



**LAKELAND**  
UNIVERSITY

**NEWSLETTER | FALL 2022**

# *Spanish Department*

**JOSÉ M<sup>a</sup> PÉREZ SÁNCHEZ (JM. PERSÁNCH)**  
**ASSISTANT PROFESSOR OF SPANISH**

**OFFICE: WAK 315**



**¡BIENVENIDOS!  
WELCOME!**



# Spanish Department

**TODO LO QUE  
NECESITA SABER**

EN ESTE BOLETÍN  
ENCONTRARÁ TODO LO QUE  
NECESITA SABER ACERCA DEL  
DEPARTAMENTO DE ESPAÑOL.

INCLUYE UN RESUMEN DEL  
AÑO ACADÉMICO 2021-22 AL  
TIEMPO QUE INFORMAMOS DE  
LOS CAMBIOS EN EL  
PROGRAMA, INICIATIVAS Y  
ACTIVIDADES PARA EL AÑO  
ACADÉMICO ENTRANTE EN  
2022-2023.

**EVERYTHING YOU  
NEED TO KNOW**

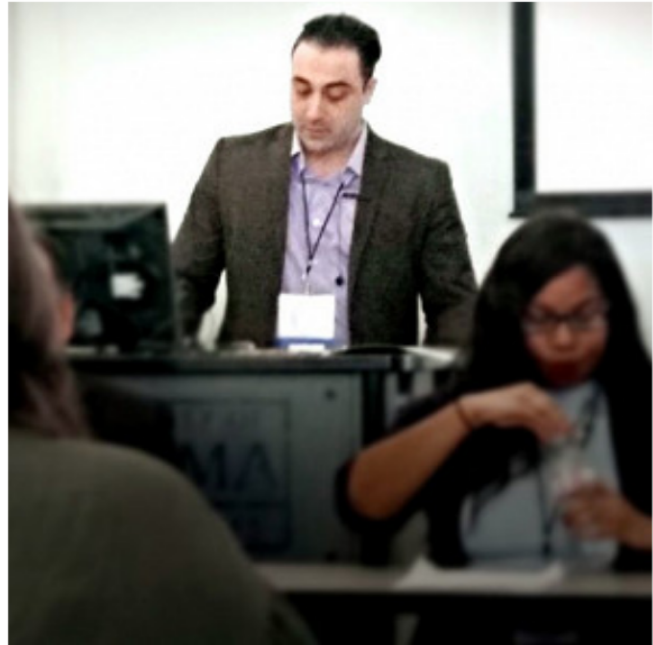
IN THIS NEWSLETTER YOU WILL  
FIND EVERYTHING THAT YOU  
NEED TO KNOW ABOUT THE  
SPANISH DEPARTMENT.

THIS NL INCLUDES A CONCISE  
SUMMARY OF THE 2021-22  
ACADEMIC YEAR AS WELL AS  
INFORMS OF THE CHANGES IN  
THE PROGRAM, INITIATIVES,  
AND ACTIVITIES FOR THE  
UPCOMING 2022-23 ACADEMIC  
YEAR.

*Juntos prosperamos y logramos el éxito*  
*Together we thrive and succeed*

# Meet our Professor

**JOSÉ M<sup>a</sup> PÉREZ SÁNCHEZ  
(JM. PERSÁNCH)  
ASSISTANT PROFESSOR  
OF SPANISH**



**|ESP| PROFESOR CON EXPERIENCIA EN LA ENSEÑANZA DE UN AMPLIO REPERTORIO DE CURSOS TANTO EN ESPAÑOL COMO EN INGLÉS EN VARIAS INSTITUCIONES, ENTRE LAS QUE SE ENCUENTRAN ESCUELAS PRIVADAS DE IDIOMAS EN INGLATERRA Y EDUCACIÓN A NIVEL UNIVERSITARIO EN AMHERST COLLEGE, LA UNIVERSIDAD DE KENTUCKY Y LA UNIVERSIDAD DE WESTERN OREGON EN LOS ESTADOS UNIDOS.**

**SE UNIÓ A LA UNIVERSIDAD DE LAKELAND EN OTOÑO DE 2021 COMO ASSISTANT PROFESSOR OF SPANISH, FACULTY LEAD, PARA ENSEÑAR TODO EL PROGRAMA DE ESPAÑOL, INCLUIDOS CURSOS DE LENGUA, LITERATURA, HISTORIA Y CULTURA; ASÍ COMO PARA DESARROLLAR E IMPLEMENTAR UN NUEVO PLAN DE ESTUDIOS PARA QUE EL PROGRAMA DE ESPAÑOL EFECTIVO A PARTIR DEL OTOÑO DE 2022. TAMBIÉN, OCASIONALMENTE, ENSEÑA CURSOS DE ESTUDIOS INTERDISCIPLINARIOS.**

