriate course work for three concentrations: Language and Literature, Teaching Licensure, and Applied Professional Spanish. The first Spanish summer study-abroad group completes a five-week program in Seville, Spain in July 1999.

In 2000, a replacement tenure-track appointment is filled, as well as a full-time instructor's position.

In 2003, a tenure-track position is filled.

In 2004, the Spanish minor is expanded to 24 credit-hours beyond FLAS 112. It also reflects the new array of upper division courses that comes with the major. In a streamlining effort, Career Spanish (FLAS 118) becomes a one-semester offering.

In summer 2005, the Spanish major appears in the college catalog for the first time. Approval by the Colorado Department of Education of the Spanish Teaching Licensure track is delayed until the 2006-2007 academic year.

In 2005, the first curricular adjustment to the core of the Spanish major is proposed with the addition of FLAS 411, Spanish and the Nature of Language. In the Applied Professional Spanish track, FLAS 432, Spanish for Social Workers, is consolidated into

a re-titled FLAS 431, Spanish for Health Care & Social Workers. FLAS 424, Spanish Language and Literature of the US Southwest, is eliminated from the curriculum.

A replacement tenure track appointment is made in 2006, and a replacement instructor's position is filled in 2007. A two-semester introductory Japanese course is offered.

In 2007, the Teaching Licensure Track is modified with the adoption of FLAS 444, Using Technology, Literature and Culture in the Spanish Classroom, and the elimination of FLAS 443, Spanish for Public School Teachers. A two-semester introductory American Sign Language course is offered.

With 2008 in progress, we note the considerable growth in the institution, in our foreign language offerings, and, of course, the future impact that our extensive undergraduate Spanish programs might have.

B. Program Goals and Objectives, and Relationship to the Role and Mission of Mesa State College

Mission statement: Mesa State College's mission statement, as found in the 2007-2008 Catalog states:

"There is hereby established a College at Grand Junction, to be known as Mesa State College, which shall be a general baccalaureate and specialized graduate institution with moderately selective admissions. Mesa State College shall offer *liberal arts* and sciences programs and a limited number of professional, technical, and graduate programs. Mesa State College shall also maintain a community college role and mission, including vocational and technical programs. Mesa State College shall receive resident credit for two-year course offerings in its commission-approved service area. Mesa State College shall also serve as a regional education provider." (p. 7, emphasis added).

The Spanish program aids in fulfilling the mission and goals of Mesa State College by providing education in the liberal arts. The Program's goals include:

- Providing a fundamental knowledge of the Spanish language
- Supplying Mesa State College students with a broad liberal arts education in language and an understanding of the multicultural nature of the world
- Developing effective written and oral communication skills
- Encouraging students to participate in research and internship activities that develop intellectual growth and relationships with the community
- Preparing students for successful competition in post-baccalaureate training programs leading to professional careers
- Providing the training and acquisition of skills and knowledge necessary for careers in K-12 education
- Creating an understanding of the Spanish language with regards to its various cultural manifestations (including Spanish in the United States and abroad)
- Fostering the development of cultural awareness among our students by exposing them to ethical, philosophical, technological and humanistic issues relevant to improving the human condition in contemporary society

- Offering coursework to aid in the development of complementary skills for students majoring in other disciplines enhanced by the Spanish program (i.e. Anthropology, Art, Business, Criminal Justice, English, Graphic Design, History, International Studies, Kinesiology, Liberal Arts, Mass Communication, Nursing, Music, Political Science, Psychology, Public Administration/Public Safety, Social Science, Teacher Education, Theater)

By producing linguistically well-prepared and culturally insightful graduates, we are training skilled professionals who can occupy specialized positions in commercial, government, healthcare, and social sectors of the community. Likewise, we are preparing capable teachers who are able to use Spanish in their dealings with native speakers of Spanish as well as teaching Spanish as a second language.

C. Analysis of Need for the Program

Graduates: As would be expected, data regarding our program indicate the increased number of graduates over the past five years, which is illustrated in Figure 1 below. In 2005 one student graduated with a BA in Spanish from Mesa State College; this number is duplicated in 2006. The number of graduates increased to nine in 2007, which number is encouraging, as this was the first cycle of students who spent four years in our program. In 2008 the number of graduates levels off, with a total of six. The number of projected graduates for the AY 2009 is currently at seven students.

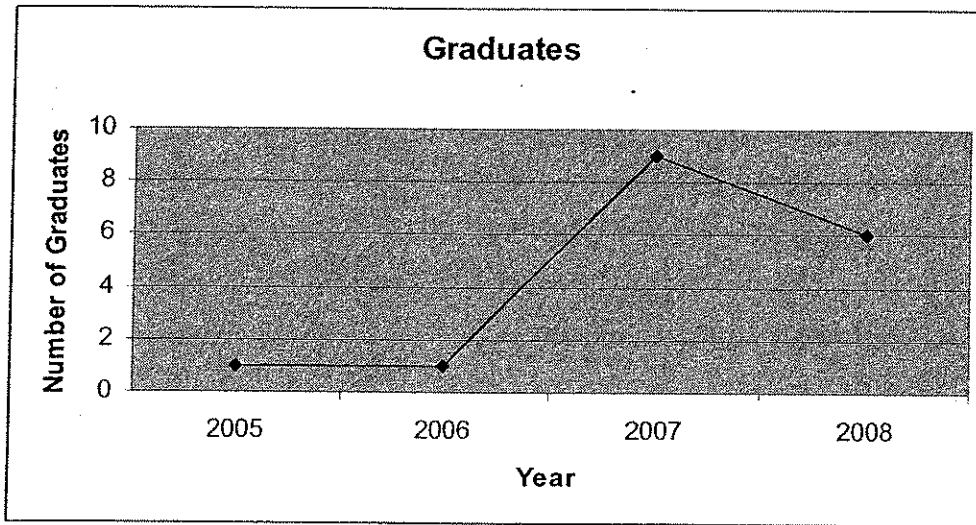


Figure 1: Number of Spanish Graduates

Students from the Spanish program have graduated with an emphasis in one (or two) of our three concentrations:

- Spanish for Applied Professionals, eleven graduates
- Spanish Language and Literature, six graduates
- Spanish Secondary Teaching, two graduates

Majors: Currently there are 21 majors in Spanish for Applied Professionals, 9 in Spanish Language and Literature, and 10 majors in Spanish Secondary Teaching. As shown in Figure 2, these numbers reflect a steady increase in the number of students majoring in our program.

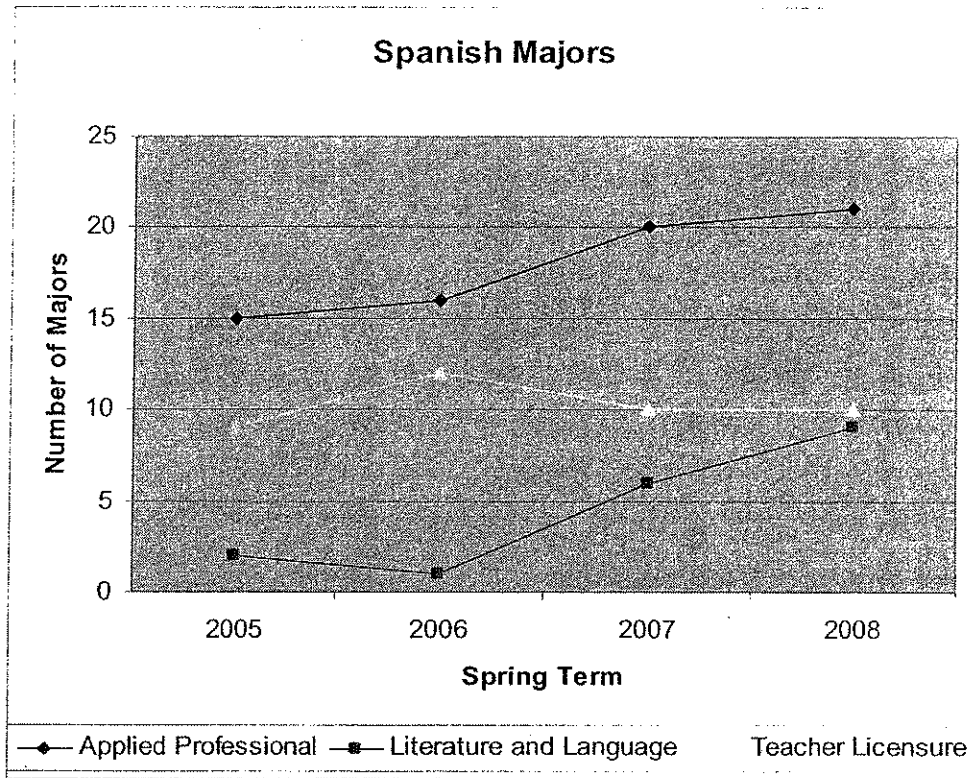


Figure 2: Number of Majors by Track

Enrollment: Figures 3, 4 and 5 present enrollment data for the program over the past five years. Between academic years 2004 and 2008, the enrollment in FLAS 100-level courses has declined from a high of 1272 students in 2006 to the current levels of 1090 students. However, this number represents the phasing out of two courses (116/117) over the past 5 years. The enrollment numbers of our current introductory courses (111/112) have remained steady over this same time period with an average number of enrollments of 1,012 students per academic year. In order to return to the high enrollment numbers of 2006, more faculty will need to be added in order to staff additional sections of 111/112.

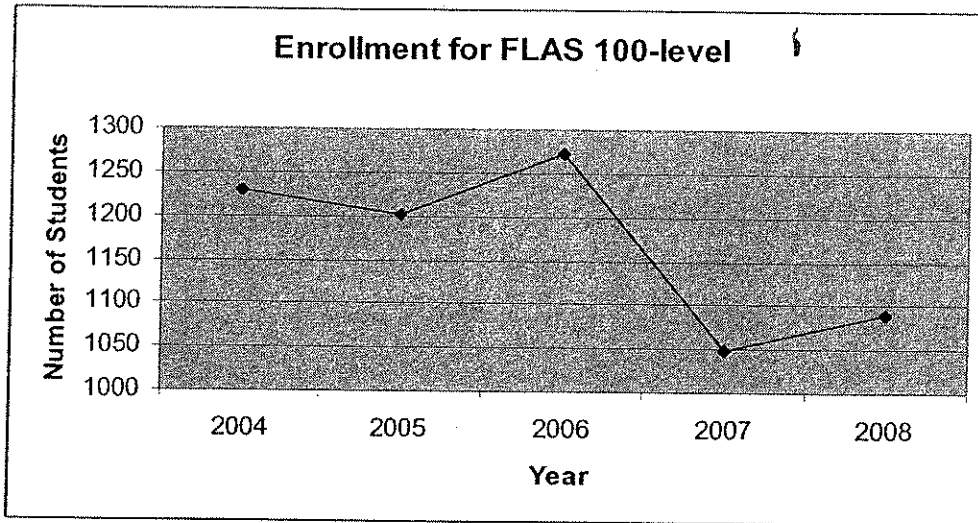


Figure 3: Enrollment of 100-level courses

Over the course of the past five years, intermediate-level courses (FLAS 211/212) have maintained steady enrollment; however, a slight decrease in students enrolled in these courses has occurred in the current academic year (2008). This could be explained by an increased number of fluent bilinguals (heritage and native speakers, as well as students with extensive experience abroad) in our major who have no need of enrolling in one or both of these intermediate courses. In order to increase these numbers, a greater effort needs to be made in outreach and recruiting by the college and Spanish faculty.

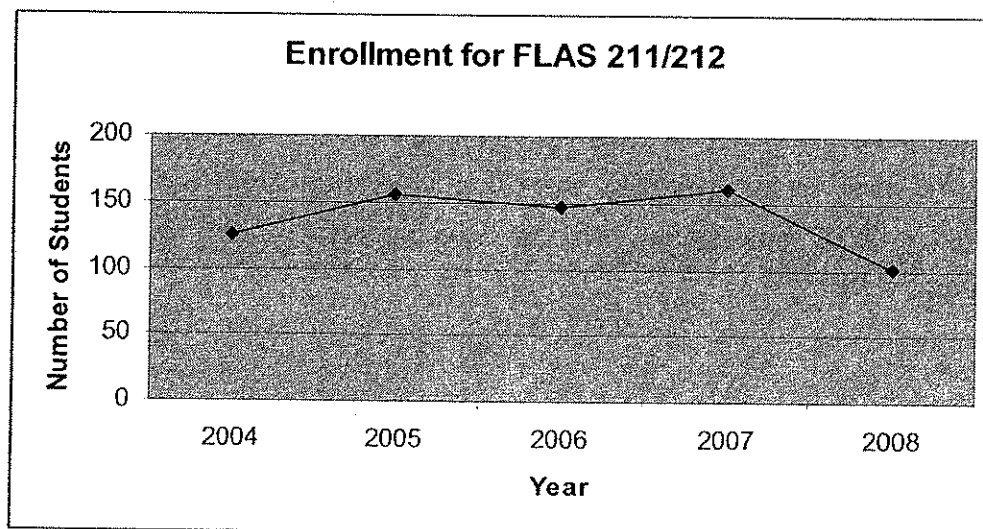


Figure 4: Enrollment in 200-level courses

Upper-level enrollments have also sustained a steady level over the past five years, with a spike in enrollment in 2007. This spike is to be expected due to the increased number of graduates from the program in that academic year. The stable number of students enrolled in upper-division Spanish courses indicates a continued awareness on the part of the student body as to the importance of Spanish, thus confirming the need for the Spanish major.

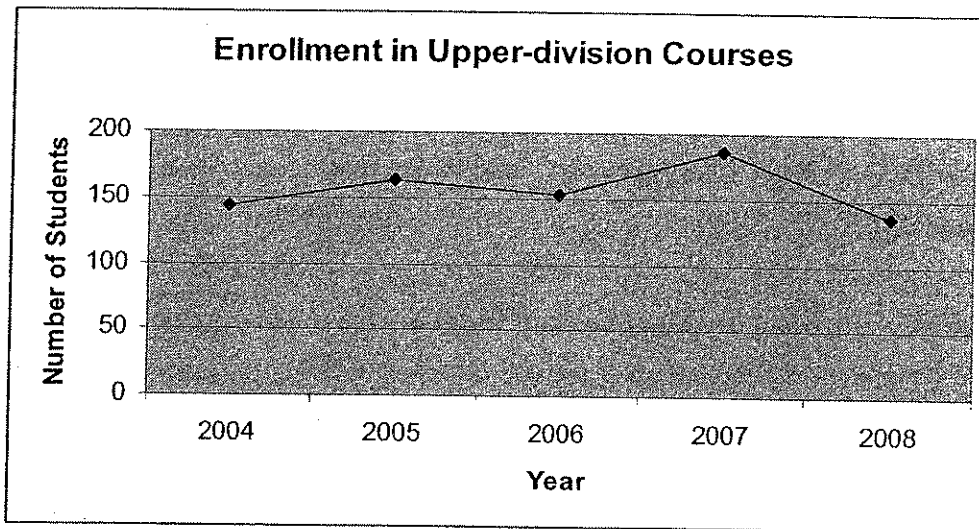


Figure 5: Enrollment in upper-division courses

Other considerations: As is characteristic of a liberal arts education, the Spanish program also complements several degree programs at Mesa State College which require two semesters of a foreign language for degree distinction, as listed in Section B of this report.

Likewise, a major or minor in Spanish enhances many if not all majors at the college. Many students minor in Spanish or double major in Spanish and other concentrations (i.e. Business, Criminal Justice, Biology, Education, English, and Sociology). On average 9 students per AY have graduated with a minor in Spanish, with the most common primary majors being Business Management, Business Marketing, English Literature, English Writing, Mass Communications, and Psychology.

Spanish majors from Mesa State College also serve in the community. During the past five years, majors in our program have offered their services as interns to several community organizations, including the Marillac Clinic, Mesa County Combined Courts,

School District 51 and the Mesa County Department of Health. Subsequently, graduates are also contracted to work in several businesses and schools, and others are furthering their education in graduate programs. (See section E for further information on student success data.)

Spanish faculty members also offer their expertise by providing translation services to the community, offering guest lectures and hosting cultural events. In general the Spanish program, its students, graduates, and faculty are an urgently needed educational and service resource for the community, and without the program the community would suffer a loss in these services. (See section E for further information on faculty success data.)

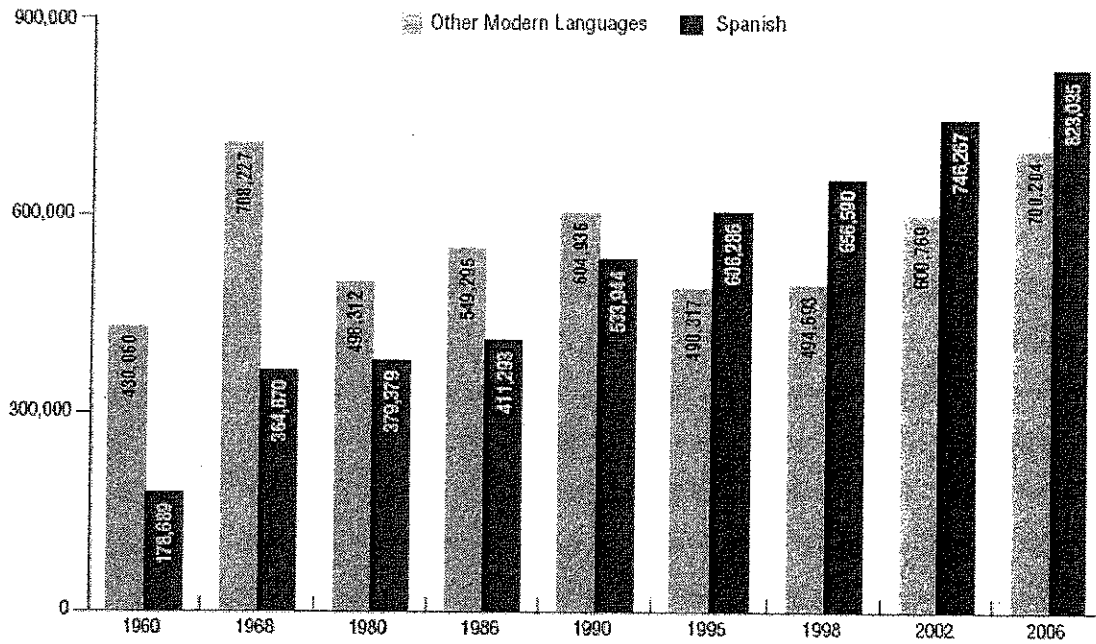
According to the MLA's recent publication entitled "Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2006", the need and demand for Spanish have increased dramatically over the past four decades, as illustrated in Figure 6. The report indicates that "Spanish remains the most taught language other than English in institutions of higher education" and that "[i]ts numbers surpass those of other languages by a very large margin" (p. 3). Interestingly, they also indicate that our region lags behind in the number of students enrolled in foreign languages: "the Rocky Mountain region garners only 7.1%" of the total enrollment in foreign language (p. 5). They conclude by indicating that there is an increased need for Spanish, both at the collegiate and pre-collegiate stages.

As the need for fluency in foreign languages and knowledge of foreign cultures intensifies, the need for starting language learning earlier and for sustained language learning becomes apparent. From K-12 through college, students should have the opportunity to learn languages.... (p. 7).

Similarly, in "a plan to further strengthen national security and prosperity in the 21st century through education, especially in developing foreign language skills" Spanish was included on the National Security Language Initiative's list of critical languages in 2006 (<http://www.state.gov/r/pa/prs/ps/2006/58733.htm>).

Figure 6

Enrollments in Spanish Compared with Those of All Other Languages except Latin and Ancient Greek, by Year



(Source: Nelly Furman, David Goldberg, and Natalia Lusin (2007). "Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2006." MLA Web publication, 13 November 2007)

As should be evident, the factors mentioned in this section—steady enrollment data, steady graduation rates, college, community and national needs—serve to confirm the need of the Spanish program at Mesa State College.

D. Narrative Summary of Resources

The Spanish Program has a number of characteristics and functions that make it special and successful. The effectiveness of the program depends on a variety of factors; however, the major factors that suggest the success of the program are the quality of the faculty, the quality of the curriculum and the available resource base.

i. Unique characteristics of the program that influence the need for additional resources.

The feature that most distinguishes Mesa State's program from other Spanish programs in our area of the country is the offering of multiple tracks, particularly the Applied Professional track. In addition to the Language and Literature and the Secondary Teacher Licensure tracks, the professional track permits students the opportunity to develop skills directly related to the responsibilities they will encounter in many of the positions they are likely to occupy upon graduation (hence the large proportion of students graduating in that major area as compared to the other two tracks). These vocational skills are enhanced in the Business Spanish, Spanish for Health Care and Social Services, Translation and Interpreting classes. These classes provide theoretical, cultural and vocational insights that, in a more traditional program, may be given a merely superficial exploration. The more traditional areas of History and Culture, Literature and Linguistics play an essential supporting role in providing many of the deeper intellectual perspectives necessary for success in the more vocational areas mentioned above. These program characteristics are in direct response to stated needs from the business, health care, justice and social service sectors of the Grand Valley community. Due to the design of our program, our students leave MSC better prepared and more confident and aware of the realities facing them in the professional world. Because of these course offerings, a large number of students minor in Spanish because they see the advantage of combining Spanish with other majors.

ii. Faculty and Staff

The Spanish program includes five tenured or tenure-track faculty members that bring with them a wide variety of backgrounds and experiences. The Spanish section presently consists of three full professors, one associate professor and one assistant

professor, along with two instructors. The five professors are committed and active in their fields of specialization, which can be corroborated by the numbers of publications and conference presentations. (See section E and the *curriculum vitae* in the appendix for further information on faculty success.) The Spanish faculty specializations are as follows:

Tenure / tenure track

- Andrew Gordon, Ph.D., Professor: Translation, Interpreting, Spanish Literature, Drama and Film.
- Thomas Acker, Ph.D., Professor: Business Spanish, Medical Spanish, and Spanish and Latin American Literature.
- Luis Silva Villar, Ph.D., Professor: Romance Linguistics, Theoretical Linguistics.
- Mayela Vallejos Ramirez, Ph.D., Associate Professor: Female Literature, Central American Literature, Costa Rican Literature and Mexican Literature.
- Tyler Anderson, Ph.D., Assistant Professor: Spanish Sociolinguistics and Applied Linguistics

Full-Time Instructors

- Albino Gonzalez, Ph.D, Education, Pedagogy and Chicano Literature.
- Blake Crosley, M.A., Spanish Pedagogy.

