

**WEST CHESTER UNIVERSITY
DEPARTMENT HANDBOOK
FOR
LANGUAGES & CULTURES
GRADUATE STUDIES**

**M.A., M.Ed., Graduate Certification,
or Professional Development**

**Department of Languages and Cultures
109 Main Hall
West Chester University
West Chester, PA 19383**

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TABLE OF CONTENTS

Mission Statement.....	3
Admission requirements.....	4
Placement and Advisement.....	4
University graduate study policies and services.....	4
Programs in French and Spanish.....	8
Graduate Certification K-12 in Languages	11
Formal Admission to Teacher Education.....	12
Praxis Exams and Oral Proficiency Exams.....	12
Certification Mission Statement.....	12
Field Observation Policies	13
Master of Arts Program in French	14
Advising Sheet French M.A. with or without thesis.....	16
Master of Education programs in French.....	17
Advising Sheet French M.Ed. with and without certification.....	18
French Graduate Faculty and Curriculum.....	19
Master of Arts Programs in Spanish.....	22
Advising Sheet Spanish M.A. with or without thesis.....	23
Master of Education programs in Spanish.....	25
Advising Sheet Spanish M.Ed. with and without certification.....	26
Spanish Graduate Faculty and Curriculum.....	29
Courses common to all languages and linguistics.....	31
M.A. Thesis Guidelines.....	33
M.A. and M.Ed. Exit paper/portfolio guidelines.....	34
M.A. and M.Ed. Exit portfolio guidelines.....	35
Graduate internship opportunities.....	35
Study abroad and immersion program opportunities.....	36
Appendix: Sample forms for individualized instruction, leave of absence, GSR 799, Graduate Assistantships and more.....	37
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MISSION STATEMENT

The Department of Languages and Cultures at West Chester University offers a number of graduate programs leading to the M.A. and M.Ed. degrees. Our programs offer a wide variety of professional preparations and intellectual pursuits, and serve an extended community of students without regard to age, sex, race, or creed. This diversity is in keeping with our primary goal of bettering crosscultural awareness and communication, developing in our students the necessary skills to successfully meet the challenges of the future.

The M.A. degree in French and Spanish is intended for professionals wishing to master the language, literature and culture of the Francophone and Hispanic peoples of the world. As such it offers not only courses in canonic and ethnic literatures but also area cultural studies and skills in commerce and translation. The required second language reading exam gives the West Chester M.A. candidates additional competence in pursuing research or meeting career needs. Teachers already certified and students contemplating doctoral study usually pursue the M.A.

The M.Ed. degree in French or Spanish is offered in conjunction with several pedagogy and applied linguistics programs on campus, and may include the coursework for graduate certification in languages. M.Ed. students are expected to complete six master's-level courses in the language and six education courses taught in English. This program is intended for college graduates wishing to pursue a career in teaching, usually for K-12 certification. These students also study linguistics and language methodology within our department to give them the necessary conceptual framework in language structure and pedagogy. In particular circumstances, graduate students may use a course in our program to complete a research project, receiving graduate credit in curriculum design.

Lastly and perhaps most importantly, the Department of Languages and Cultures at WCU provides an intellectual forum for teachers and professionals in the surrounding area, offering stimulating exchanges of ideas, information, and strategies which they may in turn share with others in their community.

ADMISSION REQUIREMENTS

Admission to the graduate programs in languages involves several required procedures. The prospective student must have a minimum of a 2.8 GPA overall in undergraduate degrees and a 2.75 overall in the language major coursework. The student must maintain a minimum 3.0 GPA throughout the graduate program or for state certification in a language, once enrolled. Requirements for admission to the master's programs in French or Spanish or to graduate certification in a language are the same (see admission packet or online info): a cover information sheet, an essay in the language outlining personal and professional goals, two letters of recommendation, and all college transcripts. The prospective student may take 9 hours of courses in advance of admission to the program, and those courses may be counted toward certification or a degree. **HOWEVER**, all coursework done prior to full matriculation must meet the standards of the program in order to be counted and to qualify the student for admission. Note: There is also a post

baccalaureate undergraduate certification program available for college graduates who have not completed the required undergraduate preparation in the language.

PLACEMENT AND ADVISEMENT

For non-native speakers, a placement test may be required of students applying for admission to the graduate programs in languages. In addition, there are Praxis tests and oral proficiency interviews (OPIs) required in the course of certification which will test the student's abilities in the language. Once a student is admitted to one of our programs, he or she is assigned a graduate advisor. Students pursuing certification will also have an advisor in the College of Education.

WCU GRADUATE STUDY POLICIES & SERVICES

Academic Computing Center (ACC):

The ACC is located in Anderson Hall on Church Street. Campus computers are available in the basement of Anderson and the Library as well as our own Language Lab at 200 Main Hall. The Library has wireless laptops available for student use. All campus computers high speed internet access, and a variety of software, including Word, PowerPoint, Excel, access to the Library online card catalog, and e-mail (call 610 436-3349 to sign up for an account). Most computer labs also provide printers.

Admission to Candidacy for the Degree:

Students must file officially for admission to Candidacy for the Degree after they have successfully completed 12-15 credits of coursework. See form in Appendix.

Career Development Center:

The professional staff of the Career Development Center assists students in defining career goals, relating academic preparation to these goals and, eventually, helping in the search for internships and part-time/full-time career opportunities. These services are available throughout the entire calendar year in Lawrence Center, second floor. A career information library is available for browsing and research. An interactive computer career guidance program (SIGI+) is available. Other activities of the Career Development Center include seminars, on-campus interviews, and job fairs with potential employers, resume referral, electronic resume databases, and job posting system. If you are preparing certification and a career in teaching, it is important to have your dossier up to date in the semester before you student teach.

Counseling Center:

The professional services of the Guidance and Counseling Center are available to students who want help in defining educational or career goals, need help with problems affecting their academic proficiency, or have difficulties in adjusting to the pressures of graduate study. The staff is trained and experienced in the administration of psychological tests, clinical psychotherapy, counseling, and personality evaluation. Counseling center services include individual vocational counseling, individual counseling for personal problem solving, group counseling, testing, and consultation services. The counseling center administers career aptitude tests and works closely with the Career Development Center in career counseling. The center is located on the second floor of **Lawrence Center**.

Disabilities Center:

Any Student with suspected or documented disabilities should contact the Office of Services for Students with Disabilities in **Lawrence Center** for ongoing assistance in arranging their studies.

Financial Aid:

Various scholarships are available through the Office of Graduate Studies (see Appendix for application forms), and financial aid is available to full-time students (9 hours per semester) through the Financial Aid Office.

Foreign nationals coming from abroad:

Students coming to do graduate work at WCU from another country need to finalize their travel arrangements and student visas through the Office of International Studies. They will pay out-of-state tuition and must enroll full time (three courses) in order to qualify for a student visa. They are entitled to a year of internship-type work after graduation.

Francis Harvey Green Library:

The FHG Library offers our graduate students an excellent environment for study and research, as well as a cafe for socializing. Library services include media, reference desk, computerized on-line literature searching, *free* interlibrary loan for graduate students, and photo-duplication. Research is facilitated by the on-line card catalog, PILOT, a network of indexes and abstracts on CD-ROM, internet search banks. Hours of operation are morning to midnight during the week, daytime hours on Saturday and noon to midnight on Sunday. The circulation desk is 610-436-2946. **A current ID is necessary to check out material and to access indexes from home on-line.**

Grading:

A student may not remain in the graduate program at WCU after obtaining an F or two Cs. D grades are not awarded in graduate courses. Students must have a 3.0 GPA with no incompletes to receive a master's degree from WCU. Students seeking certification must maintain a 3.0 GPA as well.

Graduate Assistantships:

Graduate assistantships of three course tuition waivers and \$2500 stipend each semester are available through departments and other campus offices and programs. Some of the assistantships are half time, offering two course tuition waivers and a \$1250 stipend. WCU does not have teaching assistantships (just research and faculty/department assistance, 20 hours a week full time, 10 hours a week half time). The graduate assistantship for the Department of Languages and Cultures is currently half-time.

Graduate Student Association (GSA):

All graduate students are members of the WCU Graduate Student Association. Dues are applied from fees paid with tuition each semester. GSA hosts graduate orientations in the Spring and

Fall, assists graduate students in finding solutions to academically related problems, conducts seminars on various topics (Thesis, Computers, Advising), hosts December and May graduation receptions for graduate students and their guests, provides a stipend to graduate students to present research at conferences and seminars, represents the graduate student interests at WCU, produces a newsletter and listserv to provide information and tips for graduate students, offers opportunities to serve on campus-wide committees and the GSA Executive Board. The GSA office is located in Sykes Union Building, Room 216, telephone 610-436-6987.

Graduation Clearance:

Students must file for graduation clearance during the semester before the date they expect to graduate, having completed all of the requirements for the degree. Clearance is offered to students who have completed the required coursework and exams and have the required GPA. It is to be noted that certification may be completed independently of graduation clearance and the awarding of the diploma.

Housing:

There are numerous on and off campus apartment facilities available to graduate students. WCU does not have specific housing designated for its graduate student population. The majority of our graduate students are part time and commute.