**|ENG| PROFESSOR WITH EXPERIENCE TEACHING A BROAD REPERTOIRE OF COURSES IN BOTH SPANISH AND ENGLISH AT SEVERAL INSTITUTIONS INCLUDING PRIVATE LANGUAGE SCHOOLS IN ENGLAND, AND COLLEGE LEVEL EDUCATION AT AMHERST COLLEGE, THE UNIVERSITY OF KENTUCKY, AND WESTERN OREGON UNIVERSITY IN THE UNITED STATES.**

**HE JOINED LAKELAND UNIVERSITY IN THE FALL 2021 AS AN ASSISTANT PROFESSOR OF SPANISH, FACULTY LEAD, TO TEACH THE ENTIRE SPANISH PROGRAM INCLUDING LANGUAGE, LITERATURE, HISTORY, AND CULTURE; AS WELL AS TO DEVELOP THE CURRICULUM FOR THE SPANISH PROGRAM IN ORDER TO IMPLEMENT IT AS OF THE FALL 2022. HE ALSO TEACHES CORE INTERDISCIPLINARY STUDIES COURSES OCCASIONALLY.**

**CONOCE A NUESTRA TUTORA DE ESPAÑOL**

~

**MEET OUR SPANISH TUTOR**

*Emilia Ojarduno*

**¡HOLA!**

**I AM A SOPHOMORE STUDENT AT LAKELAND UNIVERSITY WITH A 3.5 GPA.  
I AM A DOUBLE MAJOR STUDENT, EARLY CHILDHOOD EDUCATION, AND SPANISH.**



**EL HARC DE LAKELAND CONTRATÓ A EMILIA COMO TUTORA DE ESPAÑOL PARA EL AÑO ACADÉMICO 2021-22. DADO EL BUEN TRABAJO DESEMPEÑADO ASISTIENDO A ESTUDIANTES DE PREGRADO EN CURSOS DE ESPAÑOL, LAKELAND HA CONFIRMADO SU CONTINUIDAD EN ESTA POSICIÓN PARA EL AÑO ACADÉMICO 2022-23. ¡FELICIDADES!**

**EMILIA WAS HIRED BY THE HARC AT LAKELAND AS A SPANISH TUTOR FOR THE 2021-22 ACADEMIC YEAR. HER GREAT PERFORMANCE HELPING LAKELAND UNDERGRADUATES ENROLLED IN SPANISH COURSES HAS GRANTED HER THE POSITION FOR THE UPCOMING 2022-23 ACADEMIC YEAR. CONGRATULATIONS!**



Some activities & initiatives

hosted by the

Spanish Department

**SPAN-410  
SPANISH LITERATURE**

OFRECIÓ UN ESTUDIO PROFUNDO DE UNA SELECCIÓN DE TEXTOS LITERARIOS DE ESPAÑA CON ÉNFASIS EN EL CONTEXTO HISTÓRICO Y CULTURAL EN EL QUE SE ESCRIBIERON. LOS ESTUDIANTES REALIZARON INVESTIGACIONES MANEJANDO FUENTES PRIMARIAS Y SECUNDARIAS A LO LARGO DEL TRIMESTRE PARA REFELXIONAR SOBRE ELLO EN *RESPONSE PAPERS* Y ENSAYOS SÓLIDOS REDACTADOS EN SEGUIMIENTO DEL MODELO DE DOCUMENTACIÓN MLA.

COMO INICIATIVA DE *EXTRA CREDIT*, EL PROFESOR AYUDÓ A ORGANIZAR Y SUPERVISÓ UN CONCURSO LITERARIO QUE FUE DICTAMINADO POR LOS PROPIOS ESTUDIANTES DEL CURSO DE LITERATURA.

**SPAN-410  
SPANISH LITERATURE**

OFFERED AN IN-DEPTH STUDY OF SELECTED LITERARY WORKS OF SPAIN, WITH EMPHASIS ON THE HISTORICAL AND CULTURAL CONTEXTS IN WHICH THEY WERE WRITTEN. STUDENTS CONDUCTED RESEARCH USING PRIMARY AND SECONDARY SOURCES EFFECTIVELY THROUGHOUT THE TERM TO REFLECT ON THE READINGS PRODUCING CRITICAL RESPONSE PAPERS AND SOLID RESEARCH ESSAYS UNDER THE MLA GUIDELINES FOR DOCUMENTATION.

AS AN EXTRA CREDIT INITIATIVE, PROFESSOR HELPED ORGANIZE AND SUPERVISED A LITERARY COMPETITION JUDGED BY SPANISH STUDENTS ENROLLED IN THE LITERATURE COURSE.

