

## **MODERN LANGUAGES ASSESSMENT REPORT 2015**

### **1. What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, the community) about your SLOs?**

Students completing a major in Modern Languages should:

1. Understand the spoken language, particularly where context strongly supports understanding and speech is clearly audible.
2. Respond appropriately to spoken questions and statements.
3. Understand the written language as used in practical daily life involving learned vocabulary.
4. Write the language as used in practical daily life involving learned vocabulary.
5. Demonstrate knowledge of important aspects of contemporary culture.

The SLOs are stated in the university catalogue, on all course syllabi, and on the Arts and Humanities website: <http://www.uamont.edu/pages/school-of-arts-humanities/resources/>

### **2. Describe how your unit's Student Learning Outcomes fit the mission of the university.**

UAM Mission Statement:

*The University of Arkansas at Monticello shares with all universities the commitment to search for truth and understanding through scholastic endeavor. The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. The University provides learning experiences which enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.*

*The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational and technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment which fosters individual achievement and personal development.*

SLO 1 reflects the university mission in enabling students to “communicate effectively” (as assured by language-based courses such as the Elementary, Intermediate, and Conversation classes). Because language and culture are inextricably intertwined, SLO 1 also promotes students’ ability to “act creatively within their own and other cultures.”

SLO 2 reflects the university mission in educating students for critical thought and effective communication (as assured by language-based courses such as the Elementary, Intermediate, and Conversation classes).

SLO 3 reflects the university mission to enable students to “synthesize knowledge,” “communicate effectively,” use “technology with intelligence and responsibility,” and “act creatively within their own and other cultures” (assured through the language-related and culture-related requirements of all courses, as well as the requirement in all courses to communicate effectively in writing and with the use of computers).

SLO 4 reflects the university mission in the aim to “enhance and share knowledge, to preserve and promote the intellectual content of society and to educate people for critical thought” (assured by the writing requirements in all foreign-language courses).

SLO 5 reflects the university mission in promoting diversity through teaching students to “act creatively within their own and other cultures” (assured by the cultural aspects of all foreign-language course work).

In summary, a major in Modern Languages enhances a student’s knowledge of world history and cultures, gives a student the ability to think critically, to speak and write clearly, to use the latest computer technologies in research and in communication, and makes the student aware of and sensitive to global issues and trends.

### **3. Provide an analysis of student learning data. How is the data used as evidence of learning?**

#### ***PROCESS:***

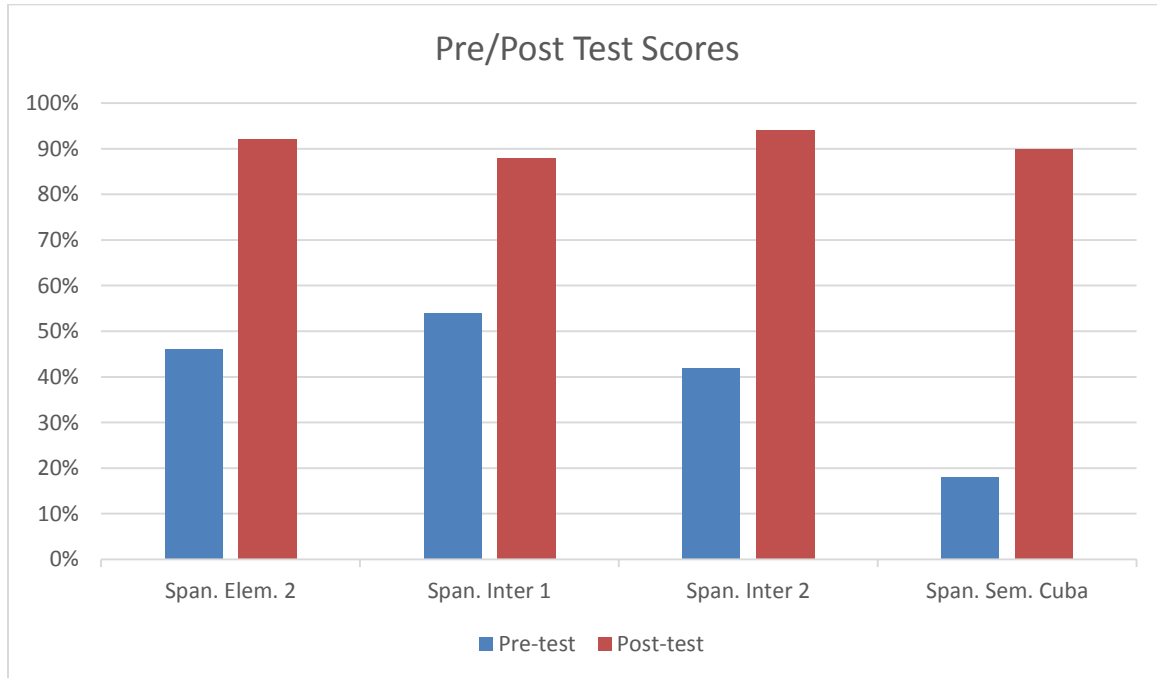
Every semester, students taking FREN 1013 Elementary French II or SPAN 1013 Elementary Spanish II or a higher-level course in French or Spanish are given the Assessment Report Form (see Appendix A). Correlated with the Expected Student Learning Outcomes, this form includes student self-assessment, instructor assessment of the student, and pre-test and post-test scores (see Appendix B for sample pre-tests and post-tests).

Starting with Spanish 2203 Intermediate Spanish I, Professor Isabel Bacon keeps an assessment portfolio for each student so as to evaluate individual student progress throughout his/her career and to use as an assessment tool in evaluating the total program. A new chart, which Professor Bacon will start using Fall Semester 2015, for the Individual Assessment Progress Record has been designed so that each student will have a record of his entire career as a Spanish student (See Appendix A). Our hope is that the student’s heightened awareness of his progress will motivate him to work harder at becoming proficient in the language.

Faculty members use multiple tools in their efforts to accurately assess a student’s initial ability in the target language and to measure student progress. The extent to which Spanish and French students demonstrate SLOs upon completion of a class determines modifications in both the program’s content and instructors’ pedagogical approaches.

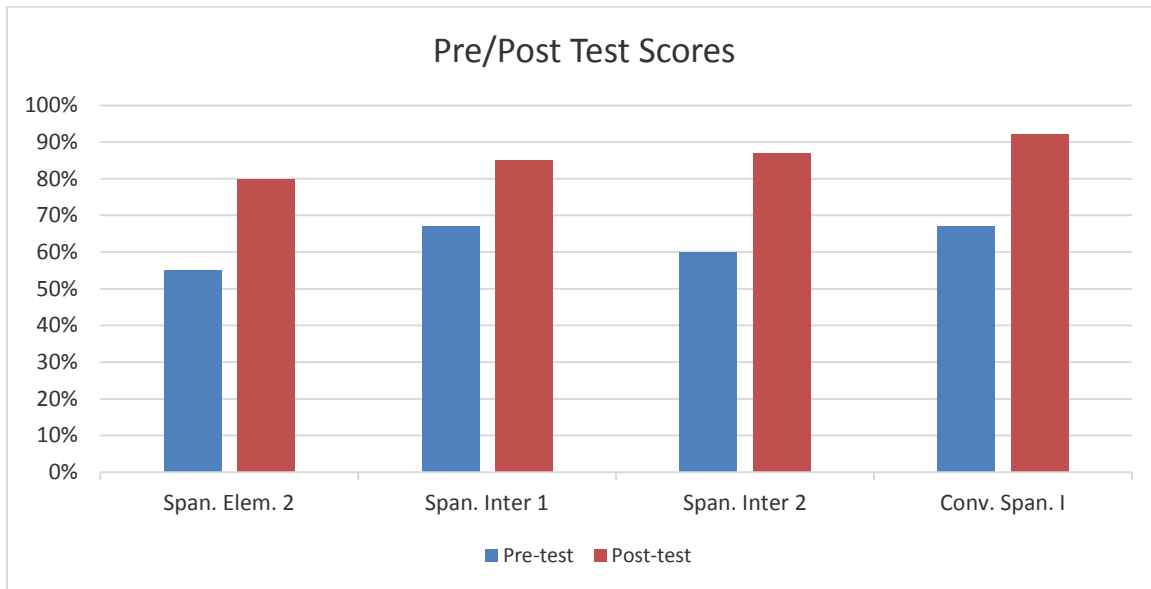
**DATA:**  
**Spanish**  
 2015 Spring Semester

<b>Semester: Spring 2015</b>	Pre/Post (of 100%)	Gain $\pm$
Elementary II	42/92	+50
Intermediate	54/88	+34
Intermediate II	42/94	+ 52
Seminar: Cuba	18/90	+72



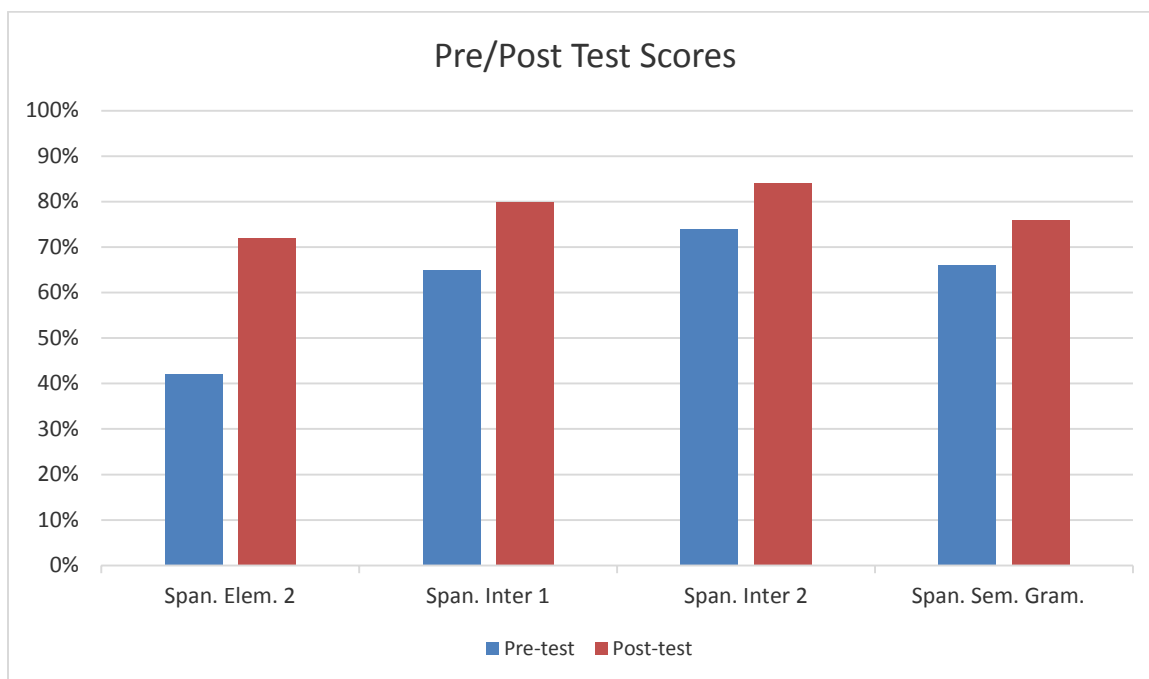
Fall 2014

<b>Semester: Fall 2014</b>	<b>Pre/Post (of 100%)</b>	<b>Gain ±</b>
Spanish Elementary II	55/80	+25
Spanish Intermediate I	67/85	+18
Spanish Intermediate II	60/87	+27
Conversational Span. I	67/92	+25



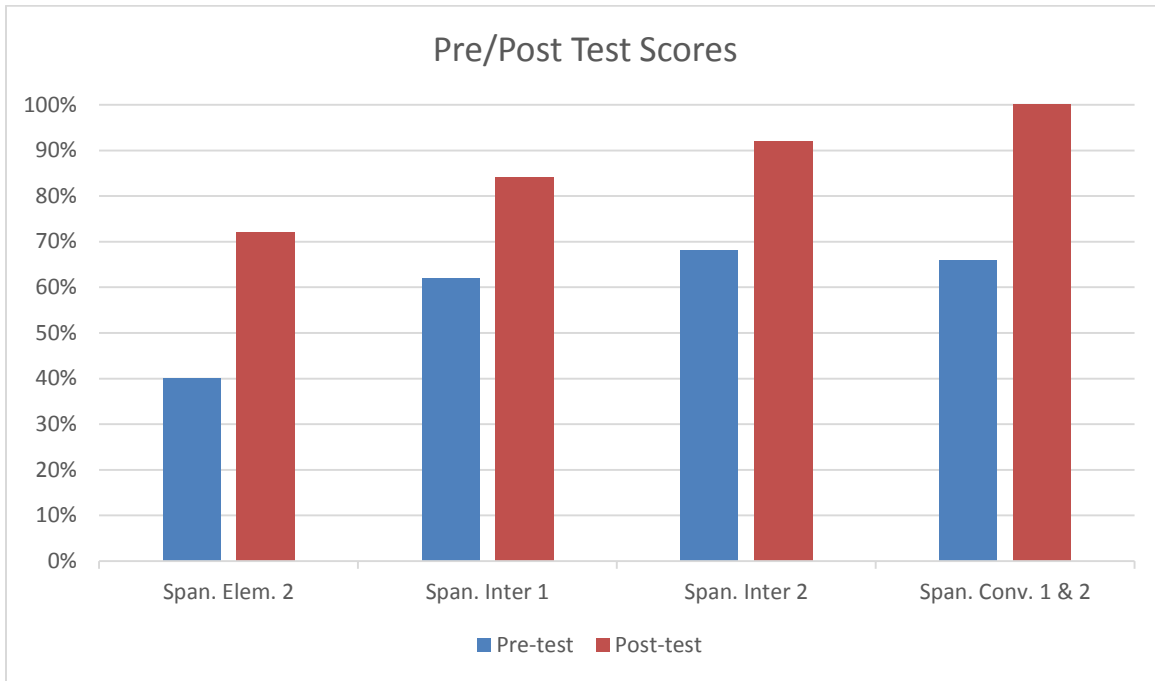
Spring 2014

Semester: Spring 2014	Pre/Post (of 100%)	Gain ±
Spanish Elementary II	42/72	+30
Spanish Intermediate I	65/80	+15
Spanish Intermediate II	74/84	+10
Span. Seminar: Gram. Rev.	66/76	+10