Individualized Instruction:

When needed courses for completion of a graduate degree are not scheduled, students may apply for individualized instruction, or independent study. The form is available from the department office. Students pay regular graduate tuition for the course and make arrangements with the professor in question for contact hours, projects, and timely completion of the coursework. This type of individualized instruction is recommended for the summer sessions.

NG (No Grade) Policy:

A grade of NG will be awarded to a student who has not completed all of the requirements for a course by the end of a semester or summer session. The student has until the seventh week of the following semester (Fall for all Spring and Summer coursework) to complete any missing work and turn it in to the professor. The NG is intended for emergencies and not long-range planning that overlaps the university calendar. The NG converts to an F after the deadline for completion of the coursework (middle of following semester), however, in recognition of the extent of graduate projects, the university does occasionally allow a formal extension under extenuating circumstances.

Parking:

Parking permits are available for purchase at campus security (University and Church Streets) allowing students to use designated parking lots and garages. An ID card is required to activate entrance to the parking garages.

Placeholders:

Students may request and obtain a leave of absence from their studies for a year without reapplying. The official placeholder non-credit no tuition designation of GRS 799 is also intended for students completing the thesis beyond the semester of enrollment. This will enable the student to have access to university facilities, particularly the library collections and services.

Speech and Hearing Clinic:

The Speech and Hearing Clinic is located at 201 Carter Drive (across Matlack Street from the Bull Center parking lot). The clinic is operated by the Department of Communicative Disorders, as a teaching and training facility for its students. The clinic provides diagnostic and therapeutic services for persons with speech, language, and hearing problems. These services are provided free of charge to West Chester University students, faculty, and staff.

Student ID Cards:

In order to borrow books from the library, graduate students must present their WCU ID (identification) card. A picture ID card can be purchased for a fee at the SSI Office, Sykes Union Building. (For further information on the cost and hours for pictures, contact SSI at 610-436-2955). Additionally, all student records are accessed in MyWCU using the campus ID number assigned to the student.

Veterans Affairs:

Under the provisions of Title 38, West Chester University is accredited for the education of veterans. It cooperates with discharged veterans to ensure they receive every consideration consistent with either degree or non-degree admissions standards. The office is located in the **E.O. Bull Center, room 138**.

Women's Center:

Located in **Lawrence Center**, the Women's Center provides a place for West Chester's women students to meet and seek advisement. Counselors who staff the center work help women students with their day-to-day concerns.

GRADUATE PROGRAMS IN FRENCH AND SPANISH

The Department of Languages and Cultures offers four degree programs in the College of Arts and Sciences, two leading to the Master of Education in French or Spanish, and the others to the Master of Arts in French or Spanish. Admission to any of the master's programs or graduate certification is through the Office of Graduate Studies. Either the GRE or the MAT is required for all programs unless applicant holds a master's degree already. Applicants must have an undergraduate major in the language, or native fluency and an appropriate four-year university degree (or the advanced three-year degree awarded in some countries). Students have six years to complete any of the master's programs in the department. Students may transfer in up to 20% of their coursework from another graduate school, providing the courses are not part of another degree (see also Graduate Catalog). Candidates for either the M.A. or the M.Ed. degrees are required to pass an exit assessment in the language. The exit assessment for the M.Ed. and the M.A. includes a written research project or portfolio and oral defense. We also offer both immersion study and internships in French and Spanish.

The masters degree options currently available:

The Master of Arts in French or Spanish **30 hours**

Single Language Option

- ❖ 7 graduate courses in French or Spanish
- ❖ LAN 610 the writing and defending of a masters thesis (6 hrs) and 1 elective or
- ❖ 3 elective graduate courses from additional offerings in the language or from appropriate related fields, LAN or LIN courses, or approved graduate seminars from History, Art, Philosophy, Political Science, etc.
- ❖ a 15-25 page exit research paper or portfolio and oral exam (thesis candidates will use thesis and defense)
- ❖ portfolio of three graduate term research papers from three different courses to defend in an oral exam with the language faculty

This curriculum option is intended to serve

- students preparing a career in higher education, preparatory to pursuit of a doctorate after the master's degree.
- students obtaining a master's degree in conjunction with a business or government career involving highly developed skills in one language.

The Master of Arts in French or Spanish (dual language option) **30 hours**

- ❖ 7 graduate courses in the first language
- ❖ 3 graduate courses in the second language
- ❖ a 15-25 page exit research paper or portfolio and oral exam in the first language

❖ **portfolio of three graduate term research papers from three different courses to defend in an oral exam with the language faculty**

This curriculum option is intended to serve

- students preparing a career in higher education, preparatory to pursuit of a doctorate after the master's degree.
- students obtaining a master's degree in conjunction with a business or government career involving highly developed skills in two languages .
- teaching professionals fluent in both French and Spanish with the equivalent of an undergraduate major in both languages or native fluency in one or more.

The Master of Education in French or Spanish (College of Arts & Sciences) with emphasis on Second Language Teaching & Research 36 hours

- ❖ **6 graduate courses taught in the language**
- ❖ **6 courses taught in English in pedagogy methods and research: LAN 500, LAN 503 (prereq LIN 501 or intro course), and 4 more chosen from LAN 583, LIN 503, LIN 540, LAN 504, LAN 505, LAN 582. LIN 501 may be counted for the degree.**
- ❖ **a 15-25 page exit research paper or portfolio and oral exam in the language**
- ❖ **portfolio of three graduate term research papers from three different courses to defend in an oral exam with the language faculty**

This second option will serve

- teachers already certified who seek further theoretical and practical training in pedagogy, methodology and applied linguistics. This curriculum effectively meets the professional and personal development needs of area teachers, K-12 and college.
- potential future candidates for a doctoral degree in second language acquisition/ teaching.

This curriculum blends study in the language—linguistics, language and culture—and study in core courses such as LAN 500 and LAN 503 taught in English which bring together students from both French and Spanish. Several of these LAN courses are required for multiple options and for certification in languages .

The Master of Education in French or Spanish, CAS, with PA State Certification K-12 in French or Spanish ** 36 hours

- ❖ **6 graduate courses taught in the language 18 h.**
- ❖ **The required graduate courses for PA K-12 State Certification (if not taken already at the undergraduate level): EDA 542, EDT 500 (or EDM 349), EDP 531, EDP 550, EDP 569, EDR 550, EDA 511, EDS 505, LAN 503 25-27 h.**
- ❖ **OPI /WP and Praxis II exams to be completed before and during Student Teaching: EDS 411-412, with or without emergency certification 12 h.**
- ❖ **a 15-25 page exit research paper or portfolio and oral exam in the language or a portfolio of three graduate term research papers to defend at an oral exam**

** Students will have courses and credit hours on their transcript for certification that will not be counted toward the M.Ed. Student teaching exists only as a 400-level curriculum offering and has never been counted toward any graduate degree at WCU. Certification is awarded upon completion of EDS 411-412, which may be done as an internship.

This option including the required courses for PA State K-12 Certification in French or Spanish is intended for

- Students holding an undergraduate major in the language or native fluency and a related degree who seek certification for a teaching job. These master's candidates may pursue the language courses and pedagogy courses simultaneously. After Formal Admission to Teacher Education, students take LAN 503, the FLG methods course, along with EDS 505, field observation, the semester before student teaching.
- Students with a teaching position with emergency certification, requiring completion of certification coursework within a calendar year.

Students may transfer in 20% of their graduate work to complete both certification and the master's degree, provided that the courses are approved by the state office of certification in Harrisburg for PA K-12 FLG certification and come from a graduate-degree-granting institution and are not part of a granted graduate degree.

Students are urged to obtain graduate certification before finishing the master's degree; they have six years to complete the entire degree. Graduate certification may be completed separately from the master's degree. **Graduate level certification courses taught in English may be taken by post-bacc students in German, Latin & Russian who have met the state criteria for competency in that language. There are currently no M.Ed. programs in those languages.**

**The Master of Education in French or Spanish, College of Arts & Sciences,
with the PA State Graduate Certificate in ESL 36 hours**

- ❖ **6 graduate courses taught in French or 6 graduate courses in Spanish**
- ❖ **The 6 required courses for the State Graduate Certificate in Teaching English as a Second Language (18 hrs), if not already completed:
(LIN 501—program prerequisite), LAN 500, LAN 503, LIN 540 or LAN 582,
ENG 575, ENG 576, ENG 587**
- ❖ **a 15-25 page exit research paper or a portfolio and an oral exam in the language
or a portfolio of three graduate term research papers defended at an oral exam**

This option is only for students who already hold a PA State Certificate Level I or Level II (presumably K-12 in a language). Note: Students who have already completed LAN 500 and LAN 503 as part of an M.Ed. or graduate certification may include them in the ESL Certificate. There is no separate PA State Certification in ESL. This option is jointly staffed and advised by faculty from the MATESL program and the Department of Languages and Cultures.

All certification students must also apply for formal admission to teacher education, designated on their transcript as EDF 030, once they have taken the Praxis exams and fulfilled the undergrad math and English requirements: English composition (3 S.H.) and literature (3 S.H.), and mathematics (6 S.H.). All M.Ed. students and graduate certification students should also consult with the graduate advisor in the College of Education.