# SIMPOSIO DE LITERATURA ESPAÑOLA DE SPA-410

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## SPANISH LITERATURE SYMPOSIA FOR SPA-410

LOS ESTUDIANTES DE LITERATURA  
PRESENTARON LOS RESULTADOS DE  
SU INVESTIGACIÓN ANTE SUS  
COMPAÑEROS EN UN SIMPOSIO  
FINAL DE PUERTAS ABIERTAS.

STUDENTS OF SPANISH  
LITERATURE PRESENTED THEIR  
RESEARCH RESULTS TO THEIR  
PEERS IN A FINAL, OPEN DOORS  
SYMPOSIA.

**Bora Ajdini**

“La lucha por una vida mejor a través de ‘El sueño’ de Donato Ndongo”

**Roseily Carrasquillo**

“El patriarquismo frente a la libertad en el siglo XX a través de La casa de Bernarda Alba”

**Emilia Garduno**

¿Quién soy para mi madre? ...según Almudena Grandes



# ¡CONCURSO DE POESÍA Y RELATO CORTO EN ESPAÑOL!

## Premio de \$100 al ganador de cada categoría

### Conoce a nuestro jurado

Estudiantes de SPA 410: Spanish Literature



Roseily Carrasquillo



Emilia Garduno



Bora Ajdini

### GANADORA DEL CONCURSO EN LA CATEGORÍA DE POESÍA

**Los Madrugadores**

**MARIAN R. CRAMER**

3:22 en la mañana  
pájaros cantando detrás de mi oído  
¿a quién? ¿a quién?

Voy a la ventana, presiono mi oído contra el vidrio frío,  
escucho el aleteo de las alas  
¿a quién? ¿a quién?

horas antes del amanecer  
tal vez sus llantos reposen solo en mi mente  
¿a quién? ¿a quién?

melodías de luto en el aire negro  
¿una canción de amor? o tal vez una advertencia.  
¿a quién? ¿a quién?

El círculo amarillo de una farola es la única luna esta noche  
pero los pájaros siguen gritando  
¿a quién?

# POETRY & SHORT STORY COMPETITION IN SPANISH!

## \$100 Award

for the winner on each category

## Meet the Judges

Students of SPA 410: Spanish Literature



Roseily Carrasquillo



Emilia Garduno



Bora Ajdini

## WINNER OF THE COMPETITION IN THE RUBRIC OF POETRY

### Los Madrugadores

3:22 en la mañana  
pájaros cantando detrás de mi oído  
¿a quién? ¿a quién?

Voy a la ventana, presiono mi oído contra el vidrio frío,  
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pero los pájaros siguen gritando  
¿a quién?

MARIAN R. CRAMER



# Nuevo Programa de español desde el OTOÑO de 2022

EL PROGRAMA DE ESPAÑOL OFRECE UNA RUTA BIEN EQUILIBRADA PARA LA ADQUISICIÓN DE COMPETENCIAS LINGÜÍSTICAS Y PROFESIONALES CON EL OBJETIVO DE PREPARAR A LOS ESTUDIANTES DE ESPAÑOL DE LAKELAND PARA UN MUNDO ALTAMENTE COMPETITIVO E INTERCONECTADO QUE TIENE UNA DEMANDA CADA VEZ MAYOR DE PROFESIONALES BILINGÜES. SEGÚN EL INFORME ANUAL DE 2021 DEL INSTITUTO CERVANTES, CASI 600 MILLONES DE PERSONAS (O EL 7,6% DE LA POBLACIÓN MUNDIAL) HABLAN ESPAÑOL Y, SOLO DESPUÉS DE MÉXICO, ESTADOS UNIDOS ES EL SEGUNDO PAÍS DE HABLA HISPANA MÁS GRANDE DEL MUNDO; SE PROYECTA QUE PARA 2060 EL 27,5% DE LA POBLACIÓN DE EE.UU. SERÁ DE ASCENDENCIA HISPANA. COMO RESULTADO, LAS COMUNICACIONES EN ESPAÑOL TANTO EN INTERNET COMO EN LOS NEGOCIOS HAN AUMENTADO UN 1.511% (¡MIL QUINIENTOS!) EN LOS ÚLTIMOS 20 AÑOS. AL RESPECTO, EL COMITÉ NACIONAL DE IDIOMAS Y EL CONSEJO NACIONAL DE IDIOMAS Y ESTUDIOS INTERNACIONALES INFORMARON QUE LAS OFERTAS DE TRABAJO BILINGÜES EN TODOS LOS SECTORES SE TRIPLICARON ENTRE 2010 Y 2019. ELLO DEMUESTRA QUE EL 71% DE LOS LÍDERES EMPRESARIALES PLANEAN CRECER EN MERCADOS DONDE EL INGLÉS NO ES EL PRINCIPAL IDIOMA. POR ESO, ESTÁN DISPUESTOS A PAGAR A LAS PERSONAS BILINGÜES ENTRE UN 5 % Y UN 20 % MÁS. NO OFRECER A NUESTROS ESTUDIANTES LA OPORTUNIDAD DE ADQUIRIR COMPETENCIAS LINGÜÍSTICA Y CULTURAL LOS COLOCARÍA EN DESVENTAJA PARA EL FUTURO; POR LO TANTO, LAKELAND LES BRINDA UN PROGRAMA AMBICIOSO Y BIEN EQUILIBRADO, AL TIEMPO QUE INTEGRAMOS MUCHAS INICIATIVAS Y PROYECTOS DIRIGIDOS POR ESTUDIANTES.