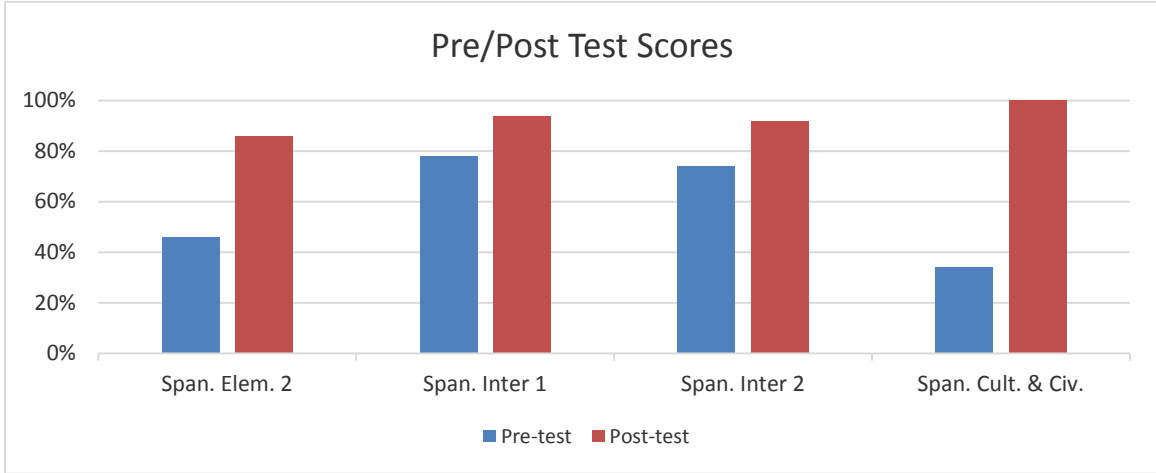
Fall 2013

Semester: Fall 2013	Pre/Post (of 100%)	Gain ±
Spanish Elementary II	40/72	+32
Spanish Intermediate I	62/84	+22
Spanish Intermediate II	68/92	+24
Conversational Span. I & II	66/96	+30



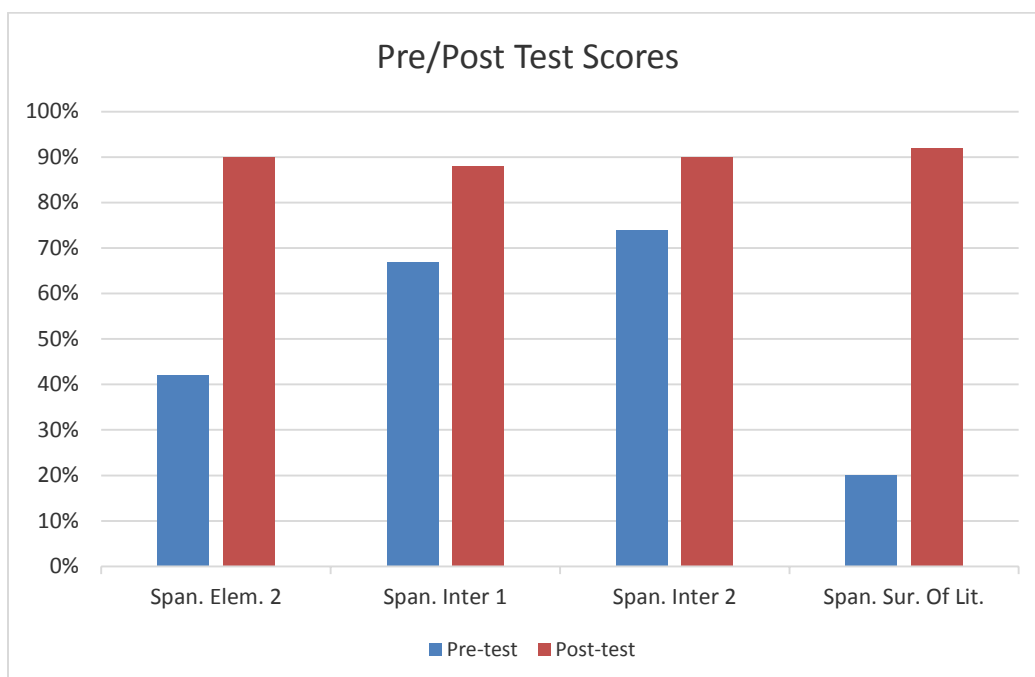
Spring 2013

<b>Semester: Spring 2013</b>	<b>Pre/Post (of 100%)</b>	<b>Gain±</b>
Spanish Elementary II	46/86	+30
Spanish Intermediate I	78/94	+26
Spanish Intermediate II	74/92	+18
Culture and Civilization	34/96	+62



Fall 2012

<b>Semester: Fall 2012</b>	Pre/Post (of 100%)	Gain $\pm$
Spanish Elementary II	42/90	+48
Spanish Intermediate I	67/88	+21
Spanish Intermediate II	74/90	+16
Survey Hispanic Literature	20/92	+72



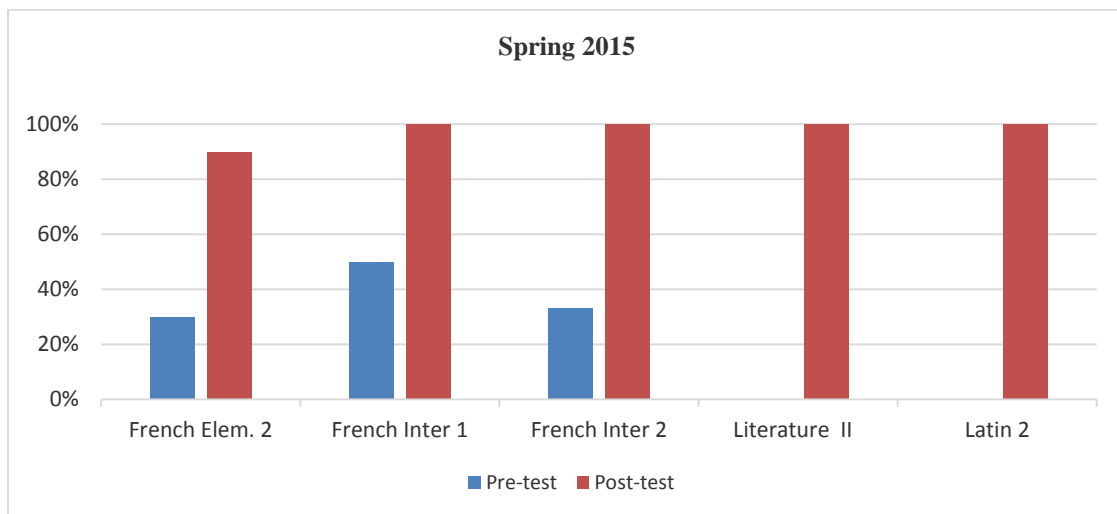


## French and Latin Spring 2015

All students are required in French Elementary II, Intermediate I and II, Survey of Literature II, Latin I, and Latin II to take a pre-test at the beginning of each semester and a post-test, usually 4 weeks before the end of the semester. If, after the post-test is administered, Student Learning Outcomes are statistically unsatisfied, the instructor makes use of the remainder of the semester to strengthen students' skills. If SLOs have been met, the instructor works to advance students' abilities even further.

### Pre/Post Test Results

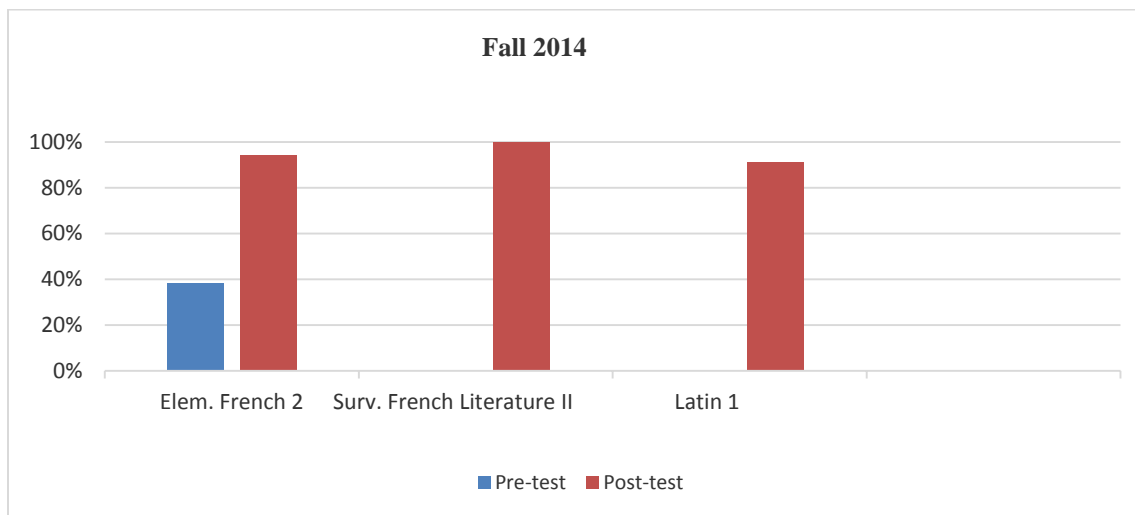
Level	Pretest		Posttest	
	# of students demonstrating outcomes	%	# of students demonstrating outcomes	%
French Elementary II	3/10	30	9/10	90
French Intermediate I	1/2	50	2/ 2	100
French Intermediate II	1/3	33	3/3	100
French Survey Literature II	0/3	0	3/3	100
Latin 2	0/6	0	6/6	100



## Fall 2014

### Pre/Post Test Scores Results

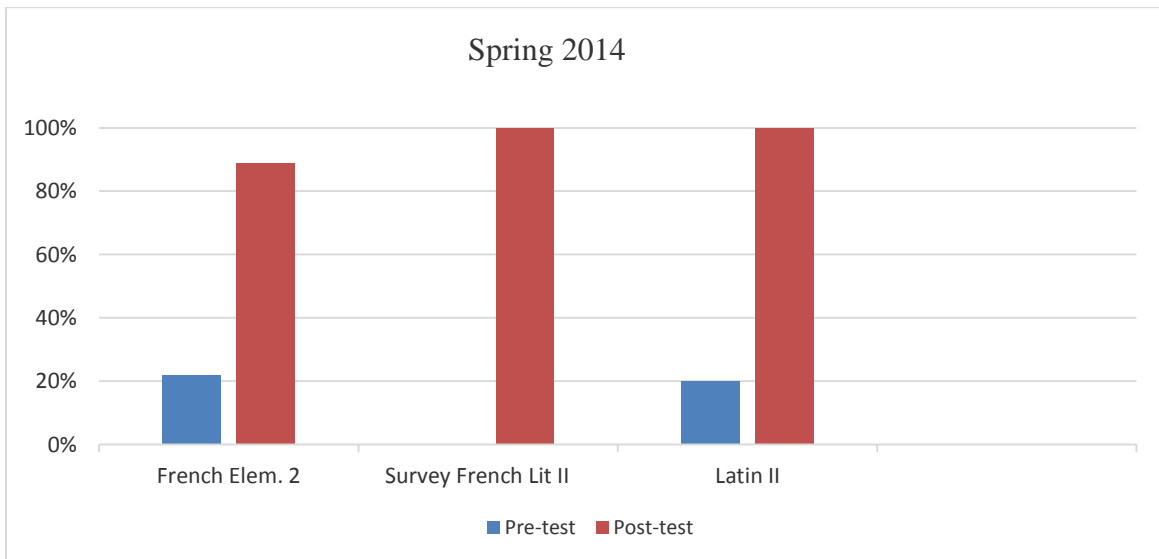
Level	Pretest		Posttest	
	# of students demonstrating outcomes	%	# of students demonstrating outcomes	%
French Elementary II	6/16	38	15/16	94
French Survey Literature II	0/3	0	3/3	100
Latin 1	0/11	0	10/11	91



## Spring 2014

### Pre/Post Test Scores Results

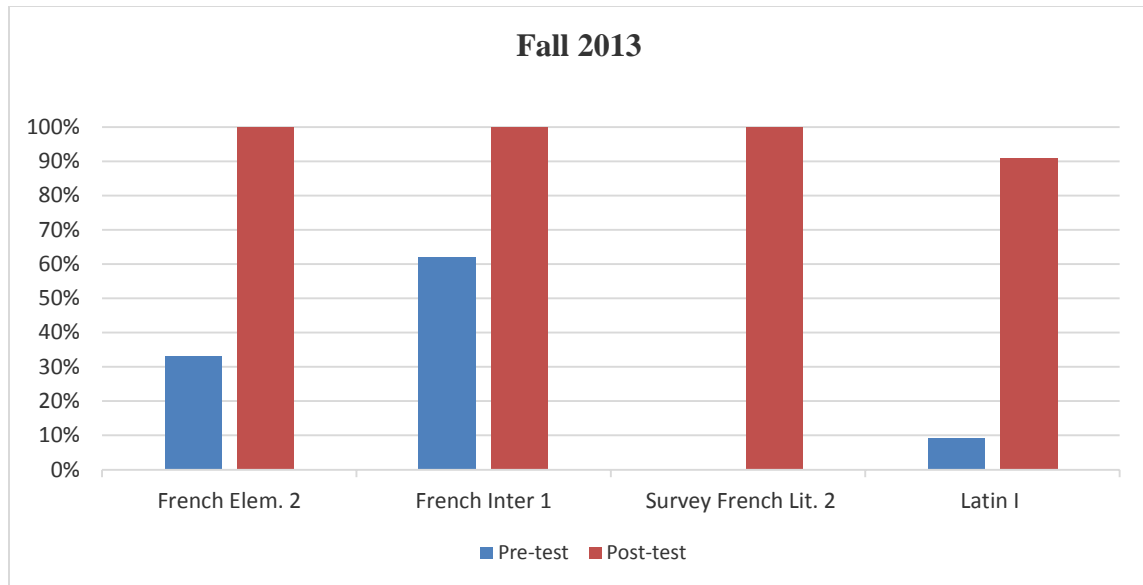
Level	Pretest		Posttest	
	# of students demonstrating outcomes	%	# of students demonstrating outcomes	%
French Elementary II	2/9	22	8/9	100
French Survey Literature II	0/5	0	5/5	100
Latin I	1/5	20	5/5	100