This wide variety of backgrounds and experiences allows our students to find teachers who complement their interests, needs and learning styles.

Bilingual Secretary

Another valuable resource is our bilingual secretary, Angela Kimmel. She is a valuable asset to our department and especially to the Spanish faculty and Spanish majors.

iii. Curriculum

As indicated above, students can presently choose from three degree tracks in Spanish: The B.A. in Language and Literature, the B.A. in Professional Spanish and the B.A. in Secondary Teacher Licensure. These three tracks reflect a professional orientation directed toward enabling the graduate to gain employment using his/her Spanish skills and cultural insights. In addition, students choosing other majors can pursue a minor in Spanish. The curriculum for each degree varies, but the shared goal among the degree

programs is to provide a broad base of educational experience for the students. Each track consists of the following four parts 1) general education, 2) required Spanish foundation, 3) required Spanish Specialization and 4) Spanish practicum. The required Spanish foundation courses are the same for all three tracks and they are designed to give the students a broad, fundamental base in Spanish without great specialization.

These foundation courses are as follows:

- FLAS 301 Advanced Spanish Grammar
- FLAS 302 Advanced Spanish Composition
- FLAS 314 Advanced Spanish Conversation
- FLAS 311 History and Culture of Spain
- FLAS 312 Introduction to Spanish Literature
- FLAS 321 History and Culture of Latin American
- FLAS 322 Introduction to Latin American Literature
- FLAS 411 Spanish and the Nature of Language

The minimum number of credit hours required for the B.A. is 120.

What follows is a list of the specialized courses particular to each track. For a description of the courses' content, see the appropriate syllabi in the appendices.

B.A. in Language and Literature

In addition to the Spanish foundation courses, students majoring in the Language and Literature track must take the following courses:

- FLAS 421 Hispanic Poetry
- FLAS 422 Hispanic Prose
- FLAS 423 Hispanic Film and Drama
- FLAS 441 Spanish Phonetics and Phonology

B.A. in Applied Professional Spanish

Those majors who are specializing in Applied Professional Spanish track must take the following courses:

- FLAS 431 Spanish for Medical and Social Services
- FLAS 433 Business Spanish
- FLAS 434 Translation
- FLAS 435 Interpreting

B.A. in Teacher Licensure

Those students seeking a concentration in Spanish Secondary Teaching must take the following courses:

- FLAS 442 Methodology of Teaching Foreign Languages
- FLAS 444 Using Technology, Literature and Culture in the Spanish Language Classroom
- FLAS 441 Spanish Phonetics and Phonology
- FLAS 4XX Any other upper-division course
- EDUC 211 Foundations of Education
- EDUC 342 Pedagogy & Assessment:
- EDUC 343 Teaching to Diversity
- EDUC 442 Integrating Literacy Across
- EDUC 497 Content Methodology Practicum
- EDUC 497E Methods of Teaching
- EDUC 499G Teaching Internship and Colloquium

Spanish Practicum

FLAS 498 is a three-credit course given at the end of a student's college career in which the student and a professor of her/his choosing design an in-depth project which reflects the specific content of a student's concentration. The project may include an internship, a research project, or a practicum, among other possibilities. The instructor's responsibilities may include: meeting regularly with the student, locating an appropriate internship site, selection of an appropriate project, editing of the final paper, and other related activities. This project helps the student obtain a deeper understanding of the field and prepares her/him for future employment. Past projects have included internships in the Marillac Clinic, Mesa County Combined Courts, Mesa County Department of Health, and Partners; research on specific authors (e.g. Nicolás Guillén, Carmen Naranjo); research on specific language topics (e.g., English loanwords in the Spanish of New Mexico); and practical experience in the Spanish classroom.

Minor in Spanish

Students with other majors also minor in Spanish. Students choosing this option must complete 24 credit hours of any of the courses listed under the major. (See section C for

comments on the Minor.) The degree is a clear demonstration to future employers that graduates from MSC with a minor in Spanish have achieved a proficiency in the Spanish language and gained valuable insights into Hispanic cultures with which they may interact in a professional setting. Another argument in favor of completing the Spanish minor is the fact that, as currently understood under “No Child Left Behind”, the 24 credits of Spanish will enable educators to teach Spanish in certain public school settings in addition to their area of specialization.

Topics Courses and Individual Studies

On several occasions, we have offered Topics courses (FLAS 396 or 496, for instance) or Independent Studies which enrich the list of regular course offerings. These Topics courses have been extremely popular and have generated large student interest. The following is a partial list of Topics and Independent Studies:

- Culture and Literature of the Southwest
- From Latin to Spanish
- Mexican Literature
- Female Images in Literature
- The Presence of the *Femme Fatale* (or the Evil Woman) in Hispanic Literature.

These courses have been developed and implemented based on both student requests and a faculty desire to improve their knowledge in contemporary topics or to help with a research topic.

iv. Resources

Language Laboratory

Unfortunately, we have been without a language laboratory for the last five years. This shortcoming has been a hardship for students and instructors, because students do not have a place to practice and improve their listening and speaking skills. In order to partially ameliorate this situation, some professors assign activities that can be done online, outside of class. While this is not the ideal situation, we are able to work within the limits of the available resources. For example, students in FLAS 111 and FLAS 112 have been using either an online or hard copy version of a lab manual that offers practice in listening comprehension outside the classroom. However, this technology makes it difficult to monitor students' progress. The fact that we do not have a lab also affects upper-division courses. Courses such as Advanced Conversation, Advanced

Composition, Phonetics/Phonology, Nature of the Language, and Interpreting suffer from the lack of a language lab. In addition, materials which could be housed in a language lab (i.e. movies, music, etc.) are currently located in professors' offices and in the library. This complicates the implementation of these resources in the classroom. (Very recently it was announced that the Spanish program will be able to share a lab space with English but it is not completely clear how it will function and whether it will resolve the above-mentioned problem. We will continue to address this issue in the future.)

Classrooms

All our classrooms are "smart", but this technology is frequently unreliable; this needs to be improved. The situation is even worse for the video satellite classrooms. The majority of our classes are in Houston Hall, where the rooms are antiquated and poorly arranged for our teaching purposes (e.g. non-movable tables and chairs, small chairs, obstructions to students' view). Furthermore, the carpet is torn in many rooms, and sometimes even the doors fail to function properly. Some rooms are too hot, while others are too cold. Thankfully, the building is in the process of a remodeling where these issues will hopefully be addressed.

Study Abroad Program

The study abroad program at Mesa State College has been very successful. Nearly every summer over the past nine years we have offered various options to our students in order to provide them with a practical application of the cultural and language skills being taught in the classroom. These locations have included Spain, Cuba, Mexico and Costa Rica. These foreign study opportunities have been both popular and successful in attracting students to the Spanish major and minor.

Study abroad is considered by the MSC faculty to be an almost essential part of professional development. We are exploring ways to enable all majors the opportunity to enjoy a semester or year of study in a foreign country as part of their academic program at MSC. At present we are looking for other options for a semester or a year study abroad program. We are also currently considering a partnership with a local human services provider, Hilltop, which has developed an immersion program for its employees in Manzanillo, Mexico to enable greater understanding and empathy between its workforce and the Spanish-speaking demographic they are likely to serve in the Grand

Valley. This same organization has invited MSC Professional and Applied Professional students to participate in a similar activity as an alternative Spring Break during which they would be introduced to the human services system of this Mexican town. We look forward to developing future opportunities for our students.

Student Organizations

The Spanish Club has also been an important tool in the development of the Spanish Program. Students actively participate in several club-sponsored events every semester, such as *Día de los Muertos*, *Día de las Américas*, and *Día de las Letras*. Other activities have included monthly movies, Hispanic dances, and Salsa lessons. Through the club we have been able to bring international guest speakers such as Dr. Jorge Chen from the University of Costa Rica and Nicaraguan poet Amanda Rivas. We are currently working on a project to bring the prestigious Costa Rican poet Ana Istaru to the Mesa State campus.

The SIG (Student Interpreting Group) is the result of a collaboration between one of our instructors and a student Spanish major. This student group has been successful in creating the vision for what is required of a professional interpreter/translator. The Spanish majors in the Professional Applied track, as well as other Spanish majors, have participated in meetings that include training activities used in interpreter certification programs. Their skills have also been utilized in the community for events such as the Marillac Clinic's Family Health Care Fiesta, where students facilitate communication between health care professionals and walk-in patients during this annual one-day community event.

Library Resources

The library holdings are satisfactory for our program, although we are always in need of newer titles. This is an on-going problem, as past budget cuts have reduced the ability of the library to acquire current materials. Our program receives a specific amount of money (\$1000) per year that increases the library holdings in our fields of study. However, access to journals has been problematic since the above-mentioned cuts. Currently, faculty and student access to online journals is irregular and difficult to navigate. A future plan will address a more systematic method to insure appropriate acquisition of new materials covering all of our areas of specialization. We wish to

recognize here that for our personal research, the library staff has been superb in acquiring any needed materials in a reasonable period of time through their Interlibrary Loan and Prospector programs. In addition to its professional staff, these last two have made the Tomlinson Library a wonderful resource.

v. Special Budget—ACTFL

It would be beneficial to the Spanish program to have a specific budget set aside that would allow one faculty member in a rotating basis to attend the yearly conference of the ACTFL (American Council of Teachers of Foreign Language). For our program to be successful, it is essential that instructors in Spanish have access to up-to-date, second-language pedagogy. Therefore, we propose that each year one or two faculty members should participate in this conference. After returning from the conference, a workshop would permit all faculty in the program to benefit from their colleagues' experience.

In order that we might have a reliable, standardized means by which to assess our programs' outcomes, it is recommended that one or two Spanish faculty members become properly trained and certified by ACTFL in administering the OPI (Oral Proficiency Interview). Funds should be made available for the purpose of training faculty in the OPI.

E. Effectiveness

i. Accreditation: Mesa State College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC). The Teacher Education Program is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

ii. Changes since the last program review: This is the Mesa State College Spanish Program's first review. The program has experienced many changes since the first draft of a concept paper in the Fall of 1999 (see "Overview and Brief History of Program" above).

Some of the more substantial changes include the 2004 increase of the Spanish Minor requirements from 18 to 24 credits. In addition, the depth of study required of the student desiring a Spanish minor was increased beyond the previous criteria. Where previously a student was able to satisfy a Spanish minor beginning with FLAS 211 and 212 as well as "Career Spanish I and II" (FLAS117/118), the current Spanish Minor requires that all of the 24 credits are satisfied in classes 300-level or higher.

In 2005 the Spanish Major appeared in the MSC catalog. However, the Colorado Department of Education (CDE) delayed the approval of the MSC Spanish Teaching Licensure track until 2006-07 academic year.

Curricular changes subsequent to the announcement of the major have included the addition of FLAS 411 "Spanish and the Nature of Language." FLAS 432, "Spanish for Social Workers" was subsumed into the newly designed course FLAS 431 "Spanish for Health Care and Social Workers". FLAS 424 "Spanish Language and Literature of the Southwest" was removed from the permanent course offerings, but will continue to be offered as a Topics course. The most recent changes to the Spanish Major's curriculum have been the substitution of FLAS 443 "Spanish for Public School Teachers" with FLAS 444 "Using Technology, Literature and Culture in the Spanish Classroom."

iii. Assessment of Student Academic Achievements:

Common to the three tracks of the Spanish major is the requirement that graduating seniors complete a "capstone" or Practicum course, FLAS 498 (see section D.iii for a description of this component). An analogous requirement exists in the Secondary Education Licensure concentration in which students complete a student-teaching requirement. In addition, these students must successfully complete either the PRAXIS or PLACE exams in order to become certified to teach at the secondary level.

Currently we only administer exit exams in the form of the PLACE exams for those in the Secondary Education Licensure candidates. We have had two students, both 2007 graduates, take the test. Ezequiel Perez scored 264, and Elvira Guajardo scored 285. A score of 220 is considered passing on all PLACE tests.

Exit Survey:

The Spanish Program currently has no formal exit survey generated by the Spanish faculty. However, MSC Institutional Research does send Alumni Surveys to its graduates. Due to the voluntary nature of the survey and the handful of Spanish graduates to date, no valid statistics exist for students' success.

What follows are other indicators of our students' success.

1. Graduate School: Of the graduating Spanish majors, at least two began graduate studies in Spanish or related fields. Graduate programs include those of the University Of Colorado at Colorado Springs and University of Arizona.
2. Internships: Students in the Spanish tracks have interned in various agencies in the Mesa County area. These sites include Partners (MCMOOR), Mesa County Sheriff's Department, Mesa County Department of Human Services, The Business Incubator, The Riverside Community Center Tutoring Program, Child and Migrant Services, Mesa County School District 51 Dual Immersion Academy (DIA, K-5).
3. Employment: Students are currently, or have previously been, employed at the following locations
 - Grand Junction Police Department, Bilingual administrative position
 - Marillac Clinic, Grand Junction, Spanish/English interpreter-translator
 - Palisade High School, Secondary Spanish Teacher

- Mesa County Health Department, Bilingual Outreach worker
- ATT/Cingular, Sales Executive
- Teacher/Youth Counselor
- Experiential Learning/Secondary Education Teacher
- Teaching Aid, Spanish, District 51
- Mortgage Company, Bilingual Mortgage Counselor

iii. Assessment

General Education

The General Education assessment criteria for the degree distinction classes FLAS 111 and FLAS 112 have been identified as:

- 1) Students will be able to communicate effectively.**
- 2) Students will have an understanding of the multicultural nature of our world.**

As of Fall 2007 all instructors were asked to evaluate student abilities in the two criteria and record the results of their success using program-wide rubrics. For criterium #1, the final exams used in FLAS111 and 112 fulfilled the role of assessment tool which demonstrated student abilities in 3 of the five ACTFL criteria (reading, writing and listening). Criteria #2 was evaluated by the inclusion of an open-ended essay in English where students were to identify cultural, geographic, topographic, behavioral and climactic aspects of the Spanish speaking world about which they had learned during the semester. The goal for the General Education criteria was that 75% of the FLAS111 and 112 students would demonstrate communication competencies as well as the cultural awareness.

In summarizing the abilities of the students in FLAS 111/112 to meet the established linguistic and cultural criteria, results show that we are meeting those. However, we need to design a means by which to evaluate communication skills as prescribed by ACTFL--which measure meaningful communication--more than relying upon final exam scores, as we currently do.

FLAS111 and 112 have two functions: the first is serving the general MSC B.A. programs in the Liberal Arts' role of "Degree Distinction" from the other programs that award B.S. degrees. As such, 111 and 112 are the required sequential courses to fulfill this requirement for the majority of students at MSC. Though it would appear that FLAS111 and 112 should provide the foundation for those students coming to MSC's Spanish major, in reality the majority of the students opting to major enter the program at the 200-level. Though neither 211 nor 212 fulfill the Major or the Minor degree requirements in Spanish, they are important bridges into the 300-level content classes. The first semester of the second year cycle (FLAS 211) completes the introduction of all the verb tenses. Ideally, the subsequent course (FLAS 212) fulfills the role of much needed development in speaking/ listening and writing /reading competencies. FLAS 211/212 is an area where we see an opportunity for enhancing the success of the program by increasing the focus on the four communication skills through intensive oral, reading and writing practice.

iv. Faculty Success Data: Faculty divide and measure their professional activities into teaching, advising, scholarship, service and other achievements.

(1) Teaching: Because the Spanish major offers a wide variety of classes, it requires that faculty possess a broad array of skills. (See section D for a description of the variety of courses.)

Mayela Vallejos specializes in Latin-American women writers and received the Outstanding Achievement in Teaching Award and the Distinguished Faculty Award in 2007.

Thomas Acker specializes in Latin American literature and culture, as well as Spanish for Business. He was awarded the 2002 Outstanding Educator of the Year award by the Grand Junction Area Chamber of Commerce and the Outstanding Achievement in Service Award (2007).

Luis Silva Villar's area of specialization is Romance Linguistics. Luis teaches the upper division linguistics classes, as well as "Language and Literature of the Southwest".

Andrew Gordon teaches the Interpreting and Translating classes, Literature, and American Sign Language.

Tyler Anderson specializes in Sociolinguistics, heads the Secondary Spanish Licensure track of the major, and teaches other linguistic courses.

Albino Gonzales is a full-time lecturer with a Ph.D. in Education. Albino is a writer of bilingual poetry and narrative which includes juvenile fiction. He teaches FLAS 111 and 112.

Blake Crossley has his M.A. in Spanish Applied Linguistics and teaches FLAS 111 and 112.

(2) Advising:

Currently, advisee loads for faculty range from 5 to 10, with an average of 7 majors per faculty member. Active advising is necessary for students to successfully complete their studies in a timely manner. Students are assigned a Spanish faculty member as soon as they declare their Major in Spanish. Those declaring a Minor in Spanish will also have a faculty advisor, usually of their own choosing. In Spanish, an important area of advising is providing suggestions to students for experiences to enhance their Spanish skills outside the traditional classroom. These opportunities may include the Spanish conversation table or opportunities for tutoring and other volunteer activities in the Spanish-speaking community of Grand Junction and surrounding areas to which faculty members are frequently privy.

Faculty members advise and support three organizations directly related to Hispanic issues. These are *La Raza*, *Pura Vida* (the Spanish Club) and the *Student Interpreting Group--SIG*. Two other organizations include the "alternative" Spring Break in Bahía Quino, Mexico (sponsored by the Newman Center of the Diocese of Pueblo) and the student activist group *A Voice of Reason*.

Faculty members actively promote the Spanish program to Spanish speaking high-school students through community organizations such as the Latin Anglo Alliance Educational Foundation and the Mesa County School District 51 Migrant Education

program, as well as by interacting with interested high school students at various activities hosted by the MSC Admissions Department. Faculty members also visit area high schools and present cultural aspects in the Spanish classrooms there.

(3) Scholarship: The Spanish faculty at Mesa State conducts an active scholarship agenda which includes regular conference presentations, academic publications and community collaborations. Our Linguistics faculty, Luis Silva-Villar and Tyler Anderson, both are actively conducting research in their respective areas.

Anderson's research centers on the areas of bilingualism and code switching among bilingual Spanish speakers. He is a member of various professional organizations including Linguistic Association of the Southwest and the Modern Language Association.

Luis Silva-Villar researches Spanish journalism in the US, bilingualism, foreign language education, forensic linguistics, hearing and speech-impaired studies, and ethnomusicology. He has written more than 200 articles for various journals including *La Opinión*, *La Raza*, *El Latinoamericano*, *Sentinel*, *Portada*, *Diálogo Ciudadano*, *La Tribuna*.

Andrew Gordon has extensive training in Translation and Interpreting (Certified Court Interpreter with the State of California-2005) and is a member of the American Literary Translators' Association as well as the American Translators Association. His areas of research include translation and interpreting (Spanish, English, American Sign Language), language proficiency, second language acquisition (Instructional Content, Technology in the Classroom), and contemporary theater and film

Professor Mayela Vallejos-Ramirez specializes in Latin-American Women's Literature with an emphasis on Costa Rican and Mexican women writers. She actively publishes scholarly articles and presents at international literary conferences. She is a member of the *Asociación Internacional de Letras Femeninas Hispánicas* and of the *Asociación de Escritoras de España y de las Américas (1300-1800)* and of CILCA.

Thomas Acker's more recent research has included the racial and cultural distinctions made in colonial New Spain as related to the travel journal of the Dominguez-Escalante

expedition of 1776. He is currently working in the area of immigration as it impacts the local community and is active with immigrant rights organizations in Colorado and the Four Corners area. He and other faculty members are planning a multidisciplinary conference at Mesa State on the topic of immigration for the Spring of 2009.

Publications

Below is a sampling of faculty publications. For a complete listing, see CVs in the appendix.

Publications

Acker, Tom. *The Baroque Vortex: Velázquez, Calderón and Gracián Under the Reign of Philip IV*. New York: Peter Lang, 2000.

-- "El coyote y el genízaro en el texto de *Derrotero y Diario* de Domínguez y Escalante" (24-33) published in *Interpreting the New Milenio* (Ed. José Antonio Gurpegui (Cambridge: Newcastle, 2008).

-- "José Martí entre Cuba y Estados Unidos: la voz del inmigrante y su Recepción." Con-textos Vol. 17, Num. 35, July –Dec. 2005. (Literary Journal Universidad de Medellín, Colombia)

Anderson, Tyler (Forthcoming) Perceptions of the best varieties of Spanish: Latinas in western Colorado, prestige, stigma and linguistic insecurity. In Susana Rivera-Mills and Daniel Villa (eds.) *Spanish of the Southwest: A language in transition*. Madrid: Editorial Iberoamericana Vervuert.

-- (2008). Review of *Anglicism in German* by Alexander Onysko, in *Linguist List*, issue 19.299

-- & Almeida Jacqueline Toribio (2007). Attitudes towards lexical borrowing and intra-sentential code-switching among Spanish-English bilinguals, *Spanish in Context*, 4, 2, 217-240.

