

Program Review

for the

**Major in French
Major in Spanish**

of

The Department of Languages, Literature and Communications

Augusta State University

March 31, 2004

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A. Mission

1. Department Mission and its Relation to the University and System Missions

The foreign language programs at Augusta State University are housed in the Department of Languages, Literature and Communications. The department understands itself as:

an interdisciplinary department offering majors in Communication, English, French, and Spanish. All our programs benefit from the interrelations among these disciplines so that students in any of the LLC majors benefit from the varied expertise available in the department.

(<http://www.aug.edu/langlitcom/>)

The department's commitment to having students explore these interrelations between the disciplines is reified in the requirement that every major curriculum in the department requires students to take courses in English, Communications and a foreign language.

The foreign language programs at Augusta State University are designed to provide all students, but especially

French and Spanish majors and French, German and Spanish minors the opportunity to broaden and deepen their knowledge of the language being studied in the following manner: to develop communicative proficiency in a wide range of daily social situations; to read complex prose, including major literary works; to write expository prose; to become familiar with the cultural contexts within which the language is spoken.

(<http://www.aug.edu/langlitcom/>)

Additionally students receiving degrees with teacher certification are “to understand the issues in curriculum, pedagogy and technology which are related to the foreign language classroom.” The implementation of this mission for the majors is discussed below in the section on the curriculum.

Our faculty believes that producing graduates who have command of a foreign language and an understanding of the various cultures of the speakers of this language contributes immensely to the University's mission to provide a strong liberal arts education that “enlarges its students' individual versatility, creative powers, cultural appreciation, knowledge of the world, respect for others, and professional expertise” (<http://www.aug.edu/mission.html>). This is one vital way in which our program participates in the mission of the University System of Georgia.

The mission of the University System of Georgia is to contribute to the educational, cultural, economic, and social advancement of Georgia by providing excellent undergraduate general education and first-rate programs leading to associate, baccalaureate, masters, professional, and doctorate degrees.... Each institution in the University System of Georgia will be characterized by: ... practices and programs that embody the ideals of an open, democratic, and global society.

(<http://www.usg.edu/admin/regents/statements.html>)

Today we live in a world that a global economy and emerging technologies are making ever more closely tied together. It is then no surprise that the Georgia Department of Education believes that “foreign language skills are vital to national defense, law enforcement and economic security” (<http://www.glc.k12.ga.us/pandp/modclass/homepg.htm>). We are committed to helping Georgia share in the growth of global understanding and the global economy.

Foreign language courses are not a required component of the Core Curriculum at Augusta State University. However, they are included in the following baccalaureate degree programs in Area F of the Core Curriculum.

Required

- Music
- History
- Communications
- English
- French
- Spanish

Option

- Biology
- Mathematics
- Political Science
- Political Science/Legal Studies
- Political Science/Public Administration
- Psychology
- Sociology

The department also offers elementary language programs to students who are CPC deficient in the foreign language requirement.

2. Needs of Students.

Students who come to Augusta State University do not have the opportunity to attend residential universities. Our students are by and large from the greater Augusta community, or they are here temporarily with their medical or military spouse. Many work 20 or more hours weekly. They appreciate our small class sizes, personal attention at every level, high interest shown by professors, mentoring from professors, individual advising for class scheduling, and professor availability. Professors and students attend cultural programs together, work at festivals together, and generally form communities that are important for students' full enjoyment of college life. Our students deserve and receive teaching performed at a high level of competency. Having senior faculty members teach lower-division classes as well as major courses is a plus for a small university such as Augusta State University.

3. Demand for Graduates

Many Spanish and French majors become teachers, but not all. These majors find employment in fields where they can use their skills in communication, analyzing and synthesizing material, and writing/translating. Some go to graduate school; some work in business, from foreign ethnic restaurants to airlines. Some go into medicine or social work. A general liberal arts education can lead to numerous employment opportunities. International trade is always growing, and a need exists for employees who speak French and/or Spanish. While the U.S. Department of Labor/Bureau of Labor Statistics' *Occupational Outlook Handbook* does not list any jobs specifically tied to degrees in French or Spanish, it does note that the demand for bilingual employees is growing in many fields. Furthermore, employers frequently look for potential employees who are attuned to and comfortable dealing with cultural differences within the work place and among clients. Such employers often prefer employees with knowledge of a second language.

B. Teaching, Learning, Research and Scholarship, and Service

1. Students

a. French and Spanish Majors and Graduates

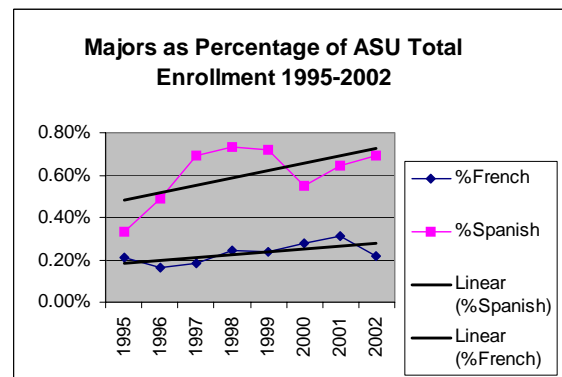
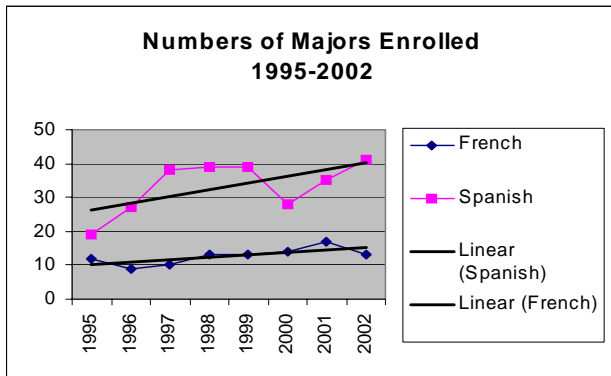
The current racial breakdown of the students is as listed in the chart below.