Students who enroll initially in the Graduate Certification program may apply to the M.Ed. or the M.A. in French or Spanish and count their courses toward the degree. Students may change be-

tween the M.A. and the M.Ed. by filing the proper paperwork. Note that students holding a university degree may enroll through the Office of Graduate Studies in UNDERGRADUATE level courses for completion of the major in a language and of the required English, Math, and education courses.

ALL applicants must meet with the appropriate language and education coordinators: French: Dr. Rebecca Pauly, 610-436-2382, rpauly@wcupa.edu; Spanish: Dr. Maria Van Liew, 610-436-2382, mvanliew@wcupa.edu; and Education and Pedagogy: Dr. Charles Grove, 610-436-2752, cgrove@wcupa.edu., as well as a graduate advisor in the College of Education.

**All students must fill out an approved course of study form with their advisor and submit it to the College of Education, in order to obtain Formal Admission to Teacher Education.

GRADUATE PA K-12 STATE CERTIFICATION IN LANGUAGES

Graduate certification may be obtained in French or Spanish, based on the student’s prior completion of the undergraduate major in the language. [In some cases, students will need to complete some additional requirements for certification or required undergraduate courses before they begin graduate work. The state currently requires two English and two Math courses, as well as an anthropology course.]

If you do not hold an academic degree in a language, your graduate advisor will review your transcripts and determine what additional courses may be needed. If your degree is not in a language, it will be necessary for you to complete the undergraduate major before you can begin graduate work in the language. You may however begin graduate level work in the required education courses as listed below. Or you may choose to complete some of them at the undergraduate level. Both levels give you certification, but only graduate courses count towards the master’s degree. Once you enroll in a graduate course, you will be charged graduate tuition for all of your courses. You may take 3 graduate courses while you finalize your application.

Required courses for PA K-12 Certification in a Language

Graduate Level	Undergraduate Level
EDA 542– Foundations of Special Education	EDA 103-Foundations of Special Education
EDP 550 – Advanced Educational Psychology	EDP 250 – Educational Psychology
EDP 569 Adolescent Psychology	EDP 349 Adolescent Psychology
EDT 500 – Integrated Educational Technology	EDM 349 – Tech Tools to Transform (1 credit)
EDP 531 – Assessment for Learning	EDP 355 - Assessment for Learning
EDR 550 Literacy Development Inclusive Classrooms	EDR 347 Literacy Dv. Inclusive Classrooms
EDA 511 – Inclusion and Collaboration EDS 505 – General Methods/Field Experience for Secondary Teachers	EDA 303 Special Ed Processes & Procedures (2) EDS 306 – Principles of Teaching & Field Experiences in Secondary Education
LAN 503 – Techniques of Second Language Teaching	LAN 401 – Teaching of Modern Languages K-12
EDS 411 and 412 – Student Teaching	EDS 411 and EDS412 – Student Teaching

Student Teaching is a semester long, full-day classroom assignment in area public schools [kindergarten through high school] that totals twelve credits and includes a campus-based practicum. This semester does not count toward any graduate degree, but must be completed before the student is awarded state certification. Under special circumstances, student teachers who are already college graduates may do their student teaching as interns during the first three months of an emergency certification teaching contract at full pay. The student will have a cooperative mentor just as student teachers do, will be observed by a university supervisor, and will enroll in EDS 411-412 for 12 credits. Lastly, students already certified in another secondary subject area need not student teach. A second language certification may be obtained by passing the Praxis II exam in that language.

FORMAL ADMISSION TO TEACHER EDUCATION:

When you have completed all the undergraduate requirements and taken the Praxis I exams, you will be given a non credit transcript designation of EDF 030 for Formal Admission to Teacher Education. This is required for enrolling in EDS 505 and LAN 503 and for student teaching. The Praxis exams are given several times a year and have two tiers. Praxis I testing is for general knowledge: Pre-professional skills tests in Reading (code 0710 or 5710), Writing (code 0720 or 5720) and Math (code 0730 or 5730). There are two Praxis II exams for K-12 certification: 0511 “Fundamental Subjects: Content Knowledge” and the language content exam. The minimum GPA for formal admission is 3.0 and you must also finish with a 3.0 GPA.

Formal Admission to Teacher Education is the written application process that confirms your intent to pursue teacher certification at West Chester University. Access to advanced professional education coursework is available only to students with Formal Admission. Formal Admission applications are available in your departmental office, from your advisor, or from the Office of Teacher Certification in Recitation Hall.

PRAXIS EXAMS AND ORAL PROFICIENCY EXAMS:

The second tier of Praxis exams are language certification specific. Passing scores are as follows: Praxis I: Reading 172, Writing 173, Math 173; Praxis II: General, 150, French, 170, Spanish 166. As of this writing, once you are certified in a language, certification in a second language may be obtained by passing the Praxis II test in that language. Additionally, students seeking certification in Spanish and French must pass the ACTFL Oral and Written Proficiency Exams (OPI and WPT) during student teaching, with either intermediate high or advanced low scores.

OUR PHILOSOPHY FOR THE PREPARATION OF TEACHER CANDIDATES:

In the Department of Languages and Cultures at West Chester University, we believe that the preparation of stellar language educators involves the simultaneous development of second language proficiency, linguistic, literary, and cultural content, and pedagogical skills and background. In light of this approach, our program seeks to provide a balance of theoretical training, second language course work, and clinical experience, in which the process of growing to become a critically reflective teacher is emphasized. Candidates must experience, appreciate, and cultivate the interconnectedness of content area knowledge with pedagogical knowledge, and of the role of the student with that of the teacher.

The language certification program at West Chester promotes the philosophy of the University’s Department of Professional and Secondary Education, which maintains that learning and teach-

ing are active, collaborative, constructive, and continuous processes that enable faculty and students to reflect upon and analyze their own learning and teaching. We promote a student-centered model of instruction, where learners engage in developmentally appropriate activities that are challenging, personally meaningful and authentic. High standards of scholarship are essential for both faculty and students to remain at the forefront of sound educational practice and change.

Your preparation to teach a language entails:

*** excellent content area and pedagogical preparation, along with an awareness of their interrelationship.** A teacher is a scholar. Your training comprises a well-rounded language major program, including opportunity for study abroad, and thorough pedagogical preparation, including multiple clinical experiences. Excellent content knowledge is demanded of you in pedagogy courses. Assignments in methods courses, practica, and student teaching provide the framework within which you will reflect on the relationship between content and pedagogical challenges in the language classroom.

*** a judicious balance of theoretical training and clinical experience and an understanding of their reciprocal influence.** A teacher is a problem solver. Methods courses introduce you to the body of theory and research on language learning and assessment, providing a theoretic base that you will examine and apply in a progression of observations, practica, and clinical experiences. Reflecting on your experiences in discussions and written assignments, you will grapple with the interrelationships between theory and practice and steadily develop your problem solving skills as teacher.

*** an appreciation of the interlocking roles of student and teacher, in the context of your own transition from student to language teacher and professional.** A teacher is a partner. Training in language methodology, classroom management, developmental psychology, and student diversity and special needs is designed to prepare you to meet the challenges of establishing constructive relationships with your students. During your training, you are nurtured as a student by your instructors, but you are also treated like the professional you are becoming. University instructors as well as the secondary teachers who work with you during clinical experiences (and who come to campus as guests in methods courses) model professional behavior and attitudes, including expertise in the content area, problem solving skills, and the ability to form partnerships with students, parents, and colleagues. It is important to appreciate that becoming a teacher also means remaining a student, with a lifelong commitment to learning and professional development.

Early Field Experience Observation Requirement For all Certification Students:

The Department of Languages and Cultures requires that all students seeking teacher certification in Pennsylvania complete **10 hours of early field experience**. In PA, language certification includes teaching from kindergarten through grade 12. Accordingly, students are required to conduct no fewer than five hours of on-site observations at levels K-6, and five hours at grades 7-12.

A departmental form is available for use in structuring these early field observations. Observation forms should be completed by the student, signed by the cooperating mentor teacher and submitted to the faculty advisor in the Department of Languages and Cultures .