Gordon, Andrew. "A Translation and Interpreting Primer for Foreign Language PhDs," ADFL (Association of Departments of Foreign Languages) Bulletin 32.1 (2000) : 50-55

Silva Villar, Luis. "Explorations into Racial Humor through Linguistics". *The International Journal of Interdisciplinary Social Sciences*. (to appear)

- "Predicative complementation: A new approach to dequeísmo". Hispanic Linguistics Symposium. *University of Western Ontario*. October 2006. (submitted, 2007).
- "Dequeísmo". *IV Conferencia Científica Internacional de Lingüística* (Proceedings). Instituto de Literatura y Lingüística "José Antonio Portuondo Valdor". La Habana (Cuba) 2005. (n. p.).
- "Pronouns Configuring Spanish and Vice-Versa," in Silvina Montrul and Francisco Ordóñez eds., *Linguistic Theory and Language Development in Hispanic Languages*. Somerville, MA: Cascadilla Press 2003. 81-95.
- Vallejos-Ramírez, Mayela. "De la marginalidad al poder: la Malinche como frontera cultural". *Revista de La Frontera: un nuevo concepto cultural*. México. Forthcoming.
- "Historia y fantasía: una nueva propuesta en *Malinche* de Laura Esquivel" Contextos: Revista de Semiótica Literaria. Medellín. Colombia. June 2008.
- "Entre la alucinación y la realidad: *El caso 117.720* de Carmen Naranjo Coto". Revista de literatura y lingüística de la Universidad de Costa Rica. San José, Costa Rica. November 2006.
- "Un acercamiento a la poética de Julieta Dobles Izaguirre". Revista de literatura y lingüística de la Universidad de Costa Rica. San José, Costa Rica. November 2005
- "El complejo de Palas Atenas en los personajes de Mamá Elena en *Como agua para Chocolate* y Bernarda Alba en *La casa de Bernarda Alba*: como figuras alienantes de su hijas menores" Contextos: Revista de Semiótica Literaria. Medellín. Colombia. November 2005.

Conference Presentations

- Acker, Tom. "Super[infer]ioridad cultural". *La frontera II* Conference. Universidad Autónoma de Baja California, Mexico, May 2- 4 2007.
- " El coyote y el genízaro en el texto de El derrotero y diario de Domínguez y Escalante". Paper presented and submitted for publication in *V Conferencia Internacional de la Literatura Chicana* in Alcalá de Henares, Spain. May 2006.
- "José Martí, la yuxtaposición de su legado revolucionario y el de figura literaria". Conference on Caribbean Culture and Literature, Marquette University, Milwaukee, WI. Oct. 13-16, 2004.

- "*The Happy Captivity and Jonathan Dickenson's Journal*. Religion or Culture as a Determinant of (Mis)perceptions in Seventeenth-century Spanish Colonial Experience." Saint Charles Borromeo Conference on Catholicism in Literature, University of Arkansas at Little Rock, Nov. 2001.
- Anderson, Tyler. Perceptions of the best varieties of Spanish: Mexican-Americans in Western Colorado, prestige, stigma and linguistic insecurity, *The 36th Annual Meeting of the Linguistic Association of the Southwest, September 21-23, 2007*.
- Spanish-English bilinguals' reactions to felicitous and infelicitous codeswitching, *21st Conference on Spanish in the U.S., March 15-18, 2007*.
- Attitudes towards lexical borrowing and intra-sentential code-switching among Spanish-English bilinguals, *20th Conference, Spanish in the U.S., March 24-26, 2004*.
- Attitudes of Spanish-English bilinguals towards contact Spanish, *The Ninth International Conference on Language and Social Psychology—ICLASP 9, June 30-July 3, 2004*
- Gordon, Andrew "Borderline: International Showtime in Arrabal's On the Tightrope or Ballad of the Phantom Train." 31st Annual Comparative Drama Conference, Los Angeles, CA, 2007.
- "Teaching Spanish for Application beyond the Classroom: Expectations, Strategies, and Successes" AATSP (American Association of Teachers of Spanish and Portuguese) Convention, Rio de Janeiro, Brazil, 2002.
- Vallejos-Ramírez, Mayela. "*Urbanoscopio: una visión distorsionada de un mundo ideal*". LASA. Rio de Janeiro, Brasil, Junio 2009.
- "Revistando el pasado: Historia y ficción en *Limón Blues* de AnaCristina Rossi". IV Coloquio Internacional Literatura Hispanoamericana y sus valores. Bogotá, Colombia. November 2008.
- "El compromiso en la escritura femenina en Costa Rica". Segundo Congreso Internacional. Literatura española e hispanoamericana de los siglos XX y XXI. Madrid, España, May 2008
- "La seducción como arma de venganza en *Doña Juana Tenorio* de Cristina Gutiérrez" Décimo Tercer Congreso de literatura Mexicana. El Paso, Texas. March 2008.
- Luis Silva Villar

--"La inserción velar y el paradigma verbal irregular o la vida interna de un verbo a través de la inserción verbal." Luis Silva-Villar, Mesa State University. Location: Hagerty Hall 0255. Time: 1:30 - 2:48pm (April 4, 2008). (Postponed to Fall 2008).

--"Flora Ossette: La igualdad por el trabajo". Escritoras y compromiso. II Congreso Internacional. Madrid (Spain), del 27 al 30 de mayo, 2008.

--Separable prefixes in Western Romance". HISPANIC LINGUISTICS SYMPOSIUM. San Antonio, Texas. November 1st-4th, 2007.

--"Command Spanish: A communicative approach?" LASSO XXXVI. SEPTEMBER 21-23, 2007. University of Colorado at Denver and Health Sciences Center (co-author).

--"You want sell?": Fictitious, fictional, or what else?" LASSO XXXVI. SEPTEMBER 21-23, 2007. University of Colorado at Denver and Health Sciences Center .

"Explorations into Racial Humor through Linguistics". The Second International Conference on Interdisciplinary Social Sciences. University of Granada. Granada (Spain). 10-13 July 2007.

--"Lo bueno del humor racial". The 11th International Conference "The Border: A New Cultural Concept", Ensenada, México. May 2, 3, 4, 2007.

(4) Service:

Spanish faculty members are recognized for their service to the community and to Mesa State College. One such example is Thomas Acker's MSC Outstanding Faculty Award for Service in 2007. Spanish faculty members have served in the following capacities at Mesa State College:

- Advisor of the Diversity Club La Raza. Mesa State College.
- Advisor of the Spanish Club "Pura Vida". Mesa State College.
- Advisor and Director of the Summer Abroad Program in Costa Rica.
- Advisor to *A Voice of Reason* student group
- Advisor to Student Interpreting Group: volunteer translation and interpreting services to GJ community.
- Affirmative action representative.
- CFAC Representative, MSC Faculty Senate
- Chair of the Search Committee for Spanish
- Facilitator for a Literary Readers Group with Hispanic Ladies of the community that meets once a months to discuss the readings.
- Faculty Senator from the Department of Languages, Literature and Mass Communication.

- Member of Organizing committee for (and participant in) debate about US policy and Iraq. Co-sponsored by Young Republicans.
- Member of the Classroom Committee.
- Member of the Diversity Cultural Board. Mesa State College.
- Member of the Merit Committee.
- Member of the New Evaluation Committee.
- Member of the Strategy Committee at Mesa State College.
- Member of the Travel Committee at Mesa State College.
- President MSC chapter AAUP; Colorado State Conference Executive Committee AAUP
- Scholarship committee.
- Spanish Professor for the Honors Program at Mesa State College.
- Spanish program assessment coordinator.
- Spanish Program Coordinator.
- Support Committee for the MSC Academic Master Plan.

Assessment Progress Report 2007

As already indicated in other parts of this report, MSC student graduates have demonstrated through their varied accomplishments the success of the program in a number of areas including job placement rates and graduate school acceptance rates.

The Spanish faculty members are currently aware of a need to address the area of assessment of the program as a whole. Here we would benefit from adequate standardized tools like the OPI (Oral Proficiency Interview) and the *Praxis* exam so that we might objectively compare our students with students graduating from other programs.

Our Fall 2006 / Spring 2007 Program Assessment Report established the goal that students, upon completing the B.A. in Spanish, would achieve Intermediate High to Superior levels of proficiency in the four areas identified by ACTFL: speaking, listening, writing and reading. The Assessment Report also stated that students would have acquired competence in advanced grammar and language usage and that they would demonstrate knowledge of diverse cultures of the Spanish-speaking world. The faculty members feel that we have been generally successful in accomplishing these stated

goals as demonstrated by the successful completion of our graduates' required Spanish practicum. (See section D for a description of these projects.) However, as stated above, we are aware of the need to develop or access reliable standardized tools which will more accurately measure student accomplishments and thereby better assess our program's success.

Besides writing and interviews with the professor directing the practicum, only in the Secondary Licensure are the Spanish graduates presently taking standardized "exit" exams. The PLACE exam is required of all Colorado teaching students, the PRAXIS II exam is optional and nation-wide. As noted above, our students have fared well on the PLACE exam.

F. Strengths identified by the review

While historically this is the first formal review of Spanish program at Mesa State College, we are encouraged by numerous aspects of the preceding comprehensive study.

We are not surprised to find a genuine synchronicity between our discipline and the mission of the institution as a whole. We aptly fulfill some of these broader aims by continuing to serve as an important anchor in a traditional liberal arts foundation.

More importantly, our transmission of language, culture, and pre-professional preparation has particular resonance and import in our specific local community due to a considerable increase in the number of Spanish speakers and an increased awareness of and need for the Spanish language. On a broader, global scale, we are also responsive to the growing interconnectedness among nations and peoples around the world.

The recent inauguration on campus of a multimedia laboratory, albeit shared and unstaffed, and an extensive virtual library at our disposal speak to a growing strength in technical resources.

Our accomplished faculty members reflect a complementary and vibrant diversity in backgrounds, interests, and areas of expertise.

Perhaps our biggest strength, however, is reflected in the steady stream of students who have graduated with the baccalaureate degree in Spanish from Mesa State College. Since 2004, we have conferred seventeen BA degrees in Spanish, three of which reflect students with double concentrations in our discipline and another forty six students have graduated with a Spanish minor. While the Applied Professional Spanish track represents the majority of our BA graduates, we are poised to expand our teaching licensure efforts in anticipation of an increased need for secondary Spanish teachers, as per new statewide high school diploma requirements.

What is particularly edifying about our graduates (both majors and minors) is to see where their baccalaureate studies, in part, have led them. Several have turned to graduate education in fields as far flung as Spanish language and literature, law, medicine, journalism, business, creative writing, and massage therapy. One of our triple major graduates will head to the Peace Corps in 2009, another is currently teaching ESL in northern Spain, and a few have trekked through South America or taught snowboarding in the Andes. Several are instructors in K-12 classrooms throughout Colorado. One is involved in law enforcement, another aspires to be a member of the clergy, and several translate and interpret routinely for local courts, hospitals, and clinics. Others have ventured into the business world.

The common thread that runs through the narratives of most of these graduates is their continued and evolving use of Spanish in professional and academic environments. We are pleased with the caliber of our graduates and their ongoing and varied pursuits within our broad discipline and beyond. In short, we are gratified and strengthened by their aspirations and successes.

G. Areas Needing Strengthening.

The following are issues that we are dealing with presently. Some have a greater priority than others. Many have already been mentioned in other sections of this document. This list is not complete and may change as we begin to address these concerns.

In order to better measure our programs effectiveness in these very important basic classes we must develop better tools for analyzing the 111/112 component and decide what those measurements will indicate as far as needed changes to them to best enhance the overall program.

Among other issues in the 111/112 sequence is the need to address false "beginners", those students entering MSC with more background in Spanish than would justify their enrolling in the basic classes. Creating a means to separate the true beginners (whose numbers will become less as we approach the new CDE requirements of two years of HS Spanish after 2010) from the novices is important to the instructional quality of those classes. Furthermore, moving the more advanced students up to the intermediate level would create a larger pool of candidates for upper-division classes. Another idea under consideration is the creation of a remedial FLAS 090 similar to what has been done in Math and English for some incoming freshmen.

We sorely need measurement tools similar to those that other disciplines have identified and employed. Ideally we would like to be able to administer the PLACE and /or OPI to all graduating Spanish majors.

Because the sequence of 400-level classes suffers from frequent low enrollment, we are considering several possible solutions, which if implemented, might increase enrollment numbers. (See section H for discussion of the possible solutions).

We have observed that students demonstrate fairly weak speaking and listening skills at the 300-level. If we were to add a 200-level conversation class, we would provide students the opportunity to develop greater aural and oral proficiency.

Related to the language laboratory, lack of software has been identified as a weakness. The identification and acquisition of adequate software, staffing and equipment, has begun by exploring available programs like the "Tell Me More" audio lab program. This is an economical means to enhance students' speaking and listening skills. Also being considered is the creation of an additional one-hour lab component at the 100-level similar to the science labs. This would be paid for with a lab fee and staffed by an adjunct or an upper-division native speaker. This component would eventually strengthen the performance of 300 and 400-level students.

H. A Vision for 2014: Future directions and recommendations.

As one of the purposes of a program review is to inform our future goals, the purpose of this section is to summarize many of the aspects of the Spanish program (some of which have been mentioned in above sections of this report) and to set forth some of the goals that we have established for the next five-year rotation, with the purpose of strengthening the Spanish program at Mesa State College.

As mentioned in Section E, assessing the success of the program requires better and more systematic data collection methods. The lack of reliable retention rates or data from a suitable exit exam for graduating majors limits our ability to evaluate our success. The Spanish faculty hope that during the course of the next five years we will be able to identify (or create) such assessments and begin to collect more accurate and comparable data.

While enrollment and graduation rates are steady, there is a need to promote the Spanish program within the Grand Valley community and beyond. Unfortunately, the Spanish program has never been advertised in our region or community. An important component of that promotion is the development of an interactive online webpage. Professor Anderson is presently preparing a website for the Spanish program, which the college will make public in the near future. Also to be taken into consideration regarding enrollment is the fact that most of the students enrolled in our program only take our first-year classes with the sole intent of satisfying the foreign language requirement; relatively few students advance past the first-year, second-semester level. In order to attract more majors/minors, classes at the intermediate level need to be made more attractive to the broader student body to encourage them to continue their studies in the Spanish program.

In order to identify community needs and determine whether we can realistically address them, we may consider administering a survey to agencies in the Grand Valley that employ our graduates (i.e. business community, social services, health care providers,

school districts, etc.). With this information we will be able to match institutional goals with community needs.

While the program is innovative and attractive to students, the three-track system has proven to be cumbersome to the students' progress. Scheduling issues have resulted in students taking many independent studies, substituting courses, or postponing graduation in order to complete one of the three tracks. It may be reasonable to rethink the emphases and simply have one unified major. Furthermore, a reduction of independent studies is recommended and would alleviate the workload of professors. Therefore, it may be convenient to balance the basic components of the program and explore ways to facilitate student progress through our program. A unified major could still provide preparation for the three current tracks without complicating schedules for professors and students.

Another need is to establish a common set of criteria for what constitutes a successful second language program, at all levels (basic, intermediate, advanced). One means to that end is faculty participation in the annual ACTFL conference, which would provide sound pedagogical means to accomplish these goals. Once these goals have been established, the program will be stronger and student achievement will be higher.

One of our shortcomings has been the inability to attract 0.8 instructors. This may be attributable to the relatively low pay that has been offered in the past. This has been recently addressed, and hiring should prove more feasible. Hiring a new instructor may be necessary to guarantee enough sections at the introductory level to fulfill our role as a liberal arts institution.

Because of Mesa State's geographical isolation and the college's role as a regional educational provider, distance learning may be a means of allowing greater access to our program. However, we need to maintain sound foreign language pedagogy, and thus the faculty members need to develop a policy on distance learning. Some solutions may include hybrid courses in specific offerings (e.g. 400-level courses where emphasis is placed on written communication).

ii) Program priorities requiring additional resources.

As illustrated in Section D, there is a continued need to obtain lab space dedicated solely to the purpose of foreign language instruction. This new facility would be properly equipped for lower-level foreign language classes as well as upper-level course (i.e. Phonetics and Phonology, Sociolinguistics, and Teaching Foreign Language). The current lab is expected to open in fall 2008. While establishing a foreign language lab separate from the English program is a long term goal, maximizing the current situation is an objective the faculty recognizes as a short-term goal.

The language laboratory also needs to be developed as a multimedia center supporting the cultural objectives of the Spanish program. Beyond simply acquiring second language proficiency, the lab would enable students to access international media (i.e. television, film, music) that demonstrate important manifestations of culture, providing a sort of cultural immersion despite our geographic location. This would enable students to acquire a vision of the value of second language skills beyond literature and oral communication, as valuable as these are.

Regarding the library, more coordination in the selection of movies and books is necessary. The idea of developing a relevant DVD collection in English and Spanish is attractive. Also, greater access to academic resources, including more user-friendly databases, is necessary for faculty as well as student research.

Finally, hosting a conference is recommended since it would attract the attention of prospective students and professionals.



Appendix A

Program Statistics

**Table 1. Spanish Degrees Awarded by Major Code, Academic Years 2005 - 2007
Mesa State College**

Major Level	Major Code	Program Name			
			2005	2006	2007
Baccalaureate					
BA	3246	Spanish-Applied Professional	0	0	7
BA	3247	Spanish-Literature & Language	1	1	1
BA	3248	Spanish-Teacher Licensure	0	0	1
TOTAL			1	1	9

Table 1A Undergraduate Enrollment by Major Code, Summer Terms 2005 - 2007
Mesa State College

Level	Major Code	Program Name	2005	2006	2007
Baccalaureate	3246	Spanish-Applied Professional New Majors	0	0	0
		Continuing Majors	4	1	3
	Sub-Total		4	1	3
	3247	Spanish-Literature & Language New Majors	0	0	0
		Continuing Majors	0	0	1
	Sub-Total		0	0	1
	3248	Spanish-Teacher Licensure New Majors	0	0	1
		Continuing Majors	0	1	3
	Sub-Total		0	1	4
Grand Total	All Spanish	New Majors	0	0	1
		Continuing Majors	4	2	7
			4	2	8

Table 1A Undergraduate Enrollment by Major Code, Fall Terms 2004 - 2007
Mesa State College

Level	Major Code	Program Name	2004	2005	2006	2007
Baccalaureate	3246	Spanish-Applied Professional New Majors	8	2	10	7
		Continuing Majors	0	12	12	7
	Sub-Total		8	14	22	14
	3247	Spanish-Literature & Language New Majors	0	0	3	3
		Continuing Majors	0	0	1	4
	Sub-Total		0	0	4	7
	3248	Spanish-Teacher Licensure New Majors	6	6	6	2
		Continuing Majors	0	7	4	6
	Sub-Total		6	13	10	8
Grand Total	All Spanish	New Majors	14	8	19	12
		Continuing Majors	0	19	17	17
			14	27	36	29

Table 1A Undergraduate Enrollment by Major Code, Spring Terms 2005 - 2008
Mesa State College

Level	Major Code	Program Name	2005	2006	2007	2008
Baccalaureate	3246	Spanish-Applied Professional New Majors	9	3	1	6
		Continuing Majors	6	13	19	15
	Sub-Total		15	16	20	21
	3247	Spanish-Literature & Language New Majors	2	1	2	3
		Continuing Majors	0	0	4	6
	Sub-Total		2	1	6	9
	3248	Spanish-Teacher Licensure New Majors	6	2	4	2
		Continuing Majors	3	10	6	8
	Sub-Total		9	12	10	10
Grand Total	All Spanish	New Majors	17	6	7	11
		Continuing Majors	9	23	29	29
			26	29	36	40

**Table 1B--Undergraduate Spanish Majors, Summer Terms 2005-2007
Mesa State College**

Level	Major Code	Program Name			
			2005	2006	2007
Freshman					
	3246	Spanish-Applied Professional	0	0	0
	3247	Spanish-Literature & Language	0	0	0
	3248	Spanish-Teacher Licensure	0	0	2
	TOTAL		0	0	2
Sophomore					
	3246	Spanish-Applied Professional	0	0	0
	3247	Spanish-Literature & Language	0	0	0
	3248	Spanish-Teacher Licensure	0	0	0
	TOTAL		0	0	0
Junior					
	3246	Spanish-Applied Professional	2	0	2
	3247	Spanish-Literature & Language	0	0	0
	3248	Spanish-Teacher Licensure	0	1	0
	TOTAL		2	1	2
Senior					
	3246	Spanish-Applied Professional	2	1	1
	3247	Spanish-Literature & Language	0	0	1
	3248	Spanish-Teacher Licensure	0	0	2
	TOTAL		2	1	4
ALL CLASSES					
	3246	Spanish-Applied Professional	4	1	3
	3247	Spanish-Literature & Language	0	0	1
	3248	Spanish-Teacher Licensure	0	1	4
	TOTAL		4	2	8

**Table 1B--Undergraduate Spanish Majors, Fall Terms 2004-2007
Mesa State College**

Level	Major Code	Program Name				
			2004	2005	2006	2007
Freshman						
	3246	Spanish-Applied Professional	0	1	8	2
	3247	Spanish-Literature & Language	0	0	1	2
	3248	Spanish-Teacher Licensure	3	3	2	2
	TOTAL		3	4	11	6
Sophomore						
	3246	Spanish-Applied Professional	3	1	1	1
	3247	Spanish-Literature & Language	0	0	0	2
	3248	Spanish-Teacher Licensure	1	4	2	2
	TOTAL		4	5	3	5
Junior						
	3246	Spanish-Applied Professional	4	7	2	4
	3247	Spanish-Literature & Language	0	0	1	0
	3248	Spanish-Teacher Licensure	2	4	3	1
	TOTAL		6	11	6	5
Senior						
	3246	Spanish-Applied Professional	1	5	11	7
	3247	Spanish-Literature & Language	0	0	2	3
	3248	Spanish-Teacher Licensure	0	2	3	3
	TOTAL		1	7	16	13
ALL CLASSES						
	3246	Spanish-Applied Professional	8	14	22	14
	3247	Spanish-Literature & Language	0	0	4	7
	3248	Spanish-Teacher Licensure	6	13	10	8
	TOTAL		14	27	36	29