LOS ESTUDIANTES QUE SE INSCRIBEN EN EL PROGRAMA DE ESPAÑOL SE SUMERGEN EN EL IDIOMA Y LAS CULTURAS DEL MUNDO DE HABLA HISPANA A TRAVÉS DE CURSOS, PROYECTOS E INVESTIGACIONES. LOS ESTUDIANTES QUE COMPLETAN CON ÉXITO UN B.A. EN ESPAÑOL EN LA UNIVERSIDAD DE LAKELAND:

- DEMOSTRAN COMPETENCIA EN LAS CUATRO HABILIDADES LINGÜÍSTICAS: LECTURA, ESCRITURA, COMPRENSIÓN AUDITIVA, EXPRESIÓN ORAL/COMUNICACIÓN.
- DEMOSTRAN COMPETENCIA CULTURAL SOBRE LAS TRADICIONES, LA HISTORIA, LA LITERATURA Y LOS TEMAS CONTEMPORÁNEOS DEL MUNDO DE HABLA HISPANA.
- DOMINAN EL ESPAÑOL ESTÁNDAR (ORTOGRAFÍA, PUNTUACIÓN, ACENTOS, ENTRE OTROS) DIRIGIDO TANTO A ENTORNOS ACADÉMICOS COMO PROFESIONALES.
- MEJORAN LAS CAPACIDADES DE INVESTIGACIÓN Y DOCUMENTACIÓN ACADÉMICA AL FOMENTAR EL PENSAMIENTO CRÍTICO Y ANALÍTICO.

# New Spanish Program as of FALL 2022

THE SPANISH PROGRAM OFFERS A WELL-BALANCED ROUTE FOR THE ACQUISITION OF LINGUISTIC AS WELL AS PROFESSIONAL SKILLS AIMING AT PREPARING LAKELAND SPANISH MAJORS/MINORS FOR A HIGHLY COMPETITIVE, INTERCONNECTED WORLD THAT HAS AN EVER-GROWING DEMAND FOR BILINGUAL PROFESSIONALS. ACCORDING TO THE INSTITUTO CERVANTES'S 2021 ANNUAL REPORT, ALMOST 600 MILLION PEOPLE (OR 7.6% OF THE GLOBAL POPULATION) SPEAK SPANISH, AND THE UNITED STATES IS THE SECOND LARGEST SPANISH SPEAKING COUNTRY IN THE WORLD ONLY AFTER MEXICO; IT IS PROJECTED THAT 27,5 % OF THE US POPULATION WILL BE OF HISPANIC HERITAGE BY 2060. AS A RESULT, COMMUNICATIONS IN SPANISH ON THE INTERNET AND IN BUSINESS HAVE INCREASED 1,511% OVER THE PAST 20 YEARS. IN THIS REGARD, THE JOINT NATIONAL COMMITTEE FOR LANGUAGES AND THE NATIONAL COUNCIL FOR LANGUAGES AND INTERNATIONAL STUDIES REPORTED THAT BILINGUAL JOB POSTINGS ACROSS ALL SECTORS HAVE TRIPLED BETWEEN 2010 AND 2019, SHOWING THAT 71% OF BUSINESS LEADERS PLAN TO GROW IN MARKETS WHERE ENGLISH IS NOT THE PRIMARY LANGUAGE AND ARE WILLING TO PAY BILINGUALS BETWEEN 5% TO 20% HIGHER PER HOUR THAN THE BASE RATE. FAILING TO OFFER OUR STUDENTS THE OCCASION TO ACQUIRE LINGUISTIC AS WELL AS CULTURAL PROFICIENCY WOULD PLACE THEM AT A DISADVANTAGE FOR THE FUTURE; THEREFORE, WE THRIVE ON PROVIDING THEM WITH A WELL-BALANCED, AMBITIOUS PROGRAM WHILE INTEGRATING MANY INITIATIVES AND PROJECTS LED BY STUDENTS.