## Fall 2013

### Pre/Post Test Scores Results

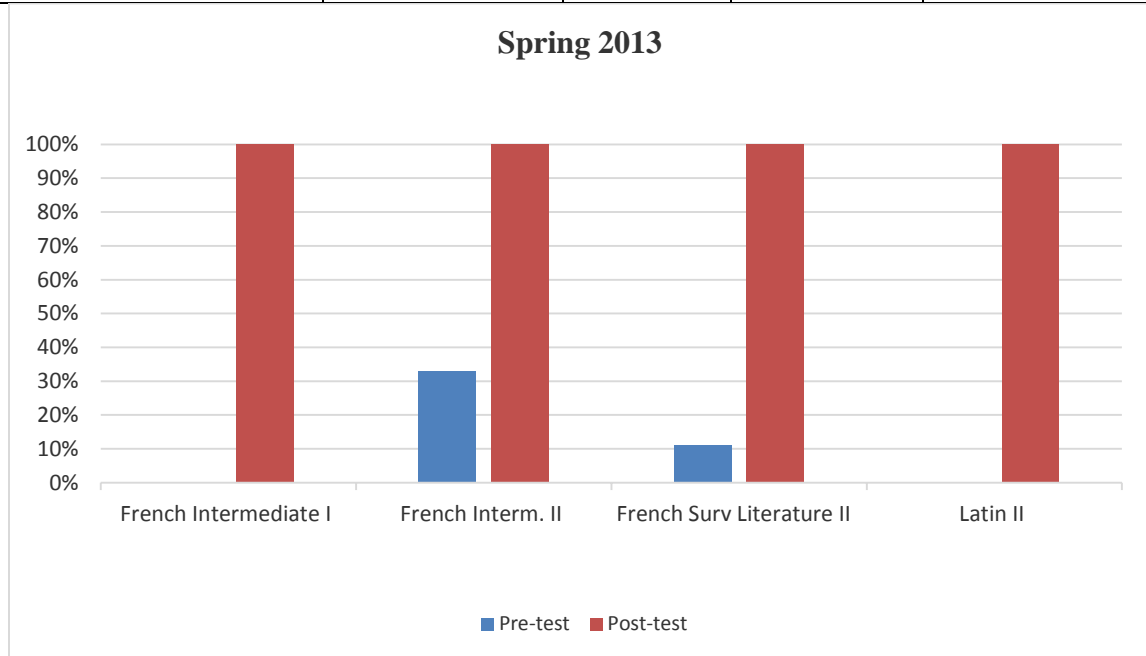
Level	Pretest		Posttest	
	# of students demonstrating outcomes	%	# of students demonstrating outcomes	%
French Elementary II	2/6	33	6/6	100
French Intermediate I	2/5	62	5/5	100
French Survey Literature I	0/5	0	5/5	100
Latin I	1/11	9.09	10/11	91



## Spring 2013

### Pre/Post Test Scores Results

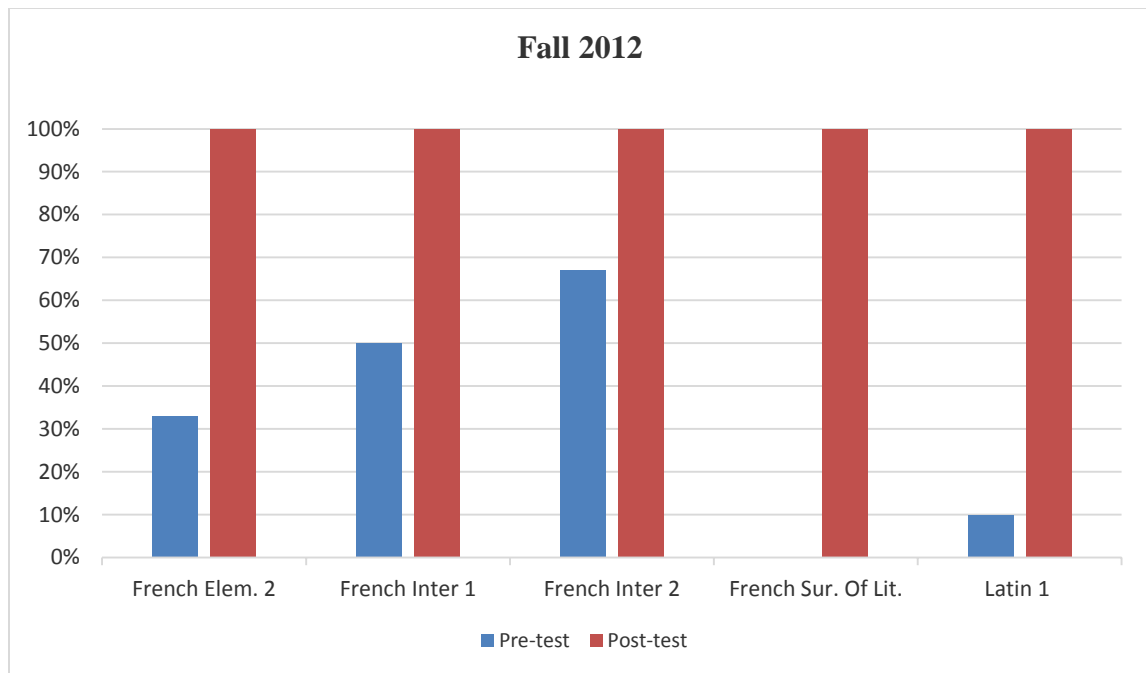
Level	Pretest		Posttest	
	# of students demonstrating outcomes	%	# of students demonstrating outcomes	%
French Intermediate I	0/1	0	1/1	100
French Intermediate II	1/3	33	3/3	100
French Surv Literature II	1/9	11	9/9	100
Latin II	0/7	0	7/7	100



## Fall 2012

### Pre/Post Test Scores Results

Level	Pretest		Posttest	
	# of students demonstrating outcomes	%	# of students demonstrating outcomes	%
French Elementary II	2/6	33	6/6	100
French Intermediate I	3/6	50	8/8	100
French Intermediate II	2/3	67	3/3	100
Survey Literature I	0/8	0	8/8	100
Latin I	0/11	0	11/11	100



**4. Based on your analysis of student learning data in Question 3, include an explanation of what seems to be improving student learning and what should be revised.**

What seems to be working:

Data indicate significant student learning in the contexts of all Student Learning Outcomes with a particular increase in students' self-confidence in the area of oral communication. At the beginning of a course, few students can demonstrate the Student Learning Outcomes. By the end of the course, most students do demonstrate the SLOs. (In French classes, the fact that the number of students taking the post-test matches the number of students taking the pre test indicates remarkable retention of students.)

In response to data gathered over the years, instructors have worked to enhance student learning by adding new material to the Intermediate I and II classes. In addition to the use of Blackboard and Rosetta Stone software, Intermediate I and II students are required to use *The Living Language Series* (Random House, Inc.), which focuses on the spoken language. This appears to enhance students' speaking skills. *The Living Language* material also serves as a review of grammatical concepts in a natural setting of oral communication; moreover, through extensive readings and the teaching of analytical skills, it helps students successfully synthesize the new information of upper-level classes with the fundamental skills learned in lower-level courses.

In addition to the programs mentioned above, our Fulbright Teaching Assistants conduct weekly "Tertulias" (gatherings of friends) via SKYPE, connecting UAM Spanish students with English learners in the FLTAs' native countries, thereby adding relevancy and interest to the study of Spanish.

French and Latin students consistently demonstrate on post-tests the expected acquisition of cultural knowledge and language skill. Faculty, therefore, believe that their teaching strategies have been successful. Additionally, each semester, French and Latin students demonstrate their skills and learning attainment to a public audience in the following contexts: conversations and monologues, presentations about literature and culture, foreign-language skits, and musical performances.

What should be revised:

While current teaching strategies have shown great success, faculty have identified the following objectives for improving student learning. Starting Fall Semester 2015, foreign-language faculty will make the following adjustments in their teaching:

- Regular short-term appraisals of student knowledge before moving on to new objectives.
- Better coaching of students who fall short of mastering material.
- Better enhancement activities for students who master material quickly.
- Ongoing follow-ups to guarantee retention of knowledge.

**5. Other than course level/grades, describe/analyze other data and other sources of data whose results assist your unit in improving student learning.**

Tutoring logs: When appropriate, instructors recommend tutoring to students. Language Lab assistants keep written records of tutoring sessions and student progress for the instructor to review.

Tell Me More data: Tell Me More is an online lab that provides access to an adapted language program. The training package is thorough, contextualized, and personalized to adapt to all schedules. Before using this program, foreign-language faculty had some difficulties tracking the progress of students but can now track whether students are on task.

Public presentations: Students show off knowledge of foreign languages and cultures to a public audience in the Memorial Classroom Building Auditorium. They perform skits and present papers. Written feedback of attendees has been positive and reinforced data showing that students demonstrate Student Learning Outcomes.

**6. As a result of the review of your student learning data in previous questions, explain what efforts your unit will make to improve student learning over the next assessment period. Be specific indicating when, how often, how much, and by whom these improvements will take place.**

Revised Assessment Progress Record: A new chart tracking individual student-career progress has been designed so that each student can have a record for his entire student career (see Appendix A). The objective is to provide information that will motivate students to become proficient in the language. Beginning Fall Semester 2015, each instructor will be able to provide each student with a chart showing a student's pre and post-test scores for all past and present courses. The student will be able to see, in a tangible way, his personal history and progress, starting with the Elementary II class. The hope is that this clear record of progress will further motivate the student to continue with his study of languages and strive toward mastery.

Short-term appraisals. Starting Fall Semester 2015, Dr. Jean-Francois will regularly do short-term appraisals of student knowledge before moving on to new objectives.

Better coaching of struggling students: Starting Fall Semester 2015, Dr. Jean-Francois will provide better coaching for students who fall short of mastering material. He will determine



through short-term appraisals the specific needs of a student and provide the appropriate review.

Enhance engagement and motivation of quick students: Starting Fall Semester 2015, Dr. Jean-Francois will provide better enhancement activities for students who master material quickly.

Enhance retention of knowledge through follow-up activities: Starting Fall Semester 2015, Dr. Jean-Francois will do follow-up activities to guarantee retention of newly learned knowledge.

## **7. What new tactics to improve student learning has your unit considered, experimented with, researched, reviewed or put into practice over the past year?**

Team teaching: During the spring semester of the academic year, Spanish Fulbright Teaching Assistants, who come from different Spanish-speaking countries, team teach a culture course about their respective countries. The dual perspective gives students a rich and varied understanding of Hispanic cultures, as well as dialects.

Use of Tell-Me-More: This website is employed in all lower-level French classes. It allows instructors to monitor student use and progress and has technologically advanced features like voice-recognition to help students to enunciate properly.

Expansion of Spanish offerings: Additional upper-level Spanish electives are being offered to accommodate Modern Language majors and Spanish minors. In particular, Professor Isabel Bacon initiated study of—and study abroad to—Cuba.

Expanded use of Blackboard: All foreign-language classes now utilize Blackboard to provide lecture materials and a venue for discussions and submission of assignments.

Relevancy: Faculty are aware that relevancy is a definite factor in student learning, and they have taught seminar classes designed to help students connect their knowledge of Spanish with career interests: Cuba: Culture, History, Politics, for students seeking careers in government; AP Spanish, for prospect teachers; Spanish for Health Care Professionals; Spanish for Law Enforcement Personnel.

## **8. How do you ensure shared responsibility for student learning and assessment among students, faculty, and other stakeholders?**

Student Self-Assessment: All students in all Spanish classes self-assess their abilities in relation to the Student Learning Outcomes.

Faculty Meetings: Although there is no set calendar for faculty meetings, the faculty and Dean, as well as adjuncts and FLTAs meet frequently (at least once a month) to discuss special activities such as technological needs, curriculum revisions, and scheduling of classes.

Strategic Planning: Creating, implementing, and reviewing a Strategic Plan for the School of Arts and Humanities represent a culmination of discussion, observations, and analysis on the part of the faculty in regard to how SAH might better serve students. The foreign-language faculty have submitted several goals to the SAH strategic plan as part of UAM's strategic plan (see Appendix C).

Foreign Language Honor Society: The meetings and activities of this organization enhance communication between students and faculty and thereby influence decisions such as purchasing new technologies to improve instruction and offering new courses.

Course Evaluations: Students fill out course evaluations near the end of each semester. These are reviewed by the dean before being turned over to the instructors for perusal. There exists, of course, the potential for course revision in response to student comments.

End-of-Semester Student Presentations: French and Latin students perform and present to an audience in the MCB auditorium. All in attendance, including students, are asked to complete an evaluation form on each student.

**9. Describe and provide evidence of the efforts your unit is making to retain/recruit/graduate students in your unit and/or at the university.**

All of the following efforts enhance students' chances of academic success and/or help to create a sense of community and fellowship:

- Expanding both language-focused and culture-focused offerings in Spanish.
- Expanding both language-focused and culture-focused offerings in French.
- Increasing tutoring hours in the Language Lab.
- Purchasing Rosetta Stone software for all languages offered.
- Offering German, Japanese, and Korean as alternatives to Spanish and French.
- Offering summer classes in French and Latin.
- Implementing use of the Tell-More-More website in French
- Hosting the annual foreign-language festival for area high schools.
- Lending support to offerings of Elementary Spanish I in the Early College program.
- Sponsoring the Modern Language Club, which is open not only to foreign language students but to any UAM student interested in foreign languages and cultures.
- Providing students with hard data on their individual assessment progress at the beginning and end of each course (see Appendix A).