	PERCENTAGES	FEMALE	MALE	TOTALS
WHITE	0.51	21	8	29
BLACK	0.12	7	0	7
HISPANIC	0.23	12	1	13
MULTIRACIAL	0.05	2	1	3
AM. INDIAN/NATIVE AM.	0.02	1	0	1
ASIAN	0.02	1	0	1
UNKNOWN	0.05	2	1	3
TOTALS	0.98	45	11	56

The table below summarizes fall semester major enrollment since the fall of 1995.

Number of Majors Enrolled

	1995	1996	1997	1998	1999	2000	2001	2002
French	12	9	10	13	13	14	17	13
Spanish	19	27	38	39	39	28	35	41
ASU	5759	5561	5510	5317	5405	5090	5407	5909
% of ASU Total								
%French	0.21%	0.16%	0.18%	0.24%	0.24%	0.28%	0.31%	0.22%
%Spanish	0.33%	0.49%	0.69%	0.73%	0.72%	0.55%	0.65%	0.69%



According to statistics prepared by USG Office of Strategic Research and Analysis, Augusta State University has had an average of 14.0 declared French Majors from FY1998 to FY2002. This is the third highest average within USG.

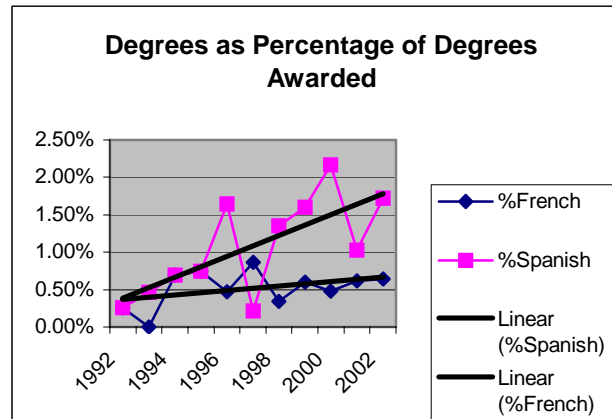
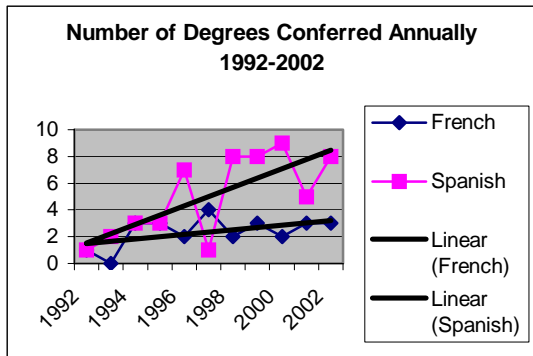
Similarly, ASU has had an average of 36.4 declared Spanish Majors during the same period. This is the fourth highest average within USG.

It is also notable that the trends for both majors are positive both numerically and as a percentage of total declared majors; this shows a potential for growth in both programs.

When we consider the degrees awarded annually, one sees similar results. According to the Digest of Education Statistics 2002 compiled by the National Center for Education Statistics, the degrees awarded annually in the foreign languages and literatures account for approximately 1.2% of the degrees granted nationally (nces.ed.gov/programs/digest/d02/tables/dt252.asp). At ASU over the last five years, the degrees conferred in French and Spanish have accounted for an average of 1.91% of the degrees, and the trendline for both majors is positive.

Degrees Conferred

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
French	1	0	3	3	2	4	2	3	2	3	3
Spanish	1	2	3	3	7	1	8	8	9	5	8
ASU	384	434	431	401	425	462	591	500	416	485	466
%French	0.26%	0.00%	0.70%	0.75%	0.47%	0.87%	0.34%	0.60%	0.48%	0.62%	0.64%
%Spanish	0.26%	0.46%	0.70%	0.75%	1.65%	0.22%	1.35%	1.60%	2.16%	1.03%	1.72%



According to statistics prepared by USG Office of Strategic Research and Analysis, Augusta State University has graduated an average of 2.6 French Majors from FY1997/8 to FY2002/03. This is the fifth highest average within USG. The graduation rate has been remarkably consistent; during this period at least two students have graduated from the program annually. In the last four years the program has also graduated an average of 2 minors in French annually.

According to statistics prepared by USG Office of Strategic Research and Analysis, Augusta State University has graduated an average of 7.8 Spanish Majors from FY1997/8 to FY2002/03. This is the fifth highest average within USG. With the exception of one year (FY2000/01), at least eight students have graduated from the program in the last five years. In the last four years the program has also graduated an average of 7.5 minors annually.

While the numbers and the projections for Spanish look promising, the number of majors and the numbers of degrees awarded in French needs to be addressed. This issue receives further consideration in the summary.

b. Enrollments and Credit Hours

c. Student Needs and Learning Outcomes

Since 2000 the Foreign Language Unit of the Department of Languages, Literature and Communications has used exit interviews and alumni surveys to measure its ability to meet student needs. Of the respondents to last year’s survey, 77% felt that they received good or excellent preparation in their foreign language studies at ASU. Exit interviews conducted with graduating seniors have yielded similar results.