**Table 1B--Undergraduate Spanish Majors, Spring Terms 2005-2008
Mesa State College**

Level	Major Code	Program Name				
			2005	2006	2007	2008
Freshman						
	3246	Spanish-Applied Professional	2	1	3	1
	3247	Spanish-Literature & Language	0	0	1	2
	3248	Spanish-Teacher Licensure	3	3	2	2
	TOTAL		5	4	6	5
Sophomore						
	3246	Spanish-Applied Professional	3	1	3	3
	3247	Spanish-Literature & Language	0	0	0	1
	3248	Spanish-Teacher Licensure	3	3	3	3
	TOTAL		6	4	6	7
Junior						
	3246	Spanish-Applied Professional	8	5	3	7
	3247	Spanish-Literature & Language	0	0	0	1
	3248	Spanish-Teacher Licensure	1	2	3	2
	TOTAL		9	7	6	10
Senior						
	3246	Spanish-Applied Professional	2	9	11	10
	3247	Spanish-Literature & Language	2	1	5	5
	3248	Spanish-Teacher Licensure	2	4	2	3
	TOTAL		6	14	18	18
ALL CLASSES						
	3246	Spanish-Applied Professional	15	16	20	21
	3247	Spanish-Literature & Language	2	1	6	9
	3248	Spanish-Teacher Licensure	9	12	10	10
	TOTAL		26	29	36	40

Table 2-Spanish Registrations and Credit Hours by Academic Year - AY 2004 - AY2008

	AY 2004		AY 2005		AY 2006		AY 2007		AY 2008		5 Year Change - Credit Hours	
	Registrations	Credit Hours	Registrations	Credit Hours	Registrations	Credit Hours	Registrations	Credit Hours	Registrations	Credit Hours	#	%
Lower - 100	1230	3690	1202	3606	1272	3816	1047	3141	1090	3270	-420	-11.38%
Lower - 200	125	375	155	465	147	441	161	483	101	303	-72	-19.29%
Upper - 300	108	324	126	378	106	318	102	306	95	285	-39	-12.04%
Upper - 400	36	108	37	111	46	138	84	252	41	123	15	13.89%
Total Undergraduate	1499	4497	1520	4560	1571	4713	1394	4182	1327	3981	-516	-11.47%

**Table 3. Spanish Degrees Awarded by Major Code, Academic Years 2005 - 2007
Mesa State College**

Major Level	Major Code	Program Name			
			2005	2006	2007
Baccalaureate					
BA	3246	Spanish-Applied Professional	0	0	7
BA	3247	Spanish-Literature & Language	1	1	1
BA	3248	Spanish-Teacher Licensure	0	0	1
TOTAL			1	1	9

**Table 4. ONE-YEAR RETENTION RATE FOR FIRST-TIME STUDENTS 2002 - 2006
Mesa State College**

Level	Major Code	Program Name	Retained or Graduated Subsequent Fall		Not Retained Subsequent Fall		Total	
			#	%	#	%	#	%
Baccalaureate	3246	Spanish-Applied Professional	1	33.3%	2	66.7%	3	100.0%
	3247	Spanish-Literature & Language	0	-	0	-	0	-
	3248	Spanish-Teacher Licensure	0	0.0%	2	100.0%	2	100.0%
TOTAL			1	20.0%	4	80.0%	5	100.0%

**Table 5. Headcount and Average Cumulative Credit Hours to Degree for Spanish Majors
Graduating AY 2005 - 2007**

Type of Entry into MSC	Headcount	Average
Baccalaureate		
Student Type		
Began at MSC	8 72.7%	133.9
Transferred in to MSC	3 27.3%	152.3
Total	11 100.0%	138.9
	Subtotal	

**Table 6. Faculty by Tenure Status, 2005-2007
Mesa State College**

	Math	2004-2005 FTE		2005-2006 FTE		2006-2007 FTE		2007-2008 FTE	
		FTE	%	FTE	%	FTE	%	FTE	%
Status									
	Tenure	3.5	48.6%	3.5	43.2%	3.0	41.1%	3.0	37.5%
	Tenure-Track	1.0	13.9%	1.0	12.3%	2.0	27.4%	2.0	25.0%
	Total Tenure	4.5	62.5%	4.5	55.6%	5.0	68.5%	5.0	62.5%
	FT Instructor	1.6	22.2%	1.6	19.8%	0.8	11.0%	1.6	20.0%
	PT Instructor	1.1	15.3%	2.0	24.7%	1.5	20.5%	1.4	17.5%
TOTAL		7.2	100.0%	8.1	100.0%	7.3	100.0%	8.0	100.0%

Table 7. COURSES BY COURSE LEVEL BY TERM AY 2008

Level/Course Level	Summer Courses	Fall Courses	Spring Courses	Total Courses
Undergraduate				
Remedial - 000	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Lower - 100	2 100.0%	22 64.7%	23 62.2%	47 64.4%
Lower - 200	0 0.0%	4 11.8%	5 13.5%	9 12.3%
Upper - 300	0 0.0%	5 14.7%	5 13.5%	10 13.7%
Upper - 400	0 0.0%	3 8.8%	4 10.8%	7 9.6%
Subtotal Undergraduates	2 100.0%	34 100.0%	37 100.0%	73 100.0%
Graduate				
Graduate - 500	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Subtotal Graduates	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Total	2 100.0%	34 100.0%	37 100.0%	73 100.0%

Appendix B

Finance and Budget

Table 1. Summary of Finance and Budget Sheets

<u>Dept/Subj</u>		<u>Ch Total F03 S04</u>	<u>Faculty Comp</u>	<u>Total Costs</u>	<u>Total Costs/CH</u>
FY04					
Forn Lang	-Lower	4,357	245,725	617,398	142
	Upper	431	23,949	60,715	141
FY 05					
FLAS	-Lower	3,720	238,540	524,214	141
	Upper	490	89,746	127,298	260
FY 06					
FLAS	-Lower	3,825	275,771	710,118	186
	Upper	456	92,256	144,036	316
FY 07					
FLAS	-Lower	3,165	250,539	718,369	227
	Upper	558	114,090	196,570	352

Appendix C

Most Recent Program Review Summary

The present review is the first review conducted for the Bachelor of Arts in Spanish.

Appendix D

Assessment Plan and Results

**ASSESSMENT PLAN
FOR**

Spanish – Literature and Language
(Instructional Degree Program)

Bachelor of Arts
(Degree Level)

2007 - 2008
(Assessment Period Covered)

11/13/08
(Date Submitted)

Submitted by: Thomas Acker

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission Reference:

Mesa State's legislative charter states that the College offers liberal arts and science programs as well as limited professional programs. The Bachelor of Arts Degree in Spanish with a concentration in Literature and Language fulfills MSC's mission in the area of the liberal arts.

College/University Goal(s) Supported:

The Bachelor of Arts Degree in Spanish with a concentration in Literature and Language meets goals outlined in the Academic Master Plan: to offer programs that uniquely serve the needs of the region, to continue to provide a broad liberal arts based education, and to revise existing programs to meet the needs of students. More specifically, the Bachelor of Arts Degree in Spanish with a concentration in Literature and Language will equip students with the requisite linguistic competence to pursue further studies in the discipline at the graduate level.

Intended Educational (Student) Outcomes:

1. Students completing the Bachelor of Arts Degree in Spanish will demonstrate a high- intermediate to advanced level of proficiency in speaking, reading, writing and listening in Spanish according to the ACTFL standards of language proficiency.

2. Students graduating with this degree and concentration will acquire competence in advanced grammar and language usage.

3. Students graduating with this degree and concentration will demonstrate knowledge of the diverse cultures of the Spanish-speaking world and the ability to analyze literary and other cultural texts.

[Type text]

NOTE: There should be one form C for each intended outcome on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

Intended Student Outcome:

First Means of Assessment for Outcome Identified Above:

1. Students completing the Bachelor of Arts Degree in Spanish will demonstrate a high-intermediate to advanced level of proficiency in speaking, reading, writing and listening in Spanish according to the ACTFL standards of language proficiency.

1a. Means of Program Assessment and Criteria for Success:

- Administration of an Oral Proficiency Interview [OPI] by at least two members of the Spanish faculty. Successful students will be rated at level 3 [intermediate proficiency] or higher in accordance with the ACTFL guidelines.

[Please refer to ACTFL guidelines and rubrics at

<http://www.sil.org/lingualinks/LANGUAGELEARNING/OtherResources/ACTFLProficiencyGuidelines/contents.htm>

- Students will demonstrate reading and writing proficiency by reading a college-level Spanish language essay and comment with written responses.

1b. Summary of Data Collected:

(Because of lack of access to OPI training for the faculty we have not conducted the interviews in a consistent manner. Therefore our data is anecdotal):

- **Students achievement in oral proficiency lacks consistency: the heritage speakers and those having lived abroad for extended periods are approaching or surpassing the goals identified. Non-native Spanish students are generally struggling to meet the goal**

1c. Use of results to improve structural program:

- **The faculty will devise their own “embedded” evaluation tool modeled after OPI.**
- **Starting Spring semester 2009, A portion of interactive 300 and 400-level classes’ grades will be dedicated to student oral –aural proficiency.**
- **As a tool, there will be administered a series of tests to identify students’ oral-aural skills as well as their reading and writing and cultural competency.**

Second Means of Assessment for Outcome Identified Above:

2. Students graduating with this degree and concentration will acquire competence

[Type text]

in advanced grammar and language usage.

2a. Means of Program Assessment and Criteria for Success:

The PRAXIS exam section for linguistic competence will be used to evaluate this area.* (see below)**

2b. Summary of Data Collected:

- **Praxis exams are not administered at MSC. Only PLACE exams are given and only to teaching majors. We have no data from these tools for this last year.**

2c. Use of Results to Improve Instructional Program:

- **Because of administrative obstacles, access to standardized tests is very limited; therefore, in the future the instructors will design Spanish program assessment tools that measure five ACTFL skills (reading , writing, listening, speaking and cultural competency).**

Third Means of Assessment for Outcome Identified Above:

3. Students graduating with this degree and concentration will demonstrate knowledge of the diverse cultures of the Spanish-speaking world and the ability to analyze literary and other cultural texts.

3a Means of Program Assessment and Criteria for Success:

We had used student success rates in the History and Culture classes as well as the 321, 322 literature class and the 422 genre classes.

3b. Summary of Data Collected:

Graduating Spanish majors have, until now, fulfilled their requirements within each class and the Capstone classes. However the 5 discreet ACTFL skills (see above) within their class semester grades have not permitted adequate

[Type text]

measurement.

3c. Use of Results to Improve Instructional Program:

The Spanish program instructors will use discreet measurements embedded within the grading criteria of the literature and History/culture classes to evaluate reading, writing and critical interpretation of a text in Spanish as well as cultural competency.

In addition, upon completion of the major (perhaps fall of their senior year, students will be tested to demonstrate their abilities to interpret a new text by its characteristics, observe an interaction with “cultural” aspects that they should be able to interpret and analyze based upon their class work.

Form C-Educational Outcome Report Page

***** Because the ACTFL and PRAXIS exam administration require training for faculty evaluators and /or the purchase of the exam and materials in the case of the PRAXIS as well as an exam fee, the Spanish program anticipates support from the college for these additional assessment expenses.**

This support was not actively pursued hence not made available to the instructors.

**MESA STATE COLLEGE
PROGRAM ASSESSMENT PROGRESS REPORT - Feedback**

Program: Spanish Degree BA

Year of Plan: 08-09

Date of this review: 11/13/08 Reviewers JH

The following items have been addressed in this program's Assessment Plan:

PART 1 – Institutional Mission Reference

Selected objectives are linked to statements found in the Expanded Role and Mission Statement, the Academic Master Plan, or the Vision Statement for Mesa State College.

Yes X No _____

Comments:

PART 2 – Intended Educational (Student) Outcome Statements

Three to five intended outcome statements will be assessed.

Yes X No _____

Comments:
(3)

Each objective uses simple language and is phrased with action verbs that identify observable, realistic, and attainable behaviors.

Yes X No _____

Comments:

Each objective describes a learning outcome in terms of what the students or graduates would be able to think, know, or do as a result of completing the program.

Yes No

Comments:

PART 3 – Means of Assessment and Criteria for Success

Two means of appropriate assessment address specific measurable student behaviors have been utilized for each intended outcome.

Yes No

Comments:

- Outcome 1: no data has been gathered and only one means of assessment is listed.
- Outcome 2: no data has been gathered and only one means of assessment is listed.
- Outcome 3: Unclear what the assessment is and only one assessment is listed.

Relevant criteria for success have been established and are clearly stated.

Yes No

Comments:

There is a summarizing statement for each mean of assessment describing progress made in data collection.

Yes No

Comments:

There is a summarizing statement – only to indicate why data has not been collected.

There is a statement summarizing progress made in addressing significant issues/problems that came up during the last Program Review.

Yes _____ No _____

Comments:

Appendix E

Faculty Vitae

Thomas Acker

2410 Sandridge Court
Grand Junction, CO 81503
(970)257-9326 home
(970)248-1068 work
(970)248-1199 fax

Education

1992: Ph.D. , Spanish Language and Literature. Department of Spanish and Portuguese, Temple University

Concentration: Spanish Golden Age Literature
Secondary Concentration: Latin-American Literature
Dissertation: *The Imagery of Gracián and Calderón de la Barca in Relation to the Art of Diego Velázquez.*

1986: M.A., Spanish, Department of Spanish and Portuguese, Temple University

1982: B.S., Art Education, Kutztown University, Kutztown, PA
Secondary Concentration: Painting

Workshops and Certificate Programs

1999: Faculty Development in International Business. Daniel Management Center of the University of South Carolina.

Teaching Experience

2006-present: Professor of Spanish. Language, Literature and Communications Mesa State College. Grand Junction, CO

2003-2006: Associate Professor of Spanish. Language, Literature and Communications Mesa State College. Grand Junction, CO

1999 to 2003: Assistant Professor of Spanish. Language, Literature and Communications Mesa State College. Grand Junction, CO

1993-1999: Assistant Professor of Spanish. Dept. of Modern Languages and Literatures, Saint Anselm College

June 1998: Taught course titled "Cultura Andaluza", Centro de Lenguas Modernas, Universidad de Granada, Spain. Helped coordinate Saint Anselm College's

Summer Semester in Granada, Spain.

1992-93: Assistant Professor of Spanish (1 year position), Dept. of Foreign Languages,
Kutztown University, Kutztown, PA

1991-92: Visiting Spanish Instructor, Dept. of Foreign Languages, Kutztown University.

1989-90: Spanish Adjunct, Dept. of Modern Languages, Saint Joseph's University,
Philadelphia

1987-88: Visiting Spanish Instructor, Saint Joseph's University, Philadelphia

1990: Adjunct Spanish Instructor, Dept. of Spanish and Portuguese Temple
University

1986-88: Adjunct Spanish Instructor, Philadelphia Community College

1986-87: Secondary School Spanish Teacher, Haverford School, Haverford, PA

1985-87: Teaching Assistant, Dept. of Spanish and Portuguese, Temple

Experienced instructor all levels of Spanish language and literature
including:

Basic Spanish

Intermediate Spanish

Advanced Spanish Grammar and Composition

*Conversation (all levels: traditional classroom as well as non- traditional
"Immersion" techniques)*

Latin-American Culture and Civilization

Peninsular Culture and Civilization

Survey of Peninsular (Spanish) Literature

Survey of Latin-American Literature

Spanish for Criminal Justice.

Spanish for Business

Healthcare Spanish

Hispanic Film and Theater

Scholarship

Book: *The Baroque Vortex: Velázquez, Calderón and Gracián Under the Reign of Philip IV*.
New York: Peter Lang, 2000.

Article: “El coyote y el genízaro en el texto de *Derrotero y Diario* de Domínguez y Escalante” (24-33) published in *Interpreting the New Milenio* (Ed. José Antonio Gurpegui (Cambridge: Newcastle, 2008).

Article: “José Martí entre Cuba y Estados Unidos: la voz del inmigrante y su Recepción.” *Con-textos* Vol. 17, Num. 35, July –Dec. 2005. (Literary Journal Universidad de Medellín, Colombia)

Status of Current Research:

Working on the translation of Cautiverio feliz, y razón individual de las guerras dilatadas del Reino de Chile(circ. 1627) by Núñez de Pineda y Bascañán, Francisco. Acquiring a Microfiche of the original 17th Century text.

Article submitted for publication in the proceedings *V Internacional Congreso de Literatura Chicana*. “ El coyote y el genízaro en el texto de El derrotero y diario de Domínguez y Escalante”. June , 2006.

Academic Presentations

“Super[infer]ioridad cultural”. Paper presented.
La frontera II Conference. Universidad Autónoma de Baja California, Mexico; May 2- 4 2007

“ El coyote y el genízaro en el texto de El derrotero y diario de Domínguez y Escalante ”. Paper presented and submitted for publication in *V Conferencia Internacional de la Literatura Chicana* in Alcalá de Henares, Spain. May 2006.

Paper presented at the Conference on Caribbean Culture and Literature, Marquette University, Milwaukee, WI. Oct. 13-16, 2004. "José Martí, la yuxtaposición de su legado revolucionario y el de figura literaria".

Presentation: "Study Abroad in Cuba: What's Caribbean and What's Socialist and What's Neither? Implications for North American Students 'Immersion into Cuba.'" *Presented*

Presented a description and discussion of various models for English as a Second Language (ESL) learners in the elementary schools in Julie Bruch's "Language and Literacy" class. May, 2003.

"*The Happy Captivity* and *Jonathan Dickenson's Journal*. Religion or Culture as a Determinant of (Mis)perceptions in Seventeenth-century Spanish Colonial Experience." Saint Charles Borromeo Conference on Catholicism in Literature, University of Arkansas at Little Rock, Nov. 2001.

"*Jonathan Dickenson's Journal* and *The Happy Captivity* of Pineda y Bascuñán in the Contact Zone of the Hinterlands of 17th Century Spanish Colonial Power." The 10th Annual University of New Mexico Conference on Ibero-American Culture and Society. University of New Mexico Department of Spanish and Portuguese, February 2001.

"The Jesuit Martyrdom in the *El cautiverio feliz*." SW/TXPCA (Southwest and Texas Popular Culture Association) conference Feb., 2000 in Albuquerque, NM.

"Some Narrative Commonalities in Cervantes' *Quijote* and the Biography of Ignatius of Loyola." (Saint Charles Borromeo Conference on Catholicism in Literature, University of Arkansas at Little Rock, May 1997)

"El Quijote y la Autobiografía de San Ignacio de Loyola y la novela caballeresca". (Northeast Modern Language Association, Montreal, Apr. 1996)

"El uso de emblemas en la obra de [Baltasar] Gracián". Sixth Biennial (Northeast Regional Meeting of the American Association of Teachers of Spanish and Portuguese, Yale University, Oct. 1994)

"El empleo del símbolo y mito en la perpetuación del de los Hapsburgo en la España de Felipe IV visto en las obras de Diego Velázquez, Calderón de la Barca y Baltasar Gracián". (43rd Annual Mountain Interstate Foreign Language Conference, Clemson University, Oct., 1993)

"Las Parcas en las obras de Baltasar Gracián, Calderón de la Barca y Diego Velázquez". (Thirteenth Annual Golden Age Spanish Symposium, University of Texas at El Paso, Mar. 1993)

“Las Parcas en las obras de Baltasar Gracián, Calderón de la Barca y Diego Velázquez”(Pennsylvania Foreign Language Conference, Duquesne University, Pittsburgh, 1992).

“Velázquez y Pérez de Moya”(Conferencia de la Asociación Internacional de Siglo de Oro, la Universidad de Salamanca, Spain, June 1990)

Conference Service

Chairperson for session: “Spanish Golden-Age Poetry: The Mystical”.
(Northeast Modern Language Association, Philadelphia, 1997)

Chairperson for session: “The Visual Arts and Golden-Age Spanish Literature: The Emblemata in Spain”. (Northeast Modern Language Association, Montreal, Quebec, 1996)

Symposia /Colloquia

“But How Do They See Us?: Perceptions of Anglos Held By Hispanics as Seen in Literature and Art Through the Centuries”. A talk listed in the 1998 Resource Catalog of the New Hampshire Humanities Council.

“Jorge Luis Borges and Averroes: Spanish Moslem Influence in European Literature as seen in Moslem Music and Art.” (Dept. of Modern Languages and Literatures Colloquium, May 1997)

“The Spanish in Perú and the Search for Machu Picchu: slide presentation”.
Saint Anselm College Family Weekend, Oct., 1996.

“Symbol and Myth of the Habsburgs in the Works of Diego Velázquez, Calderón de la Barca and Baltasar Gracián”. (Saint Anselm College Family Weekend, Oct., 1995)

“Algunos ejemplos femeninos admirables de las letras hispánicas”. (Tertulia, Latin American Center Women’s Lunch. Manchester, November, 1993)

“Hispanic Perceptions of Anglos as Seen in Hispanic Literature From the 17th Through the 20th Centuries”. (Colloquium sponsored by the Club Hispánico, Saint Anselm, Fall, 1993)

Honors

Selected "Outstanding Educator of the Year 2003" by the Grand Junction Chamber of Commerce.

Faculty Development Grant Dean's Fund. Saint Joseph's University. Present paper June, 1990. (Asociación Internacional del Siglo de Oro. Salamanca/Valladolid, Spain)

Graduate Teaching Assistanceship, Temple University, 1985-88

Service to the College

2006 to present. Spanish Program Coordinator.

2006 to present. Spanish program assessment coordinator.

2006 to present. Advisor to Student Interpreting Group: volunteer translation and interpreting services to GJ community.

2005-2006- President MSC chapter AAUP;
Colorado State Conference Executive Committee AAUP

2005 to present. Advisor to *A Voice of Reason* activist group

2003 -Summer program. Developed and implemented "Cuban Discourse" with MSC professor of Political Science, Elaine Rodriguez; Applied for and receive a academic permission to take 16 students to Cuba for academic research. Academic areas included: teaching, Spanish, Political Science.

2002 to present: CFAC Representative, MSC Faculty Senate

2003 Member of Organizing committee for (and participant in) debate about US policy and Iraq. Co-sponsored by Young Republicans.

2001 to 2005: Faculty Senator from the Department of Language, Literature and Communications.

Summer 2001: MSC Summer 2001 Program in Costa Rica. Program organizer. Accompanied 20 MSC students and oversaw one month immersion and 6 credits of Spanish Language study at the Centro Intercultural, Heredia, C.R.

Spring 2001: Support Committee for the MSC Academic Master Plan.