****Please note that the West Chester Area School District is NOT PARTICIPATING in our early field program. We recommend that students pursue observations in the following local districts, or in districts near their homes during breaks:**

Lower Merion: 2-6 French & Spanish	Haverford:	K-6 Spanish
Tredyffrin-Easttown: K-6 Spanish	School District of Phila: 7-12 Spanish, French	
Kennett Consolidated: 7-12 Spanish, French	Unionville-Chaddsford: 7-12 Spanish, French	
Upper Darby: 7-12 Spanish, French	Avon Grove: 7-12 Spanish, French	
Spring-Ford: 7-12 Spanish, French	Springfield Delco: 7-12 Spanish, French	
Rosetree-Media: 6-12 Spanish, French	Downingtown: 7-12 Spanish, French	

FIELD EXPERIENCE PROGRAM SUGGESTED ACTIVITIES FOR STUDENT OBSERVERS:

The following represent the wide range of activities which can be incorporated into the assignment of the West Chester University student observer:

- ❖ Tutoring individual pupils, the very able or the less able learners.
- ❖ Tutoring a small group of pupils about a simple understanding, skill or appreciation.
- ❖ Tutoring individual pupils who may have missed instruction because they were absent.
- ❖ Reviewing, summarizing, or evaluating pupils.
- ❖ Repeating lessons for less able pupils.
- ❖ Preparing special learning materials to meet individual pupil differences.
- ❖ Assisting pupils with written compositions, especially with spelling, grammar and punctuation.
- ❖ Preparing instructional materials, e.g. charts, transparencies.
- ❖ Observing pupils' behavior.
- ❖ Preparing informal tests and other teacher made evaluative instruments.
- ❖ Collecting and arranging displays for teaching purposes.
- ❖ Collecting standardized and teacher made tests.
- ❖ Collecting pupils' homework and workbooks, noting and reporting weak areas.
- ❖ Observing extra-curricular activities (clubs, newspapers, etc.)
- ❖ Assisting the classroom teacher with special demonstrations.
- ❖ Helping pupils find reference materials.
- ❖ Setting-up various instructional/technical equipment.
- ❖ Gathering supplementary books and materials for instructions.
- ❖ Distributing books and supplies.
- ❖ Collecting pupils' homework and test papers.
- ❖ Displaying pupils' projects.
- ❖ Conferring with other teachers about specific pupils.
- ❖ Assisting groups of pupils engaged in special projects--constructing, researching or experimenting.
- ❖ Arranging special classroom exhibits.

The Master of Arts in French (30 hours)

The Master of Arts in French may be pursued with or without PA K-12 State Certification. The Traditional M.A. in French includes the following, for a total of 30 credit hours:

- ❖ 7 graduate seminars in French
- ❖ 3 electives, which may include a 6-hour thesis (LAN 610)
Other electives may include, but are not limited to, LIN 501, LAN 503, LAN 500, HIS 534, PHI 515, or advanced courses in a second language. A LAN 525 internship for up to 9 credits can also be arranged.
- ❖ an exit research paper or portfolio and oral defense with the French graduate faculty.
- ❖ optional immersion study abroad or in an American program. Students may transfer in up to 6 graduate credits from another university, provided they are not already part of an existing graduate degree.

Students have six years to complete the degree. They may apply for a half time graduate assistantship [see additional information], including a two-course tuition waiver and \$1250 per semester in exchange for 10 hours a week of work with the program faculty.

The M.A. in French with Certification

Incorporating the requirements for state certification in French into the M.A. involves a number of additional requirements. You must have one undergraduate English composition course and one literature course and TWO undergraduate math courses. You must take the Praxis I tests and apply for Formal Admission to Teacher Education through the College of Education. In addition to your seven French seminars, you will also take

- ❖ LIN 501 (if you have never had linguistics) and LAN 503
- ❖ the required graduate courses for certification: EDA 542, EDP 550, EDP 569, EDP 531, EDT 500, EDP 531, EDR 550, EDA 511, EDS 505
- ❖ A semester of student Teaching: EDS 411-412, with or without emergency certification (an internship set up by West Chester University)

Student teaching is a certification requirement and does not count toward any graduate degree. Students who enroll initially in the Graduate Certification program may change to the M.A. by filling out the appropriate paperwork and meeting any additional requirements for admission.

**M.A. IN FRENCH
ADVISING SHEET
[COURSEWORK PLANNING]**

Select 7 courses from the graduate curriculum in French which are offered Spring, Summer and Fall. These include

- FRE 501 Commercial French
- FRE 510* Theater
- FRE 511 Modernism
- FRE 512* Narrative Structures
- FRE 513* Poetry and Poetics
- FRE 514 Contemporary France
- FRE 515 French Civilization
- FRE 516 Literary Critical Theory
- FRE 520 Topics
- FRE 521 Topics
- FRE 522 Topics
- FRE 523 Translation

*Required core genre courses (certain topics courses may satisfy genre requirements)
See additional pages for detailed catalogue description of the courses.

FRE _____	Semester _____	Year _____
FRE _____	Semester _____	Year _____
FRE _____	Semester _____	Year _____
FRE _____	Semester _____	Year _____
FRE _____	Semester _____	Year _____
FRE _____	Semester _____	Year _____
FRE _____	Semester _____	Year _____

Three electives

XXX _____	Semester _____	Year _____
XXX _____	Semester _____	Year _____
XXX _____	Semester _____	Year _____

Or the Thesis Option and one elective

LAN 610 [6 credit hours] Topic: _____

	Semester _____	Year _____
XXX _____	Semester _____	Year _____

Transferred Courses (optional):

XXX _____	Semester _____	Year _____
XXX _____	Semester _____	Year _____

Exit research paper or portfolio and oral exam in French:

Semester _____	Year _____
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The M.Ed. in French Pedagogy Option (36 Hours)

The M.Ed. in French combines intensive study in French and an equal number of courses taught in English in language pedagogy or ESL methodology or from the College of Education. The basic curriculum includes:

- ❖ 3 required core graduate seminars in French, representing genre studies:
 - FRE 510 Theater
 - FRE 512 Narrative Structures
 - FRE 513 Poetry and Poetics
 - (appropriate topics courses may be substituted)
- ❖ 3 additional graduate seminars in French, chosen from the following:
 - FRE 501 Business French
 - FRE 511 Modernism
 - FRE 514 Contemporary France
 - FRE 515 Francophone Civilization
 - FRE 516 Literary Criticism
 - FRE 520, 521, 522 Topics in French (the course numbers repeat, but not the content):
Recent offerings in the topics courses include additional genre courses such as “Le Comique”, “Le Fantastique”, “Autobiography”, “Epistolary Texts”. Other topical offerings have included “Les Média”, “Le Voyage”, “Children on French Film”, “French History on Film”, “Sartre & Camus”, “Truffaut”, “France looks at America: the dream and the reality”, “Fable in the Middle Ages”, “Rabelais and the Renaissance”, a millenium triad: “France 1000”, “France 1900”, “France 2000”, “Fables”, “Provence”, “La Francophonie”.
 - FRE 523 Translation Techniques
- ❖ LIN 501 (if you have never had linguistics), LAN 500, LAN 503 and 3 other graduate courses in pedagogy. This may be expanded to include the required coursework for PA K-12 State Certification: EDA 541, EDP 550, EDP 569, EDP 531, EDT 500, EDR 545, EDS 505
- ❖ If pursuing certification, a 12-credit semester of student teaching (does not count toward degree): EDS 411-412, with or without emergency certification (full-time employment).
- ❖ Exit research paper or portfolio and oral exam with the French faculty, in French.

Certification may be completed separately from the M.Ed.

You may transfer in 20% of your coursework (three courses) from another graduate school, if the courses are not already part of another graduate degree. You have six years to complete the degree. You may apply for up to two semesters leave of absence without having to reapply to the university (GSR 799 placeholder). You may apply for our half-time Graduate Assistantship: a 2-

course tuition waiver and \$1250 each semester in exchange for 10 hours a week of work with department faculty.

You must consult the Certification Office (302 Recitation, x 2426) and the College of Education for Formal Admission to Teacher Education. You must take the Praxis I exams and have one undergraduate English composition course and one literature course and TWO undergraduate math courses BEFORE you can obtain Formal Admission. We urge you to complete any unmet undergraduate course requirements before entering the master’s program, as once you are admitted, you will be charged graduate tuition for all your courses, and your grades will be factored into your graduate GPA (two C or one F grade will result in dismissal from the program).

If you are ALREADY CERTIFIED in a language, you may elect to complete the M.Ed. pedagogy option with courses offered by the College of Education that meet your interests, or courses in the graduate MATESL program. ESL courses include LIN 501, LAN 500, LAN 503, LIN 540, ENG 575, ENG 576, ENG 587. Completion of this coursework will earn you a professional certificate in ESL, which does not currently enable the candidate to teach in the public schools without formal certification in another area. There is no separate certification in ESL in the state of Pennsylvania.

M.Ed. IN FRENCH ADVISING SHEET [COURSEWORK PLANNING]

Select 6 courses from the graduate curriculum in French which are offered Spring, Summer and Fall. (Described below, see also the graduate catalogue).