Student outcomes are measured primarily by three instruments: student portfolios, student exit exams, and Praxis II results. These instruments are discussed in detail in section B.4.a Curriculum Coherence.

The results of the student exit exams have been remarkably consistent. From 1990 to 1999, 96% of Spanish and Spanish education majors scored 70% or better on the exit exam. During the same time frame, 100% of the French and French education majors scored 70% or better on the exit exam. From 2000-2003, 100% of the French and French education majors scored 70% or better on the exit exam.

The Praxis II exams are taken generally only by education students. Nevertheless, the faculty sees them as a standardized tool that can be used to evaluate the curriculum. The Praxis II was adopted in Georgia in 1998. Previous to that the Spanish and French Education students took the Teacher Certification Test. From 1992-1997, 72% of Spanish Education and 63% of French Education students passed the Teacher Certification Test.

The following Praxis II information was obtained from the Professional Standards Commission of Georgia.

2001	French	Spanish
Percent of pass rate State of Georgia	94.1%	54%
Percent of pass rate Augusta State Uni.	75%	80.8%
2002		
Percent of pass rate State of Georgia	100%	
Percent of pass rate Augusta State Uni.	100%	
Percent of pass rate State of Georgia (content)		76%
Percent of pass rate Augusta State (content)		75%
Percent of pass rate State of Georgia (performance)		69%
Percent of pass rate Augusta State (performance)		25%*

*Two of the four individuals who took the test were not Spanish Education majors. They elected to take the test to see if teaching was an option for them.

The statistic for the Spanish students from 2001 is truly remarkable and speaks to the quality of the program as a whole. The results of the French students are disappointing; however, the response shows the dedication and commitment of the faculty. Students have been provided with additional tutoring in the language and in test taking to help them prepare better for the test.

d. Success of Graduates

The success of graduates is very difficult to document, especially in fields without any obvious set of objective standards. Nevertheless, the results of the most recent alumni survey are encouraging. Of the 28 alumni who responded 9 (32%) have continued their education in graduate programs. 13 (46%) are presently employed in P-12 teaching. 20 (71%) use foreign languages at work.

2. Faculty and Staff

a. Faculty and Qualifications

The department currently has eight full-time and two part-time foreign language instructors. The composition of the faculty is given below.

Name	Highest Degree	Rank	Tenured
<i>Full-Time</i>			
Mary-Kathleen Blanchard	Ph.D., French	Professor	Yes
Robert S. Bledsoe	Ph.D., German	Assistant Professor	Yes
Robert A. Flannigan	Ph.D., Spanish Education	Associate Professor	Yes
Sara Y. Griswold	M.A., Spanish	Assistant Professor	Yes
Pedro P. Hoyos-Salcedo	Ph.D., Spanish	Associate Professor	Yes
J. Duncan Robertson	Ph.D., French	Professor	Yes
Janet I Sandarg	Ph.D., Spanish	Professor	Yes
G. Eric Skipper	Ph.D., Spanish	Temporary Instructor	NA

All faculty teaching language courses meet regional SACS accreditation requirements (at least a master’s degree and at least 18 graduate semester hours in the discipline). The one faculty member with a master’s degree is currently enrolled in a doctoral program.

The position for the Full-time Temporary Instructor, which was created two years ago, will become a tenure-track position for an Assistant Professor in AY2004-5.

One faculty member in Spanish receives—only occasionally—a course release in the Spring semester to administrate the Salamanca Summer Abroad. Another faculty member is due course release to supervise student teachers but has not traditionally received it.

One faculty member in French is teaching Latin (one course per semester) and the faculty member in German also teaches one course per semester in the Humanities program.

b. Student/ Faculty Ratios and Average Class Sizes.

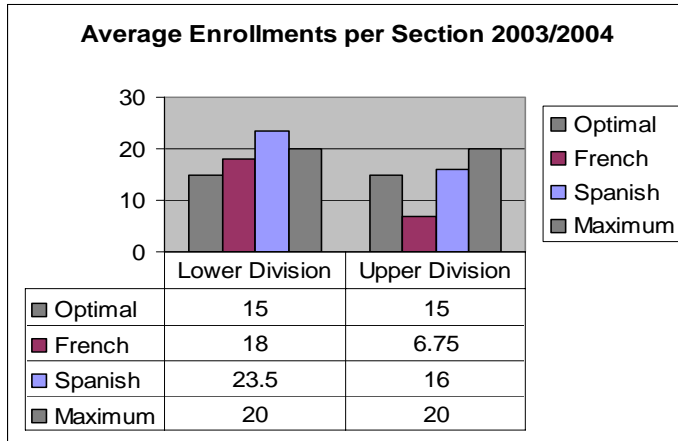
There were 16 declared French majors and 35 declared Spanish majors in 2001. This gives a ratio of 8 French majors and 7 Spanish majors per full-time faculty.

The total enrollment for each language in the Fall of 2003 was 96 and 461, respectively, which gives ratios of 48:1 in French and 77:1 in Spanish.