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Instructor Comments: \_\_\_\_\_

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**INDIVIDUAL ASSESMENT PROGRESS RECORD**

PROGRAM EXPECTED OUTCOME – 90% OR ABOVE  
SPANISH 1013 – 50% OR ABOVE [EXCELLENT]  
SPANISH 2203 – 75 % OR ABOVE [EXCELLENT]  
SPANISH 2213 – 90 % OR ABOVE [EXCELENT]

STUDENT NAME \_\_\_\_\_

INDICATE SEMESTER AS S [SPRING] OR F [FALL] AND YEAR

	DATE S – F 20__	PRE-TEST	POST-TEST	COMMENTS
SPANISH 1013				
SPANISH 2203				
SPANISH 2213				
SPANISH _____				
SPANISH _____				
SPANISH _____				
SPANISH _____				

# APPENDIX B:

## Sample Pre-tests and Post-tests for Spanish, French, and Latin.

### SPANISH 1013, SPANISH 2203 & SPANISH 2203 PRE & POST-TEST

SPAN 1013 ANSWER QUESTIONS 1-40    SPAN 2203 ANSWER QUESTIONS 1-75  
SPAN 2213 ANSWER QUESTIONS 1-100

(Use the testing form provided for all questions.)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Choose the sentence that is most logically related to each question or statement.**

1. Tengo calor.

- a) I am sorry                      b) Come in                      c) I have a necklace                      d) I am hot

2. Toalla

- a) scissors                      b) work                      c) towel                      d) soap

3. José tiene cuidado.

- a) Jose is in a hurry.                      b) Jose is careful.                      c) Jose is afraid.                      d) Jose has a cousin.

4. El verano pasado Carlos \_\_\_\_\_ a México.

- a) fui                      b) iba                      c) era                      d) fue

5. Cuando éramos niños mi hermano y yo \_\_\_\_\_ al béisbol.

- a) jugábamos                      b) probar                      c) irse                      d) gustamos

6. ¿\_\_\_\_\_ a mi tío?

- a) Estoy                      b) Conoces                      c) Sabes                      d) Faltan

7. A ustedes \_\_\_\_\_ las botas.

- a) amarillas son                      b) fascinan                      c) les quedan                      d) tengo

8. A ti \_\_\_\_\_ los museos.

- a) te aburren                      b) te gusta                      c) les gustan                      d) le molestan

9. Anoche Luís \_\_\_\_\_ demasiado.

- a) pedí                      b) pido                      c) comió                      d) prestaste

10. Rosa, ¿\_\_\_\_\_ dónde está mi lápiz?  
 a) tienes                      b) sabes                      c) conoces                      d) cuando
11. carta  
 a) car                      b) dinner                      c) cookie                      d) letter
12. comida  
 a) food                      b) table                      c) cake                      d) wine
13. helado  
 a) ice cream                      b) warm                      c) drink                      d) I am cold
14. regalo  
 a) gift                      b) return                      c) I give                      d) small
15. más tarde  
 a) also                      b) later                      c) always                      d) something
16. dejar  
 a) to leave                      b) to carry                      c) to return                      d) too much
17. juntos  
 a) together                      b) perhaps                      c) later                      d) there
18. aceite  
 a) sugar                      b) corn                      c) peas                      d) oil
19. ajo  
 a) salmon                      b) onion                      c) fish                      d) garlic
20. sandía  
 a) pineapple                      b) watermelon                      c) grapefruit                      d) grape
21. Olvidé mi cámara.  
 a) He forgot my camera.                      b) I forgot my camera.  
 c) I took my camera.                      d) She asked for my camera.
22. ¿Compraste el sombrero?  
 a) Sí, lo compré.                      b) No, no se compra.  
 c) No, sólo la verde.                      d) Sí, lo estoy comprando.
23. ¿Cerraste las puertas?  
 a) Sí, lo cierro.                      b) Sí, les cerré.                      c) Sí, la cerramos.                      d) Sí, las cerramos.
24. Yo \_\_\_\_\_ escribo una carta (a mi amiga).  
 a) le                      b) la                      c) ella                      d) te
25. Yo \_\_\_\_\_ en Francia el verano pasado.  
 a) fue                      b) estuve                      c) fui                      d) vio

26. Necesitamos \_\_\_\_\_ comida esta noche.  
 a) tener hambre      b) estás      c) regreso      d) comprar
27. Miguel \_\_\_\_\_ a sus abuelos ayer.  
 a) visitó      b) visitaron      c) vieron      d) va
28. Podemos estudiar el \_\_\_\_\_.  
 a) día      b) mañana      c) domingo      d) noche
29. Isabel \_\_\_\_\_ de Puerto Rico.  
 a) es      b) vive      c) está      d) conoce
30. ¿\_\_\_\_\_ qué hora es?  
 a) Conozco      b) Sabes      c) Viene      d) Conoces tú
31. hija  
 a) cousin (female)      b) granddaughter      c) daughter      d) wife
32. Tengo calor.  
 a) I am sorry      b) Come in      c) I have a necklace      d) I am hot
33. Toalla  
 a) scissors      b) work      c) towel      d) soap
34. José tiene cuidado.  
 a) Jose is in a hurry.      b) Jose is careful.      c) Jose is afraid.      d) Jose has a cousin.
35. El verano pasado Carlos \_\_\_\_\_ a México.  
 a) fui      b) iba      c) era      d) fue
36. Cuando éramos niños mi hermano y yo \_\_\_\_\_ al béisbol.  
 a) jugábamos      b) probar      c) irse      d) gustamos
37. Which country is not a Spanish speaking country?
- A. Dominican Republic
  - B. Belize
  - C. Uruguay
  - D. Ecuador
38. Which country shares an island with Haiti?
- A. Panamá
  - B. Venezuela
  - C. Puerto Rico
  - D. Dominican Republic
39. The capital of Chile
- A. Madrid
  - B. La Paz

- C. Santiago
- D. Sucre

40. The capital of Costa Rica

- A. Quito
- B. Mendoza
- C. San Jose
- D. Managua

41. Olvidar

- A) to get dirty
- B) to take out
- C) to forget
- D) to straighten up

42. Receta

- A) dishwasher
- B) washing machine
- C) prescription
- D) clean

43. Enfermedad

- A) ache
- B) illness
- C) healthy
- D) to hurt

44. comprometerse

- A) to get; to obtain
- B) to lose
- C) to leave
- D) to get engaged

45. Romper

- A) to hear
- B) to prefer
- C) to break
- D) to bring

46. Relajarse

- A) to relax
- B) to have fun
- C) to park
- D) to comb ones hair

47. Cambiar

- A) to be able
- B) to change
- C) to close
- D) to begin

48. Resfriado

- A) ice cream
- B) refreshment
- C) cold
- D) relative

49. Soltero

- A) single
- B) only
- C) lonely
- D) besides

50. Apellido

- A) silly
- B) people
- C) cousin
- D) last name

51. Dizzy

- A) de mal humor
- B) mareado
- C) doliente
- D) también

52. To be born

- A) apurarse
- B) revolcarse
- C) nacer
- D) fallecer



53. Son sus llaves  
(A) It's her keyboard                      (B) They are her keys  
(C) They are ours                            (D) Here they are

54. Maite was driving very fast in Madrid.  
  
(A) Maite paro muy rápido en Madrid.  
(B) Maite condujo por todos lados en Madrid  
(C) Maite conducía muy rápido en Madrid  
(D) Maite está manejando mucho en Madrid

55. El año pasado compre un regalo para José.  
  
A. I bought a new watch for Jose.  
B. Jose bought a new watch for me.  
C. I 'll buy Jose a watch for his birthday.  
D. Last year I bought Jose a present.

56. \_\_\_\_\_ ¿Dónde está la tienda?  
  
A. En la cartera.  
B. En el centro comercial.  
C. Necesitas un traje de baño.  
D. ¿Tiene unos más cortos?

57. \_\_\_\_\_ ¿Qué talla usa usted?  
  
A. Todo está muy barato.  
B. Ese color no me gusta.  
C. Necesitas un traje de baño.  
D. La pequeña.

58. \_\_\_\_\_ La tienda está de rebajas.  
  
A. Todo está muy barato.  
B. Necesita unos guantes.  
C. El número siete.  
D. En la biblioteca.

59. \_\_\_\_\_ Tengo frío en las manos.  
  
A. En el centro comercial.  
B. Necesita unos guantes.  
C. Necesitas un traje de baño.  
D. El número siete.

60. \_\_\_\_\_ Voy a la playa.

- A. La pequeña.
- B. En el centro comercial.
- C. Necesita unos guantes.
- D. Necesitas un traje de baño.

61. \_\_\_\_\_ Llueve.

- A. ¿Tiene unos más cortos?
- B. Necesito un impermeable.
- C. En la cartera.
- D. Todo está muy barato.

62. \_\_\_\_\_ ¿Qué número de zapato calza?

- A. ¿Tiene unos más cortos?
- B. La pequeña.
- C. El número siete.
- D. En la cartera.

63. \_\_\_\_\_ ¿Dónde está mi tarjeta de crédito?

- A. ¿Tiene unos más cortos?
- B. No tengo uno.
- C. ¿Tiene unos más largos?
- D. En la cartera.

64. \_\_\_\_\_ Es amarillo.

- A. Ese color no me gusta.
- B. Necesito un impermeable.
- C. Todo está muy barato.
- D. Necesitas un traje de baño.

65. \_\_\_\_\_ Los pantalones son demasiado largos.

- A. Necesito un impermeable.
- B. ¿Tiene unos más cortos?
- C. Todo está muy barato.
- D. Ese color no me gusta.

**Use the cues in parentheses to provide the correct indirect object pronoun for each sentence.**

66. La dependienta \_\_\_\_\_ vendió la corbata. (a ustedes)

- A. la
- B. los
- C. les
- D. las.

67. Sus amigos \_\_\_\_\_ prestaron el dinero. (a ellos)

- A. se

- B. les
- C. las
- D. los

68. Sergio y Enrique \_\_\_\_\_ dan una corbata. (a ti)

- A. le
- B. me
- C. se
- D. te

69. Nosotros \_\_\_\_\_ escribimos una carta. (a ella)

- A. me
- B. se
- C. le
- D. los

70. El vendedor \_\_\_\_\_ describió el nuevo centro comercial. (a él)

- A. Se
- B. te
- C. le
- D. me

**Choose the item that is the most logical match.**

71. probarse \_\_\_\_\_

- A. por la mañana
- B. alegre
- C. ropa
- D. cara

72. peinarse el \_\_\_\_\_

- A. en la casa
- B. por teléfono
- C. por la mañana
- D. pelo

73. levantarse \_\_\_\_\_

- A. por la mañana
- B. en la casa
- C. ropa
- D. por la noche

74. lavarse la \_\_\_\_\_

- A. cara
- B. pelo
- C. por teléfono
- D. en la silla

75. dormirse \_\_\_\_\_

- A. ropa
- B. cara
- C. por la noche
- D. un problema

76. preocuparse con \_\_\_\_\_  
A. en la casa  
B. alegre  
C. por la noche  
D. un problema

77. llamar \_\_\_\_\_  
A. pelo  
B. por teléfono  
C. en la silla  
D. por la noche

78. sentirse \_\_\_\_\_  
A. por la mañana  
B. alegre  
C. pelo  
D. un problema

79. sentarse \_\_\_\_\_  
A. un problema  
B. para la noche  
C. en la silla  
D. en el codo

80. quedarse \_\_\_\_\_  
A. ropa  
B. en la casa  
C. pelo  
D. alegre

### **Gustar y verbos como gustar**

Choose the correct complete sentence.

81. A él / aburrir / clases

- A. A él le aburren las clases.
- B. A él les aburren les clases.
- C. A él la aburren las clases.
- D. A él las aburren las clases.

82. A Jorge y a mí / gustar / fiestas

- A. A Jorge y a mí nos gustan las fiestas.
- B. A Jorge y a mí nos gusta las fiestas.
- C. A Jorge y a mí nos gustan las fiestas.
- D. A Jorge y a mí nos gustamos las fiestas.

83. A ti / molestar / despertador

- A. A ti me molesta el despertador.
- B. A ti te molesta el despertador.
- C. A ti te molestan el despertador.
- D. A tú molestas el despertador.

84. A Juanita / importar / estudios

- A. A Juanita le importan los estudios.
- B. A Juanita les importan los estudios.
- C. A Juanita le importa los estudios.
- D. A Juanita te importa estudios.

85. A ustedes / interesar / español

- A. A ustedes las interesa el español.
- B. A ustedes les interesan el español.
- C. A ustedes les interesa el español.
- D. A ustedes le interesan el español.

**Choose the most logical answer.**

86. First I wake up early \_\_\_\_\_

- A. Siempre me cepillo el pelo después de ducharme.
- B. Primero me despierto muy temprano.
- C. Estoy contento porque trabajo mucho.
- D. Por la noche estoy muy cansado y me duermo rápido.

87. I always shave before I take a shower.

- A. Me molesta levantarme por la mañana.
- B. Después de ducharme me visto y desayuno.
- C. Primero me despierto muy temprano.
- D. Antes de ducharme yo siempre me afeito.

88. After taking a shower I get dress and have breakfast.

- A. Siempre me cepillo el pelo después de ducharme.
- B. Estoy contento porque trabajo mucho.
- C. Después de ducharme me visto y desayuno.
- D. Primero me despierto muy temprano.

89. Then I brush my teeth and leave for work.

- A. Luego me cepillo los dientes y me voy al trabajo.
- B. Me molesta levantarme por la mañana.
- C. Siempre me cepillo el pelo después de ducharme.
- D. Estoy contento porque trabajo mucho.

90. In the evening I am very tired and fall asleep quickly.
- A. Antes de ducharme yo siempre me afeito.
  - B. Por la noche estoy muy cansado y me duermo rápido.
  - C. Luego me cepillo los dientes y me voy al trabajo.
  - D. Me molesta levantarme por la mañana.
91. No conozco a nadie que \_\_\_\_\_ al gimnasio.
- A) vengo
  - B) vaya
  - C) hable
  - D) quiere ir
92. Cuando lo vi, Enrique \_\_\_\_\_ regalos para todos.
- A) has preparado
  - B) puesto
  - C) había comprado
  - D) ha viajado
93. Mientras \_\_\_\_\_ sonó la alarma.
- A) me levanto
  - B) me baje
  - C) estudiaba
  - D) miramos
94. La semana pasada \_\_\_\_\_ la clase.
- A) Prepare
  - B) toque
  - C) terminó
  - D) bostezo
95. \_\_\_\_\_ un accidente en el carro.
- A) tuve
  - B) vimos
  - C) íbamos
  - D) Estábamos
96. Me dejas \_\_\_\_\_ tu pasaporte?
- A) llamas
  - B) ver
  - C) miro
  - D) he visto
97. En caso de que le \_\_\_\_\_ la cabeza, tiene que tomar este medicamento.
- A) tenga
  - B) puede
  - C) duela
  - D) entre
98. Un anciano que haga ejercicios \_\_\_\_\_ menos problemas del corazón.
- A) tendrá
  - B) va a hacer
  - C) tomará
  - D) estará
99. Su madre \_\_\_\_\_ a ayudar.
- A) me quiere
  - B) te dijo
  - C) le llamo
  - D) se ofreció

100. \_\_\_\_\_(he is short of) dinero.  
A) se disgusta                      B) le falta  
C) le disgusta                      D) te encanta

## French and Latin Pre-Tests/Post-Tests

### ELEMENTARY FRENCH II Pre-Test-Post-Test

FIRST AND LAST NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**WARNING:** The grade for this test will not be used in your passing grades. It will in no way hurt you. I just want to evaluate your knowledge of the subject before covering the material. The result will be used only to guide my teaching. The same test will be given to you as a post-test after the material is covered.