FRE 510 Theater *	Semester_____	Year_____
FRE 512 Narrative Structures *	Semester_____	Year_____
FRE 513 Poetry and Poetics *	Semester_____	Year_____
FRE_____	Semester_____	Year_____
FRE_____	Semester_____	Year_____
FRE_____	Semester_____	Year_____
LIN 501 Intro to Linguistics (prereq for LAN 503)	Semester_____	Year_____
LAN 503 Techniques of L2 Teaching*	Semester_____	Year_____
LAN 500 Methods & Materials of Research*	Semester_____	Year_____
*required core courses		
XXX_____	Semester_____	Year_____
XXX_____	Semester_____	Year_____
XXX_____	Semester_____	Year_____

Required courses in PA K-12 Certification in French, the College of Education:

EDA 542 Foundations of Special Education	Semester_____	Year_____
EDP 550 Educational Psychology	Semester_____	Year_____
EDP 569 Adolescent Psychology	Semester_____	Year_____
EDP 531 Assessment for Learning	Semester_____	Year_____
EDT 500 Teaching with Technology (or EDM 349)	Semester_____	Year_____
EDR 550 Literacy Dev. Inclusive Classrooms	Semester_____	Year_____
EDA 511 Inclusion and Collaboration	Semester_____	Year_____
EDS 505 Field Observation	Semester_____	Year_____

Student teaching required for certification:

EDS 411-412 (12 credits) Semester_____ Year_____

ESL Certificate option:

LIN 501 Intro to Linguistics [prerequisite] Semester_____ Year_____

LAN 500 Methods & Materials of Research Semester_____ Year_____

LAN 503 Techniques of L2 Teaching Semester_____ Year_____

ENG 575 Structures of Modern English Semester_____ Year_____

ENG 576 Curriculum & Materials Semester_____ Year_____

ENG 587 ESL Practicum I Semester_____ Year_____

ENG 582 or LIN 540 Sociolinguistics Semester_____ Year_____

Exit research paper or portfolio and oral exam in French, for all candidates:

Topic:_____

_____ date_____

FRENCH GRADUATE FACULTY

Professor and Graduate Coordinator:

Rebecca M. Pauly, D.M.L., *Middlebury College*

Seminars in 19th and 20th century literature, poetics, film studies, media, technology, francophone cultural studies

Associate Professors:

Anne-Marie Moscatelli, Ph.D., *Bryn Mawr College*

Seminars in Medieval and Renaissance literature, women writers, epistolary text, fable, literary criticism, travel in literature

Michel Sage, Ph.D., *University of California, Berkeley*

Seminars in theater, contemporary France, modern literature, theory of humour, science fiction, commercial French

FRENCH GRADUATE CURRICULUM

(see also catalogue and online course listings)

FRE 501 Commercial French. A course designed to prepare students to function in the business world or to teach business French, involving numerous formulas and formats. This course includes materials from the Paris Chamber of Commerce and emphasizes cultural and dramatic elements of business as well as practical applications, including technology.

FRE 510 French Theater. This course treats traditional periods of French theater, from the seventeenth through the nineteenth centuries, and may be taught as a single period in-depth emphasis or a broader-reaching thematic. Students study the theory of theatrical performance, semi-

otics of time and space, stage structure and sets, as well as theater as text, literature and mirror of cultural and political history. The course is important both to M.A. students intending to pursue a doctorate and to students currently teaching or preparing to teach French theater as part of their own professional curricular responsibilities.

FRE 511 Modernism. This course treats the various aspects of modernism in literature, art, architecture, and their cultural and political ramifications. It thus includes various literary genres (theater, poetry, novel, essay) and cinema. Modernism as a movement can be said to define the twentieth century: the fragmentation of our civilization in great wars reflected in surrealism, as well as the epistemological rift represented by nuclear physics and relativity, versus the subjective modernism of the totalizing self, the belief in progress, and the hubris of modern man's ambitions to conquer. This course generates some of the most dynamic debate of our program, as it explores our entire system of ideology without proposing to challenge the personal values of the student.

FRE 512 Narrative Structures. This is a course offering both practical and theoretical study of French literary genres, focusing on students' developing their hermeneutic capabilities of textual interpretation. Thus it is of primary value to continuing graduate students' future scholarship and teachers' skills in presenting literary text to their students. It is not specific to a particular genre or time period; it has been taught as nineteenth-century short story and as a broader historic and generic overview.

FRE 513 Poetics and Poetic Text. This course proposes the study of poetry as structured figures of subjective expression, as well as textual documents of an era. It studies poetry as a primary self-contained text, recognizing the importance of the thematic or situational pretext generative of poetic language. As it attempts to define poetry and poetics, it also addresses the question of lyricism versus realism and the literary canonic traditions implicit in these two terms. A course that stimulates great personal growth in the students, enabling them to share the accessibility of poetic text.

FRE 514 Contemporary France. This course is part of the civilization focus of our graduate program. It can be taught using computer literacy, the internet, French journalism (*L'Express*, *Le Monde*), cinema, advertising, popular music, or as a study of regional or national Francophone cultures. This type of course is essential to preparing graduate students for professional commitment in the twenty-first century.

FRE 515 French Civilization. This course complements the offerings of FRE 514 and also offers students the opportunity to develop their cultural competence, emphasizing the importance and the diversity of French-speaking cultures the world over. Research projects assisting faculty are part of our department's graduate assistantship, but are pursued by all our graduate students. This type of combination theory and practice environment is invaluable for our students.

FRE 516 Writing Literary Criticism. This course was designed to explore the history and evolution of literary theory as a reflection of social and political structures of an era (including situated discourses like Marxist or feminist criticism). It includes reading and discussing literary theory, applying various literary theories comparatively to single text selections (including semi-

otic analysis, psychoanalytic theory, feminist theory), and most importantly, sensitizing students to the cultural and political contexts of discourse in general.

FRE 520, 521, 522. Topics. These courses are intended to open up to the students and faculty opportunities for study of particular questions, eras, genres, authors. Sample topics courses from recent years include *Le Voyage dans la littérature*, *Les Enfants au cinéma*, *Le Comique*, *La Fable*, *La France et les médias*, *La Folie et le fantastique*, *Le Dix-Septième Siècle*, *Le cinéma francophone*, *L'écriture féminine*, *La France 2000*, *La France 1900*, *La France l'an mille; la légende d'Arthur*, *Le théâtre français depuis la Révolution*, *Le Texte poétique et la poétique*, *La Critique littéraire*, *La Folie et Le fantastique*, *Texte et contexte: multimédia*, *La France Contemporaine: évidences culturelles*, *Littérature et cinéma québécois francophones*, *Teaching French with Technology*, *Rabelais*, *La Renaissance*, *Truffaut*, *la Nouvelle Vague*, et les *Cahiers du cinéma*, *Contemporary France*, *Autobiography*, *France Regards America: The Dream and the Reality*, *Teaching French with Technology*, *Francophone African and Antillean Literature*, *Epistolary Text: 17th and 18th Century*, *Realism in French Text & Film*, *Women Writing and Written, 1300-1600*, *Sartre and Camus*, *French Civilization on Film*, *French Text and Film*.

FRE 523 Translation. This course is a high-level comparative stylistic study which may be applied to a variety of texts, ranging from reviews to operating instructions to documents to poetry (the most difficult of all, as poetry may be defined as what is lost in translation). It offers students both technical training which could be applied to a translating or interpreting certificate and skills for future research and/or teaching. It sensitizes teachers to the multiple processes involved in what must be called the art of translating, and enables them to give their students new perspective on a skill that is often misunderstood.

The rotation of courses allows for repetition of the specific content courses every third or fourth year to accommodate the six-year window allowed for completion of the degree. While most of our students are part time, we can provide a full-time curriculum for students so desiring.

MASTER OF ARTS IN SPANISH (30 credit hours)

The M.A. program in Spanish offers either a thesis or a non thesis option, in addition to the required 24 semester hours or 8 courses in the language. The thesis option is six semester hours of LAN 610, taken in a single semester. The non thesis option offers six semester hours of electives, which may be done in the area of concentration or at the graduate level in a second language.

The candidate for the M.A. must either pass a reading examination in a second language or complete successfully a 400- or 500-level course in that language as an elective. Students who demonstrate graduate-level competence in two languages may take up to two (2) graduate level courses in the second language. Students will write an exit paper and present it. Students have six years to complete the degree. Students are encouraged to participate in a language immersion program, and may transfer in two courses as part of their degree.

Certification as part of the M.A. degree in Spanish

In order to incorporate the requirements for state certification into the M.A., students need undergraduate college-level credits in each of the following subjects: English composition (3 S.H.) and literature (3 S.H.), and mathematics (6 S.H.). Students must also take the Praxis I tests and apply for Formal Admission to Teacher Certification through the College of Education.

In addition to the eight language seminars, students will take

- ❖ LIN 501 (if you never took Linguistics) and LAN 503
- ❖ Required graduate and/or undergraduate courses for certification in languages:
Please see the Language Teacher Education Coordinator, Dr. Charles Grove, and the chairperson of Professional and Secondary Education for additional advising.
 - ___ EDA 542 (Foundations of Special Education)
 - ___ EDP 550 (Educational Psychology)
 - ___ EDP 569 (Child and Adolescent Psychology)
 - ___ EDT 500 (Tech Tools to Transform) (3 credits) or EDM 349 (1 credit)
 - ___ EDP 531 (Assessment for Learning)
 - ___ EDR 550 (Literacy Dev. Inclusive Classrooms)
 - ___ EDA 511 (Inclusion and Collaboration)
 - ___ EDS 505 (Field Observation)
 - ___ LAN 503 (Language Teaching Methods: prereqs. LIN 501 or LAN 527)
- ❖ Student Teaching (credits do not count toward the degree).
 - ___ EDS 411 & 412 (12 credits; must apply one year in advance)
- ❖ Praxis II Examinations and OPI/WPT ACTFL tests
- ❖ Exit assessment 15-25 page research paper or Portfolio and oral examination in Spanish.