The average class size in the lower-division courses based on the enrollments for AY 2003/04 for French is 18; for Spanish it is 23.5. The average class size in the upper-division courses based on the enrollments for AY 2003/04 for French is 6.75; for Spanish it is 16. The Association of Departments of Foreign Languages asserts that “the maximum class size for foreign language

instruction in classes where all four skills are equally stressed should not exceed 20. We hold that the optimum class size is 15” (ADFL Guidelines on the Administration of Foreign Language Departments; www.adfl.org/projects/index.htm). According to these guidelines, the average class size in lower-division Spanish courses exceeds the recommended maximum. Furthermore the figures in upper-division Spanish and lower-division French courses exceed the optimal class size of fifteen. If we exclude the enrollments for SPAN 4801 (Methods and Materials in Teaching Foreign Language in the Elementary School) and SPAN 4802 (Methods and Materials in Teaching Foreign Language in the Secondary School)—courses that are designed for students seeking certification—and an independent study course, the average enrollment in upper-division Spanish courses is 20.8, which exceeds the recommended maximum.

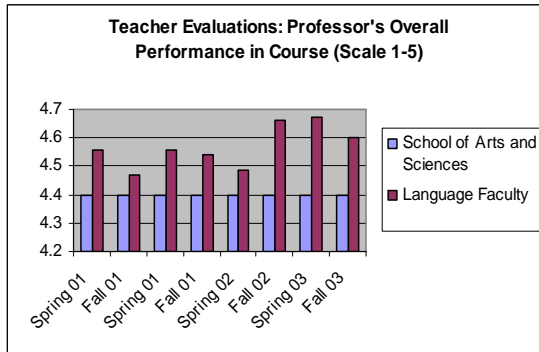
One goal that we must address aggressively is to bring our class size down. Students in large upper-division Spanish courses have commented that they do not have much opportunity to speak in class. In a conversation class, for instance, the whole point is for students to speak, but when they are in a large class, they simply can not. Personal attention in a foreign language class at any level is very important for our students' success. When we began writing this program review, we expected to write a defense of small classes. In fact, we are doing exactly the opposite. Many of our classes are actually larger than they should be. In order to serve our students better, class size must be reduced. In order to do this, we are requesting that two additional faculty members be hired in Spanish. We would gain in several ways. We would be able to honor a request that we teach medical Spanish regularly at MCG. Supporting the medical community is a logical way for us to grow. By lowering class size, we also would hope to retain more students to major in Spanish. In French, the large lower-division classes balance the smaller upper-division classes, and current staffing is sufficient.



c. Faculty Productivity and Costs

In comparison to fields in which the lecture is the dominant mode of instruction, language programs must seem labor intensive. When compared to the guidelines of ADFL, however, our courses, except for upper-division French courses, are near or exceed the recommended maximum student enrollment per course.

Finally, one should consider not only the amount of production, but its quality. In this regard the faculty in the program are certainly worthy of praise. For each of the last eight semesters, the faculty have achieved an average overall performance evaluation higher than that of the faculty of the School of Arts and Sciences as a whole.



These figures speak of our commitment to excellence and our ability to achieve it in the classroom.

Table 1: Credit Hours produced by Foreign Language Program

Language:	FRENCH	SPANISH
AY-01	534	2151
AY-02	582	2316
AY-03	603	2547
AY-04	588	2790

Table 2: Faculty Resources committed to the Foreign Language Program

Language:	FRENCH	SPANISH
AY-01	\$142,185	\$245,938
AY-02	\$139,997	\$257,495
AY-03	\$81,342	\$212,969
AY-04	\$112,341	\$223,512

Table 3: Cost per credit hour (using totals from Tables 1 and 2)

Language:	FRENCH	SPANISH
AY-01	\$266	\$114
AY-02	\$241	\$111
AY-03	\$135	\$84
AY-04	\$191	\$80

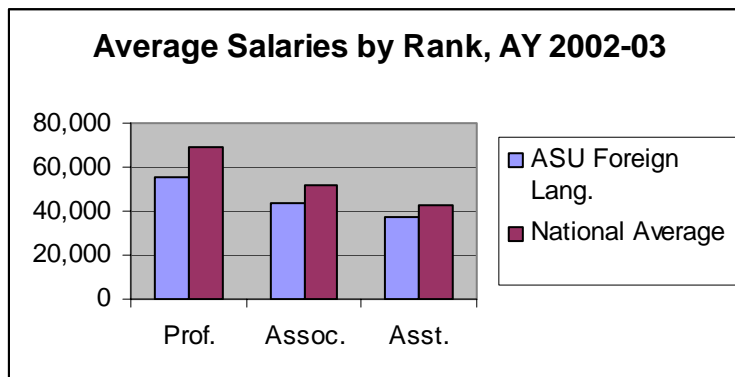
The foreign language faculty benefit from being part of the large Department of Languages, Literature, and Communications. Other than our salaries, our budget cannot be broken out of the department's budget. For example, we use the department's copy machine, fax machine,

telephone system, secretaries, etc. Travel is not budgeted for foreign language faculty separately, but for the whole department. The department pays for the student assistants who tutor French and Spanish students at no charge to the students.

Faculty cost per credit hour must be understood in the context of the faculty's rank. Both French faculty are professors and we do not have part-time faculty teaching French at this time. Of the Spanish faculty, one is a professor and two are associate professors. In Spanish we have only one part-time faculty member currently.

Average Salaries by Rank

	Professor	Associate	Assistant
ASU Foreign Lang.	55,136	44,047	37,510
National Average	69,528	51,837	42,655



3. Facilities

a. Classroom Facilities and Instructional Technology.