STUDENTS ENROLLING IN THE SPANISH PROGRAM IMMERSE THEMSELVES IN THE LANGUAGE AND CULTURES OF THE SPANISH-SPEAKING WORLD THROUGH COURSEWORK, PROJECTS, AND RESEARCH. STUDENTS WHO SUCCESSFULLY COMPLETE A B.A. IN SPANISH FROM LAKELAND UNIVERSITY:

- DEMONSTRATE PROFICIENCY IN ALL FOUR LANGUAGE SKILLS: READING, WRITING, LISTENING, SPEAKING/COMMUNICATION.
- EXHIBIT CULTURAL COMPETENCE IN SPANISH SPEAKING WORLD'S TRADITIONS, HISTORY, LITERATURE, AS WELL AS CONTEMPORARY TOPICS.
- EVIDENCE COMMAND IN STANDARD SPANISH (SPELLING, PUNCTUATION, ACCENTS, AMONG OTHERS) AIMED FOR ACADEMIC AS WELL AS PROFESSIONAL ENVIRONMENTS.
- ENHANCE ACADEMIC RESEARCH AND DOCUMENTATION CAPABILITIES WHILE FOSTERING CRITICAL AND ANALYTICAL THINKING.

# New Courses!!

Spanish for the Professions  
Translation and Interpreting

Digital Humanities

Spanish for Heritage &

Bilingual Students

& more.