Students who enroll initially in certification at the graduate level may change to the M.A. at any time, as the entrance requirements are the same.

Student teaching is a certification requirement and does not count toward any graduate degree.

ADVISING SHEET
M. A. in Spanish
(thesis option: 30 hours)

I. Core Courses: 9 semester hours (3 courses)

These required courses provide a common program experience for all students and should be taken within the first two (2) years of program enrollment. Any exception to this requirement must be obtained in writing from your advisor.

- √ SPA 512 Advanced Spanish Grammar and Stylistics
- √ SPA 514 The Hispanic World
- √ SPA 556 or 557 Seminar: Special Topics (or another course with permission of the advisor)

II. Select 5 courses (15 credits) from the graduate curriculum in Spanish which are offered Spring, Summer and Fall. These include, but are not limited to:

- ___ SPA 510 Applied Spanish Linguistics
- ___ SPA 520 Medieval and Renaissance Literature
- ___ SPA 530 Spanish “Comedia” of the Golden Age
- ___ SPA 532 Spanish Literature of the Golden Age
- ___ SPA 533 Cervantes
- ___ SPA 535 19th Century Spanish Literature
- ___ SPA 536 The Generation of 1898
- ___ SPA 537 20th Century Spanish Literature
- ___ SPA 541 Colonial Latin American Literature
- ___ SPA 542 Modern Latin American Literature
- ___ SPA 543 Contemporary Latin American Literature
- ___ SPA 544 Latin American Theatre
- ___ SPA 545 The Latin American Novel
- ___ SPA 547 Hispanic Women Writers
- ___ SPA 549 Masterpieces and Movements in Spanish Literature
- ___ SPA 556 Seminar / Special Topics (topic varies each semester)
- ___ SPA 557 Seminar / Special Topics (topic varies each semester)
- ___ may take up to two (2) graduate level courses in the second language.

- III. Thesis**
- ___ LAN 610 for 6 credits, 40-50 page thesis in Spanish
 - ___ Thesis defense

IV. Exit research paper or portfolio and oral examination in Spanish (may use thesis).

ADVISING SHEET
M. A. in Spanish (30 semester hours)
Non-Thesis Option

I. Core Courses: 9 semester hours (3 courses)

These required courses provide a common program experience for all students and should be taken

within the first two (2) years of program enrollment. Any exception to this requirement must be obtained in writing from your advisor.

- √ SPA 512 Advanced Spanish Grammar and Stylistics
- √ SPA 514 The Hispanic World
- √ SPA 556 or 557 Seminar/ Special Topics (or another course with permission of the advisor)

II. Select 7 courses (21 credits) from the graduate curriculum in Spanish which are offered Spring, Summer and Fall. These include, but are not limited to:

- ___ SPA 510 Applied Spanish Linguistics
- ___ SPA 520 Medieval and Renaissance Literature
- ___ SPA 530 Spanish “Comedia” of the Golden Age
- ___ SPA 532 Spanish Literature of the Golden Age
- ___ SPA 533 Cervantes
- ___ SPA 535 19th Century Spanish Literature
- ___ SPA 536 The Generation of 1898
- ___ SPA 537 20th Century Spanish Literature
- ___ SPA 541 Colonial Latin American Literature
- ___ SPA 542 Modern Latin American Literature
- ___ SPA 543 Contemporary Latin American Literature
- ___ SPA 544 Latin American Theatre
- ___ SPA 545 The Latin American Novel
- ___ SPA 547 Hispanic Women Writers
- ___ SPA 549 Masterpieces and Movements in Spanish Literature
- ___ SPA 556 Seminar / Special Topics (topic varies each semester)
- ___ SPA 557 Seminar / Special Topics (topic varies each semester)
- ___ may take up to two (2) graduate level courses in the second language.

III. Exit written project and presentation or portfolio presentation in Spanish.

M.Ed. in Spanish (36 hours minimum)

The Spanish program offers an M.Ed. in Spanish with K-12 certification and another without certification. Both degrees furnish students with a solid academic base built on: (a) Spanish courses which emphasize literature, culture, and linguistic skills, and (b) professional and secondary education courses designed to enhance effective teaching and students' knowledge in the content area. Students may transfer three courses from another graduate school, if the courses are not already part of another graduate degree. Students have six years to complete the degree. Students may also apply for a half-time Graduate Assistantship: a two-course tuition waiver and \$1250 each semester in exchange for ten hours a week of work with department faculty. Study abroad is highly recommended.

We urge students to complete any unmet undergraduate course requirements before entering the master program, as once they are admitted, they will be charged graduate tuition for all courses, and grades will be factored into the graduate GPA.

The M.Ed. with K-12 certification (36+ semester hours) and the M.Ed without certification (36 semester hours) comprise several components. One component includes courses on Latin American and Spanish literature (sixteenth to twenty-first centuries) as well as culture. The second component incorporates SPA 512 (Advanced Spanish Grammar and Stylistics), either LAN 500 (Methods and Materials of Research in Second Language Education) or LAN 503 (Techniques of Second Language Teaching). The third component for certification students includes student teaching courses (EDS 411 and 412; these credits do not count toward the degree). Finally, all M.Ed. students will compose a 15-25 page exit assessment research paper and defend it orally.

In the M.Ed. with K-12 certification, students must pass the Praxis I examinations and take the courses required for state secondary certification in Spanish (see the advising sheet). The student must have TWO undergraduate English courses (one in English composition and one in literature) and TWO undergraduate math courses BEFORE formal admission. Students must fill out application forms and an approved program of study with their advisor, then consult the Certification Office (302 Recitation, x. 2426) and the College of Education for Formal Admission to Teacher Education.

In the M. Ed. without certification, students will select graduate professional and secondary education courses according to their interest to meet the required 18 semester hours (6 courses).

ADVISING SHEET
M. Ed. in Spanish (with K-12 Certification)
(36+ semester hours)

I. Core Courses: 9 semester hours (3 courses)

SPA 512 presents a review of Spanish grammar and problems fundamental to the American classroom. It should be taken within the first two (2) years of program enrollment. LAN 500 provides a common program experience for all students and should be taken within the first three (3) semesters of program enrollment. LAN 503 must be taken the semester prior to EDS 411/412. Any exception to this requirement must be obtained in writing from your advisor. An elective in LIN, LAN or SPA may be substituted for a core course if a course equivalent has been transferred. LAN 503 must be taken the semester prior to EDS 411/412.

- | | |
|-----------|---|
| √ LAN 503 | Techniques of Second Language Teaching |
| √ SPA 512 | Advanced Spanish Grammar and Stylistics, OR |
| SPA 510 | Applied Spanish Linguistics |
| √ LAN 500 | Methods and Materials of Research in Second Language Education, OR |
| LAN 527 | Introduction to Applied Linguistics for Language Majors, OR |
| LAN 583 | Second Language Acquisition |

II. Select 5 courses (15 semester hours) from the graduate curriculum in Spanish which are offered Spring, Summer and Fall. (Course substitutions may be made with the approval of the advisor). **These include, but are not limited to:**

- ___ SPA 510 Applied Spanish Linguistics
- ___ SPA 514 The Hispanic World
- ___ SPA 520 Medieval and Renaissance Literature
- ___ SPA 530 Spanish “Comedia” of the Golden Age
- ___ SPA 532 Spanish Literature of the Golden Age
- ___ SPA 533 Cervantes
- ___ SPA 535 19th Century Spanish Literature
- ___ SPA 536 The Generation of 1898
- ___ SPA 537 20th Century Spanish Literature
- ___ SPA 541 Colonial Latin American Literature
- ___ SPA 542 Modern Latin American Literature
- ___ SPA 543 Contemporary Latin American Literature
- ___ SPA 544 Latin American Theatre
- ___ SPA 545 The Latin American Novel
- ___ SPA 547 Hispanic Women Writers
- ___ SPA 549 Masterpieces and Movements in Spanish Literature
- ___ SPA 556 Seminar / Special Topics (topic varies each semester)
- ___ SPA 557 Seminar / Special Topics (topic varies each semester)

- III. The following courses are required for state secondary certification in languages (please see the Languages Teacher Education Coordinator, Dr. Charles Grove, and the chairperson of Professional and Secondary Education):
 - ___ EDA 542 (Foundations of Special Education)
 - ___ EDP 550 (Educational Psychology)
 - ___ EDP 569 (Child and Adolescent Psychology)
 - ___ EDT 500 (Tech Tools to Transform) (3 credits) or EDM 349 (1 credit)
 - ___ EDP 531 (Assessment for Learning)
 - ___ EDR 545 (Literacy Dev. Inclusive Classrooms)
 - ___ EDA 511 (Inclusion and Collaboration)
 - ___ EDS 505 (Field Observation)
 - ___ LAN 503 (Language Teaching Methods: prereqs. LIN 501 or LAN 527)
- IV. Student Teaching (12 credits; credits do not count toward the degree).
 - ___ EDS 411 & 412 (12 credits; must apply one year in advance)
- V. Praxis II Examinations and OPI/WPT ACTFL exams
- VI. Exit written project and oral presentation or portfolio presentation in Spanish.