The Foreign Language Unit of the Department of Languages, Literature, and Communications has one designated laboratory and shares the thirteen classrooms assigned to the department. Most of the classrooms we teach in are in Allgood Hall. They are all more than satisfactory. A sample classroom, Allgood E354, has a capacity of about 40, with tablet arm chairs. The classrooms are in excellent condition. They are all equipped with a Document Camera, computer with Internet access, DVD, and VCR. They have white boards that cover the front wall.

The classrooms in our new Allgood Hall are a dream come true for foreign language teachers. We can take a virtual tour of Paris or Madrid; we can "visit" museums around the world; we can watch a movie and then "Google" the actors to learn about them. We can find grammar exercises on the Internet and current events around the world. In short, the world has become our classroom and foreign language students benefit greatly from our technology.

We have recently acquired a satellite dish that enables us to play French and Spanish television, and a multi-zone DVD, that allows us to play European DVDs (incompatible with most U.S. systems). The Media Center continues to provide assistance and other equipment when needed.

b. Language Laboratory

The state-of-the-art Sony Virtuoso 2.0 language laboratory has been a valuable addition to our foreign language programs. It is housed in Allgood Hall N365. It is equipped with 29 computer

stations (capacity = 32), a teacher's desk and station, and a printer. Students can listen to and work with audio tracks and video clips. They can be paired for conversation or put in groups for conferences. They can access the Internet. Tests can be administered in the lab. The teacher can monitor students' oral work and can speak individually with students via the intercom feature or with the whole class via the "All call" feature. They can do everything that is available in the regular classrooms and much more.

The regular use of the language lab is improving students' pronunciation and fluency. Each class is assigned to use the lab during class time once a week or every two weeks, depending on how many classes are scheduled at one time. In the afternoons, students can work independently in the lab, which is staffed by a student assistant eight and a half hours a week.

Ideally we need to be able to turn the language laboratory from a room that mostly serves students during class time into a resource center that is utilized by students outside of class time. This can be accomplished only with a steady budget for maintenance, materials, staffing, and a faculty member who has significant course release to help all languages develop materials for courses. Eventually, this type of resource center might also allow us to move testing outside of class time.

c. Faculty Offices

Each full-time and part-time faculty member has a private office.

d. Resources

Our current equipment and resources are very satisfactory to support our mission of student instruction in the immediate future. The department keeps our offices equipped with computers and printers. We also have portable CD players available to us.

e. Library

Each member of the department is given responsibility to recommend titles within his or her specialization for purchase by the library. In the last two years, the amount allotted to each member annually was approximately \$355. This number allows us to purchase materials necessary for course work by students and for faculty preparation. It gives us little room to sustain a collection for research. Our library holdings are, however, generally adequate for our instructional needs and have been to date ably supplemented by works from Interlibrary Loan. According to Jeff Heck, our current holdings in Spanish and French are as follows:

	Spanish	French
AudioLab	20	52
Books	1425	2405
Curriculum lab	24	9
Faculty Pubs	3	-
Juvenile	3	5
Media Services (audio-visual media combined)	99	87
Reese Room	5	25
Internet Databases	1	-
Reference	20	31
Serials	7	14
Special Collections	1	8
Journals	4	6

It is surprising that French, the smaller program, has larger library holdings in many areas, namely books, reference, and serials. It seems that Spanish holdings should be increased.

4. Curriculum

a. Coherence

The curriculum for both degrees is typical of most modern undergraduate programs; it provides for a solid linguistic proficiency along with knowledge of the various cultures associated with each language. The curriculum adheres to the standards established by the Board of Regents, the Southern Association of Colleges and Schools, the National Council for Accreditation of Teacher Education, and the American Council of Teachers of Foreign Languages. The most recent SACS review was completed in 2000. The university has recently submitted a report to NCATE as part of its latest review.

Curricular Goals

The curriculum is structured on achieving five educational goals formulated by the foreign language faculty.

1. French and Spanish majors will understand conversations about daily life and activities, conducted at normal conversational speed, and be able to respond verbally or non-verbally; to understand abstract topics, or topics removed from daily life; be able to identify the general topics of radio and television broadcasts, news, announcements, etc.
2. French and Spanish majors will confidently handle complex tasks and social situations; communicate facts, and talk casually about topics of personal or general interest, using basic vocabulary, with a present, past or future orientation; be able to ask for information; be understood by a native interlocutor; be able to state an opinion, and make comparisons or contrasts.
3. French and Spanish majors will be able to read authentic documents of several pages, understanding the major ideas; understand parts of the text which are linguistically complex, or which treat unfamiliar topics; be able to summarize the content, make inferences or answer questions concerning it.
4. French and Spanish majors will be able to join sentences in expository prose, of at least several paragraphs in length, on familiar topics; be able to take notes, write summaries, narratives, descriptions, and accounts of factual information; exhibit good control of common syntactic structures, and a good, basic vocabulary; write idiomatically and with few errors.
5. French and Spanish majors will be familiar with the current situation in the areas of the world where the language is spoken, in the domains of politics, economics, literature, the arts, journalism, and mass media; be generally knowledgeable in the political, artistic and literary history of those countries; have a general knowledge of the relevant geography, including that of "third world" countries where the language is spoken; have begun to make contact with the French or Spanish community in the local area.

source: <http://www.aug.edu/langlitcom/>

Responsibility for Preparing French and Spanish Majors

The foreign languages faculty of the Department of Languages, Literature and Communications are responsible for all courses in the major.