#### "PASSÉ COMPOSÉ" WITH "AVOIR":

INSTRUCTIONS: Below is some information on Sarah Thomas upon her arrival in France. Put the text in the compound past (Passé composé).

- Quand Sarah (décide) \_\_\_\_\_ de déménager (to move) en France, elle (cherche) \_\_\_\_\_ un appartement avant de partir.

#### II. NEGATIVE EXPRESSIONS:

INSTRUCTIONS: Answer for Barbara. Complete the dialogue by using negative expressions.

- Louis asks: Est-ce que Daniel a joué en public?  
Barbara answers: Non, il \_\_\_\_\_ en public.

#### III. PASSÉ COMPOSÉ OF REFLEXIVE VERBS:

INSTRUCTIONS: Transform the following sentences from the singular into the plural or from the plural into the singular, as the case may be.

- Modèle: Tu t'es réveillé \_\_\_\_\_
- Vous vous êtes réveillés \_\_\_\_\_
- Je me suis levé \_\_\_\_\_
- Tu t'es préparé \_\_\_\_\_

#### IV. THE VERBS "DIRE" AND "LIRE":

INSTRUCTIONS: Conjugate the following verbs to the appropriate form of Passé composé.

- Daniel et Louis \_\_\_\_\_ (dire) qu'ils ont bien étudié.
- Le dimanche matin, nous \_\_\_\_\_ (lire) le journal au café.

## V. PAST: PASSÉ COMPOSÉ OU IMPARFAIT?

INSTRUCTIONS: Marie Lasalle remembers his childhood. Conjugate the verbs in brackets in the compound past or in the imperfect.

- Je \_\_\_\_\_ (naître) les 4 mai 1923 à Mantes-la-Jolie, à cinquante kilomètres de Paris. Tous les jours, je (j') \_\_\_\_\_ (aller) à l'école à pieds.



## ELEMENTARY LATIN I Pre-Test-Post-Test

FIRST AND LAST NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**WARNING:** The grade for this test will not be used in your passing grades. It will in no way hurt you. I just want to evaluate your knowledge of the subject before covering the material. The result will be used only to guide my teaching. The same test will be given to you as a post-test after the material is covered.

TRANSLATE THE FIRST PARAGRAPH INTO ENGLISH AND ANSWER THE QUESTIONS  
WITHOUT TRANSLATING THE SECOND PARAGRAPH.

postridie quintus et horatia et gaius maturè ad ludum adveniunt, sed decimus sèrò advenit. flavius ‘cur sèrò ad ludum venis, decime?’ inquit. decimus respondet : erràs, magister. ego nòn sèrò veniò. ceteri màtùrius adveniunt.’ flavius valde iràtus est; ‘impudèns es, decime,’ inquit; iubet eum sedère et diligenter labòrère. mox pueri litteràs scribunt. diligenter laborant. tandem horatia ‘magister,’ inquit, diligenter laboramus et litteràs diù scribimus. fessì sumus. itaque debès fàbulam nòbis nàrrère.’ flavius ‘ita vèrò,’ inquit, ‘diligenter labòrètis quod boni pueri estis, volò fabulam nàrrère. iubet eos attendere et sè audire.

### HINT:

postridiè- the next day; maturè-early; sèrò-late; màtùrius-too early; nòbis-us (1st plural); ita vèrò-yes; volò-I am willing; se-him (himself); impudèns-shameless; eum-him; itaque-and so, therefore

### ANSWER QUESTIONS 1 TO 4 IN ENGLISH.

1. What do the children do when the lesson starts?

---

---

2. What does Horatia ask Flavius to do, and why?

---

---

3. Quis casam intrat?

---

---

4. Cur horatia iràta est

---

---

COMPLETE THE FOLLOWING CHART WITH THE APPROPRIATE  
DECLENSION ENDINGS:

	1ST DECLENSION		2ND DECLENSION		3RD DECLENSION	
	SINGULAR	PLURAL	SINGULAR	PLURAL	SINGULAR	PLURAL
NOMINATI						
VE GENITIVE						
DATIVE						
ACCUSATI						
VE ABLATIVE						
VOCATIVE						

CONJUGATE THE FOLLOWING VERBS IN PRESENT TENSE AND THE  
APPROPRIATE PERSONS AND NUMBERS:

	PARÀRE	MANÈRE	REGERE	AUDIRE	CUPERE	ESSE	ÌRE
(HE/SHE)							
(THEY)							

TRANSLATE INTO LATIN

1. The girl is tired (1.1).

---



---

2. Diner is not ready (1.2).

---



---

3. Quintus enters the field and calls flacus (3.1).

---



---

4. What are you doing, horatia?

---



---

5. Are you coming home, flavius.

---

---

## ELEMENTARY LATIN II

### Pre-Test-Post-Test

FIRST AND LAST NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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TRANSLATE THE FIRST PARAGRAPH INTO ENGLISH AND ANSWER THE QUESTIONS WITHOUT TRANSLATING THE OTHER TWO PARAGRAPHS.

Dum Flaccus ad comitia procèdit, Quintus in ludo sedebat. Flaccus arithmetìcam docebat; dic mihi, Gàì, inquit; ‘Sì dè quinque remotus est ùnus, quid superset?’ Gaius respondit: quattuor.’ Flavius ‘euge!’ inquit, ‘tu potes rem tuam servare. multi puerorum etiam nunc numeros nec addere nec deducere poterant. Quintus iamdùdum numeròs didicerat litteràsque facile legebat. nunc igitur pictùràs scrìbèbat, saepe hiàbat, interdum dormièbat. Tandem Flavius pueros domum dimisit.

---

---

---

---

---

---

---

Illi laeti in viam festinàverunt. Quintus cum amicis ambulabat, cum accedit Decimus; ille Quintò invièbat quod ingeniòsus erat. Ad pugnam eum vocavit. Ille resistere temptavit, Decimus tamen eum facile superavit. Ad terram cecidit; tunica scissa erat, sanguis è nàribus effluèbat. Surrexit et domum cucurrit.

Ubi domum rediit, Scintilla eum rogovit: ‘ Quinte cur tam sordidus es? Cur tunica scissa est? Quintus màtrì omnia nàrràvit. Illa nihil respondit sed casam trìstis intràvit.

1. Why was Decimus envious of Quintus?  
\_\_\_\_\_
2. How did Quintus come off in the fight?  
\_\_\_\_\_
3. What did Scintilla ask him when he got home?  
\_\_\_\_\_
4. How did she react to his reply?  
\_\_\_\_\_

TRANSLATE QUESTIONS 5 TO 8 INTO LATIN.

1. Horatia was shutting (claudère) the door when the mother called her.

---

2. Quintus and Horatia were hurrying to the school, but they stay in the street and played with friends (amicus).

---

3. We were walking on the street, suddenly we saw Sherita.

---

4. Had always tried to defend the republic.

---



## INTERMEDIATE FRENCH II

### Pre-Test-Post-Test

FIRST AND LAST NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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I. TRANSLATE THE FOLLOWING INTO FRENCH. THINK CAREFULLY ABOUT WHETHER EACH SENTENCE NEEDS THE SUBJUNCTIVE. SOME VERBS HAVE REGULAR FORMS WHILE OTHERS HAVE IRREGULAR FORMS.

1. I want you (vous) to do it.

---

2. She thinks we are crazy.

---

3. They'll leave after I finish my homework.

---

4. It's doubtful that they love each other.

---

II. FRENCH CONJUNCTIONS. NAME THE CONJUNCTION IN EACH OF THESE SENTENCES AND DECIDE WHETHER IT IS COORDINATING (C) OR SUBORDINATING (S). CIRCLE "C" IF THERE IS A CONJUNCTION OF COORDINATION OR "S" IF THERE IS A CONJUNCTION OF SUBORDINATION.

1) Je pense que la chimie est difficile. C or S

2) Hélène et Marie vont au cinéma. C or S

3) Bien que sa famille soit riche, elle travaille à plein temps. C or S

III. FRENCH ADVERBS ENCORE AND TOUJOURS. FILL THE BLANKS WITH THE BEST WORD. SOME SENTENCES MAY BE ABLE TO TAKE EITHER WORD, SO BE SURE TO PAY ATTENTION TO THE TRANSLATION OF THE DESIRED RESPONSE PROVIDED (IN PARENTHESES).

1) Nous n'avons pas \_\_\_\_\_ décidé. (We haven't decided yet)

A) encore

B) toujours

- 2) Cette idée est \_\_\_\_\_ plus stupide. (This idea is even stupider.)  
A) encore  
B) toujours
- 3) Simone de Beauvoir a \_\_\_\_\_ aimé Jean-Paul Sartre. (Simone de Beauvoir always loved Jean-Paul Sartre)  
A) encore  
B) toujours

IV. THE FOLLOWING SENTENCES ARE IN PRESENT TENSE. CHANGE EACH OF THEM INTO THE "PASSÉ COMPOSÉ".

1. Mon ami m'écrit une lettre.

---

2. Il m'offre de venir le rejoindre.

---

V. FOR EACH VERB BETWEEN PARENTHESES, DECIDE WHETHER YOU NEED TO USE "PASSÉ COMPOSÉ" OR "IMPARFAIT".

Camille \_\_\_\_\_ (vouloir) voyager avec Louise, mais malheureusement elles \_\_\_\_\_ (ne pas pouvoir) faire ce voyage. Louise \_\_\_\_\_ (ne pas vouloir) laisser partir Antoine, mais elle \_\_\_\_\_.

VI. FRENCH DEMONSTRATIVE PRONOUNS. CHOOSE THE CORRECT PRONOUN TO USE IN PLACE OF THE PHRASE GIVEN, OR THE BEST CHOICE TO FILL IN THE BLANKS.

1. J'ai acheté la robe du Mexique et Lise, \_\_\_\_\_ de Costa Rica  
A. celui  
B. celle  
C. celui-
2. Cet ami  
A. Celui  
B. Celle  
C. ceux  
D. celles
3. Ces maisons  
A. Celui  
B. Celle  
C. Ceux  
D. celles

## INTERMEDIATE FRENCH READING

### Pre-Test-Post-Test

FIRST AND LAST NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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### COMMENT SE DÉPLACER À MONTRÉAL DES PONTS ET DES AUTOROUTES À CONNAÎTRE

Montréal est une île au milieu du fleuve St-Laurent. La voie maritime et le Port de Montréal sont ouverts toute l'année. D'ailleurs le premier capitaine à ancrer son bateau à Montréal à chaque année se voit offrir la canne au pommeau d'or. On trouve aussi plusieurs clubs de navigation et de voile tout autour de l'île et des banlieues.

Il y a deux aéroports : Montréal-Dorval, un des 10 meilleurs au monde selon l'International Air Transport Association, et Montréal-Mirabel, aéroport-vacances dans les Laurentides. On accède à Dorval par la 20 ou la 40 et à Mirabel par la 15.

Montréal est en quelque sorte une ville nord-américaine typique car ses rues forment un quadrillage presque parfait. Elle est coupée est-ouest par la rue St-Laurent que d'aucuns appelaient autrefois "la Main". Cette rue est très intéressante à visiter. Toutefois, il faut éviter de l'emprunter en auto car elle semble toujours encombrée par des camions de livraison, des taxis, des cyclistes et des piétons qui sont partout. Il est toujours préférable de passer par l'avenue du Parc. Encore mieux, les autoroutes sont plus rapides même aux heures de pointe.

#### AUTOROUTES EST-OUEST:

- 1) Bonaventure et la 20 (220) au sud
- 2) L'autoroute 40 (transcanadienne, métropolitaine, Félix-Leclerc) au nord
- 3) L'autoroute de Laval (440)
- 4) La 640 au nord de Laval
- 5) Les routes 132, 20 et 30 sur la rive sud

#### AUTOROUTES NORD-SUD :

- 6) La 15 (Décarie) vers les États-Unis et les rives nord et sud, Laval et les Laurentides
- 7) La 13 vers Laval et les Laurentides
- 8) La 117 de Laval aux Laurentiens
- 9) La 25 et 125 (25 à Laval) à l'est, vers les rives nord et sud □ La 19, la 335 et la 148 à Laval
- 10) La 10 sur la rive sud vers l'Estrie.



## PONTS:



1. Le pont Jacques-Cartier vous amène de Longueuil à Montréal en passant au-dessus du parc des îles, du parc Jean-Drapeau, de l'île Ste-Hélène et de La Ronde.
2. Le pont Honoré Mercier dessert LaSalle et le territoire Mohawk de Kahnawake. Il s'embranche à la 20 et à la 132.
3. Le pont Champlain relie les municipalités de Brossard et de Verdun, passe au-dessus de l'île des Sœurs et mène aux autoroutes Bonaventure et Décarie ainsi qu'aux routes des États-Unis et de Québec sur la rive sud.