Fall 2001 to Fall 2003: Advisor to Mesa State College Spanish Club

Community Service

- Co-director Western Colorado Justice for Immigrants Committee (grassroots organizing for Comprehensive Immigration Reform legislation).
- Board member Western Colorado Congress.
- 2007 with coalition members traveled to D.C. to lobby congressional delegation for CIR.
- Interpreted for Immigration lawyer Sandra Stanley in presentation to Immigrant community in GJ.
- 2005 to present Elected president to the Board of Directors of the Grand Valley Peace and Justice Office
- 2003 Elected to the Board of Directors of the Grand Valley Peace and Justice Office. Hiring Committee for the Director of GVPJ.
- Spring 2001 to 2003: Member steering committee and Secretary to the Governing Board (May 2002) and later acting-President for Nuestra Escuela Dual-language Charter School .
- Spring 2000 to present: Member Latin Anglo Alliance, member LAA scholarship committee.
- Spring 2001 to 2003: “Great Books” program group-leader for 5th and 6th graders at Holy Family School. This reading program is designed to develop higher-level reading skills through text analysis and discussion.
- November 2000 to present: hosted table for Grand Valley “Alternative Christmas Fair” fundraiser for various charity organizations in U.S. and abroad.
- Fall 2001 to present: Diocese of Pueblo’s “Public Discipleship” participant and attendee at workshop hosted by Grand Valley Peace and Justice, promoting on-going community and social activism in areas related to Catholic Church’s teachings on social concerns.
- Fall 1999 to 2003: Spanish / English interpreter at the Court House here in Grand Junction.

Professional Membership

- 1993-98: Member Northeast Modern Language Association
- 1994-present : American Association of Teachers of Spanish and Portuguese
- 1994-present: American Association of University Professors

TYLER KIMBALL ANDERSON
Assistant Professor of Spanish Linguistics, Mesa State College
tanderso@mesastate.edu
<http://home.mesastate.edu/~tanderso>
(970) 248-1067

EDUCATION

- Ph.D., Spanish Linguistics, The Pennsylvania State University, 2006
Dissertation: Spanish-English bilinguals' attitudes towards code-switching
Dissertation committee: Drs. Almeida Jacqueline Toribio (Director), John Lipski, Paola Dussias, Barbara E. Bullock
- M.A., Spanish Linguistics, Brigham Young University, 2002
Thesis: Leísmo in the upper-class speech of Bogotá
Thesis committee: Drs. J. Halvor Clegg (Chair), Orlando Alba, Jeffery Turley
Minor: Spanish Pedagogy
- B.A., Spanish, Brigham Young University, 1999

RESEARCH PUBLICATIONS AND REVIEWS

- Anderson, Tyler (Forthcoming) Perceptions of the best varieties of Spanish: Latinas in western Colorado, prestige, stigma and linguistic insecurity. In Susana Rivera-Mills and Daniel Villa (eds.) *Spanish of the Southwest: A language in transition*. Madrid: Editorial Iberoamericana Vervuert.
- Anderson, Tyler (2008). Review of *Anglicism in German* by Alexander Onysko, in *Linguist List*, issue 19.299
- Anderson, Tyler & Almeida Jacqueline Toribio (2007). Attitudes towards lexical borrowing and intra-sentential code-switching among Spanish-English bilinguals, *Spanish in Context*, 4, 2, 217-240.
- Anderson, Tyler (2003). Review of *Language and Gender* by P. Eckert and S. McConnell-Gennet, in *Linguist List*, issue 14.1289
- Anderson, Tyler (2001). To Be or Not To Be: The influence of language contact on the use of copulas in Spanish and Catalan, *La marca hispánica*, 12, 71-84.

RESEARCH IN PROGRESS

- Perceptions of language variation in the Spanish speaking world, to be submitted for research grant to Faculty Early Career Development (CAREER) Program, NSF.

PAPERS PRESENTED AT PROFESSIONAL CONFERENCES

- Anderson, Tyler (2007). Perceptions of the best varieties of Spanish: Mexican-Americans in Western Colorado, prestige, stigma and linguistic insecurity, *The 36th Annual Meeting of the Linguistic Association of the Southwest, September 21-23*.
- Anderson, Tyler & Luis Silva-Villar (2007). Command Spanish: A communicative approach? *The 36th Annual Meeting of the Linguistic Association of the Southwest, September 21-23*.
- Anderson, Tyler (2007). Spanish-English bilinguals' reactions to felicitous and infelicitous codeswitching, *21st Conference on Spanish in the U.S., March 15-18*.
- Toribio, Almeida Jacqueline & Tyler Anderson (2004). Attitudes towards lexical borrowing and intra-sentential code-switching among Spanish-English bilinguals, *20th Conference, Spanish in the U.S., March 24-26*.
- Anderson, Tyler & Almeida Jacqueline Toribio (2004). Attitudes of Spanish-English bilinguals towards contact Spanish, *The Ninth International Conference on Language and Social Psychology—ICLASP 9, June 30-July 3*.

RELEVANT TEACHING EXPERIENCE

- Mesa State College
Using Technology, Culture and Literature in the Foreign Language Classroom
Foreign Language Teaching Methodologies
Spanish Phonetics and Phonology
- Pennsylvania State University
Teaching of Romance Languages

OTHER EXPERIENCE

- Pennsylvania State University
Research Assistant, Dr. Judith Kroll, 2004
- Brigham Young University
Editorial Assistant, *La marca hispánica*, 2000
Research Assistant, Dr. Orlando Alba, 2000
Research Assistant, Dr. Robert Smead, 2000

AWARDS AND RECOGNITIONS

- Mesa State College
Faculty Professional Development Award, 2008
- Pennsylvania State University
Teacher Excellency Award, 2002, 2003

PROFESSIONAL MEMBERSHIPS

- Linguistic Society of America
- American Association of Teachers of Spanish and Portuguese
- Modern Language Association
- Linguistic Association of the Southwest

CURRICULUM VITAE

ANDREW STEVEN GORDON

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Grand Junction, CO 81506
970.263.0866

e-mail: agordon@mesastate.edu

EDUCATION: MPhil, PhD in Spanish, Columbia Univ., New York City
Major Field: 20th-century peninsular literature
Minors: Translation, Theater
MA in Spanish, New York Univ. (at the *Instituto de Cultura
Hispánica*), Madrid, Spain
BA *cum laude* in Spanish, Univ. of Colorado at Boulder
Major: Spanish; minor: Theater
Additional Training:

Translation & Interpretation: Monterey (CA) Institute of International Studies;
Univ. of Arizona-Tucson; Georgetown Univ.; Univ. of
California - La Jolla; Univ. of Maryland - College Park
Southern California School of Interpretation, L.A.

Language Studies: Gallaudet University; *Université de Toulon et du Var*
(France); Yale University; *Universidad de Madrid*

DISSERTATION: "A Translation and Interpretation of Arrabal's On the Tightrope or
Ballad of the Phantom Train" Sponsor: Philip Silver; awarded Columbia
University's Literature in Translation Prize, 1980

ACADEMIC HONORS: President's Fellowship, Columbia Univ., 1977-1978, 1978-1979
Dean's List, Univ. of Colorado, 1971-1972, 1973-1974

TEACHING EXPERIENCE: Spanish language, literature, and civilization; translation
and interpreting; American Sign Language, study abroad
Mesa State College, Grand Junction, CO; Spain
Professor, 2005 – present; Assoc. Prof., 2001 – 2005; Assistant
Professor, 1998 – 2001
Spanish language, literature, and civilization; study abroad
Gallaudet Univ., Washington, DC; Spain
Assoc. Prof., 1994 – 1997; Asst. Prof., 1989 – 1994
Advanced Spanish Language and Literature - City University of
New York, Baruch College, 1 semester
Intermediate Spanish, Columbia Univ., New York City, 1 year
Elementary Spanish, University of Wisconsin-Madison, 1 year
Advanced Placement Spanish literature and language,
Spanish language, Calhoun School, New York City, 3 years
Elementary Latin, Russian, German, French, and Spanish, The
Horace Mann/Barnard School, New York City, 1 year
Elementary, intermediate, and advanced Spanish - Clara
Barton High School, New York City, 1 year

LANGUAGES: Fluency in English, Spanish, French, and American Sign Language

Familiarity with German, Hebrew, Latin, and Russian

**PROFESSIONAL
ACTIVITY:**

- Presenter, "From the Classroom to the Courtroom: Are Our Academic Interpreter/Translator Programs Professional Enough?" MLA (Modern Language Association) Convention, Chicago, IL 2007
- Gordon, Andrew Steven. "Companion Site." For *Plazas: Lugar de encuentros*, 3rd ed. by Robert Hershberger, Susan Navey-Davis, Guiomar Borrás A. Boston: Heinle/Cengage, 2008
<http://academic.cengage.com/>
- Presenter, "Borderline: International Showtime in Arrabal's On the Tightrope or Ballad of the Phantom Train." 31st Annual Comparative Drama Conference, Los Angeles, CA, 2007
- Gordon, Andrew Steven. "Companion Site." For *Plazas: Lugar de encuentros*, 2nd ed. by Robert Hershberger, Susan Navey-Davis, Guiomar Borrás A. Boston: Heinle, 2005
<http://plazas.heinle.com>
- Contributor, Test Bank to Accompany *Puntos de partida: An Invitation to Spanish*, 7th ed. by Antonio Gil, José Luis Montiel, et al. New York: McGraw-Hill, 2005, Chapters 7 and 8
- Contract Linguist, US Dept. of Justice, Federal Bureau of Investigation 1987 – present
- Certified Court Interpreter, State of California, 2005 - present;
Administrative Office of the US Courts, 2002 – present;
National Center for State Courts, 1997 – present
- Co-Presenter, "Teaching Spanish for Application beyond the Classroom: Expectations, Strategies, and Successes" AATSP (American Association of Teachers of Spanish and Portuguese) Convention, Rio de Janeiro, Brazil, 2002
- Presenter, "Course-Specific Web Sites for Upper Division Spanish Courses" University of Colorado at Boulder, Teaching with Technology Conference, 2001
- Presenter, "Integrating with the Internet: Effective Utilization of Course-Specific Web Sites" MLA (Modern Language Association) Convention, Washington, DC, 2000
- Gordon, Andrew Steven. "A Translation and Interpreting Primer for Foreign Language PhDs," ADFL (Association of Departments of Foreign Languages) Bulletin 32.1 (2000) : 50-55
- Presenter, "From the Ivory Tower to the Hoosgow and Beyond" MLA Convention, Chicago 1999
- Presenter, "Spanish-English Dictionaries: A Survey of The Recent Crop" MLA Convention, Toronto 1997
- Translator, "Through the Streets of Washington," by Silverio Muñoz, College of Arts and Sciences Newsletter, Gallaudet University 6.1 (1990) : 5
- Translator, "Anne Frank's House," by Silverio Muñoz, College of Arts and Sciences Newsletter, Gallaudet University 5.3 (1990) : 2
- Translator, "When the Smoke Gets in Your Eyes," by Silverio Muñoz, College of Arts and Sciences Newsletter, Gallaudet University 5.1 (1989) : 9
- Panel Member, "The Translator and His Reference Tools," Amer. Literary Translators' Assoc. Conference, Montreal, 1986
- Contributor, The American Heritage/Larousse Spanish Dictionary, Boston: Houghton Mifflin, 1986

**PROFESSIONAL
ACTIVITY:**

(continued)

- Translator, "Tragedies of Argentina: Dialogues with Ernesto Sábato," in Democracy and Dictatorship in Latin America, New York: FSISI (Foundation for the Study of Independent Social Ideas, Inc.), 1982, 24-30
- Translator, Latin America in Its Architecture: Latin America in Its Culture Series, New York: Holmes & Meier Publishers, Inc., 1981, 7 - 21 & 37 - 76
- Translator, On the Tightrope or Ballad of the Phantom Train by Fernando Arrabal from "A Translation and Interpretation of Arrabal's On the Tightrope or the Ballad of the Phantom Train." Diss. Columbia U, 1981. [Awarded Columbia University's Literature in Translation Prize, 1980.]
- Translator, Tell Me What's on Your Mind by Guillermo Gentile. INTAR Hispanic Theater, New York City, November 1977
- Translator, House of Bernarda Alba by Federico García Lorca. INTAR Hispanic Theater. New York City. March 1977

ACADEMIC SERVICE:

- Member, Faculty Compensation & Benefits Committee, Mesa State College, 2007 - present
- Foreign Language Instruction Delegate (elected), Modern Language Association Delegate Assembly, 2003 - 2006
- Member, Graduate Council, Mesa State College, 2001 - present
- Member (1999 - 2004), Spanish Section & Major Committee, Mesa State College, 1999 - present
- Member, Faculty and administrator search committees, Mesa State College, 1998 - present
- Academic Advisor, Mesa State College, 1998 - present
- Mid-Atlantic Region Delegate (elected), Modern Language Association Delegate Assembly, 1997 - 1999
- Collections and bibliographical liaison, Gallaudet Univ. Library, 1995 - 1997
- Mentor, student internship program in the foreign language classroom Gallaudet Univ., 1993 - 1997
- Member, University Faculty Salary & Benefits Committee, Gallaudet Univ., 1993 - 1996; Chair, 1994-1995
- Member, Council on Undergraduate Education Sub-Committee On Reading and Literacy, Gallaudet Univ., 1995
- Coordinator, lower division Spanish, Gallaudet University, 1991 - 1994
- Member, Committee on Conservation of Properties, Dept. of Spanish & Portuguese, Columbia Univ., 1977 - 1981
- Member, Latin American Colloquium, Dept. of Spanish & Portuguese, Univ. of Wisconsin, 1975 - 1976

MEMBERSHIPS:

- American Association of Teachers of Spanish and Portuguese
- American Association of University Professors
- American Literary Translators' Association
- American Translators' Association (DC Chapter)
- Modern Language Association

CREDENTIALS: Complete dossier available from:

Columbia University
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EDUCATION

Ph.D., Hispanic Languages and Literatures, *University of California Los Angeles (UCLA)*, 1996
M.A., Spanish, *University of California Los Angeles (UCLA)*, 1991
Licenciatura, Hispanic Language and Literature, *Universidad Complutense de Madrid*, 1988
M.A. Joint Degree, Music and Classical Guitar, *Real Conservatorio Superior de Música de Madrid*, 1982

TEACHING EXPERIENCE

Full Professor, *Mesa State College*. Department of Languages, Literature and Communication, 2008.
MSC Study Abroad Program. Concurrent Professor at *Enforex*, Barcelona, Spain. Summer 2006.
MSC Study Abroad Program. Concurrent Professor at *Enforex*, Marbella, Spain. Summer 2004.
Associate Professor, *Mesa State College*, Department of Languages, Literature and Communications, 2003 to present.
Assistant Professor, *Mesa State College*, Department of Languages, Literature and Communication, 2000-2003.
MSC Study Abroad Program. Professor at *International University Menéndez Pelayo*, Santander, Spain. Summer 2002.
Visiting Professor, *UC Santa Barbara (UCSB)*, Spanish and Portuguese Department Fall 1999.
Full-time Faculty, *UC Los Angeles (UCLA)*, Spanish & Portuguese Department 1996-2000.
Full-time Faculty, *UC Santa Cruz (UCSC)*, Summer Language Institute, Summer 1992.

CHIEF AREAS OF INTEREST

Spanish language and linguistics, Spanish journalism in the US, bilingualism, foreign language education, forensic linguistics, hearing and speech-impaired studies, ethnomusicology.

LANGUAGES

Spanish (native), French (good), Galician/ Portuguese (good), Latin.

OTHER WORK EXPERIENCE

Consultant of Linguistics/ Columnist, *La Opinión*, Los Ángeles, California. 2000 to present. *La Tribuna*, Glenwood Springs, Colorado. 2007.
Coordinator of Mesa State College Study Abroad Program in Europe (Spain), 2002 to present.
Chief Editor, *Perspectives on Spanish Linguistics*, Linguistics series. UCLA, Los Angeles; OSU, Columbus.
Assistant Editor, *The International Journal of Interdisciplinary Social Sciences* (Victoria, Australia).
Columnist, *Folk*, Madrid Spain, 1987-1988.
Translator.
Blogger: *La Cresta de la lengua*. Crestadelalengua.blogspot.com

LANGUAGE AND LINGUISTICS. PUBLICATIONS

"Explorations into Racial Humor through Linguistics". *The International Journal of Interdisciplinary Social Sciences*. (to appear)

"Lo bueno del humor racial". Proceedings of *The 11th International Conference "The Border: A New Cultural Concept"*, May 2, 3, 4, 2007 (to appear, 2008).

"PREDICATIVE COMPLEMENTATION: A NEW APPROACH TO DEQUEÍSMO". Hispanic Linguistics Symposium. *University of Western Ontario*. October 2006. (submitted, 2007).

- "Dequeísmo". *IV Conferencia Científica Internacional de Lingüística* (Proceedings). Instituto de Literatura y Lingüística "José Antonio Portuondo Valdor". La Habana (Cuba) 2005. (n.p.).
- "En lenguaje de prensa: Cuatro calas en el *Spanglish*," in *Conferencia Científica Internacional*. Instituto de Literatura y Lingüística "José Antonio Portuondo Valdor" 2003. La Habana, Cuba. E-conference: ISBN: 959-7152-04-5.
- "Pronouns Configuring Spanish and Vice-Versa," in Silvana Montrul and Francisco Ordóñez eds., *Linguistic Theory and Language Development in Hispanic Languages*. Somerville, MA: Cascadilla Press 2003. 81-95.
- Current Issues in Spanish Syntax and Semantics*, Studies in Generative Grammar 53. Berlin: Mouton De Gruyter. 2001. (co-editor and author)
- "Verbless derivations in historical syntax: A case study of Northwestern Iberian languages," in Javier Gutiérrez-Rexach and Luis Silva-Villar eds., *Current Issues in Spanish Syntax and Semantics*. 2001. 309-346.
- "Spanish Bare Plurals, Multiple Specifiers and the Derivation of Focus-Related Features," *Folia Linguistica* XXXIII/3-4. 2000[1999]. 355-387. (co-authored).
- "Teaching Written Spanish to Native Heritage Speakers: a Symbiotic Case," In Peyton, J.K., & McGinnis, S. eds. (2001). *Heritage Languages in America: Blueprint for the Future*. McHenry, IL, and Washington, DC: Delta Systems and Center for Applied Linguistics.
- "The Diachronic Syntax of Expletive Creation," *International Journal of Basque Linguistics. Anuario del Seminario de Filología Vasca "Julio de Urquijo"* XXX-1, 1999[1996]. 173-193.
- "Verbless locative inversion in NILs," in Fernando Martínez-Gil and Javier Gutiérrez eds., *Advances in Hispanic Linguistics*. Somerville, MA: Cascadilla Press. 1999. 562-578.
- "Demonstratives in a Feature-Based Theory of Syntax," in G. Alexandrova and O. Arnaudova eds. *The Minimalist Parameter. Papers deriving from the Open Linguistics Forum Challenges of Minimalism.*, 21-23 March 1997, University of Ottawa. *Current Issues in Linguistic Theory series Amsterdam* Philadelphia: John Benjamins. 2001. 325-344.
- Perspectives on Spanish Linguistics*, vol.3. *Proceedings of the First Hispanic Linguistics Colloquium*. Javier Gutiérrez-Rexach and José del Valle eds., Department of Spanish and Portuguese, Ohio State University, Columbus. 1998. Series co-editor
- "Subject positions and the Roles of CP," *Romance Linguistics: Theoretical Perspectives*. In Armin Schwegler, Bernard Tranel and Myriam Uribe-Etxebarria eds. Amsterdam/Philadelphia: John Benjamins. 1998. 247-270.
- Perspectives on Spanish Linguistics*, vol.2. Department of Spanish and Portuguese, Ohio State University, Columbus. 1998[1997]. Co-editor/Series co-editor
- "Morphology and Syntax of Romance Imperatives: an Incomplete History," *Going Romance 1996. Tenth Symposium on Romance Linguistics*. Utrecht (The Netherlands), December 12-14. 1996. Another version in *Probus* 10 (1998). 115-138.
- "Prosodic and Lexical Focus in Spanish Bare Plurals," in J. Gutiérrez and L. Silva eds., *Perspectives on Spanish Linguistics*, vol. 1, Los Angeles: Department of Linguistics, UCLA, 1996. 85-107.
- "Suppletive and Non-Suppletive Imperatives," in J. Gutiérrez and L. Silva eds., *Perspectives on Spanish Linguistics*, vol. 1, Los Angeles: Department of Linguistics, UCLA. 1996. 153-181.
- Perspectives on Spanish Linguistics*, vol. 1, Department of Linguistics, Los Angeles: University of California, Los Angeles. 1996. Editor
- "Temporal Adjectives and the Feature-structure of DPs" *MIT Working Papers in Linguistics* 31. Benjamin Brueing ed. 1997. 450-466. (co-authored)
- "Locative and Temporal Weak Proforms," *Theoretical Research on Romance Languages*. In J. Lema and E. Treviño eds., Amsterdam/Philadelphia: John Benjamins. 1998. 205-225. (co-authored)

"Syntactic Position and Temporal Interpretation" *Canadian Journal of Linguistics/Revue canadienne de linguistique* 43(1): 97-120. 1998. (co-authored)

"Temporal Adjectives and Feature Interpretation," *Western Conference on Linguistics* (WECOL 1995). In Vida Samiian ed., Fresno: California State University, Fresno, 1997. 162-176.

"Inverted Tenses and Mesoclitic Negation Within the Galician-Portuguese Domain," *Mester* 24.1, Portuguese special issue, 1997[1995]. 19-42.

"Merge and Cliticization in Old Romance Future/Conditionals," *Grammatical Theory and Romance Languages*. Karen Zagana ed., Amsterdam/Philadelphia: John Benjamins, 1995. 239-250.

"Prosodic and Morphological Focus in Spanish Bare Plurals," *LSoRB, Parasession to the 1995 Annual Meeting of the LSA*, Tulane University, Louisiana, Jan. 9, 1995. Harry Howard ed., http://www.tulane.edu/~ling/LsoRB_proceedings.html (co-authored).