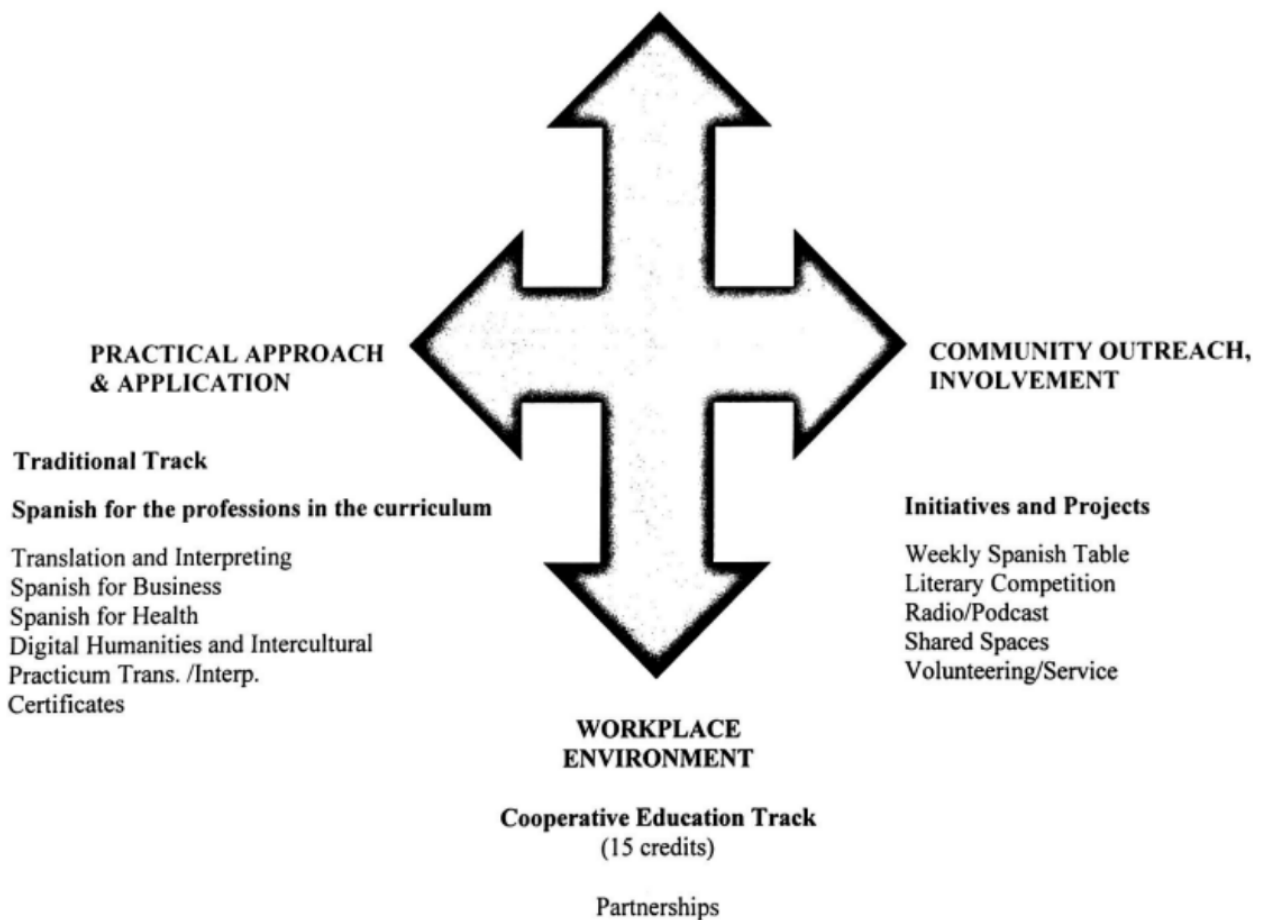
Contact us for further details

# Our Approach puts The Student at the Center

SPANISH CURRICULUM DEVELOPMENT: Dr. José M<sup>a</sup> Pérez Sánchez

## OVERARCHING GOALS

Provide Experiential Learning Opportunities





### **Spanish B.A., Major Requirements (35 semester hours)**

#### **Spanish Majors must complete the following foundational requirements (20)**

SPA 101 – Elementary Spanish I with Lab or SPA 103 Spanish for Heritage and Bilingual Speakers I (4)  
SPA 102 - Elementary Spanish II with lab (4) or SPA 104 Spanish for Heritage & Bilingual Speakers II (4)  
SPA 201 - Intermediate Spanish I (3) or SPA 203 Spanish for Heritage & Bilingual Speakers III (3)  
SPA 202 - Intermediate Spanish II (3) or SPA 204 Spanish for Heritage & Bilingual Speakers IV (3)  
SPA 280 – Special Topics in Spanish (3)  
SPA 351 - Advanced Spanish Through Textual Analysis and Conversation (3)

#### **Traditional Track: Spanish Majors must complete Fifteen (15) additional semester hours from the following:**

**Three (3) must be either** SPA 352 Introduction to Translation and Interpreting Spanish-English (3)  
or SPA 354 Digital Humanities and Intercultural Communication in Spanish (3)

#### **Three (3) semester hours must be a writing intensive (WI) course:**

SPA 366 - Literature in the Spanish Speaking World (WI) (3)  
SPA 367 - Cinema in the Spanish Speaking World (WI) (3)

#### **Nine (9) semester hours from the following:**

SPA 353 - Spanish for Teaching  
SPA 354 - Digital Humanities and Intercultural Communication in Spanish (3)  
SPA 366 - Literature in the Spanish Speaking World (WI) (3)  
SPA 367 - Cinema in the Spanish Speaking World (WI) (3)  
SPA 380 - Contemporary Topics in the Spanish Speaking World (3)  
SPA 401 - Spanish Practicum in Translation/Interpreting (3)  
SPA 480 - Special Topics in Spanish (3)  
SPA 490 - Independent Study in Spanish (3)

#### **Cooperative Education Track: Spanish Majors must complete Fifteen (15) additional semester hours from the following:**

EXP 100 - Professional Protocol (1)  
EXP 300 - Experiential Learning Seminar (1)  
EXP 301 - Work Ethics and the Good Life (1) \*300/301 are co-requisite with either EXP/SPA 390 or 391  
EXP or SPA 390 - Cooperative Education (up to 12), at least 6 credits must be in SPA 390.

#### **Minor Requirements (26 semester hours)**

##### **Spanish Minors must complete the following:**

SPA 101 - Elementary Spanish I with lab (4) or SPA 103 Spanish for Heritage & Bilingual Speakers I (4)  
SPA 102 - Elementary Spanish II with lab (4) or SPA 104 Spanish for Heritage & Bilingual Speakers II (4)  
SPA 201 - Intermediate Spanish I (3) or SPA 203 Spanish for Heritage & Bilingual Speakers III (3)  
SPA 202 - Intermediate Spanish II (3) or SPA 204 Spanish for Heritage & Bilingual Speakers IV (3)  
SPA 280 – Special Topics in Spanish (3)  
SPA 351 - Advanced Spanish Through Textual Analysis and Conversation (3)

##### **Spanish Minors must complete six (6) additional semester hours from the following:**

SPA 352 - Introduction to Translation and Interpreting Spanish-English (3)  
SPA 353 - Spanish for Teaching (3)  
SPA 354 - Digital Humanities and Intercultural Communication in Spanish (3)  
SPA 366 - Literature in the Spanish Speaking World (WI) (3)  
SPA 367 - Cinema in the Spanish Speaking world (WI) (3)  
SPA 380 - Contemporary Topics in the Spanish Speaking World (3)