- 11) Le pont Victoria est le plus ancien et relie St-Lambert aux anciens quartiers industriels près du Vieux-Port où s'est installée la Cité du Multimédia.
- 12) Il y a aussi l'Estacade à côté du pont Champlain mais en temps normal, il n'est pas ouvert à la circulation.
- 13) Le pont-tunnel Louis-Hyppolite-Lafontaine relie Boucherville à Montréal par la 25
- 14) Le pont Pierre-Le-Gardeur se trouve à l'extrémité est vers Le Gardeur.
- 15) Le pont Louis-Brisson Bridge, c'est celui sur la 13 qui relie l'Ouest de l'île de Montréal à Laval
- 16) Le pont de l'île aux Tourtes se retrouve sur la 40 à l'extrémité ouest de l'île en direction d'Ottawa.
- 17) Le pont Galipeault relie Montréal à l'île Perrot par la 20

## POUR PIÉTONS ET AMATEURS DE VÉLO OU DU TRANSPORT EN COMMUN:



Tous les trajets d'autobus, de métro et de train de banlieue peuvent être obtenus en ligne grâce à TOUS AZIMUTS sur le site de la [STM](#). Plusieurs autres services sont aussi disponibles sur ce site lauréat d'un Web d'or. Les cyclistes disposent également d'un important réseau de pistes cyclables.

## QUESTIONS ON THE TEXT:

- 18) Answer the following questions on the text by checking “Vrai” or “Faux” (true / false)?
  1. Il est impossible d'aller à Montréal en bateau en hiver.  
Vrai\_\_\_\_\_ faux\_\_\_\_\_
  2. Montréal-Mirabel est un des meilleurs aéroports du monde.  
Vrai\_\_\_\_\_ faux\_\_\_\_\_
  3. Il y a toujours des embouteillages sur la rue St-Laurent.  
Vrai\_\_\_\_\_ faux\_\_\_\_\_
  4. Il y a 5 rues est-ouest.  
Vrai\_\_\_\_\_ faux\_\_\_\_\_
  5. L'autoroute 40 s'appelle aussi Félix-Leclerc.

Vrai\_\_\_\_\_ faux\_\_\_\_\_

6. Il y a deux routes qui sont reliées par le pont Honoré Mercier.

Vrai\_\_\_\_\_ faux\_\_\_\_\_

7. Le pont Estacade est toujours ouvert.

Vrai\_\_\_\_\_ faux\_\_\_\_\_

8. Le pont de l'Île aux Tourtres est à l'est de Montréal.

Vrai\_\_\_\_\_ faux\_\_\_\_\_

9. Il y a un métro à Montréal.

Vrai\_\_\_\_\_ faux\_\_\_\_\_

10. Montréal n'est pas une bonne ville pour les cyclistes.

Vrai\_\_\_\_\_ faux\_\_\_\_\_

## INTERMEDIATE GRAMMAR AND COMPOSITION

### Pre-Test-Post-Test

FIRST AND LAST NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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### WRITTEN QUESTIONS

Translate into French the English sentences below.

I. Fast-food establishments use films and popular TV programs to attract children.

---

II. Advertisers use all sorts of techniques to make you buy their products.

---

III. Show them how the work of advertisers consists of exploiting feelings of insecurity and dissatisfaction.

---

IV. One of the most important things that we could teach young people is to use their money intelligently.

---

V. Marketing campaigns consist of selling an enormous amount of spin-off products.

---

VI. They target teenagers in insisting on seduction and what is in fashion.

---

### MATCHING QUESTIONS

Choose from the pool of answers below a letter to match the following sentences:

1. Réalité et rêve, concordent-ils?
2. Les enfants ont des difficultés à distinguer la publicité de la réalité.
3. Il faut mettre en évidence leur langage trompeur.
4. En raison de leur énorme pouvoir d'achat et de l'influence qu'ils exerceront une fois adultes.
5. Croient-ils que les objets dont ils rêvent leur apporteront le bonheur?
6. Notre culture de consommation les pousse à dépenser sans compter et toujours davantage.

Pool of answers for question II:

- A. Reality and dreams, do they agree?
- B. Do they think that the objects that they dream of will bring them happiness?

- C. Children have difficulties distinguishing advertising from reality.
- D. We must take into account their misleading language.
- E. Because of their enormous buying power and the influence they have one they are adults.
- F. Our consumer culture pushes them to spend without counting and it's constantly increasing.

## MULTIPLE CHOICE QUESTIONS

Circle the French statement that best interprets the English sentence.

1. We must talk to them about the consequences of mass consumption on the environment. |
  - A. Il faut mettre en évidence leur langage trompeur.
  - B. Ils visent adolescents en insistant sur la séduction et ce qui est à la mode.
  - C. Encouragez-les à chercher comment réduire leur consommation de biens non-essentiels.
  - D. Il faut leur parler des conséquences de la consommation de masse sur l'environnement.
  
2. They must learn to compare the prices from one shop to another.
  - A. Il faut leur parler des conséquences de la consommation de masse sur l'environnement.
  - B. Il faut qu'ils apprennent à comparer les prix d'un magasin à l'autre.
  - C. Il faut mettre en évidence leur langage trompeur.
  - D. Ils visent adolescents en insistant sur la séduction et ce qui est à la mode.
  
3. Find some examples of the way in which the advertisements try to develop brand loyalty.
  - A. Montrez-leur comment le travail des publicitaires consiste à exploiter les sentiments d'insécurité et d'insatisfaction.
  - B. Trouvez des exemples de la façon dont les publicitaires tentent déjà de développer une fidélité à leur marque.
  - C. Croient-ils que les objets dont ils rêvent leur apporteront le bonheur?
  - D. En leur parlant de la manière dont elle fonctionne, nous pouvons aider les jeunes à devenir les consommateurs avertis.
  
4. In talking to them about the way in which it works, we can help young people to become aware consumers.
  - A. Il faut leur parler des conséquences de la consommation de masse sur l'environnement
  - B. En leur parlant de la manière dont elle fonctionne, nous pouvons aider les jeunes à devenir les consommateurs avertis.
  - C. Ils visent adolescents en insistant sur la séduction et ce qui est à la mode.

- D. Montrez-leur comment le travail des publicitaires consiste à exploiter les sentiments d'insécurité et d'insatisfaction.
5. Explain to the young people how they prepare food before photo shoots where they appear in a perfect light.
- A. Il faut mettre en évidence leur langage trompeur.
  - B. Encouragez-les à chercher comment réduire leur consommation de biens non-essentiels.
  - C. Ils visent adolescents en insistant sur la séduction et ce qui est à la mode.
  - D. Expliquez aux jeunes comment on prépare la nourriture avant les séances de photo de façon à ce qu'elle apparaisse sous un jour absolument parfait.
6. Encourage them to find out how to reduce their consumption of non-essential goods.
- A. Il faut mettre en évidence leur langage trompeur.
  - B. Encouragez-les à chercher comment réduire leur consommation de biens non-essentiels.
  - C. Croient-ils que les objets dont ils rêvent leur apporteront le bonheur?
  - D. Il faut leur parler des conséquences de la consommation de masse sur l'environnement.

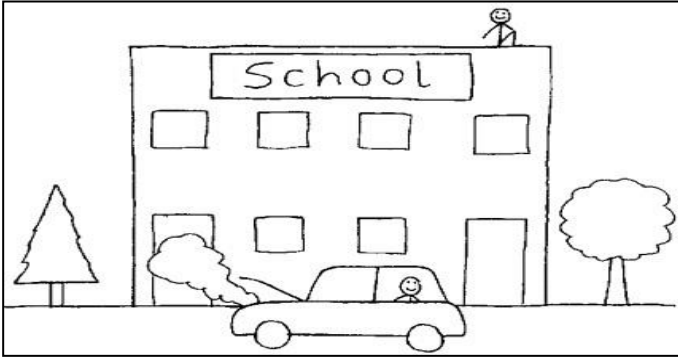
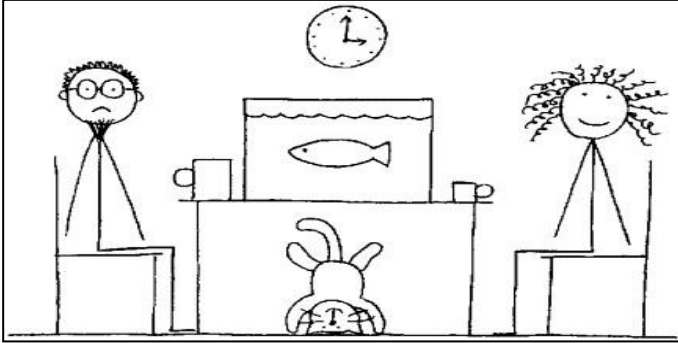
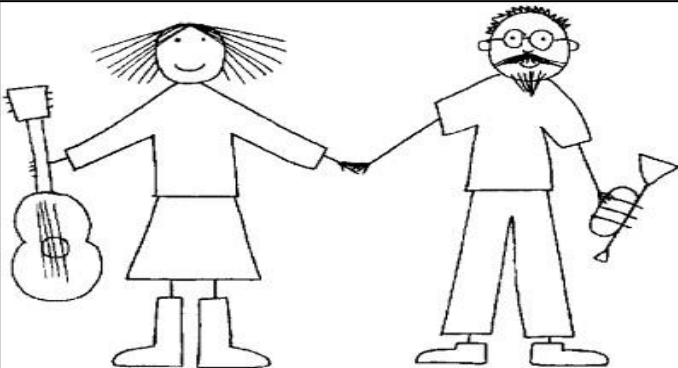
## INTERMEDIATE CONVERSATION

### Pre-Test-Post-Test

FIRST AND LAST NAME: \_\_\_\_\_

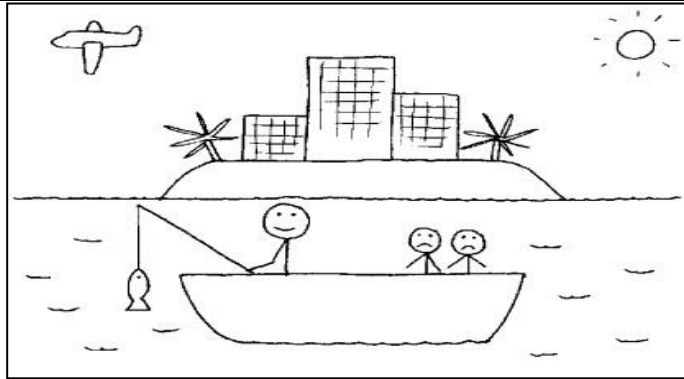
DATE: \_\_\_\_\_

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DESCRIBE ORALLY EXHIBITS 1 A-D. USE ONLY THE PRESENT TENSE.	
Exhibit 1- A	
Exhibit 1- B	
Exhibit 1- C	

DESCRIBE ORALLY EXHIBITS 1 A-D. USE ONLY THE PRESENT TENSE.

Exhibit 1-D



DESCRIBE ORALLY EXHIBITS 2 A-B. USE ONLY THE PRESENT TENSE.

Exhibit 2-A

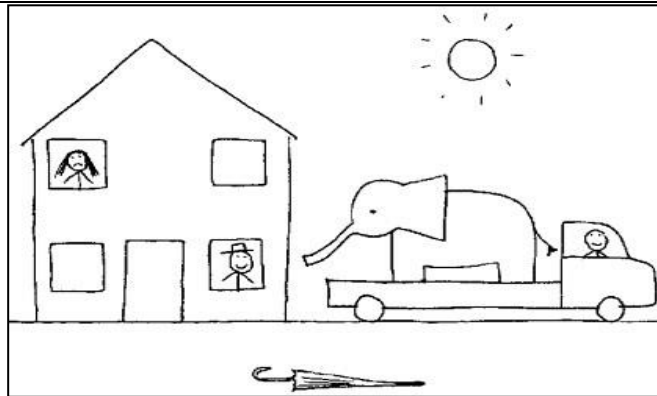


Exhibit 2-B



DESCRIBE ORALLY EXHIBITS 3 A-B. USE ONLY THE PRESENT TENSE.

Exhibit  
3-A

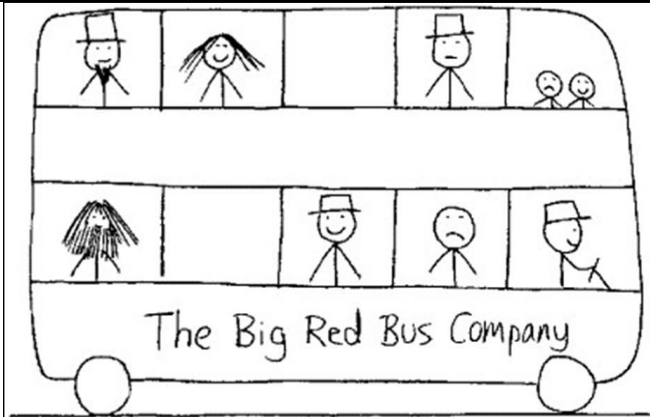
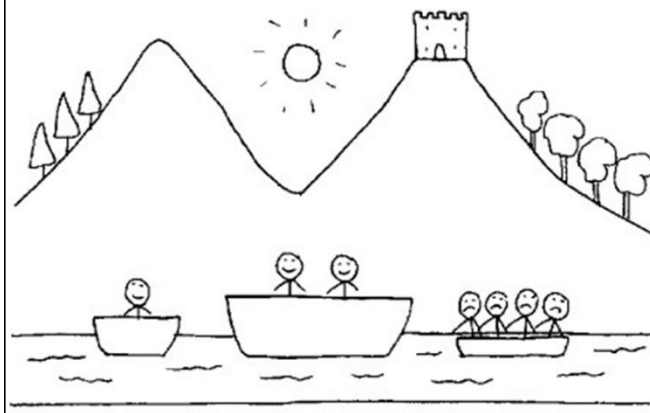


Exhibit  
3-B





## ADVANCED COMPOSITION

### Pre-Test-Post-Test

FIRST AND LAST NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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### WRITTEN QUESTIONS

Transform the following sentences into French. Try to be as original as you can be.

1. He was small and had white hair.

---

2. I used to hate fruit, bread and milk.

---

3. He loved dog biscuits.

---

4. I used to live in a big house with a big backyard but my family moved.

---

5. I used to love art but I couldn't draw.

---

6. I used to love bananas and yogurt.

---

### MULTIPLE CHOICE QUESTIONS

(Circle the letter that best translate the English sentence.)

1) I used to dance.

- A) J'allais à danse samedi et mardi.
- B) Je faisais de la danse.
- C) J'aimais les bananes et le yaourt.
- D) Il était très amusant mais timide.

2) I used to be good at English but not math.

- A) J'aimais les bananes et le yaourt.
- B) J'adorais le dessin mais je ne pouvais pas dessiner.
- C) J'étais douée en anglais, mais pas en mathématiques.
- D) J'allais à danse samedi et mardi.