"De Falsas y Verdaderas Interrogativas Indirectas: Re-producción, Operadores y Selección," *Romance Linguistics & Literature Review*, University of California, Vol. 5, Fall 1992. 39-49.

NEWSMEDIA PUBLICATIONS. RESEARCH ARTICLES IN LINGUISTICS: ORTHOGRAPHY, PHONOLOGY, BILINGUALISM, SPANISH AND THE CENSUS, SPANISH IN THE US, LANGUAGE PLANNING, GENETICS AND LINGUISTICS.

La Opinión:

"El infierno de la lengua", *Comentarios*, June 11-18, 2000.

"La nueva ortografía, qué nos depara", *Comentarios*, June 25 to July 2nd, 2000.

"Cómo reparar ortografías", *Comentarios*, September 25 to October 1st, 2000

"Como la «x» de México no hay dos", *Comentarios*, October 02nd-09, 2000.

"No somos más ricos por tener más letras", *Comentarios*, October 09-16, 2000.

"Conflictivo dilema: El internet, la internet", *Notas*, Friday, October 27, 2000.

"Nombres de letras: La lógica etrusca", *Comentarios*, January 15-21, 2001.

"Sensibilidad ortográfica: (Re)paso firme", *Comentarios*, January 21-28, 2001.

"Nuestra lengua: Réquiem por Rafael Lapesa", *Notas*, February 15, 2001.

"Internet: dilema mayúsculo", *Comentarios*, March 11-18, 2001.

"De escuchar y de oír me hartó", *La cresta de la lengua 1. Comentarios*, March 18-25, 2001.

"*Haiga* o no *haiga* lugar", *La cresta de la lengua 2. Editorial*, March 25, 2001.

"(S)*panglis(h)* «a la carta»", *La cresta de la lengua 3. Comentarios*, April 01st-8, 2001.

"¿Cómo de rápido es su «snail-mail»?", *La cresta de la lengua 4. Comentarios*, April 08-14, 2001.

"¿Es usted de la «élite»?", *La cresta de la lengua 5. Comentarios*, April 14-21, 2001.

"Gimnasia con magnesio", *La cresta de la lengua 6. Comentarios*, April 22-29, 2001.

"La sonora animalera", *La cresta de la lengua 7. Comentarios*, April 29-May 05, 2001.

- "Una de americanos", *La cresta de la lengua* 8. *Comentarios*, May 06-12, 2001.
- "La «a» del género y las otras", *La cresta de la lengua* 9. *Comentarios*, May 20-26, 2001.
- "Mangoneos y sexismo", *La cresta de la lengua* 10. *Comentarios*, May 27-June 2nd, 2001.
- "Palíndromos y capicúas", *La cresta de la Lengua* 11. *Comentarios*, June 03-June 09, 2001.
- "Por membresía", *La cresta de la lengua* 12. *Editorial*, June 08, 2001.
- "Maratón", *La cresta de la lengua* 13. *Comentarios*, June 17-June 23, 2001.
- "Latinos de nuevo cuño", *La cresta de la lengua* 14. *Comentarios*, June 24-June 30, 2001.
- "Hispanos de nación", *La cresta de la lengua* 15. *Comentarios*, July 01st-July 06, 2001.
- "Escritura 'wap'", *La creta de la lengua* 16. *Comentarios*, July 09-July 16, 2001.
- "Los chicanos no son de Chico", *La cresta de la lengua* 17. *Comentarios*, July 16-July 25, 2001.
- "Océanos en Oceanía", *La cresta de la lengua* 18. *Comentarios*, July 22-July 29, 2001.
- "La pequeñez del coco", *La cresta de la lengua* 19. *Comentarios*, July 29-August 04, 2001.
- "Percepción bilingüe", *La cresta de la lengua* 20. *Comentarios*, August 05-August 11, 2001.
- "Censo y lengua", *La cresta de la lengua* 21. *Comentarios*, August 12-August 18, 2001.
- "A vueltas con el censo", *La cresta de la lengua* 22. *Comentarios*, August 19-August 25, 2001.
- "Manuel Alvar: no más palabras", *La cresta de la Lengua* 23. *Comentarios*, August 26-September 01st, 2001.
- "De la 'eñe' y futuras reposiciones", *La cresta de la lengua* 24. *Comentarios*, September 02nd-September 8, 2001.
- "Inglés para niños, política para todos", *La cresta de la lengua* 25. *Comentarios*, September 09-September 15, 2001.
- "Objetivar la educación", *La cresta de la lengua* 26. *Comentarios*, September 23-September 29, 2001.
- "Por boca del presidente", *La cresta de la lengua* 27. *Comentarios*, September 30-October 06, 2001.
- "El presidente en su discurso", *La cresta de la lengua* 28. *Comentarios*, October 07-October 12, 2001.
- "Talibanismo lingüístico", *La cresta de la lengua* 29. *Comentarios*, October 21-October 27, 2001.
- "Los genes por las palabras y viceversa", *La cresta de la lengua* 30. *Comentarios*, October 28-November 03, 2001.
- "Faltos de autoridad", *La cresta de la lengua* 31. *Comentarios*. November 04-November 10, 2001.
- "Por mis 'mouses'", *La cresta de la lengua* 32. *Comentarios*. November 10-November 17, 2001.
- "Un álbum más un álbum son dos...", *La Cresta de la Lengua* 33. *Comentarios*. November 18-November 24, 2001.
- "En lenguaje de 'muggle'", *La Cresta de la Lengua* 34. *Comentarios*. November 25-November 31, 2001.
- ¿'Colapsaron' las Torres Gemelas?, *La Cresta de la Lengua* 35. *Comentarios*. December 02-December 09, 2001.
- "Ser o no ser 'Unz-lingüe'", *La Cresta de la Lengua* 36. *Comentarios*. December 09-December 15, 2001.
- "El curioso impertinente", *La Cresta de la Lengua* 37. *Comentarios*. December 16-December 22, 2001.
- "Despiste científico en la Academia", *La Cresta de la Lengua* 38. *Comentarios*. December 23-December 29, 2001.

"Santa, un regalo para todos", *La Cresta de la Lengua* 39. *Comentarios*. December 30-January 5, 2002.

"'Eurolingüismo' militante e integración", *La Cresta de la Lengua* 40. *Comentarios*. January 6-January 12, 2002.

"Gramática subliminal del euro", *La Cresta de la Lengua* 41. *Comentarios*. January 13-January 19, 2002.

"Camilo José Cela, irrepensible", *La Cresta de la Lengua* 42. *Comentarios*. January 20-January 26, 2002.

"Con la asimilación de fondo", *La Cresta de la Lengua* 43. *Comentarios*. February 03-February 09, 2002.

"Modales y Gustos del bilingüe", *Cresta* 44. *Comentarios*. February 10-February 17, 2002.

"La ortografía la carga el diablo". *Cresta* 45. *Comentarios*. February 17-February 23, 2002.

"El pañuelo de la discordia". *Cresta* 46. *Comentarios*. February 24-March 02, 2002.

"Las banderas y su lenguaje". *Cresta* 47. *Comentarios*. March 03-March 09, 2002.

"Juegos con la 'ex'". *Cresta* 48. *Comentarios*. March 10-March 16, 2002.

"España canta en inglés". *Cresta* 49. *Comentarios*. March 17-March 23, 2002.

"Con la columna a cuestas". *Cresta* 50. *Comentarios*. March 24-March 30, 2002.

"Clonación cultural". *Cresta* 51. *Comentarios*. March 31-Abril 06, 2002.

"Tricolor". *Cresta* 52. *Comentarios*. April 07-Abril 13, 2002.

"En defensa del defensor del lector". *Cresta* 53. *Comentarios*. April 14-Abril 20, 2002.

"Entre monos anda el juego". *Cresta* 54. *Comentarios*. April 21-Abril 27, 2002.

"Un mercado y un negocio: el español". *Cresta* 55. *Editorial*. April 28, 2002.

"Raza, lengua y grey". *Cresta* 56. *Editorial*. May 12, 2002.

"Poner las palabras en la boca". *Cresta* 57. *Comentarios*. May 19-May 25, 2002.

"El valor del inglés, y el del español". *Cresta* 58. *Comentarios*. May 26-June 02, 2002.

"¿Inglés por decreto, o en libertad?" *Cresta* 59. *Comentarios*. June 02-June 08, 2002.

"Tortilla española". *Cresta* 60. *Comentarios*. June 09-June 15, 2002.

"Lengua, café y fútbol". *Cresta* 61. *Editorial*. June 16-June 22, 2002.

"Virus bilingües, virus democráticos". *Cresta* 62. *Editorial*. August 18, 2002.

"Prudencia electoral". *Cresta* 63. *Editorial*. August 25, 2002.

"No hablen español". *Cresta* 64. *Editorial*. September 01, 2002.

"Respetemos el 'spanglish'". *Cresta* 65. *Editorial*. September 08, 2002.

"La invención del Quijote en 'spanglish'". *Cresta* 66. *Editorial*. September 15, 2002.

"Los Grammy Latino en su lengua". *Cresta* 67. *Editorial*. September 22, 2002.

"Responsabilidad educativa y legal: Proposición 31". *Cresta* 68. *Editorial*. September 29, 2002.

"Lingüistas en el estrado". *Cresta* 69. *Editorial*. October 06, 2002.

"Cita obligada con Colón". *Cresta 70. Editorial.* October 13, 2002.

"Aserejé". *Cresta 71. Editorial.* October 20, 2002.

"Frustraciones y otras cosas de Colorado". *Cresta 72. Editorial.* October 27, 2002.

"Exaltación colectiva". *Cresta 73. Editorial.* November 03, 2002.

"Colorado y Massachusetts". *Cresta 74. Editorial.* November 10, 2002.

"La lengua de los cuadrumanos y la nuestra". *Cresta 75. Editorial.* November 17, 2002.

"A la escucha de Ben Laden". *Cresta 76. Editorial.* November 24, 2002.

"Acción de Gracias". *Cresta 77. Editorial.* December 01, 2002.

"EE.UU.". *Cresta 78. Editorial.* December 08, 2002.

"Delante suyo y a espaldas nuestras". *Cresta 79. Editorial.* December 15, 2002.

"¿Cuál espíritu de la Navidad?". *Cresta 80. Editorial.* December 22, 2002.

"Año Nuevo, ¿expectativas nuevas?". *Cresta 81. Editorial.* December 29, 2002.

"Entre Rael y Real". *Cresta 82. Editorial.* January 05, 2003.

"Palabra del año". *Cresta 83. Editorial.* January 12, 2003.

"Los excesos de la acentuación escrita". *Cresta 84. Editorial.* January 19, 2003.

"¿Con yins o sin ellos?". *Cresta 85. Editorial.* January 26, 2003.

"La cara hispana del dólar". *Cresta 86. Editorial.* February 02, 2003.

"La vanidad de ser *Dame Edna*". *Cresta 87. Editorial.* February 09, 2003.

"Ocultación, engaño e intimidación". *Cresta 88. Editorial.* February 16, 2003.

"El humor en la jardinería y en la limpieza del hogar". *Cresta 89. Editorial.* February 23, 2003.

"Urdimbre del *Spanglish*". *Cresta 90. Editorial.* March 09, 2003.

"Erre que erre". *Cresta 91. Editorial.* March 16, 2003.

"Imperio". *Cresta 92. Editorial.* March 23, 2003.

"Ejercicio humanitario". *Cresta 93. Editorial.* April 06, 2003.

"Intérpretes". *Cresta 94. Editorial.* April 13, 2003.

"España y la independencia de EU". *Cresta 95. Editorial.* April 20, 2003.

"Peras al olmo". *Cresta 96. Editorial.* April 27, 2003.

"Cruda realidad". *Cresta 97. Editorial.* May 04, 2003.

"¿Cómo se dice 'cool due' en español?". *Cresta 98. Editorial.* May 11, 2003.

"Klingon para terrestres". *Cresta 99. Editorial.* May 26, 2003.

"En la cresta". *Cresta 100. Editorial.* June 01, 2003.

"Extinción animal y verbal". *Cresta 101. Editorial.* June 8, 2003.

"¿Español, lengua extranjera?" *Cresta 102. Editorial.* June 15, 2003.

"Diversidades". *Cresta 103. Editorial.* June 29, 2003.

"La lógica de las fechas". *Cresta 104. Editorial.* July 5, 2003.

"Fechas con trampa". *Cresta 105. Editorial.* July 13, 2003.

"Schwarzenegger". *Cresta 106. Comentarios.* July 20, 2003.

"Lengua, cultura y política". *Cresta 107. Comentarios.* July 27, 2003.

"Préstamos con interés". *Cresta 108. Comentarios.* August 03, 2003.

"El acento del candidato". *Cresta 109. Comentarios.* August 10, 2003.

"Vox". *Cresta 110. Comentarios.* August 24, 2003.

"Detección gestual". *Cresta 111. Comentarios.* September 07, 2003.

"Condenado a no hablar 'hispanic' con su hija". *Cresta 112. Comentarios.* October 26, 2003.

"El poema aprendido en un sueño". *Cresta 113. Comentarios.* November 07, 2003.

"McJob en la órbita del español". *Cresta 114. Comentarios.* December 28, 2003.

"Quintaesencias y fárragos". *Cresta 115. Comentarios.* January 04, 2004.

"Cambios en el diccionario académico". *Cresta 116. Comentarios.* February 01, 2004.

"El baile de las letras". *Cresta 117. Editorial.* February 19, 2004.

"Idioma, corazón y razón". *Cresta 118. Comentarios.* March 06, 2004.

"Dardo mortal". *Cresta 119. Editorial.* March 14, 2004.

"'La Pasión' según Mel Gibson". *Cresta 120. Editorial.* March 21, 2004.

"Divinas palabras, palabras divinas". *Cresta 121. Editorial.* March 18, 2004.

"Una de indios, ¿o de hindúes?". *Cresta 122. Opinión.* April 04, 2004.

"Indios (no) somos, sois, son". *Cresta 123. Opinión.* April 18, 2004.

"Diccionarios de 'spanglish'". *Cresta 124. Opinión.* May 02, 2004.

"Babel llama a la puerta". *Cresta 125. Opinión.* May 16, 2004.

"Autopsia a la 'che'". *Cresta 126. Opinión.* May 30, 2004.

"El enigma del pachuco". *Cresta 127. Opinión.* June 06, 2004.

"Influir mal e influenciar". *Cresta 128. Opinión.* August 08, 2004.

"Archisílabos", *Cresta 129. Opinión.* August 15, 2004.

"Gringo, invención mexicana", *Cresta 130. Opinión.* August 28, 2004.

"Violencia *sui generis*", *Cresta 131. Opinión.* September 05, 2004.

"Ni sombra del latín", *Cresta 132. Opinión.* n/d

"Mock Spanish: 'No speako the Spanisho'. Cresta 132bis. *Opinión*. March 27, 2005.

"La cajeta elegancita de la dulcería Talía". Cresta 133. *Opinión*. April 10, 2005.

"Mazazo a la lengua". Cresta 134. *Opinión*. May 15, 2005.

"Cosas del idioma Sr. Alcalde". Cresta 135. *Opinión*. June 26, 2005.

"García Márquez no sabe español". Cresta 136. *Opinión*. December 29, 2005.

"¿Diccionario de dudas?". Cresta 137. *Opinión*. February 03, 2006.

"Fútbol o futbol". Cresta 138. Cresta 138. March 15, 2006.

"Here today. Gone Tamale". Cresta 139. Idioma. April 5, 2006.

"De estrellas refulgentes, rutilantes e hispanas". Cresta 140. May 3rd, 2006.

"Los problemas del inglés". Cresta 141. June 17, 2006.

"Blog",. Cresta 142. n/d (July, 2006, submitted). En el Blog.

"Diccionario 'Fotográfico' de la Real Academia". Cresta 142bis. n/d. (July, 2006, submitted) En crestadelalengua.blogspot.com/

"Mock Spanish por teléfono". Cresta 143. Idioma. Nov. 30, 2006.

"English para latinos only.. Sociedad. Cresta 144. Dec. 28, 2006.

"El Cenizo, Nuevo México y Puerto Rico". Cresta 145. Sociedad. Jan. 14, 2007.

"Humanizar la escritura". Homenaje a García Márquez. Cresta 146. March 20, 2007.

"Herido por leer en español". Cresta 147. June 21, 2007.

"Refranero Integracionista" Cresta 148. July 1, 2007.

:"En latín para que lo entiendas" Cresta 149. August 1, 2007.

"Noticias falsas y falsas noticias. Cresta 150. September 11, 2007.

"¿Viajamos al Salvador o a El Salvador?" Cresta 151. Idioma. October, 16, 2007.

"El blanco de la inteligencia". Cresta 152. Humoradas. November, 11, 2007.

"El texano del año". Inmigración. Cresta 153. January 08, 2008.

"Exceso de igualdad electoral". Cresta 154. Sociedad. February 28, 2008.

"¿Membresía con ce?". Cresta 155. Idioma. April 04, 2008.

"Una cultura de cristal". Cresta 156. Sociedad. June 21, 2008.

"Del color con que se mire". Cresta 157. Cultura. June 27, 2008.

"El debate sobre las 'miembras'". Cresta 158. Idioma. July 12, 2008.

"Socias, académicas y misses". Cresta 159. Idioma. July 07, 2008.

"Política de madrasa". *Política*. Cresta 160. August 16, 2009.

"Pekín contra Beijing". *Idioma*. Cresta 161. August 30, 2008.

La Tribuna

¿Bilingüismo y políticos? ¡Sálvese quien pueda! *La lengua por oficio (LPO) 1*. La Tribuna. June 20, 2007.

Chiquilladas de gobernador. *LPO 2*. July 4, 2007.

Latín para latinos. *LPO 3*. July 18, 2007.

El tiempo es oro, el español tesoro. *LPO 4*. August 1, 2007.

Los verdaderos amigos y los falsos. *LPO 5*. August 22, 2007.

Las apariencias son malas consejeras. *LPO 6*. September 19, 2007.

¿Vamos a India, a la India, o a La India? Cómo no perderse. *LPO 7*. October 16, 2007.

"El género de "Panamá" nos ocupa". *LPO 8*. November 6, 2007.

El Sentinel

"Las palabras en boga hacen alusión a un mundo peligroso". January 18, 2003.

Portada

"¿Indios o hindúes?". *Perspectiva*. April 04, 2004.

FOLK

Review of "El libro de la dulzaina aragonesa," by Blas Coscollar, July-Sept. 1988: 27.

Review of "El diablo cojuelo," ed. La Musgaña, Jan.-Aug. 1988: 25.

PRESENTATIONS

"La inserción velar y el paradigma verbal irregular o la vida interna de un verbo a través de la inserción verbal." Luis Silva-Villar, Mesa State University. Location: Hagerty Hall 0255. Time: 1:30 – 2:48pm (April 4, 2008). (Postponed to Fall 2008).

"Flora Ossette: La igualdad por el trabajo". *Escritoras y compromiso*. II Congreso Internacional. Madrid (Spain), del 27 al 30 de mayo, 2008.

Separable prefixes in Western Romance". *HISPANIC LINGUISTICS SYMPOSIUM*. San Antonio, Texas. November 1st-4th, 2007.

"Command Spanish: A communicative approach?" *LASSO XXXVI. SEPTEMBER 21-23, 2007*. University of Colorado at Denver and Health Sciences Center (co-author).

"You want sell?": Fictitious, fictional, or what else?" *LASSO XXXVI. SEPTEMBER 21-23, 2007*. University of Colorado at Denver and Health Sciences Center .

"Explorations into Racial Humor through Linguistics". The Second International Conference on Interdisciplinary Social Sciences. University of Granada. Granada (Spain). 10-13 July 2007.

- "Lo bueno del humor racial". *The 11th International Conference "The Border: A New Cultural Concept"*, May 2, 3, 4, 2007.
- "PREDICATIVE COMPLEMENTATION: A NEW APPROACH TO DEQUEÍSMO". Hispanic Linguistics Symposium. *University of Western Ontario*. October 2006..
- "IN QUEST OF THE OLD GALICIAN-PORTUGUESE *AR-ER*". The XVIIIth International Conference on Historical Linguistics. Madison, Wisconsin (U.S.A.). July 31-August 5, 2005
- "SPAM-glish". *5th Latin American Literatures and Cultures Conference* Colorado Springs, Colorado) February 22-25, 2006.
- "Testimonios falsos y falsos testimonios: *Hasta no verte Jesús mío*" de Elena Poniatowska. *Undécimo congreso de la literatura mexicana contemporánea* (El Paso, Texas) March 2-4, 2006.
- "The sounds of Gringo: A new approach". *2006 National Conferences of NAAAS, NAHLS, NANAS, & IAAS* (Baton Rouge, Louisiana) February 13-18, 2006.
- "Growing expletives," in *Conference on Expletives*, Konstanz University, Germany. November 11-14, 2004. Invited speaker.
- "Los diccionarios de *spanglish*," in *I Congreso Internacional de Lexicografía Hispánica*. Asociación Española de Estudios Lexicográficos (AELEX) Universidade da Coruña. A Coruña, Spain, September 14-18, 2004 (accepted for presentation).
- "En lenguaje de prensa: Cuatro calas en el Spanglish," in *Conferencia Científica Internacional*. Instituto de Literatura y Lingüística "José Antonio Portuondo Valdor". La Habana (Cuba), November 24- November 28, 2003.
- "Teaching Spanish for Application Beyond the Classroom: Expectations, Strategies, and Successes," 2002 AATSP, Rio de Janeiro (Brazil), July 29-August 2, 2002. (co-authored)
- "Becoming a columnist," 78th Annual RMCMA Conference, MSC, March 29-30, 2002.
- "Pronouns Configuring Spanish and Vice Versa," The Fifth Hispanic Linguistics Symposium, University of Illinois at Urbana-Champaign, October 11, 12, 13, 14, 2001.
- "Clitics and the Inclusiveness Condition," The Third Hispanic Linguistics Symposium, Georgetown University, October 8-10, 1999.
- "Teaching Written Spanish to Native Heritage Speakers: a Symbiotic Case," Poster session at the National Conference on Heritage Languages in America, Long Beach, California, October 14-16, 1999
- "Xavier Cugat: adelantado involuntario," Sant Jordi Celebration. *Catalan Colloquium II*. April 23, 1998. Department of Spanish and Portuguese, UCLA.
- "Demonstratives and Feature Based Derivations," *XXVIII Linguistic Symposium on Romance Languages* (LSRL), The Pennsylvania State University, April 16-19, 1998. (co-authored).
- "C-(sub)verbal constructions. How primitive C-derivations can be ," *XI Going Romance 1997 Workshop. Aspects of Complementizers in Romance*. Groningen (The Netherlands), Groningen University. 11-13, December 1997.
- "Expletives in pro-drop Germanic and Non-Germanic languages," *Germanic Linguistics Annual Conference 3*. The Conference of the Society for Germanic Philology. University of California, Los Angeles. April 25-27, 1997.
- "Morphology and Syntax of Spanish Imperatives: a Diachronic Perspective," *XIIIth International Conference on Historical Linguistics* (ICHL). Heinrich-Heine Universitaet, Duesseldorf, Germany. August 10-17, 1997.
- "Syntactic Position and Temporal Interpretation" Colloque GRAMMAIRE ET VARIATION, ACFAS 1996. Montreal, Canada, May 13-14, 1996. *Canadian Journal of Linguistics*. (co-authored)
- "Overt Expletive Subjects in Pro-drop Languages," Northwest Linguistic Conference 96 (NWLC 96), University of Washington, Seattle, Washington, March 30-31, 1996.