*Más oportunidades*

**Spanish for Kindergarten through Grade 12, B.A.**

**Major Requirements (41 semester hours)**

**For Elementary/Middle/High School (grades K-12)**

SPA 101 - Elementary Spanish I with lab (4 semester hours) or SPA 103 Spanish for Heritage & Bilingual Speakers I (4)

SPA 102 - Elementary Spanish II with lab (4 semester hours) or SPA 104 Spanish for Heritage & Bilingual Speakers II (4)

SPA 201 - Intermediate Spanish I or SPA 203 Spanish for Heritage & Bilingual Speakers III (3)

SPA 202 - Intermediate Spanish II or SPA 204 Spanish for Heritage & Bilingual Speakers IV (3)

SPA 351 Advanced Spanish Through Textual Analysis and Conversation (3)

SPA 353 Spanish for Teaching (3) or SPA 352 Introduction to Translation and Interpreting Spanish-English (3)

EDU 370 - Foreign Language Teaching Methods (3)

ESL 322 - Second Language Acquisition and Applied Linguistics (3)

Participation in a DPI-approved foreign language immersion program abroad (one month).

Placement in the "Intermediate High" category on the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Exam\* prior to student teaching semester.

**Fifteen (15) additional semester hours from the following:**

Three (3) semester hours SPA 380 Contemporary Topics in the Spanish Speaking World (3)

**Three (3) semester hours must be a writing intensive (WI) course**

SPA 366 - Literature in the Spanish Speaking World (WI) (3)

SPA 367 - Cinema in the Spanish Speaking World (WI) (3)

**Nine (9) semester hours from the following: (if not already fulfilling requirement above)**

SPA 352 - Introduction to Translation and Interpreting Spanish-English (3)

SPA 353 - Spanish for Teaching (3)

SPA 354 - Digital Humanities and Intercultural Communication in Spanish (3)

SPA 366 - Literature in the Spanish Speaking World (WI) (3)

SPA 367 - Cinema in the Spanish Speaking World (WI) (3)

SPA 401 - Spanish Practicum in Translation/Interpreting (3)

SPA 480 - Special Topics in Spanish (3)

SPA 490 - Independent Study in Spanish (3)



*Spanish Department*



## Teacher Certification

To qualify for Kindergarten through Grade 12 teaching certification in Spanish, a student must complete the courses listed above, the Early Childhood through Adolescence Professional Sequence Interdisciplinary Studies coursework (see below) and the Wisconsin Department of Public Instruction's (DPI) statutory requirements.

### \*ACTFL Oral Proficiency and Writing Proficiency Exams

The American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) is a standardized procedure for the assessment of functional speaking ability. It is a face-to-face or telephone interview between a certified ACTFL tester and an examinee. The test is used to determine how well a person speaks a language by comparing his or her performance of specific communication tasks with the criteria for each of ten proficiency levels. Also required is the ACTFL Writing Proficiency Test (WPT). Lakeland University requires candidates for State of Wisconsin foreign language teaching certification to be proficient at the Intermediate High level. Information regarding the ACTFL examinations is available in the Office of the Registrar.

Interdisciplinary Studies for Kindergarten through Grade 12 Spanish Education Majors:

#### A. Fundamental Skills (Workshops)

GEN 095 - Foundations of English

GEN 100 - College Writing Workshop

GEN 101 - Reading Workshop

Note: No more than six semester hours of Fundamental Skills courses may be applied toward the completion of a Lakeland degree. All courses, however, contribute to a student's full- or part-time status.

#### B. Rhetorical Skills

GEN 110 - Composition I: Academic Writing

GEN 112 - Composition II: Argumentation and Research

At least three semester hours of writing-intensive (WI) coursework in the student's major

At least three semester hours of writing-intensive (WI) coursework in the Critical Thinking Core Sequence (Core III or HON 410/480)

#### C. Quantitative Skills

To complete this requirement, students must earn an ACT mathematics score of 24 or above or pass MAT 140 - Advanced Algebra.

Note: Students completing MAT 140 with a grade of BC or higher will be exempted from the Praxis Core Mathematics Test.

Distributional Studies for Kindergarten through Grade 12 Spanish Education Majors

#### Art, Music, and Theatre (ART, GDN, MUS, THE)

K-12 Spanish Education majors must complete 3-credits of ART, MUS, or THE coursework.

History and Political Science (HIS, POL)

K-12 Spanish Education majors must complete either HIS 111 or HIS 112.

Literature and Writing (CRW, ENG, WRT) - (Excluded courses: ENG 230, WRT 211, WRT 212)

K-12 Spanish Education majors must take one 3-credit ENG course.