3) I used to hate dancing but I got to wear very pretty dresses.

- A) J'adorais le dessin mais je ne pouvais pas dessiner.

- B) Je détestais des fruits, le pain et le lait.
  - C) Je détestais la danse mais je portais des très belles robes.
  - D) Il était le meilleur chien dans le monde.
- 4) I had a dog named Beebe.
- A) J'avais un chien qui s'appelait Bébé.
  - B) J'adorais le dessin mais je ne pouvais pas dessiner.
  - C) J'aimais les bananes et le yaourt.
  - D) J'allais à danse samedi et mardi.
- 5) He was very funny but timid.
- A) Il était petit avec les poils blancs.
  - B) Je faisais de la danse.
  - C) Il était le meilleur chien dans le monde.
  - D) Il était très amusant mais timide.
- 6) My family used to visit my grandparents often.
- A) Je faisais de la danse.
  - B) Ma famille rendrait visite à mes grands-parents souvent.
  - C) Il aimait les biscuits pour les chiens.
  - D) Il était petit avec les poils blancs.
- 7) I used to watch the wiggles then bananas in pajamas.
- A) J'aimais les bananes et le yaourt.
  - B) Il était petit avec les poils blancs.
  - C) Je regardais The Wiggles, puis Bananas in Pyjamas.
  - D) Je faisais de la danse.
- 8) My favorite films were bananas in pajamas one and two because the girl was very pretty and tall.
- A) Mes films favoris étaient « Princess Diaries » un et deux parce que la fille étais très belle et grande.
  - B) J'adorais le dessin mais je ne pouvais pas dessiner.
  - C) Je détestais des fruits, le pain et le lait.
  - D) Je détestais la danse mais je portais des très belles robes.

## ADVANCED CONVERSATION

### Pre-Test-Post-Test

FIRST AND LAST NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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#### CARS:

You are the interviewer. Ask the underlined question to begin. Ask extra questions as necessary. Use the questions below or think of your own.

1) COULD WE BE LESS DEPENDENT ON CARS? \_\_\_\_\_

i) What kind of people needs cars the most?

ii) What kind of people needs cars least?

#### TEENAGERS:

You are the interviewer. Ask the underlined question. Ask extra questions as necessary. Use the questions below or think of your own.

2) HOW COULD THIS AREA BE MADE MORE INTERESTING FOR TEENAGERS AND YOUNG ADULTS? \_\_\_\_\_

i) What makes an area interesting for young people?

ii) What do the young people in your area most need?

iii) What can happen when young people don't have enough to do?

#### PETS:

You are the interviewer. Ask the underlined question. Ask extra questions as necessary. Use the questions below or think of your own.

3) WHY DO SO MANY PEOPLE LIKE TO KEEP PETS? \_\_\_\_\_

i) Why are dogs the most popular pet?

ii) What problems can be caused by dogs?

iii) How is having a cat different to having a dog?

iv) Why are some animals more suitable as pets than others?

### **TELEVISION:**

You are the interviewer. Ask the underlined question. Ask extra questions as necessary. Use the questions below or think of your own.

4) HOW IMPORTANT TO OUR LIVES IS TELEVISION? \_\_\_\_\_

i) Can television change the way people think?

---

ii) Why is television so popular?

---

iii) Do people watch too much television?

---

### **EDUCATION:**

You are the interviewer. Ask the underlined question. Ask extra questions as necessary. Use the questions below or think of your own.

5) WHAT IS THE PURPOSE OF EDUCATION? \_\_\_\_\_

Do you think schools should teach fewer subjects, but teach them in more detail?

---

How much difference can teachers make to their pupils lives?

---

Could schools in your area be improved? How?

---

### **SMOKING:**

You are the interviewer. Ask the underlined question. Ask extra questions as necessary. Use the questions below or think of your own.

6) WHAT DO YOU THINK ABOUT SMOKING? \_\_\_\_\_

What are the disadvantages of smoking?

---

In your country, where is smoking prohibited?

---

In your country, is smoking increasing or decreasing? Why?

---

### **CHILDREN:**

You are the interviewer. Ask the underlined question. Ask extra questions as necessary. Use the questions below or think of your own.

7) WOULD YOU LIKE TO WORK WITH YOUNG CHILDREN? \_\_\_\_\_

What kind of person do you need to be to work with children?

---

What is the best age to start school, do you think?

---

**WORK:**

You are the interviewer. Ask the underlined question. Ask extra questions as necessary. Use the questions below or think of your own.

8) WHAT MAKES PEOPLE HAPPY IN THEIR WORK? \_\_\_\_\_

What kind of jobs tend to have the happiest workers?

---

Is pay the most important factor?

---

What other factors make worker happy?

---

**FAME:**

You are the interviewer. Ask the underlined question. Ask extra questions as necessary. Use the questions below or think of your own.

9) WHAT DO YOU THINK IT'S LIKE TO BE FAMOUS? \_\_\_\_\_

What is the price of fame?

---

Is the price of fame worth paying?

---

Should famous people have more privacy?

---

Can fame and money make you happy?

---

## FRENCH AND FRANCOPHONE CIVILIZATION AND CULTURE

### Pre-Test-Post-Test

FIRST AND LAST NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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### GENERAL CULTURE QUESTIONS

(Circle a letter to show your answer. No explanation is necessary.)

- 9) The population of France is about
- A) 27.5 million
  - B) 58 million
  - C) 80 million
  - D) 100 million
- 10) France is
- A) the largest country in Europe
  - B) larger than Italy but smaller than Spain
  - C) twice as large as Germany
  - D) as large as the state of Nevada
- 11) Which of these mountain ranges is not French?
- A) The Alpes
  - B) The Vosges
  - C) The Carpathians
  - D) The Pyrennes
- 12) The three largest French cities are
- A) Paris, Lyon, Marseille
  - B) Paris, Lille, Marseille
  - C) Paris, Bordeaux, Marseille,
  - D) Lille Marseille, Bordeaux
- 13) The Rhine
- A) runs only in France
  - B) has its source in France
  - C) traverses the Pas de Calais
  - D) borders Alsace

- 14) The city of Strasbourg is found
- A) in Germany
  - B) in Alsace
  - C) in Lorraine
  - D) in Provence

### QUESTIONS ABOUT THE REGIONS OF FRANCE

(Circle a letter to show your answer. No explanation is necessary.)

- 15) The Cote d'Azur is found
- A) in Normandy
  - B) in Languedoc-Roussillon
  - C) in Provence
  - D) in the Massif Central
- 16) The Pyrennes are found
- A) only in France
  - B) in France and in Spain
  - C) in France and in Italy
  - D) in France and in Germany
- 17) What city in the Rhone-Alpes region hosted the Olympic Games in winter of 1992?
- A) Grenoble
  - B) Val Thorens
  - C) Courcheval
  - D) Albertville
- 18) What is the name of the long underground passages which run beneath the houses in the oldest part of Lyon?
- A) The Andronnes
  - B) The Traboules
  - C) The Magre
  - D) The Zymans
- 19) The Loire is
- A) a river
  - B) a castle
  - C) a department
  - D) a chocolate cake
- 20) The "Tour de France" always finishes in
- A) Marseille
  - B) Boulogne sur Mer
  - C) a different city
  - D) Paris

## HISTORICAL QUESTIONS

(Circle a letter to show your answer. No explanation is necessary.)

- 21) Which Roman general conquered Gaul?
  - A) Scipio Africanus
  - B) Crassus
  - C) Caesar
- 22) Which is the ancestor of the kings of France?
  - A) Odoacer
  - B) Merovee
  - C) Genseric
- 23) Where did Joan of Arc battle the English army?
  - A) Domremy
  - B) Azincourt
  - C) Orleans
- 24) Which king of France bought the paintings of Leonardo de Vinci?
  - A) Louis XI
  - B) Louis XIII
  - C) Francois I
- 25) How did Saint Louis, King of France, die?
  - A) He caught a cold while attending Mass
  - B) He contracted the plague
  - C) He was killed by an assassin sent by his enemies
- 26) During the Revolution of 1789, Charlotte Corday, a young royalist, stabbed
  - A) Marat
  - B) Robespierre
  - C) Danton
- 27) What was the name of Napoleon's soldiers?
  - A) The "Poilus"
  - B) The "Grogards"
  - C) The "Sans Culottes"
- 28) Which French general stopped the Germans at Verdun in 1916?
  - A) Joffre
  - B) Foch
  - C) Petain
- 29) Which President of the Fourth Republic was assassinated?
  - A) Sadi Carnot
  - B) De Gaulle
  - C) Michel Sardou



## SURVEY OF FRENCH LITERATURE

### Pre-Test-Post-Test

FIRST AND LAST NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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#### LET'S BEGIN:

- 1) It may not be a literary work in the strict sense of the word, but what is generally regarded as the first piece of writing in French?
  - A) The Strasbourg Oaths
  - B) The Life of Saint Alexis
  - C) The Sequence of St Eulalia
  - D) The Song of Roland
  
- 2) Which celebrated medieval poem is the work of the Norman poet Bérout?
  - A) La Chanson de Roland
  - B) Le Roman de Tristan
  - C) Aucassin et Nicolette
  - D) Renaud de Montauban
  
- 3) Born in Paris in 1431, he became a Master of Arts of the university. He was pardoned for the manslaughter of a cleric in 1455, and left Paris in 1456 after being involved in a robbery. Returning to the city about 1462, after various scrapes in the provinces, he was soon in trouble again, and was sentenced to death in 1463 for involvement in the killing of a notary. He was reprieved and exiled, after which we hear no more of him. His most notable poems are the "Lais" and the "Testament". What was his name?
  - A) Eustache Deschamps
  - B) François Villon
  - C) Guillaume de Lorris
  - D) Jean de Meung
  
- 4) In the works of François Rabelais, what is the name of the giant who is the son of Grandgousier and the father of Pantagruel?
  - A) Gargamelle
  - B) Gargantua
  - C) Picrochole
  - D) Alcofribas Nasier

- 5) Generally regarded as the leading poet of the school known as the Pléiade, this man is perhaps best remembered for the poem "À Cassandre", beginning "Mignonne, allons voir si la rose". Who was he?
- A) Étienne Jodelle
  - B) Joachim du Bellay
  - C) Pierre Ronsard
  - D) Pontus de Tyard
- 6) Which of the following plays is not by Pierre Corneille?
- A) Le Cid
  - B) Horace
  - C) Cinna
  - D) Phèdre
- 7) Jean Racine is celebrated for his tragedies, but he also produced a comedy satirizing the law. What was it called?
- A) Les Plaideurs
  - B) Les Avocats
  - C) Les Juges
  - D) Le Procès
- 8) Which of Molière's plays is an attack on religious hypocrisy?
- A) L'École des Maris
  - B) Tartuffe
  - C) L'École des Femmes
  - D) Le Misanthrope
- 9) "We are all strong enough to bear the misfortunes of others". "The only thing that should surprise us is that we can still be surprised". "We are never so fortunate nor so unfortunate as we think we are". These are among the 600-odd "maxims" of which 17th-century writer?
- A) La Fontaine
  - B) La Rochefoucauld
  - C) Descartes
  - D) Pascal
- 10) What is the title of Voltaire's satire on the philosophy of optimism, i.e. the doctrine that "all is for the best in the best of all possible worlds"?
- A) Micromégas
  - B) Zadig
  - C) Candide
  - D) Zaire

- 11) Which of Victor Hugo's plays has a preface which has been described as the manifesto of romanticism?
- A) Hernani
  - B) Le Roi s'amuse
  - C) Cromwell
  - D) Ruy Blast
- 12) "Vingt ans après" by Alexandre Dumas the elder is a sequel to which of his other novels?
- A) La Dame de Monsoreau
  - B) La Reine Margot
  - C) Les Trois Mousquetaires
  - D) Le Collier de la Reine
- 13) Prosper Mérimée wrote a novella set in Spain which was the inspiration for an opera by Bizet. The novella and the opera have the same title, which is...?
- i) Answer: \_\_\_\_\_ (One Word - 6 letters)
- 14) In the title of Stendhal's novel "le rouge et le noir", what do red and black symbolize?
- A) Life and death
  - B) Hope and despair
  - C) The army and the church
  - D) Day and night
- 15) Who was the author of "les fleurs du mal", a collection of poems which enjoyed a "succès de scandale" when it was published in the 1850s?
- A) Théophile Gautier
  - B) Charles Baudelaire
  - C) Alfred de Vigny
  - D) Alfred de Musset
- 16) Colette's earliest novels, the "Claudine" tetralogy, were written in collaboration with her husband and originally published under his pen-name. What was the pen-name?
- A) Willy
  - B) Trilby
  - C) Wally
  - D) Guillaume
- 17) Which is the first volume in Proust's "Roman-Fleuve" "à la recherche du temps perdu"?
- A) "Sodome et Gomorrhe"
  - B) "À l'ombre des jeunes filles en fleurs"
  - C) "Du côté de chez Swann"
  - D) "Le côté de Guermantes"

- 18) In one of Ionesco's plays the central character, Bérenger, has to defend his humanity in a world in which everyone is turning into a particular species of animal. Which animal?
- A) Elephant
  - B) Rhinoceros
  - C) Monkey
  - D) Sheep
- 19) What was the nationality of Georges Simenon, the creator of the Parisian detective Maigret?
- A) Belgian
  - B) Swiss
  - C) French
  - D) Canadian
- 20) Which writer was the first woman to be elected to the académie française?
- A) Nathalie Sarraute
  - B) Françoise Sagan
  - C) Simone de Beauvoir
  - D) Marguerite Yourcenar

## FRENCH CINEMA Pre-Test-Post-Test

FIRST AND LAST NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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### WRITTEN QUESTIONS

1. 1895 in a Parisian café  
\_\_\_\_\_
2. An actor who studies the background of the character in depth to immerse himself in the role  
\_\_\_\_\_
3. A short documentary by the Lumières Brothers  
\_\_\_\_\_
4. Director of Un Chien Andalou  
\_\_\_\_\_
5. Invented by Lumières brothers who had worked making photography equipment previously  
\_\_\_\_\_

### MATCHING QUESTIONS

1. Zoetrope Thomas
2. Edison Louis and Auguste lumière
3. How did viewers react to the Lumières' Train Coming into Station?
4. Short Answer: Two differences between Méliès and Lumière productions

### ANSWER POOL TO MATCH QUESTION #II:

- A. Modified the kinoscope to a much lighter machine that functioned as a camera and projector
- B. Invented the phonograph, first camera, and kinoscope in 1888
- C. Screaming and ducking
- D. The Lumières filmed on location whereas Méliès filmed on set. The Lumières made plot-less documentaries whereas Méliès used a structured plot.
- E. Made in 1834, this early scientific toy provided animated scenes and relied on "retention of image"

### MULTIPLE CHOICE QUESTIONS

1. An art movement that challenged traditional reason and sought inspiration:
  - A. George Méliès
  - B. Zoetrope
  - C. Surrealism
  - D. Cameo

2. Directed Trip to the Moon (1902) and Man with Rubber Head (1901)
  - A. George Méliès
  - B. Thomas Edison
  - C. Surrealism
  - D. Rene Magritte
  
3. Puzzling, shocking, defying interpretation
  - The Man with the Rubber Head What does  Le Chien Andalou lack?
  - Louis and Auguste Lumières In the book, how is  Le Chien Andalou Described?
  