Responsibility for Preparing French and Spanish Education Teachers

The Department of Languages, Literature and Communications and the Teacher Development Department share the responsibility of preparing the French or Spanish Education major. Members of the Languages, Literature and Communications Department teach the French or Spanish major requirements and the Teacher Development Professors teach the education minor courses with the exception of the two methods courses which are taught by a faculty member from the Department of Languages, Literature, and Communications. Advisement is a shared responsibility between the two departments. The pre-service teachers are advised in the Teacher Development Department and members of the Department of Languages, Literature, and Communications advise pre-service teachers about French or Spanish requirements. The faculty member teaching the methods course supervises student teachers.

Major Requirements

The catalog descriptions of the majors considered in this review are included in the appendix.

French

In adherence to university requirements, majors are required to complete at least 30 units of upper-division work in the major concentration. Students are required to complete all courses with a grade of C or better. French majors are required to take

- FREN 3100 Oral Expression in French
- FREN 3300 Written Expression in French
- FREN 3400 French Phonetics

The faculty feels strongly that these are required for majors to develop adequate linguistic proficiency. Students then select seven other courses from the available offerings. The courses include courses on francophone culture, literature and film, as well as courses that specifically target improvement in linguistic proficiency. Students must take courses in at least two of these three areas.

The department generally offers 3 upper-division courses per semester, usually including one language course, one culture course, and one literature course.

Spanish

In adherence to university requirements, majors are required to complete at least 30 units of upper-division work in the major concentration. Students are required to complete all courses with a grade of C or better. Spanish majors are required to take

- SPAN 3100 Spanish Conversation
- SPAN 3300 Spanish Composition
- SPAN 3510 Introduction to Literature

Students must complete one course on Spanish or Hispanic American Culture. Majors then select six other courses from the available offerings. These include courses on Spanish and Hispanic Culture, literature and film, as well as courses that specifically target improvement in linguistic proficiency. This latter category includes courses in Business Spanish and Medical Spanish.

Study Abroad

Students may complete course work at ASU or through various study abroad programs. USG's Salamanca in Summer program is administered by a faculty member in the department, and all students are encouraged to study abroad using this or another available program. Since ASU has a high percentage of non-traditional students and a high percentage of students with full- or part-time jobs, few students are able to commit to a year or a semester abroad. Nevertheless, in AY2001-2002, seven majors (17% of the enrolled majors) studied abroad. At the same time only 0.5% of the students at ASU participated in similar programs.

Extra-curricular activities

Students in French and Spanish are required to attend at least three cultural programs relevant to their studies per semester, if they are enrolled in an upper-division language course. Examples of such activities are the Augusta State University production of "Guernica," Hispanic festivals, a panel discussion of the French law banning religious symbols in public schools, and foreign-language films. Students thus interact with native speakers of French and Spanish from the community, and they further their cultural awareness.

b. Curricular currency

In the last decades language learning has undergone a paradigm shift. Historically, lower-division courses were designed exclusively for language learning, while upper-division courses were used to study literature. This model has been replaced with one that promotes improvement in linguistic proficiency and increasing knowledge of the diversity of the cultures and societies of the language through all levels of the curriculum. Nationally this model has been reified in the five "Cs" of the national standards developed by the American Council of Teachers of Foreign Languages (ACTFL). Language students are expected to: 1. *communicate* in languages other than English; 2. gain knowledge and understanding of other *cultures*; 3. *connect* with other disciplines and acquire information; 4. use *comparisons* to develop insight into the nature of language and culture; and participate in multilingual *communities* at home and around the world. At ASU this approach suffuses the curriculum of the language programs and is apparent in the range of the upper-division courses.

Assessment Tools

The faculty employ three non-course-based assessment tools which are used to evaluate the program and student performance in upper-division courses:

- ❖ Departmental Exams
- ❖ Praxis II Exams
- ❖ Student portfolios

Departmental Exams

Departmental Exams are administered to each student while enrolled in his or her fourth and tenth upper-division course. The exam was developed by faculty jointly to assess individual and group progress towards the five educational goals of the curriculum. Each exam contains sections on five basic modalities: oral comprehension and proficiency, writing, reading, general cultural knowledge and literary knowledge. Once the results are available, the foreign language faculty meet to evaluate them. The evaluation can lead to:

- ❖ Recommendations to individual students regarding their strengths and weaknesses and possible means of remediation, when necessary
- ❖ Refinement of the testing instruments
- ❖ Changes to the curriculum to remedy weaknesses uncovered by the results

Since 1995 the curriculum has been changed at least twice in response to exam results. To improve students' reading abilities, courses were changed to incorporate more authentic reading materials. To improve students' listening comprehension, courses were changed include additional listening activities in classes, along with the increased use of video and audio material both in and outside of class. Furthermore, the faculty added an oral proficiency interview to the exam to evaluate students' abilities in a non-classroom setting.

The results of the exams have been remarkably consistent. From 1990 to 1999, 96% of Spanish and Spanish education majors scored 70% or better on the exit exam. During the same time frame, 100% of the French and French education majors scored 70% or better on the exit exam. From 2000-2003 100% of French and French education majors scored 70% or better on the exit exam.

