



**Department of Spanish and Portuguese Studies**  
*Lower Division Spanish Program (LDSP) Mission Statement*

Students completing the LDSP sequence should be able to communicate effectively in Spanish, understand the cultures of the Hispanic world, connect the study of foreign language with their other university studies and their world beyond the university, make informed comparisons of language and culture as a whole, and participate in a larger community of Spanish speakers.

**Objectives**

- Introduce students to the language and culture of the Spanish-speaking world
- Promote the development of their communicative competence in the Spanish language
- Develop intercultural understanding and social consciousness of problems that affect this cultural complex

**With these goals and objectives in mind, the LDSP...**

- ... assumes that language is a social activity and that the primary goal of language is communication.
- ... supports an integrated approach to the five goal areas established in the Standards for Foreign Language Learning: Communication, Cultures, Connections, Comparisons and Communities.
- ... allows students to practice and apply the skills they are studying.
- ... teaches all courses in Spanish .
- ... expects students to communicate utilizing their newly acquired structures.
- ... encourages students to become involved in their own learning process and to be active constructors of their own knowledge, both on their own and with the support of their peers and instructors.
- ... expects that language knowledge is mediated by cultural artifacts from the target culture as well as active exposure to and use of the language.
- ... takes communicative principles as its main foundations for instruction, with a focus on content- and task-based teaching.
- ... require students to communicate using the different skills of speaking, listening, writing, and reading, both inside and outside of class.
- ... focuses primarily on communication and meaning, but also makes provisions for the metalinguistic analysis of particular aspects of the language as needed.
- ... incorporates cultural artifacts (i.e., paintings, literary pieces, texts from mass and alternative media, comic strips, TV programs, movies, songs, recordings of interviews with native speakers, web sites, etc.) reflecting different cultural settings and dialects in the Spanish-speaking world.
- ... evaluates student performance based on these teaching practices and therefore reflects not only grammatical accuracy but the development of other competencies as well .

# *Standards for Foreign Language Learning*

## *Communication*

### *Communicate in Languages Other Than English*

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

## *Cultures*

### *Gain Knowledge and Understanding of Other Cultures*

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

## *Connections*

### *Connect with Other Disciplines and Acquire Information*

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

## *Comparisons*

### *Develop Insight into the Nature of Language and Culture*

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

## *Communities*

### *Participate in Multilingual Communities at Home & Around the World*

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.