ADVISING SHEET
M. Ed. in Spanish (without K-12 Certification)
(36 semester hours)

I. Core Courses: 9 semester hours (3 courses)

SPA 512 presents a review of Spanish grammar and problems fundamental to the American classroom. It should be taken within the first two (2) years of program enrollment. LAN 500 provides a common program experience for all students and should be taken within the first three (3) semesters of program enrollment. Any exception to core requirements must be obtained in writing from your advisor. An elective in LIN, LAN or SPA may be substituted for a core course if a course equivalent has been transferred.

√ SPA 512	Advanced Spanish Grammar and Stylistics, OR
SPA 510	Applied Spanish Linguistics
√ SPA 514	The Hispanic World
√ LAN 503	Techniques of Second Language Teaching, OR
LAN 500	Methods and Materials of Research in Second Language Education

II. Select 5 courses (15 semester hours*) from the graduate curriculum in Spanish which are offered Spring, Summer and Fall. These include, but are not limited to:

- ___ SPA 510 Applied Spanish Linguistics
- ___ SPA 520 Medieval and Renaissance Literature
- ___ SPA 530 Spanish “Comedia” of the Golden Age
- ___ SPA 532 Spanish Literature of the Golden Age
- ___ SPA 533 Cervantes
- ___ SPA 535 19th Century Spanish Literature
- ___ SPA 536 The Generation of 1898
- ___ SPA 537 20th Century Spanish Literature
- ___ SPA 541 Colonial Latin American Literature
- ___ SPA 542 Modern Latin American Literature
- ___ SPA 543 Contemporary Latin American Literature
- ___ SPA 544 Latin American Theatre
- ___ SPA 545 The Latin American Novel
- ___ SPA 547 Hispanic Women Writers
- ___ SPA 549 Masterpieces and Movements in Spanish Literature
- ___ SPA 556 Seminar / Special Topics (topic varies each semester)
- ___ SPA 557 Seminar / Special Topics (topic varies each semester)

* Course substitutions may be made with the approval of your advisor.

III. Students must take the remaining semester hours in graduate education courses

IV. Exit written project and oral presentation or portfolio presentation in Spanish.

SPANISH GRADUATE FACULTY

Professors:

Erminio Braidotti, Ph.D., *University of Pennsylvania*

Medieval-Renaissance-Golden Age Spanish Literature, Generation of 1898, Latin American Novel; Latin American culture, Italian language and literature, Latin.

Stacey Schlau, Ph.D., *City University of New York*

17th-century Spanish and Latin American women writers; 20th-century Latin American women's narrative; Golden Age theater; colonial Latin American literature; Women's Studies.

Andrea Varricchio, Ph.D., *Temple University*

Spanish linguistics, language methodology, technology in language instruction, service-learning, general linguistics, Spanish for business and the professions

Jerome Williams, FLG Department Chair, Ph.D., *Yale University*

16th- & 18th- century Spanish-American colonial literature; Baroque poetry; 20th-century Latin American theatre and short story; colonial Brazil; religious iconography.

Associate Professors:

Charles Grove, Ph.D., *University of Pittsburgh*

Second Language Acquisition & Teaching; Spanish Applied Linguistics; Sociolinguistics.

Maria Van Liew, Ph.D., *University of California, San Diego*

20th- and 21st-century Spanish cultural studies, Spanish and Mexican film, 20th-century Peninsular fiction, Feminist theory.

Assistant Professors:

Maria José Cabrera, Ph.D., *Rutgers University*

Bilingualism, Spanish linguistics, second language acquisition pedagogy, Latin American and Hispanic culture, ESL, translation.

Marcos Campillo-Fenoll, Ph.D., *University of Illinois at Urbana-Champaign*

Spanish American literature, Southern Cone cultural production, 19th-century national narratives, literary historiography and canon formation, Spanish service learning, translation.

Cathryn Crosby, Ph.D., *Ohio State University*

English as a second language, teacher education, curriculum development, writing instruction, German.

Israel Sanz-Sánchez, Ph.D., *University of California, Berkeley*

Spanish linguistics, historical dialectology, sociolinguistics, Spanish in the US, language ideologies

SPANISH GRADUATE CURRICULUM

Symbol: SPA

510 Spanish Phonetics and Applied Linguistics (3) A study of Spanish morphology, phonology, and syntax (sound, word, sentence formation). The structure of the language will be studied from a theoretical and practical perspective.

512 Advanced Spanish Grammar and Stylistics (3) An informal, rapid review of Spanish grammar, with emphasis on problems fundamental to the American classroom. Exercises include idiomatic expression, various levels of style, and translation.

514 The Hispanic World (3) Major philosophical and artistic contributions of the Hispanic world to Western civilization. The social and economic institutions of the Hispanic world.

520 Medieval and Renaissance Literature (3) Analysis of major Spanish texts and authors from 1100-1500, including *Mio Cid*, *la Celestina*, Alfonso X, Manrique, Don Juan Manuel, Berceo, Encina, and Juan Ruiz.

530 Spanish "Comedia" of the Golden Age (3) Survey of the *comedia* before Lope de Vega; the contributions of Lope de Vega; Tirso de Molina and Ruiz de Alarcon; the Baroque theatre of Calderon de la Barca.

532 Spanish Literature of the Golden Age (3) Novel and poetry. Spanish literature of the 16th and 17th centuries: mysticism, poetry, novel.

533 Cervantes (3) Life and works of Miguel Cervantes Saavedra: *Novelas ejemplares*, *Ocho comedias y otro entremeses*, *La Numancia*, *La Galatea*, all of which lead to the study of the meaning, philosophy, and influence of *Don Quixote*.

535 19th-Century Spanish Literature (3) An analysis of the major movements of the century, including Romanticism, "Costumbrismo," Realism, and Naturalism.

536 The Generation of 1898 (3) The revitalizing forces which took hold in the late 19th century, and a study of the works of Unamuno, Azorin, Menendez Pidal, Pio Baroja, Valle Inclan, Benavente, Martinez Sierra, and Ruben Dario.

537 20th-Century Spanish Literature (3) Introduction to representative works of 20th-century Spanish literature. Authors studied include Arrabal, Cela, Delibes, Lorca, Goytisolo, Matute, Sender, and others.

541 Colonial Latin American Literature (3) A study of colonial Latin American literature within the context of conquest and colonization, with emphasis on religious, historical, and literary aspects of the New World as seen through primary authors and readings.

542 Modern Latin American Literature (3) Spanish-American literature, thought, and culture as revealed in outstanding works representative of major authors and movements from the Independence to 1950 (including Romanticism, Modernism, Regionalism, and avant garde).

543 Contemporary Latin American Literature (3) A study of major authors and literary movements in contemporary Latin America, including magical realism, theatre of the absurd, and poetic movements.

544 Latin American Theatre (3) A study of theatre as a reflection of social realities and of dramatic movements and techniques in Latin America. The cultural history of the Latin American stage also will be examined.

545 The Latin American Novel (3) The development of the novel in Latin America. The colonial period, the period of independence, the romantic period; realism, modernism, criollismo, and naturalism.

547 Hispanic Women Writers (3) An examination of representative women authors and their prose, poetry, and theatre from the 17th century to the present in Spain and Spanish America.

549 Masterpieces and Movements in Spanish Literature (3) A seminar on the development of Spanish thought and artistic expression through selected masterpieces of literature and art.

556 Seminar I (3) *This course may be taken again for credit.*

557 Seminar II (3) *This course may be taken again for credit.*

COURSES COMMON TO ALL LANGUAGES & LINGUISTICS

Symbol: LAN

500 Methods and Materials of Research in Second Language Education (3) Techniques of research in language education, including sources, design, interpretation, evaluation, and reporting of data.

502 Second Languages in the Elementary School (3) Problems in teaching second languages in the elementary school. Curriculum design, bilingual education, classroom techniques, articulation, materials, and testing. Preferably, LIN 501 or equivalent should precede LAN 502.

503 Techniques of Second Language Teaching (3) Advanced course in recent theoretical bases, methods for teaching beginning and advanced levels, curriculum design, and evaluation. PREREQ: LIN 501 or equivalent.

504 Use of Media in Language Teaching (3) Role of media in language instruction including the tape recorder, language laboratory, television, and the computer.

505 Introduction to Bilingual/Bicultural Education (3) Introduction to history, philosophy, current status, and future directions of bilingual/ bicultural education. Survey of materials, tests, techniques, instructional processes, and instructional patterns. Overview of testing, placement, and pupil evaluation.

511 Roman Civilization (3) Roman civilization and its influences on Europe. *This course may be taken again for credit.*

527 Introduction to Applied Linguistics for Language Majors (3) An introduction to applied linguistics structured to meet the needs of language majors and future world language teachers. Examples are drawn from the languages of expertise of the students.

550 Seminar in Methods and Materials of Research in Language and Literature (3) The principal tools of research in the field of language and literature. Methods of conducting and reporting research, emphasizing correctness of form and mechanics of scholarly writing.

560 Directed Studies (3) To provide an opportunity for students to pursue areas of study not regularly provided by the department. Focus of course to be announced when offered.