Praxis II Exams

The Praxis II exams are taken generally only by education students. Nevertheless, the faculty sees them as a standardized tool that can be used to evaluate the curriculum. The Praxis II was adopted in Georgia in 1998. Previous to that the Spanish and French Education students took the Teacher Certification Test. From 1992-1997, 72% of Spanish Education and 63% of French Education students passed the Teacher Certification Test.

The following Praxis II information was obtained from the Professional Standards Commission of Georgia.

2001

Percent of pass rate State of Georgia	French 94.1%
Percent of pass rate Augusta State Uni.	French 75%
Percent of pass rate State of Georgia	Spanish 54%
Percent of pass rate Augusta State Uni.	Spanish 80.8%

2002

Percent of pass rate State of Georgia	French 100%
Percent of pass rate Augusta State Uni.	French 100%
Percent of pass rate State of Georgia (content)	Spanish 76%
Percent of pass rate Augusta State (content)	Spanish 75%
Percent of pass rate State of Georgia (performance)	Spanish 69%
Percent of pass rate Augusta State (performance)	Spanish 25%*

*Two of the four individuals who took the test were not Spanish Education majors. They elected to take the test to see if teaching was an option for them.

2003

Information is not yet available

The statistic for the Spanish students from 2001 is truly remarkable and speaks to the quality of the program of the whole. The results of the French students are disappointing; however, the response shows the dedication and commitment of the faculty. Students have been provided with additional tutoring in the language and in test taking to help them prepare better for the test.

Student Portfolios

The student portfolios are our most important tool for qualitative individual student assessment. The portfolio was developed in 1998 in response to a desire to be able to track individual student development over time. Every student who completes an upper-division course in French, Spanish or German has a portfolio. Each semester the portfolio is updated with work from each class the student has completed.

In AY 2003-04, the portfolio concept underwent a significant revision that should enhance the effectiveness of the portfolio as an assessment tool. The portfolio originally held any relevant

assignment that the student or faculty member decided should go into it. Now each portfolio is required to demonstrate the student's proficiency in all categories of the national standards designed by ACTFL. Each item that is included in the portfolio is evaluated to see which proficiency it demonstrates.

c. Course Sequencing, Frequency, and Enrollment Patterns

Both programs offer a minimum of one section of all lower-division courses each semester. Two of the three required upper-division French courses (FREN 3100 Oral Expression in French and FREN 3300 Written Expression in French) are offered annually. The third (FREN 3400 French Phonetics) is offered every two years. The three required upper-division Spanish courses (SPAN 3100 Oral Expression in Spanish, SPAN Written Expression in Spanish, and SPAN 3510 Introduction to Literature) are offered annually. Other upper-division courses are offered on a rotating basis. A minimum of 3 courses in French and 4 courses in Spanish are offered per semester on the 3000- and 4000 level, in addition to the Methodology course. The faculty should consider an examination of the enrollments in the various courses to see if the offerings should be reevaluated on basis of topic and time slot.

To accommodate as many students as possible, most courses are offered from 8a.m. to 1p.m. Each semester 5 additional courses in Spanish are offered in the evening.

The department also offers courses during the summer. In summer 2004 Spanish 1001, 1002, 2001, 2002, and French 1002 and 2002 will be offered.

5. Other Learning Activities

a. Advising

All full-time French, German, and Spanish faculty serve as advisors so the advising load is equally distributed. Faculty meet with their advisees regularly to plan schedules, study abroad, and graduate school applications. The small size of the foreign language unit fosters an excellent rapport between faculty and advisees. To facilitate communication, we also have a list-serv that allows communication between faculty, majors and minors. Our degree tracksheets are published on our website. The unit cooperates with the Registrar's Office, the Office of Admissions, and the Start-Up Center to share and disseminate information, and other matters related to advising. We always have a representative at the campus recruitment days. Students are generally satisfied with advising.

b. Tutoring

Free, individual tutoring is available to students enrolled in ASU foreign language classes. Tutors are advanced students in French, German, and Spanish, and schedule tutoring sessions during the day and evening.

During fall 2003, we offered 44 hours of tutoring per week with a total of 528 hours in 12 weeks. At mid-semester we were able to start offering drop-in tutoring sessions at the language lab 8 hours per week for a total of an additional 56 hours during the fall semester 2003.

Questionnaires to determine student satisfaction with the tutoring have been administered. While not many students avail themselves of this opportunity to be helped, those who do are satisfied. Some French students have had their grades go from Fs to Bs and Cs.

c. Student Organizations and Clubs

Spanish Club

Los Amigos Hispanos holds a weekly *tertulia*, where students practice Spanish with native speakers and learn about their countries. The club sponsors international dinners and festivals, a Hispanic dance, community service projects, the Day of the Spanish Language Celebration, and a

spring trip to Saint Augustine, Florida every two years. *Los Amigos Hispanos* also participates in the Study Abroad Fair and the ASU International Festival. Every year there is a festival on campus, and the Spanish Club has a Hispanic dance. Both events are open to the public, but specifically the high school students are invited.

French Club

The Augusta State University French Club, *Le Cercle Français*, brings students into contact with the French-speaking community at a bi-weekly French table located at various restaurants around town. Each year, *Le Cercle Français* plans excursions to see theatre production and museum exhibits in Atlanta and Columbia, South Carolina. Students and faculty also meet every other Saturday for French conversation at a local coffee shop.

Alpha Mu Gamma

The National Collegiate Foreign Language Honor Society recognizes students' achievements in foreign language study. AMG holds its annual initiation in April for students with a 3.0 minimum overall GPA, and at least two grades of "A" in unrepeated college courses in one foreign language. The society also presents an award to the outstanding student in French, German, and Spanish at the annual ASU Honors Convocation.