"C-/D-driven derivations, verb movement and clitic closure," *Linguistic Society of America (LSA)* . San Diego, California, January 4-7, 1996.

"Syntactic Position and the Interpretation of Temporal Adjectives," *International Conference on Interfaces in Linguistics*. Oporto, Portugal. Associação Portuguesa de Linguística (APL), November 13-17, 1995. (co-authored)

"Diachronic Interpolation Shift," *Linguistic Association of the Southwest (LASSO) XXIV*. Las Cruces, New Mexico, October 6-8, 1995.

"Optionality and the Position of Temporal Adjectives," *45th Annual Mountain Interstate Foreign Language Conference (1995 MIFLC)*. Radford University, Virginia. October 5-7, 1995. (co-authored)

"Prosodic and Morphological Focus in Spanish Bare Plurals," *Going Romance 1994, Eighth Symposium on Romance Linguistics*. Utrecht, Holland, December 10, 1994. (co-authored)

"Inanimate Readings for Full Pronouns: Spanish & Romance Languages," *USC-UCLA Syntax Workshop*, February 5, 1993.

TRANSLATION EXPERIENCE

Language Translator, INLINGUA, School of Languages & Translation Service , October 1988 -1989, La Jolla, California.

Spanish Translator, 1989 to present. Translations include medical, administrative, legal technical and literary. Some clients: Kentucky Fried Chicken, American Airlines, San Diego Local Government, Mark Allen Online, District 51 (Colorado). Grand Junction City Hall. Roper Music.

Mesa State College (Western Colorado Community College: *Construction Technology*).

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WORK: Mesa State College
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EDUCATION

- Ph.D. University of Nebraska-Lincoln (UNL). May 1997
Area of specialization: 20th Century Latin American Literature
Dissertation: El arte de tejer como eje estructurante en la narrativa femenina hispanoamericana
- M.A. West Virginia University. May 1992
Area of specialization: Latin American Literature and Comparative Literature
Thesis: Un acercamiento a la narrativa de Carmen Naranjo
- BA Universidad de Costa Rica. May 1987
Area of specialization: English Literature and Pedagogy

POST DOCTORAL STUDIES:

Women as gender in Literature. Summer Course. University of Costa Rica, 2005.
Teaching Spanish as a Second languages. Summer Courses. UCR, 2005
Costa Rican Literature. Summer Course. UCR, 2007

HONORS, GRANTS AND AWARDS

- Distinguished Faculty Award. Mesa State College. 2007.
- Outstanding Achievement in Teaching Award. Mesa State College. 2007.
- Teaching Council Grant. University of Nebraska Lincoln. 2000.
(A grant for \$5,035.00 for a project *Enhancement of Spanish 202 (Emphasis on Literature and Culture Through a Multimedia Component)*)
- George Hippiie Rogers Fellowship. University of Nebraska Lincoln 1996.
- Frank and Marie T. Wheeler Fellowship. University of Nebraska Lincoln., 1995 –1996.
(A prestigious fellowship for \$5000)
- George Rogers Travel Grant for a conference presentation. University of Nebraska Lincoln 1994 –1995.
- George Rogers Memorial Scholarship. University of Nebraska Lincoln, 1994-1995.
- M H Fling Dissertation Fellowship. University of Nebraska Lincoln. 1994 – 1995.
(A prestigious fellowship for \$5000)
- A Special George Rogers Scholarship. University of Nebraska Lincoln, 1993- 1994.
(Fellowship award for \$2818 exceptionally qualified Ph.D. student of the year).
- West Virginia University Travel Grant for a conference presentation. 1991- 1992.

Language Spanish Scholar. Reed College. 1987-1989

Award for my contribution to puppetry from University of Costa Rica. 1985.

PUBLICATIONS (published and in press)

“De la marginalidad al poder: la Malinche como frontera cultural”. *Revista de La Frontera: un nuevo concepto cultural*. México. Forthcoming.

“Historia y fantasía: una nueva propuesta en *Malinche* de Laura Esquivel” *Contextos: Revista de Semiótica Literaria*. Medellín. Colombia. June 2008.

“Entre la alucinación y la realidad: *El caso 117.720* de Carmen Naranjo Coto”. *Revista de literatura y lingüística de la Universidad de Costa Rica*. San José, Costa Rica. November 2006.

“Un acercamiento a la poética de Julieta Dobles Izaguirre”. *Revista de literatura y lingüística de la Universidad de Costa Rica*. San José, Costa Rica. November 2005

“El complejo de Palas Atenas en los personajes de Mamá Elena en *Como agua para Chocolate* y Bernarda Alba en *La casa de Bernarda Alba*: como figuras alienantes de su hijas menores” *Contextos: Revista de Semiótica Literaria*. Medellín. Colombia. November 2005.

“Entre lo real y lo maravilloso: la prosa de María Amparo Escandón”. *De Márgenes y adiciones: novelistas latinoamericanas de los 90*. Editores, Dr. Jorge Chem y Dr. Isela Chiu. San Jose, Costa Rica. November 2004.

“El arte culinario: subversión, erotismo e identidad en tres textos de escritoras Hispanoamericanas de finales de Siglo Veinte”. *Contextos: Revista de Semiótica Literaria. Medellín*. Colombia. October 2004.

“*Tejedora de Sueños* el Nuevo cuentario de Rima de Vallbona: un mundo caótica para la mujer” *Huellas*. San José, Costa Rica. Junio 2004

“La re-creación de Circe: entre lo real y lo imaginario en ‘La tejedora de palabras de Rima de Vallbona’” *Grafemas*. *Revista de electrónica de Letras Femeninas*. September 2004.

“El coronel no tiene quien le escriba y Villamil no tiene quien lo nombre: un estudio comparado de ambos personajes” *Revista de literatura y lingüística de la Universidad de Costa Rica*. San José, Costa Rica. October 2002.

“El elemento esperpéntico en los personajes de un cuento de Ana Lydia Vega” *Diáspora*. Arkansas. November 2001.

“El mundo de las mariposas: transmutación y metamorfosis en dos cuentos de Eunice Odio”. *La palabra innumerable: Eunice Odio ante la crítica*. San José, Costa Rica. August 2001.

“La parodia como eje central de la re-escritura en ‘Penélope en sus bodas de Plata’ de Rima de Vallbona”. *Nuevos acercamientos a Rima de Vallbona*. Editorial de la Universidad de Costa Rica. San José, Costa Rica. September 2000.

“La desmitificación femenina en *Los delitos de Pandora* de Julieta Dobles”. *Káñina: Revista de filología de la Universidad de Costa Rica*. July 1997.

“Un día en la vida de Carmen Naranjo” (Interview). *Tropos*. Vol. XX. Spring 1994.

CONFERENCE PRESENTATIONS

“*Urbanoscpio*: una visión distorsionada de un mundo ideal”. LASA. Rio de Janeiro, Brasil, Junio 2009.

“Revistando el pasado: Historia y ficción en *Limón Blues* de AnaCristina Rossi”. IV Coloquio Internacional Literatura Hispanoamericana y sus valores. Bogotá, Colombia. November 2008.

“El compromiso en la escritura femenina en Costa Rica”. Segundo Congreso Internacional. Literatura española e hispanoamericana de los siglos XX y XXI. Madrid, España, May 2008

“La seducción como arma de venganza en *Doña Juana Tenorio* de Cristina Gutiérrez”
Décimo Tercer Congreso de literatura Mexicana. El paso, Texas. March 2008.

“Ser poeta y mujer: una manera de revelar y rebelarse”. XXI Coloquio Internacional de Literatura Mexicana e Hispanoamericana. Hermosillo, México. November 2007.

“Costa Rica: Myth or Reality? A Panoramic View of Costa Rican History Within a Central American Context”.
Guest Speaker to the International Week 2007 Central America: Land of Beauty and Exploitation. Southern Utah University. October 2007.

“De la marginalidad al poder: la Malinche como frontera cultural”. Congreso Internacional La Frontera: un nuevo concepto cultural. Ensenada, México, May 2007.

“Historia y fantasía: una nueva propuesta en *Malinche* de Laura Esquivel”. Duodécimo Congreso de literatura Mexicana. El paso, Texas. March 2007.

“Lo abstracto, lo concreto y lo imaginario en *Responso por el niño Juan Manuel*”
Cuarto Congreso de Literatura Costarricense. San José, Costa Rica. May 2006

“Comprar para existir: el paradigma contemporáneo en *Compro, luego existo* de Guadalupe Loaeza”. Undécimo Congreso de literatura Mexicana. El paso, Texas. March 2006.

“El cuerpo: traspasando fronteras femeninas en un mundo patriarcal en “La historia de mi cuerpo” de Judith Ortiz Cofer. CSU-Pueblo Latin American Cultura Conference. Colorado Spring, Colorado. February 2006

“El enigma personal de Esperanza: una aventura insólita en *Santitos* de María Amparo Escandón” xx Coloquio Internacional de Literatura Mexicana e Hispanoamericana. Hermosillo, Mexico. November 2005

“La muerte vista por el mexicano de hoy”. Celebración del día de los muertos” Mesa State College. November 2005

“Reconstruyendo la Imagen de *Doña Bárbara* de Rómulo Gallegos” Tierra Tinta Conference. Norman, Oklahoma. October 2005

“Entre la alucinación y la realidad: *El caso 117.720* de Carmen Naranjo Coto”. Tercer Congreso de Literatura Costarricense. San José, Costa Rica. May 2005.

“El complejo de Palas Atenas en los personajes de Mamá Elena en *Como agua para Chocolate* y Bernarda Alba en *La casa de Bernarda Alba*: como figuras” Décimo Congreso de literatura Mexicana. El paso, Texas. March 2005.

“ Understanding the Culture of Your neighbor” Invited by the Saint Benedict Center at Schuyler, Nebraska, to present a Saturday program for the community of Nebraska. November 20th, 2004

- “Las casas del alma: El Nuevo poemario de Julieta Dobles Izaguirre” Introduction to the presentation of her new book *Casas de la memoria*. Costa Rica. Julio 2004.
- “El valor de la intimidad: una constante en la poesía de Julieta Dobles Izaguirre” Guest Speaker to Segundo Congreso de Literatura Costarricense. San José, Costa Rica. May 2004.
- “Melodrama a la mexicana en *Santitos* de María Amparo Escandón.” Noveno Congreso de literatura Mexicana. El Paso, Texas. March 2004.
- “Un pueblo visto a través de la sazón de sus alimentos y frutos en la colección de poemas de Julieta Dobles *Costa Rica poema a poema: un recorrido por el alma secreta de la patria*.” Congreso sobre literatura y comida. San Antonio, Texas. February 2004.
- “Las mariposas como símbolo de creación literaria en Eunice Odio y Gioconda Belli”. Undécimo Congreso Internacional de Literatura Centroamericana. San José, Costa Rica. March 2003.
- “A World without Frontiers: Understanding Your Neighbors in the New Millennium”. Invited by the Saint Benedict Center at Schuyler, Nebraska, to present a Saturday program for the community of Nebraska. February 8, 2003.
- “Palabras que hechizan: entre lo real y lo imaginario en ‘La tejedora de palabras’ de Rima de Vallbona”. XIII Conferencia Internacional ALFH. Santo Domingo. República Dominicana, October 2002.
- “Myth or Reality? An Approach to the Development of Costa Rican Literature within the Central American Context”. Guest speaker to Hispanic Heritage Month at the University of Puget Sound. Tacoma, WA. September 2002.
- “La escritura de la ambivalencia: ¿Opresión o liberación en Sor Juana Inés de la Cruz?” AEEA Conference 2002. Portland. Oregon, September 2002.
- “La cocina como elemento subversivo en la narrativa latinoamericana de siglo XX” 2nd Interdisciplinary and Multicultural Conference on Food Representation in Literature, Film and the Other Arts. San Antonio. Texas, February 2001.
- “Entre el adorno y la subversión: muñecas de carne y hueso en La muñeca menor de Rosario Ferré”. The XI International ALFH Conference. Toronto. Canadá, September 2000.
- “La caricaturización de los personajes en cuento de Ana Lydia Vega” Eleventh Annual Afro-Hispanic Literature and Culture Conference. San José, Costa Rica. July 2000.
- “Entre lo real maravilloso y la realidad soñada en Soñar en cubano de Cristina García.” Séptimo congreso internacional de escritoras y críticos literarios del Caribe. Mayagüez, Puerto Rico. April 2000.
- “La función del poder en Los invasores de Egon Wolff.” Congreso de Teatro Latinoamericano. Lawrence, Kansas. March 2000.
- “El tiempo y la memoria como ejes centrales de la creación del espacio periférico en Sobrepunto de Carmen Naranjo.” Congreso literario en honor a Carmen Naranjo. Cartago. Costa Rica. November 1999.
- “La parodia como eje central de la re-escritura en “Penélope en sus bodas de Plata” de Rima de Vallbona”. Simposio en honor a Rima de Vallbona. Houston, Texas. September, 1999.
- “An Overview of Latin American Literature with an Emphasis on Women Writers” Guest speaker for the Annual Workshop for Global Literature Professors. Creighton University. Omaha, Nebraska. August, 1999.

“An Approach to Teaching Dreaming in Cuban to College Students”. Guest speaker for the Annual Workshop for Global Literature Professors. Creighton University. Omaha, Nebraska. August. 1999.

“La intertextualidad y la re-escritura en ‘Penélope en sus bodas de Plata’ de Rima de Vallbona.” Conferencia de Literatura y Cultura Centroamericana. Tempe. Arizona. April 1999.

“De la domesticidad al poder en Mujeres de ojos grandes de Angeles Mastretta.”.Cincinnati Conference on Romance Languages and Literatures. Cincinnati, Ohio. May 1998.

“La subversión del personaje de Penélope en las obras ‘Peñelope en sus bodas de plata’ de Rima de Vallbona y ‘Carta de un desterrado’ de Claribel Alegria.” Sexto Congreso Internacional de Literatura Centroamericana. Panamá City, Panamá. March 1998.

“La figura de don Juan del Siglo XX en El expediente de Linda Berrón.” Quinto Congreso Internacional de Literatura Centroamericana. San José, Costa Rica. February 1997.

“Una lectura postmodernista de Arráncame la vida de Angeles Mastretta” El Quinto Simposio Internacional de Crítica Literaria y Escritura de Mujeres de América Latina. Albuquerque, New Mexico. February 1996.

“La imagen de Pandora en los trabajos de Julieta Doblés y Rosario Ferré.” Wichita Foreign Literature Conference. Wichita, Kansas. April 1995.

“Sobrepunto: creación, sobrecreación y descreación de la imagen femenina.” Tercer Congreso Internacional de Literatura Centroamericana. Guatemala City, Guatemala. February 1995.

“Like Water for Chocolate: Magic Realism and its Repercussions in Films.” Guest speaker at University of Sioux Falls. Sioux Falls, South Dakota. January. 1995.

“Fantasía y creación en Responso por el niño Juan Manuel de Carmen Naranjo.” University of Missouri -Columbia Congress. Columbia, Missouri. April 1994.

“Sobrepunto: palabras, tiempo y creación.” Wichita Foreign Literature Conference. Wichita, Kansas. April 1994.

“Costa Rica and its Resources.” Workshop for Telecommunication Spanish Students in Nebraska. Chadron, Nebraska. March 1994.

“Television as a Tool for Teaching.” West Virginia Foreign Language Association. Morgantown, West Virginia. April 1992.

“Carmen Naranjo: hacia una nueva fantasía hispanoamericana” Twentieth Century Conference. Louisville, Kentucky. February 1992.

“Un acercamiento a la poética de Julieta Dobles.” International Conference at Indiana University of Pennsylvania. Indiana, Pennsylvania. October 1991.

“El papel del caminante en Hasta no verte Jesús mío de Elena Poniatowska”. International Conference at Indiana University of Pennsylvania. Indiana, Pennsylvania. October 1990.

PROFESSIONAL GATHERING ATTENDED

Linguistic Association of the Southwest (LASSO). Spanish in the Southwest. Denver, CO, September 2007.

Inauguration of The International Conference on Poetry. Costa Rica. June 2004

UNL Teachers Learning Center. How to Use the Web in the Classroom. Oct. 2001

ASLA Conference. Regional Conference. Workshops. Tempe. AR. April, 1998.

ASLA Conference. Arizona Teachers Association. Workshop. Tucson. October, 1997.

ACTFL Conference. Anaheim, California. November 1995. (Interviewed candidates for a lower division coordinator position at UNL)

Teaching for Proficiency Interviewing Workshop. University of Nebraska. Lincoln. May 1992.

ACTFL Conference. Washington D.C. November 1991.

Youngstown Conference in Methodology. Youngstown, Ohio, October, 1991.

Youngstown Conference in Methodology. Youngstown, Ohio, October, 1990.

West Virginia Foreign Language Association Conference. Bethany College. Bethany, WV. March 1990.

Georgetown Roundtable Conference in Linguistics. Georgetown University. Washington, D.C. March 1990.

Youngstown Conference in Methodology. Youngstown, Ohio, October, 1989.

ACADEMIC AND PROFESSIONAL SERVICE

Adviser of the Spanish Club "Pura Vida". Mesa State College. 2003-

Adviser of the Diversity Club La Raza. Mesa State College. 2004-

Advisor and Director of the Summer Abroad Program in Costa Rica. 2005 --

Member of the Diversity Cultural Board. Mesa State College. 2005 --

Chair of the Search Committee for Spanish 2006 -2007

Member of the Classroom Committee. 2006-2007

Member of the New Evaluation Committee. 2006

Member of the Merit Committee. 2006

Facilitator for a Literary Readers Group with Hispanic Ladies of the community that meets once a months to discuss the readings. 2004 -

Spanish Professor for the Honors Program at Mesa State College. 2004 -

Member of the Strategy Committee at Mesa State College. 2004.

Member of the Travel Committee at Mesa State College. 2004-2005 /2005-2006

Spanish for the Professions. I taught a special course: Spanish for Fire Department, the Police and other leaders of the community of Grand Junction. March 2004.

Coordinate a Spanish Program for Saint Mary's Catholic School in Lincoln, Nebraska.
I designed the program and recruited the instructors for this project. 2002 -

Member of the 4H's committee. We are designing a Summer Language Campus for Nebraskan children. My colleague Jill Greff and I were in charge of the Spanish area. 2002.

Elected to the Academic Senate. University of Nebraska. 2002 – 2005.

Advisor for an Undergraduate Honor Thesis. The student is working on three Latin American female writers: Isabel Allende, Rima de Vallbona and Angeles Mastretta. Her work is specifically oriented to analyze short stories of each writer that deal with the area of creation from a feminine perspective: 2002.

Partner with a student from Nebraska Wesleyan University to help professor Joyce Michaels' project on her Latin American Literature course. The student and I worked on Carmen Naranjo's novel Responso por el niño Juan Manual.

Member of the Executive committee. Dept. of Modern Languages UNL 2001-2002.

Teaching and Learning Center Liaison for the Department. of Modern Languages 2001- 2002.

Member of the Language Fair Committee. University of Nebraska 1999 – 2001.

Member of the Departmental Articulation Committee. University of Nebraska 1998 –

Member and Representative of Northern Arizona University in the ASLA Association 1997- 1998.

Member and Director of the Language Floor Committee at NAU 1997 –1998
(I organized several activities for the Spanish Students on the Foreign Language Floor)

Member of Tongue. (Annual Journal for Students Publications). Northern Arizona University. 1997 –1998.

Member of the Language Lab Committee. Northern Arizona University. 1996- 1997.

Member of Search Committee for a Lower Division Coordinator in Spanish. UNL 1995-1996.

Vice-president of Sigma Delta Pi. (Honor Society in Spanish) University of Nebraska. 1994 – 1996. (I organized a series of lectures by scholars and other activities).

Student Representative to the Department of Modern Languages Graduate Committee, 1994 –1995.

Editorial Assistant, Journal of Interdisciplinary Literary Studies. University of Nebraska. 1994 –1996.

Teaching Methodology Workshop. Department of Modern Languages. NAU
(I conducted a methodology workshop for all the Spanish Instructors) 1993.

Assistant to the West Virginia Foreign Language Association. Morgantown. W V. April 1992.

Assistant to Dr. Janice Spleth in the Annual Colloquium in Literature. West Virginia University. Morgantown, WV. October 1988 and 1989.

TEACHING EXPERIENCE

Spanish Associate Professor at Mesa State College, August 2003.