Mathematics (MAT) - (Excluded courses: MAT 120, MAT 140; \*prior courses: MAT 130, MAT 150)

*Más práctico*

K-12 Spanish Education majors must select MAT 162, MAT 220, MAT 230, MAT 231, or MAT 250

Natural Sciences (BIO, CHM, PHY) - (Excluded course: CHM 140)

K-12 Spanish Education majors must select one 3-credit BIO, CHM, or PHY course.

Social Sciences (ANT, CRJ, DVS, ECN, PSY, SOC)

K-12 Spanish Education majors must take EDU 230/PSY 230.

K-12 Spanish majors must also take a minimum of three (3) semester hours from one of the following areas: humanities, world languages, philosophy, or religion.

### The Critical Thinking Core Sequence

A. Core I: Foundations of Critical Thinking

B. Core II: Exploring the Human Condition (topics below):

GEN 310 - Core II: Exploring Vocation

GEN 311 - Core II: Ideas of Human Nature

GEN 312 - Core II: Gender Studies: Biology, Culture, and Performance

GEN 325 - Core II: Love and Lust

GEN 345 - Core II: Visions of the Afterlife

GEN 355 - Core II: Science, Non-Science, and Pseudoscience

GEN 365 - Core II: Prejudice and Discrimination

GEN 370 - Core II: Prior Learning Assessment Theory and Practice

C. Core III: Shaping the Future (topics below)

GEN 425 - Core III: Excellence and Innovation (WI)

GEN 426 - Core III: The Digital Divide (WI)

GEN 427 - Core III: The Global Child (WI)

GEN 442 - Core III: Global Health Issues (WI)

GEN 443 - Core III: Environment and Consumption (WI)

GEN 445 - Core III: Global Conflict and Cooperation (WI)

GEN 446 - Core III: Global Literacy (WI)

GEN 447 - Core III: Applied Innovation (WI)

Note: Most Lakeland students are required to complete all levels of the Critical Thinking Core Sequence. Intermediate and upper-level transfer students, however, are exempt from some Core requirements. Students entering with 30-74 semester hours in transfer credit must complete a Core II and a Core III course, while students entering with 75 or more semester hours in transfer are only required to complete a Core III course.





## **Spanish Minor for Early Adolescence Education Certification (Grades 6-12)**

### **Minor Requirements (29 semester hours)**

For Early Adolescence through Adolescence Education Certification (grades 6-12) in combination with a certifiable major

SPA 101 - Elementary Spanish I with lab (4) or SPA 103 Spanish for Heritage & Bilingual Speakers I (4)

SPA 102 - Elementary Spanish II with lab (4) or SPA 104 Spanish for Heritage & Bilingual Speakers II (4)

SPA 201 - Intermediate Spanish I (3) or SPA 203 Spanish for Heritage & Bilingual Speakers III (3)

SPA 202 - Intermediate Spanish II (3) or SPA 204 Spanish for Heritage & Bilingual Speakers IV (3)

SPA 351 - Advanced Spanish Through Textual Analysis and Conversation (3)

ESL 322 - Second Language Acquisition and Applied Linguistics (3)

Participation in a DPI-approved foreign language immersion program (one month).

Placement in the "Intermediate High" category on the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Exam\* prior to student teaching semester.

### **Nine (9) semester hours from the following:**

SPA 352 - Introduction to Translation and Interpreting Spanish-English (3)

SPA 353 - Spanish for Teaching (3)

SPA 354 - Digital Humanities and Intercultural Communication in Spanish (3)

SPA 366 - Literature in the Spanish Speaking World (WI) (3)

SPA 367 - Cinema in the Spanish Speaking world (WI) (3)

SPA 380 - Contemporary Topics in the Spanish Speaking World (3)

### **Note:**

It is strongly recommended that students enroll in EDU 370 - Foreign Language Teaching Methods  
Teacher Certification

To qualify for Early Adolescence through Adolescence (grades 6-12) teaching certification in Spanish, a student must complete the courses listed above, the Early Adolescence through Adolescence Professional Sequence along with a certifiable major, and the Wisconsin Department of Public Instruction's (DPI) statutory requirements.

\*ACTFL Oral Proficiency and Writing Proficiency Exams

The American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) is a standardized procedure for the assessment of functional speaking ability. It is a face-to-face or telephone interview between a certified ACTFL tester and an examinee. The test is used to determine how well a person speaks a language by comparing his or her performance of specific communication tasks with the criteria for each of ten proficiency levels. Also required is the ACTFL Writing Proficiency Test (WPT). Lakeland University requires candidates for State of Wisconsin foreign language teaching certification to be proficient at the Intermediate High level. Information regarding the ACTFL examinations is available in the Office of the Registrar.

*Más competitivo*



**LAKELAND**  
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# *Spanish Department*

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