4. A short documentary film by the Lumières brothers (1895)
  - A. Method Actor
  - B. Feeding Baby
  - C. Character Actor
  - D. Workers Leaving Factory
  
5. A brief role played by a well-known person
  - A. Surrealism
  - B. Cameo
  - C. Thomas Edison
  - D. Zoetrope


### TRUE/FALSE QUESTIONS

1. The Man with the Rubber Head → Méliès background as a magician helped make this the first example of special effects and editing in film. 1901  
True \_\_\_\_\_ False \_\_\_\_\_
  
2. What does Le Chien Andalou lack? → A logical plot  
True \_\_\_\_\_ False \_\_\_\_\_
  
3. Rene Magritte → Invented by Lumières brothers who had worked making photography equipment previously  
True \_\_\_\_\_ False \_\_\_\_\_
  
4. Character Actor → An actor who almost always plays the same type of role in every film  
True \_\_\_\_\_ False \_\_\_\_\_
  
5. Salvador Dali → Surrealist artist who co-wrote the script for Un Chien Andalou  
True \_\_\_\_\_ False \_\_\_\_\_

# APPENDIX C:

## STRATEGIC PLANNING

Items distinct to Modern Languages are **highlighted**.

 Strategic Plan 2015/16 School of Arts and Humanities UAM is Dedicated to Providing Educational Opportunities		
Strategic Goals	Objectives	Strategies-Measures-Owners
Enhancement of Resources	<ul style="list-style-type: none"> <li>▪ Recruit, develop and retain a quality faculty and staff.</li> <li>▪ Build partnerships through networking and collaboration.</li> <li>▪ Enhance the university's image, visibility, and influence.</li> <li>▪ Develop internal and external resources.</li> <li>▪ Recruit, retain and graduate students.</li> </ul>	<ul style="list-style-type: none"> <li>○ See page</li> </ul>
Enhancement of Academics	<ul style="list-style-type: none"> <li>▪ Improve academic quality standards.</li> <li>▪ Share academic opportunities across units.</li> <li>▪ Increase opportunities for faculty/student research and creative activities and increase experimental and service learning opportunities.</li> <li>▪ Improve internal and external communications.</li> <li>▪ Provide the latest technology to our students and faculty.</li> <li>▪ Accommodate the diverse needs of students.</li> <li>▪ Enhance UAM's image.</li> </ul>	<ul style="list-style-type: none"> <li>○ See page</li> </ul>
Enhancement of Quality of Life	<ul style="list-style-type: none"> <li>▪ Accommodate the diverse needs of students.</li> <li>▪ Develop and implement a comprehensive student retention plan.</li> <li>▪ Promote healthy lifestyles for students, employees, and communities</li> </ul>	<ul style="list-style-type: none"> <li>○ See page</li> </ul>

**School of Arts and Humanities**

**Strategic Goal 1: Enhancement of Resources**

Objectives	Strategy	KPI/Measure/Target	Strategy Owner
<p>1.1 Recruit, develop, retain a quality faculty and staff.</p>	<p>1.1A Apply to Fulbright/IIE to host two Fulbright International Teaching Assistants (FLTA).</p>	<p>Host two Spanish FLTAs for the academic year.</p>	<p>Dean and FLTA Director</p>
	<p>1.1B Determine critical-need areas and seek qualified Graduate Assistants through class announcements and advertisements.</p>	<p>Employ two Graduate Assistants in any of the disciplines of SAH and employ one Debate-Communication GA. Also employ two English Graduate Assistants who are students in the MFA program.</p>	<p>Dean, SAH GA Selection Committee, Director of Forensics, and MFA Director</p>
	<p>1.1C Continue to seek Faculty Mentors for MFA program as necessary. Their qualifications should meet AWP Hallmarks of at least one book, graduate degree, and successful university teaching experience.</p>	<p>Have enough Faculty Mentors that MFA students work with a new faculty member each semester in ENGL 517V Writer's Workshop.</p>	<p>Dean and MFA Director</p>
	<p>1.1D Hire a tenure-track Assistant Professor of English with expertise in Developmental reading and</p>	<p>Advertise, interview, and hire an individual who can begin employment in August 2015.</p>	<p>Dean and English Faculty</p>



1.1	Recruit, develop, retain a quality faculty and staff.	1.1A	Apply to Fulbright/IIE to host two Fulbright International Teaching Assistants (FLTA).	Host two Spanish FLTAs for the academic year.	Dean and FLTA Director
			writing to serve as Coordinator of Developmental English.		
1.2	Build partnerships through networking and collaboration.	1.2	Enhance communication and collaboration with secondary schools in the region with the purpose of recruiting and of enhancing the preparation of high-school students for college.	Lead professional-development workshops for public-school English teachers. And host visiting scholars or writers whose areas of expertise go beyond the disciplines of SAH, thus leading to collaboration with other academic units.	Bloom, Walter, Borse, Platt, Olsen, and Dean

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**Strategic Goal 1: Enhancement of Resources**

<b>Objectives</b>	<b>Strategy</b>	<b>KPI/Measure/Target</b>	<b>Strategy Owner</b>
1.3 Enhance the university's image, visibility, and influence.	1.3 Plan and organize events that attract the public and particularly high-school students.	Host a high-school debate tournament, a foreign-language festival, a foreign-language film festival, and art exhibitions.	Director of Forensics, Bacon, Richard, Lykens, Jean-Francois
1.4 Develop internal and external resources.	1.4A Generate funds from custom-published texts, including new Developmental English workbook, with the purpose of using funds in ways that will benefit significant numbers of students and faculty.	Earn royalties of at least \$1,000 and spend those royalties on equipment and scholarships.	Dean
	1.4B Prepare 10-year self-studies for Art, English, Communication, and Modern Languages for review by administration, ADHE, and outside reviewers.	Gather and organize necessary data. Complete all self-studies by August 2016. Be ready for visits of outside reviewers in spring 2017.	Dean and all faculty
	1.4C Enhance Writing Center Services.	Make improvements in Writing Center services based on assessment data and have improvements reflected in long-range assessment-data trends..	Writing Center Director
	1.4D Maintain the size of the debate team.	Continue to have current number of students travel to tournaments.	Director of Forensics
	1.4E Conclude assessment of Composition I and II courses.	Write assessment report analyzing findings for ENGL 1013 and ENGL 1023	Coordinator of Composition and Coordinator of Developmental

1.3	Enhance the university's image, visibility, and influence.	1.3	Plan and organize events that attract the public and particularly high-school students.	Host a high-school debate tournament, a foreign-language festival, a foreign-language film festival, and art exhibitions.	Director of Forensics, Bacon, Richard, Lykens, Jean-Francois
			Implement assessment program for developmental English courses.	by May 2016. Gather assessment data in developmental English courses by May 2016.	English
		1.4F	Implement new Emphasis Areas in Communication: Applied Communication and Professional Writing.	Offer new courses in Applied Communication and Professional Writing starting Fall Semester 2015.	Dean, Graziano, Platt, and Communication faculty
1.5	Recruit, retain, and graduate students.	1.5A	Increase number of graduates in Communication and Art.	Have 8 Communication graduates and 6 Art graduates in 2016.	Communication Faculty, Art Faculty

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#### **Strategic Goal 1: Enhancement of Resources**

<b>Objectives</b>	<b>Strategy</b>	<b>KPI/Measure/Target</b>	<b>Strategy Owner</b>
1.5	1.5B Increase the number of Communication, Art, Modern Languages, and English majors	Have 30 Communication majors, 30 Art majors, 20 Modern Language majors, and 55 English majors by Spring Semester 2016.	Communication Faculty, Art Faculty, Modern Languages faculty, English Faculty
	1.5C Maintain program viability standard for graduates in Modern Languages.	Graduate average of 4 Modern Languages majors over three-year period: 2015, 2016, 2017.	Bacon, Francois

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*Strategic Goal 2: Enhancement of Academics*

Objectives	Strategy	KPI/Measure/Target	Strategy Owner
<p>2.1 Improve academic quality standards.</p>	<p>2.1A Continue to pilot proposed changes in Composition I and II in selected sections. These changes will involve course requirements, teaching methods, technology, and texts. Coupled with this piloting will be the use of composition program assessment as the basis for making program improvements.</p>	<p>Based on assessment data, make decisions about proposed changes in composition by Fall 2016.</p>	<p>Coordinator of Composition and Composition Committee</p>
	<p>2.1B Continue to Pilot McGraw-Hill online remediation program.</p>	<p>See marked improvement in end-of-course testing (ASSET) and supplement or replace Fundamentals of English with McGraw-Hill online program.</p>	<p>Provost, Dean, Fundamentals Committee</p>
	<p>2.1C Further revitalize the English program by placing emphasis on close readings, theory, grammar, and writing.</p>	<p>Have assessment data show improved performance of English majors in the areas of literary history and close readings.</p>	<p>Dean, English Faculty</p>
	<p>2.1D Assure quality and academic standards of online classes.</p> <p>_____</p> <p>2.1E _____</p>	<p>Observe online courses and peruse course evaluations</p> <p>_____</p> <p>Implement policy Fall</p>	<p>Dean, Director of Composition, MFA Director</p> <p>_____</p> <p>Developmental English faculty and</p>

	Require Developmental English students to use the Center for Writing and Communication.	Semester 2015.	Director of the Center for Writing and Communication
2.2 Share academic opportunities across units.	2.2 Promote the interdisciplinary film-studies concentration and the professional-writing concentration within the Communication major.	Have at least 5 English majors elect the Film Studies concentration and at least 5 the Professional Writing.	Borse, Stewart, Dean, Platt, Waddell, Graziano
2.3 Increase opportunities for faculty/student research and creative activities and increase experimental and service learning opportunities.	2.3A Develop additional articulation agreements with off-campus sites for placement of Communication interns.	Place students in internships as a result of at least one new agreement.	Communication faculty
	2.3B Support faculty professional growth.	Support faculty through travel funds and recognition of professional achievement (publicity, annual evaluations, salary increases).	Dean

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**Strategic Goal 2: Enhancement of Academics**

<b>Objectives</b>	<b>Strategy</b>	<b>KPI/Measure/Target</b>	<b>Strategy Owner</b>
2.3 Increase opportunities for faculty/student research and creative activities and increase experimental and service learning opportunities (Continued).	2.3C Create a “reading” series for students and faculty who wish to give presentations of scholarly or creative work, especially in preparation for giving presentations at regional or national conferences.	Have one such “reading” each semester.	All faculty, Sigma Tau Delta
2.4 Improve internal and external communications.	2.4 Revise and keep updated SAH “Let’s Communicate” web page.	Publish new “Let’s Communicate” each year.	Meeks
2.5 Provide the latest technology to our students and faculty.	2.5 Increase number of “SMART” classrooms and create computer classroom in Wells.	Add one Smart room to Wells or MCB by Summer 2016. Have computer classroom in Wells by Fall Semester 2015.	Dean, English and Communication faculty
2.6 Accommodate the diverse needs of students.	2.6A Maintain offerings in Japanese language and culture and offer Korean for the first time.	Offer one Japanese class each semester and one Korean class each semester.	Bivens and Seungyeon
	2.6B Maintain offerings in Latin classes.	Offer one or two Latin classes each semester.	Francois
	2.6C Offer an adequate variety of French classes to serve	Offer five or six sections of French courses each semester.	Francois

		Modern Language majors, French minors, and BA students.		
	2.6D	Maintain offerings of German classes.	Offer one German class each semester.	Strong
	2.6E	Offer Special Topics Art courses related to regional internship opportunities.	Provide an internship to at least one student per year.	Richard, Lykens
	2.6F	Give in-class diagnostic essay assignment to Basic English and	Implement policy Fall Semester 2015.	Coordinator of Developmental English, developmental English faculty, and Dean
	2.6G	Fundamentals of English students the first day of class to assure proper placement.	Offer the course starting Fall Semester 2015.	Dean and developmental English faculty
		Implement new remedial course, ENGL 113 Basic English for students with an English ACT of 15 or lower.		
2.7 Enhance UAM's image.	2.7	Continue series of nonmusical plays.	Produce one play a year.	Walter and/or Williams

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*Strategic Goal 3: Enhancement of Quality of Life*

<b>Objectives</b>	<b>Strategy</b>	<b>KPI/Measure/Target</b>	<b>Strategy Owner</b>
3.1 Accommodate the diverse needs of students.	3.1A Expand offerings of online classes, including upper-level classes in all disciplines when feasible and when there is a student need/demand.	Add new online courses to SAH offerings during the academic year if appropriate.	Dean, online faculty
	3.1B Expand the number of hybrid courses.	Offer at least two hybrid courses in every discipline.	Dean, faculty
3.2 Develop and implement a comprehensive student retention plan.	3.2 Retain SAH students through a variety of strategies as developed in the annual Retention Report.	See improvement in retention of SAH majors.	Dean, all SAH Faculty
3.3 Promote healthy lifestyles for students, employees, and communities.	3.3A Support activities of student organizations and honor societies: The Creative Society, Journalism Club,, Sigma Tau Delta, Delta Zeta Epsilon, Alpha Chi.	Provide logistical assistance with planning and publicity. Encourage faculty to attend events.	Organizational sponsors, Meeks