Courses taught at MSC:

FLAS 111 (First Year Spanish Honors)
FLAS 111 (First Year Spanish)
FLAS 112 (First Year Spanish)
FLAS 112 (First Year Spanish Honors)
FLAS 211 (Second Year Spanish)
FLAS 212 (Second Year Spanish)
FLAS 311 (History and Culture of Spain)
FLAS 321 (Introduction to Literature of Spain)
FLAS 322 (Introduction to the Literature of Latin America)
FLAS 312 (History and culture of Latin America)
FLAS 314 (Advance Spanish Conversation)
FLAS 422 (Spanish Prose)
FLAS 421 (Spanish Poetry)
FLAS 442 (Teaching Spanish as a Second Language)
FLAS 498 (Spanish Practicum)

Independent Studies: 1. The patriarchal figure of some female characters in the
Hispanic Literature.

2. Women as gender in the Hispanic Literature

Director of the Summer Abroad Program in Costa Rica Mesa State College June- July 2005 and 2007.

Courses taught at UNL:

Independent Study on Central American Female Writers
Thesis Advisor (Honor Bachelor Degree) on Latin American Female Writers
Spanish 204 (Advanced Composition)
Spanish 202 (Fourth Semester Spanish. Literature and Culture)
Spanish 201 (Third Semester Spanish)
Spanish 102 (Second Semester Spanish)
Spanish 101 (First Semester Spanish)

Spanish 311 (Representative of Spanish American Authors) in Costa Rica.

Latin American History and Culture. in Costa Rica.

Director of the Basic Spanish Program and Resident Director of Language Program in Queretaro and Monterrey in Mexico. Director of the Program of Studies for the Spring Semester in Costa Rica. University of Nebraska. August 1988 -- 2003

Visiting Assistant Professor. Northern Arizona University. Flagstaff, AR. 1996 -- 1998. Courses:

Spanish 321 (Introduction to Literature) (3 courses)
Spanish 123 (Immersion program) (1 course of intensive grammar)
Spanish 304 (Advanced Composition) (2 courses)
Spanish 201 and 202 (Intermediate Spanish 4 courses)

Graduate Student at UNL. Ph.D. Candidate 1993 -- 1997. Responsibilities:

Resident Director of UNL Language Program in Queretaro and Monterrey, Mexico. Summers, 1995 and 1996.

Spanish Coordinator at UNL. Spanish 101. 1995 -- 1996.

Graduate Assistant to Dr. Harriet Turner. Fall 1995.

Assistant to the Coordinator of Spanish 101. 1994 -- 1995.

Instructor of Spanish 101 and 102 1993- 1997.

Visiting Lecturer at Northern Arizona University. Flagstaff, AR. 1992 -- 1993. Classes taught:

Spanish 101, 102, 201
Spanish 301 (Conversation)

Teaching Assistant at West Virginia University. Morgantown, WV. 1989 -- 1992.

Assistant to Dr. Pablo González. Summer program in Guanajuato, Mexico for two summers, 1991 and 1992.

Director of the Spanish Floor. 1990 –1992.

Spanish 1 –2 –3 –4 (Basic Spanish)

Spanish 103 (Composition)

Spanish 191 (Advanced course in culture and history)

Spanish Scholar and Language Fellow for the Spanish House at Reed College. Portland, OR. 1987 – 1989.

Spanish Teacher. Glencoe Primary School. Portland, Oregon. 1987 – 1989.

English Teacher. Liceo Laboratorio.(An experimental high school affiliated with the University of Costa Rica). Moravia, Costa Rica. 1986 –1987.

Director of the Puppetry Group of the University of Costa Rica. San Pedro, Costa Rica. 1983 – 1987.

Private Tutoring.

During summers, I have taught English as a second language to young children in Costa Rica. I have also done individual tutoring in USA. I have worked with small groups of children teaching them Spanish and Italian.

Additional work experience:

Instructor of Latin American dance Mesa State College

Program director at Radio Pampa, Nicoya, Costa Rica. Summers, 1994 and 1997.

Instructor of Latin American dance. University of Nebraska. 1994.

Instructor of Latin American dance. West Virginia University. 1990 –1992.

Instructor of Latin American cuisine. Reed College. 1987 – 1989.

MEMBERSHIPS:

Asociación de escritoras de España y de las Américas (1300-1800)

Modern Language Association of America (MLA)

Congreso Internacional de Literatura Centroamericana. (CILCA)

American Council Teachers of Foreign Language (ACTFL)

Asociación Internacional de Letras Femeninas Hispánicas. (AILFH)

LANGUAGE COMPETENCIES

Spanish -- native speaker

English -- fluent

Italian-- intermediate

Portuguese-- reading knowledge

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ACADEMIC TRAINING

BRIGHAM YOUNG UNIVERSITY – Provo, Utah
Master of Arts, Spanish Pedagogy, 2007

BRIGHAM YOUNG UNIVERSITY – Provo, Utah
Bachelor of Arts, Spanish, 2004

COURSES TAKEN

Research Designs in Hispanic Language Teaching	20 th Century Literature
Principles of Foreign Language Learning and Teaching	Hispanic American Short Story
Media and Technology in Foreign Language Instruction	Romance Philology
Teaching Hispanic Culture	Seminar in Teaching
Spanish	
Principles of Testing Foreign Language Skills	Spanish Teaching Methods 2

TEACHING EXPERIENCE

SPANISH LECTURER: Mesa State College; Grand Junction, Colorado 2007-present

- Teaching beginning Spanish courses
- Assisting students in gaining and understanding of the multicultural nature of our world.

Courses Taught:

- FLAS 111, FLAS 112;

GRADUATE TEACHING ASSOCIATE: Brigham Young University; Provo, Utah 2005-2007

- Teaching beginning and intermediate Spanish courses
- Illustrating ideas and concepts using multi-media materials

Courses Taught:

- Spanish 101; Spanish 101/102 Accelerated; Spanish 102; Spanish 105, Spanish 105/106 Accelerated

PUBLICATIONS

Relationships between Learning Styles and Oral Error Correction Strategies, 2007.
Thesis

RELATED EXPERIENCE

SPANISH TUTOR: NORTHWEST COLLEGE; POWELL WYOMING 2000-2001

- Scheduled individual appointments with students.
- Reviewed concepts covered in class and helped students with pronunciation.
- Facilitated students in developing effective and efficient study habits.

HONORS AND AWARDS

- Sigma Delta Pi Honor Society, Brigham Young University, 2005

- Golden Key International Honor Society, Brigham Young University, 2003
- Honor Student, Brigham Young University-Idaho, 2001
- Phi Theta Kappa Society: Beta Gamma Psi Chapter, Brigham Young University-Idaho, 2001
- Outstanding Student Award, Northwest College, 2001

Albino Gonzales

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Research: Literature Written Bilingually

Theory of Linguistic Relativity

ESL Methodology

Hispanic Literature of the Southwest U.S.

Education: Ed.D. Arizona State University, 1999

M.A. Arizona State University, 1970

B.A. Adams State College, 1969

Teaching: Basic and Intermediate Spanish

External Review
Spanish Program
Mesa State University

Prepared by
Malcolm Alan Compitello
Professor and Head
Spanish and Portuguese
The University of Arizona

Thank you for having afforded me the opportunity to review the Spanish program at the Mesa State. I hope that my report helps solidify the gains the program has made and offers guidance to help it calibrate its strategies to move forward. My evaluation is based on an examination of the materials provided me in the self-study and appendices, and the interviews with administrators, faculty, students and graduates that I conducted during my site visit. I contextualize my comments with reference to my understanding of the current state of the profession of language teaching, of Hispanism and of the Humanities from decades of experience in administration and connections with the Association of Departments of Foreign Languages. I am particularly attuned to how Mesa State's Spanish program compares to other public, regional and primarily undergraduate universities.

The overview of the program and its history provided me with an institutional context for the current state of the Spanish program. As Mesa State has evolved into the vibrant regional institution it has become so has its Spanish program as I hope my remarks presented below spell out. Spanish will become more and more central to states like Colorado as changing demographic patterns alter ethnic distribution, transforming both the demography of the student body and the perceived intellectual and professional needs for the discipline of Spanish. The faculty has clearly enunciated the directions in which it wants the program to move. With the changes suggested in this external evaluation, I believe it can have in place a program that will make Spanish ever more central to Mesa State's academic life and to its strategic directions in this way positioning it as a degree of distinction as I point out below.

A department's curriculum represents the dynamic space of exchange between faculty and students as they work together to provide educational programs that are intellectually rigorous, nourished by faculty research and attuned to the needs of students. If I were to name the three key elements that are currently shaping undergraduate Spanish programs around the country, the first would be a heightened attention to linguistics as part of the curriculum and as a means to infuse the rest of the curriculum with state of the art language teaching and inquiry. A need to make the curriculum connect to the real world through offering pre-professional training directly connected to possible career tracks would be the second. The third would be an ever

increasing emphasis on culture and cultural competency as an important formative element of the curriculum in response to the fact that only about five percent of undergraduate majors in language programs pursue graduate work in humanistic disciplines and that a considerable number are double majors who are combining their study of Spanish with a major in another discipline. These students are more interested in having broadly based culture or cultural studies emphasis imbue and transform the nature of the undergraduate curriculum without, of course, substantially diluting the study of the foundational and even the non canonical works in the Hispanic literary archive. These are precisely the directions that Spanish at Mesa State has set out for itself emphasizing broadly based cultural training, linguistic competency and professional development. Moreover Mesa State has in place a faculty with the professional competencies to build on those curricular areas.

Students are also appreciative of the way the program integrates community-based activities into their academic study. The small size of the classes in the program—as current and former students attest—is a real draw because they value the ability to interact with faculty members who, moreover, they believe are committed to their academic and intellectual progress and personal development. As the program grows class size will inevitably become larger and care must be taken to balance growth and the delicate dynamic of the student-faculty exchange that is propelling that growth. The former and current students with whom I had the opportunity to speak were eloquent in their support of the program and its teachers. Several graduates said they felt particularly proud of having graduated from a program staffed by professors who were always available and who had their academic best interest at heart, were professional and experts in their fields. They were also grateful to have graduated from or be studying in a program characterized by rigorous academic standards. In fact most of the ten undergraduates with whom I met said that it was the rigorous nature of the Spanish classes that they took—always among if not the best of the classes they were enrolled in at Mesa State—that convinced them to major or minor in Spanish.

With all the positive energy that characterizes the program and its potential for growth and development there are several issues that this reviewer believes must be addressed. The first of these is the Spanish basic language program. At Mesa State as at most other institutions of higher learning, Spanish is the predominate language studied by those fulfilling a language requirement either because they have studied the language in high school and want to continue or because they perceive that Spanish will be important to their career plans. Enrollments in the program are healthy. They fall off when students complete the language requirement as one would expect. The problem is that since the Department does not employ an adequate placement measure to evaluate where students should start their study of Spanish at Mesa State, many (at least a healthy class or two of them) are self placing into the first year, or even the first semester, when in fact that should be in more advanced classes. This creates several problems. It inhibits the language acquisition of those who have never studied the language by placing them in contact with false beginners and it allows the language skills of the false beginners to fossilize since the class is not designed to meet their skills. At a programmatic level, the lack of an

adequate placement instrument is a drain on resources and does not serve institutional needs. Correct placement allows students to progress expeditiously through the language program and facilitates the possibility that advanced learners, by being placed in a higher level class, would continue their language study creating a pool of potential majors and minors. An adequate placement instrument administered at the correct time also affords the Spanish program with a way to predict where to marshal precious personnel resources with more precision.

The online SCAPE (Spanish Computer Adaptive Placement Exam) available from BYU has become the industry standard for placement testing. It has been used in the past at Mesa State and in my conversations with the faculty they told me that they did not think it accurately placed students. The problem is that the exam has to be normed to the abilities of students currently in the program by administering it to them so as to accurately set cut off scores by level. Once it is done the test offers a quick and effective mechanism to solve a myriad of issues. Funds need to be provided to purchase, maintain, and norm the exam as the price is small in relationship to the loss of resources due to the absence of an exam. Moreover, since there are faculty members with expertise in linguistics and familiarity with this placement instrument, it should be fairly easy to undertake the steps to assure that students are accurately placed.

An ancillary issue to keep in mind is Heritage learners of Spanish. If trends hold true, this segment of the student population may see sharp increases over the next decade and the Spanish program should begin to plan to assure that it has efficient vehicles for identifying students, and placing them in the right classes and that those classes address their needs. This is crucial since Heritage learners tend to continue their study of Spanish and many times become majors or double majors.

The second issue that requires attention is the articulation between the three major tracks, Education, Literature and Cultural and Translation and Interpretation. While there is interest in all three programs—as ascertained from my conversations with both faculty and current students—I am not sure that there are currently enough students to sustain three different major tracks. Over time, as student interest grows, this will assuredly not be the case. At present steps must be taken to assure that the demands of three different major concentrations do not stretch the faculty too thin, keep class sizes too small and create bottle necks for student advancement due to the need for certain classes to be offered that, in turn, locks the section into unworkable course rotations.

There are certain issues that need to be addressed in the translation and Interpretation track. This track is unique, well designed, supported by faculty trained and certified in translation and interpretation and well received by students. It is one of the few programs of its kind in the country at the undergraduate level at institutions like Mesa State or at other institutional types and will inexorably increase in size as the demand for professional translators and interpreters escalates. Former students indicated that they would like to receive some kind of certification of their competency in this area so that they can use it to gain employment in the public and private sectors and many of these entities require it. Private sector companies—most of which have little expertise in the field—offer this kind of service and students in Mesa State's rigorous

academically challenging program feel at a disadvantage even though they are almost always better trained and more skilled in the techniques of translation and interpretation. As the program grows, Mesa State could mine its expertise in this area by offering its own certification program for local professionals even using a distance learning modality to expand its reach, as a revenue stream perhaps employing some of its better graduates to help with instruction in this area. Moreover it would be easy to place students studying in this program in internships (paid or not) was well thus providing valuable services to public and private sector institutions and invaluable training for students. Certification examination exams do exist and the Spanish section should explore a nationally recognized one that will give its superior students an edge in the employment arena. By the same token as demand for the program increases it must be clearly spelled out to students that enrollment in the program does not guarantee employment as a translator or interpreter and that academic preparation offers necessary tools, but that the linguistic competence necessary to be successful cannot be guaranteed by the completion of an academic program.

Conversations with faculty in other units underscored the possibility for the program to grow by reaching out to other departments. These would include practical use classes for those in specific areas like the sciences and conversational Spanish for faculty members. While the latter is not necessarily related to program development it is a possible revenue stream, a way to provide employment for advanced students or graduates and an important way to reach out to the faculty and create allies for the program. One fruitful area that could be explored dovetails well with the program's emphasis on study abroad. It involves encouraging science students to continue with their language education when they return from field work in Latin America. Many approaches to study abroad are now increasingly emphasizing how to connect the study abroad experience with work once students return to campus, and that literature. Some of it is available in the *ADFL Bulletin* or synthesized in the ADFL position paper on study abroad available at www.adfl.org. Mesa State has a rich offering of study abroad opportunities for an institution of its kind. They are the product of a faculty attentive to the need to provide quality study abroad opportunities. On the whole the programs that Mesa State offers are well received by former and present students. In my conversations with both constituencies there was some expression of desire that study abroad be required, tempered with concerns from other students that less costly alternatives are provided for students for whom the current programs—although modest in cost—are still out of reach. Students also expressed the desire that more scholarship aid be located to help make study abroad more affordable.

The Spanish program has made great strides to position itself as a degree of distinction at a liberal arts institution like Mesa State, much as Spanish programs at similar institutions and those of other institutional types have found Spanish programs to be central to their missions. An excellent faculty, solid programs and dedicated and appreciative students contribute to the program's current position. To truly take off and reap the benefits of all of this hard work the program must do a better job of advertising its progress and in using its significant attractions to recruit more and more majors and minors so it can compete in importance with other larger

programs for resources and the prestige that flows from a combination of size and quality. First and foremost is an upgrade of the section's web page to make it more user-friendly and accessible to prospective and current students, and to better express the vibrancy of the Spanish section, its program and its faculty. Appropriate print media should also be designed and strategies should be developed to capture new majors early on in their academic careers such as having meetings for prospective majors or sessions on "What to do with Spanish major" that employ current and former students as recruiters for new majors and minors.

Assessment is becoming more and more important to institutions of higher education as accrediting bodies increasingly ask universities to explain how they know that students can do what program goals say they can. The assessment program currently in place seems reasonable and well developed. The one exception, beyond the control of the Spanish program, has to do with a disconnection between Mesa State's performance goals for general education and the nature of basic language instruction in Spanish. Several elements might help with assessment. The first is incorporating an exit survey that assesses student satisfaction at the end of the program, and after one, five and ten years to see how effective the program has been in forming the life experience of graduates. The second would be a way to close the assessment feedback loop based on the results garnered from the assessment instruments in place. In this way curricular change would be the result of clearly designed performance objectives and the results of it.

I am deeply impressed with the faculty of the Spanish section. It is a combination of younger scholars and seasoned veterans who share a commitment to the academic, intellectual and personal development of students in the program, to the academy, and to Hispanism. They are dedicated to the craft of teaching and devote admirable amounts of energy to service and outreach, the latter an area in which they take the time to involve students. In spite of heavy teaching responsibilities they are active scholars who meld research and teaching effectively. Mesa State is fortunate to have a good fit between programmatic needs, student expectations and development and faculty expertise. Moreover it is a section that has excellent leadership and solid working relationships which will facilitate making the important decisions and enacting that changes that will surely be needed over the coming years. Care must be taken to assure that younger tenure system faculty members are provided clear feedback on their requirements for tenure and the working conditions conducive to being able to successfully meet them. At the same time associate professors need to be given the time and working conditions required to allow them to move through to full professor without fossilizing at the associate level.

In these uncertain times finding adequate funding for public higher education is a challenge. New positions, no doubt will follow what is believed to be the results from the expansion the program will undergo in the near to mid future and should follow the recommendations about personnel made in the self study which this external evaluator endorses. As the program grows and the funding situation becomes brighter new lines should be cast in a way that brings to the faculty younger scholars with expertise in linguistics and/or who offers a broadly interdisciplinary approach to Hispanism who can bridge the major programs. The following

funding recommendations address specific issues that have not already been addressed in the body of the report.

- The Department should be provided with funding to pay for a membership in the Association of Departments of Foreign Languages and for the section head to attend an ADFL summer seminar every two or three years. The membership provides access to the *ADFL Bulletin* and *Profession* (including the entire searchable archive of back issues of the *ADFL Bulletin*), and a wealth of other information that enables the department to keep abreast of trends and transformations in the profession. The summer seminars, in addition to offering workshops for new chairs, allow departmental-level administrators to partake in the debates over the issues that help shape policies in foreign language education. In my experience of attending many of them over the past fifteen years, of serving of the ADFL Executive Committee and as President for a year I can say that chairs who are active in the ADFL and who attend the summer seminars form the cutting edge cadre of language educators.
- Funds should be made available to enable interested faculty members to undergo ACTFL OPI training and to be able to maintain their status as ACTFL examiners once they are certified. This training is vital for programmatic assessment as it provides a clear benchmark for students' linguistic competency.
- Provide funding for the Translation and Interpretation program to identify and purchase an end of major certification exam to offer more validity to the degree track or to develop its own exam.
- Offer two faculty members each year the ability to attend the annual ACTFL conference on a rotating basis so as to remain up to date on current pedagogical trends. These funds should be in addition to regular professional development funds.
- The most important funding issue is providing adequate lab space. Current lab resources are inefficient to the needs of cutting edge language learning which requires more and more access to technologically rich real life/real time sources. The new facility just opened principally to meet the needs of the English program will help to a certain degree but the long range needs are much broader and encompass many forms of technology including higher end software than is currently available. This includes the specific technological needs (space and high end software) for the Translation and Interpretation program. The lab and its funding seem to be a fairly conflictive issue and I note a lack of consensus on possible solutions among the many stake holders including faculty and administration. I recommend that everybody step back develop a plan and a time line for rethinking this issue. The first step is to have in place a clear idea of the technological needs of each component of the curriculum. Once this assessment has been carried out it will be easier to decide which areas require on site dedicated laboratory space and which can be delivered to student owned equipment or to existing labs around campus. Moreover the assessment will identify which forms of technology must be available to all classrooms used for Spanish instruction. This will assure that they have technology

adequate to language instruction from the basic to the advanced level, including code free DVD multi standard VCR and satellite feeds. Once a plan is in place and required specifications agreed a commitment must be made to make funding it a first level university priority.

The instructors in the Spanish program wish to express our satisfaction with the positive review we have received from Professor Compitello. Especially gratifying is the fact that Dr. Compitello is thoroughly aware of the state of the art of language programs in larger universities with greater resources. His positive comments reflect favorably on the accomplishments of our faculty. The following reflections underline the salient points in the evaluation document.

- 1) The need for a placement tool is accurate and something that we will address in the coming semesters (2). Funds for the SCAPE exam are needed to comply with this suggestion.
- 2) Typo: “ Education, Literature and Cultural and Translation and Interpretation” (sic) should be: “Secondary Licensure, Applied Professional and Literature and Language”.
- 3) The suggestion that the Spanish program explore a certification in translation and Interpreting to broaden our graduates’ skills in this area as a post-graduate program is deserving of exploration.
- 4) We wish to comment on his observation that “Mesa State has a rich offering of study abroad opportunities for an institution of its kind.” We should explore other study abroad possibilities: like exchange programs with Latin-American institutions; grants for developing exchange programs and financial aid for our students to study abroad with the vision to making the study abroad experience a requirement for the Spanish major.
- 5) The following quote is timely:
“The Spanish program has made great strides to position itself as a degree of distinction at a liberal arts institution like Mesa State, much as Spanish programs at similar institutions and those of other institutional types have found Spanish programs to be central to their missions. An excellent faculty, solid programs and dedicated and appreciative students contribute to the program’s current position. To truly take off and reap the benefits of all of this hard work the program must do a better job of advertising its progress and in using its significant attractions to recruit more and more majors and minors so it can compete in importance with other larger programs for resources and the prestige that flows from a combination of size and quality”.
- 6) Regarding the lab and the lack of consensus on the part of the Spanish program (which I assume was Compitello’s point) “The first step is to have in place a clear idea of the technological needs of each component of the curriculum” is valid. We should then apply for a grant to cover this expense. Tom Acker, Spanish