580 Seminar in Second Language Education (1-4) Specialized workshop seminar devoted to a particular area of language education.

585 Institute in Second Language Education (4-8) In-depth study of a particular area of language education.

590 Independent Study (1-3)

600 Research Report (1-2)

610 Thesis (6)

LINGUISTICS

Symbol: LIN

501 Introduction to Linguistics (3) Basic concepts of language description, classification, change, reconstruction, dialectology, and sociolinguistics.

- 503 Phonology and Morphology (3)** Phonetics, phonemics, morphophonemics, and the morphological composition of words.
- 504 Syntax (3)** A comparative study of the various modern approaches to the study of grammar. PREREQ: LIN 501.
- 505 Transformational Grammar (3)** Basic concepts of transformational theory and their application in teaching. PREREQ: ENG 575 or LIN 501.
- 506 Meaning in Language (3)** See PHI 506.
- 512 Descriptive Linguistics (3)** Analysis of the phonemic, morphological, and syntactic features of typologically divergent languages. Procedures for eliciting linguistically relevant data about a language from a native speaker. PREREQ: LIN 503.
- 515 Language, Thought, and Behavior (3)** See COM 515.
- 523 Philosophy of Language (3)** See PHI 523.
- 540 Sociolinguistics (3)** The study of language in its social context: the ethnography of communication; language and society, social classes, ethnic groups, politics, gender, and education. PREREQ: LIN 501 or permission of instructor.
- 555 Psycholinguistics (3)** A study of the relationships between language and thought. Models of language, communication theory, and learning theory. Emphasis on natural language development and bilingualism.
- 580 Language and Culture (3)** Language as an aspect of culture; linguistic-perceptual-cognitive categories; social and psychological aspects of language. PREREQ: LIN 501 or permission of instructor.
- 590 Independent Study (1-3)**

M.A. Thesis Guidelines

[see Graduate Studies website for additional details]

Candidates choosing the thesis option for the Master of Arts degree in French or Spanish will enroll in LAN 610 for six hours credit. The thesis should be approximately forty to fifty pages in length, depending on the topic. The thesis is for one semester only.

It is expected that thesis students will meet regularly with their advisor over the course of the semester they are enrolled. Students should submit a topic for approval to their graduate advisor at the beginning of the semester before starting their research. This should include an outline and a proposed bibliography.

Midway through the semester, students should submit a first draft of the thesis with notes indicating their plans for timely completion of the project.

The thesis should be submitted officially to the graduate advisor one week before the end of the semester. It is understood that the language expression (either in French or Spanish) will be subject to correction before the final copy of the thesis is submitted to the candidate's permanent department dossier. **HOWEVER**, the grade for the thesis will be based entirely on the student's own original final version submitted.

The bibliography may include book and article references and website-based information. Thesis students should consult either the MLA Style Manual or the Chicago Manual of Style for assistance in preparing the formatting and layout of the thesis. Briefly, the thesis should have a cover page stating "Thesis in Partial Fulfillment of the Requirements for the degree of Master of Arts in French or Spanish," the title of the thesis, the author's name, the advisor's name, the date. The second page should be a table of contents of the sections of the thesis. They should be numbered and titled as though chapters in a book. Students should footnote all references, whether direct quotes or not, and the notes should be true footnotes, at the bottom of each page, not endnotes at the end of the text. After the text, there should be a complete bibliography of all works consulted in the researching of the thesis. Punctuation will go **INSIDE** the quotation marks throughout the thesis. **ALL** film and book titles should be in italics.

Students should type the thesis on a computer and save it to disk. The text pages should be numbered with an identifying header on each page, with standard margins, double-spaced, in Times New Roman or similar font (Ariel or Century) in 12-point type.

Guidelines for the Masters Exit Assessment Research Project and Oral Exam

In place of the traditional comprehensive written master's exams, the Department of Languages and Cultures has created an exit evaluation project for all students finishing the master's degree in French and Spanish. Preparation for the exit evaluation should commence one semester before you contemplate filing for graduation from the program. This involves two phases: 1) the researching and writing of a 15-25 page paper on a topic proposed by the student and approved by the student's supervising professor and 2) discussion and defense of the paper during a one-hour oral exam with three faculty from the French or Spanish section. The following are guidelines for the formatting of the paper:

Title Page:

Research Paper in partial fulfillment of the degree of
Master of Arts/Education in French/Spanish
Department of Languages and Cultures
West Chester University

Name

Date

Format:

- **The form and mechanics of the paper must follow either the MLA Handbook or the Chicago Style Sheet.**
- Times New Roman or similar font, 12 point, standard margins, double-spaced, paginated.
- Quotes beyond a few words should be indented and single-spaced.
- Italicize titles of films, plays, novels.
- Quotes around titles of poems, short stories, paintings.
- Use footnotes, not endnotes to reference all direct citations of material from other sources.
- Paper should have an introduction, a clearly developed thesis, and a conclusion.
- Include a bibliography of all materials you have consulted.

Plan to submit three copies of the paper to the faculty members who will be participating in your oral exam, at least two weeks before the scheduled date of the exam. Exams must be scheduled before the last week of the semester, to allow time for processing graduation clearance approval and awarding of the degree. After the oral exam, submit to the department a corrected and finished copy of your project for permanent inclusion in your student dossier.

This paper is intended to demonstrate not only your ability to do research and assemble a coherent presentation in the language, but it must also show critical and analytical skills beyond presentation of descriptive and factual materials.

Guidelines for the Master's Exit Portfolio

Master's candidates choosing to submit an exit assessment portfolio rather than a separate research project must follow established guidelines. These include:

- Selection of three research papers, one each from three different graduate courses taken with three different professors (one of which may be in English for M.Ed. candidates)
- Rewriting of all three papers to incorporate any critical editing from the original course submission
- Creation of a narrative critical assessment of each paper and the research project leading to its final version, to be submitted with the paper, in the same language as the paper
- Submission of the three papers to three graduate faculty
- Defense of the three papers/projects in an oral exam with the three faculty reading the papers. The exam committee may include the professors originally assigning and grading the papers.
- Submission of final corrected papers and narrative for student's permanent dossier.

Internship in Languages LAN 525

The Department of Languages and Cultures offers a three - nine credit hour internship to graduate students wishing to enhance their study of a language and culture with an educational experience directly in the workplace, either in the United States or abroad. Students wishing to pursue this type of elective credit-bearing on-the-job experience, teaching or working for a company doing business in one of our masters program languages, should contact their advisor to review information regarding job search, company contacts, contractual procedures and semester credit evaluation and approval. Internships are expected to provide written and oral experience in the language on a regular basis and help the student test and develop their skills of expression and communication. Internships are usually salaried, but unpaid or volunteer positions also qualify.

Required for eligibility for these internships:

- ❖ Minimum of 15 credits accumulated
- ❖ Minimum overall GPA of 3.0
- ❖ Minimum GPA in the language of 3.0

Internship curriculum requirements:

- ❖ Minimum of 10 hours a week for three months (120 hours) for three credits, 20 hours a week for 6 credits
- ❖ Written contractual job description and student expectations to be approved by the faculty advisor and signed by both student and on-site supervisor at the beginning of the internship
- ❖ Workbook log to be submitted weekly in the language by the student to the faculty advisor
- ❖ Regularly scheduled meetings of intern and on-site supervisor to review intern performance and log
- ❖ Presentation of on-site supervisor's final written evaluation to the intern and the department
- ❖ Final written report (10-20 pages, according to the number of credits) by the student at the end of the internship to the faculty advisor, in the language, including self-evaluation of growth and professional development accomplished, and language and learning experience achieved.

Suggested internship opportunities:

- ❖ Airlines or airports with services using languages (USAirways, Philadelphia, Dulles, BWI)
- ❖ Banks with operations using languages (World Bank)
- ❖ United Nations
- ❖ Computer companies with operations using languages (IBM, Hewlett Packard)
- ❖ Area firms working with the local Hispanic populations or institutions (Comunidad Hispana, Taller Puertorriqueño, local law offices, banks, hospitals, Vanguard, Salvation Army, Chester County Volunteer English Program).
- ❖ Area firms doing business in Latin America or Europe (France, Spain)
- ❖ Organization of American States
- ❖ Yves Rocher, French cosmetics firm in Exton
- ❖ FACC, French American Chamber of Commerce of Philadelphia
- ❖ Area firms like Cephalon with production facilities in Europe
- ❖ Area consulates of foreign countries (Chile, France, Spain, etc.)

STUDY ABROAD AND IMMERSION STUDY OPPORTUNITIES

Numerous programs are available to our graduate students offering immersion study or study abroad. Students may study in Quebec or France, in Mexico or Spain, or in stateside immersion programs. The usual limit for transfer credits from such programs is 6-9, depending on the degree program the student is enrolled in.

PLEASE SEE GRADUATE STUDIES WEBSITE FOR SAMPLES OF ALL THE FORMS WHICH MAY BE REQUIRED FOR VARIOUS PETITIONS, FILINGS, CLEARANCE, ETC. FORMS FOR INDIVIDUALIZED INSTRUCTION MAY BE OBTAINED FROM THE LANGUAGES DEPARTMENT OFFICE.