Study Abroad Programs

Students may choose programs in foreign countries, which are sponsored by the University System of Georgia. Scholarships for study abroad programs are available through the ASU Foundation and the Board of Regents.

Spain: ASU sponsors a study abroad program in Salamanca, Spain, during the summer, fall, or spring. Students live with families and earn credits while studying at the University of Salamanca.

Québec: For French in a North American setting, students may earn credits at the Université Laval in Québec City, the capital of Québec province, Canada. Excursions include Montreal, the Montmorency Falls, and the Ile d'Orléans.

France: Students may earn credits in French by studying at the Institut Touraine in Tours, France, during the summer. While in France, they also spend time on the Riviera and in Paris.

d. Foreign Language Notes

Students are able to submit work for publication annually for an interesting and provocative newsletter published by foreign language faculty. The *Foreign Language Notes* centers on a different theme each year, such as politics, study abroad, or cinema. As many as twelve students are published in *FLN*. Student participation is growing.

6. Research and Scholarship

a. Faculty Productivity

The ASU faculty in foreign languages have distinguished themselves in research and conference presentations. All are different, of course, with varied audiences, but all have made a significant contribution in their fields and continue to show promise for the future. In the last five years alone, the faculty have published 2 monographs, 20 articles and 8 book reviews. They have also given 23 presentations at national or international conferences, 27 at regional conferences and 36 presentations or talks locally. These statistics are notable, especially when one considers the conditions under which they were produced. The Association of Departments of Foreign Languages recommends that instructors spend no more than 12 hours in the classroom weekly and that faculty engaged in scholarship should have no more than a 3/3 teaching load (Guidelines on the Administration of Foreign Language Departments: www.adfl.org/resources/index.htm).

Our faculty continue to produce as scholars, even though all of them regularly teach a 4/4 load and many frequently teach overloads.

The interests and expertise of the foreign language faculty vary widely. For example, Dr. Blanchard has presented on the subject of the identity crisis in Quebec, and on Suffering and Death for a local church. Dr. Bledsoe's primary research lies in *Discourses of Reading: Reading and Identity in Eighteenth-Century Germany* (the title of his forthcoming book). Dr. Flannigan has presented on the future of Cuba and Cuba's Internal Security Services, as well as Learning Theory in foreign languages. He has presented in Cuba, Ecuador, Mexico, and Peru. Professor Griswold, while working on her doctorate, has presented on "Foreign Language Teaching and Kinesic Behavior." She writes on Mexican cinema and cross-cultural communication. She has presented in Mexico and Peru. Dr. Hoyos' most recent book is entitled *Ningun ser humano es ilegal*. He writes about the culture and politics of his native Colombia. Dr. Robertson's most recent book is *The Vernacular Spirit: Essays on Medieval Religious Literature*. He writes on women saints and presents on Literacy and Spirituality and Recent Work on Late-Medieval Hagiography. Dr. Sandarg has been published in the *Dictionary of the Literature of the Iberian Peninsula*. She presents often on pedagogical concerns, from taking the Praxis exam to connecting with other disciplines. She was instrumental in saving the Foreign Language in the Elementary Schools program in Georgia. Dr. Skipper, our newest faculty member, writes on John Steinbeck and Latin American authors. He is a successful creative writer as well.

Contributions of Individual Faculty Members (numerical)

Publications and presentations may be summarized in this fashion (note that only the last five years are included): All the foreign language faculty publish in our annual departmental newsletter, *Foreign Language Notes*.

- Dr. Blanchard has given 2 regional presentations and 2 local ones. She has given 6 informal talks (campus and community) and 6 homilies at a local church.
- Dr. Bledsoe has one book forthcoming, 2 articles and 5 reviews. He has given 4 national presentations, 1 regional, and 4 local.
- Dr. Flannigan has given 3 international presentations, 1 national, 1 regional, and 3 local.
- Prof. Griswold edited a cookbook and has been a co-editor for a monthly publication of the Central Savannah River Area. She has given 2 international presentations, 4 regional, and 2 local.
- Dr. Hoyos has published 1 book. He has published 6 articles and he regularly writes for *Hola Augusta* newspaper (since 2003). He has delivered 3 national presentations, 3 regional, and 6 local.
- Dr. Robertson has published one book. He has also published 5 articles with 1 forthcoming, and 3 reviews. He has given 3 national presentations.
- Dr. Sandarg has published 7 articles. She has delivered 8 national presentations, 12 regional, and 2 local. She has given 12 lectures around Augusta.
- Dr. Skipper has 2 reviews forthcoming. He has published 4 short stories, including one in an anthology. He has given 5 national presentations.

Contributions of Individual Faculty Members (descriptive)

Since 1993, Dr. Blanchard has become something of the "Quebec expert" in this part of the country. She has lectured on Quebec's language, on its identity crisis, on its social conscience, on its religion, on its politics, and on its songs and songwriters. Her enthusiasm for Quebec has prompted many ASU students to study in Quebec. One student even went on to write his Master's thesis on a Quebec author. She has also lectured on French surrealist poetry and has published some poetry herself. She has presented numerous times at FLAG, numerous times at

the University of Louisville's Twentieth-Century Literature Conference, and once at FLAG/SCOLT. Her specialty in Quebec has become the Quebec civilization course, a popular course with French majors, which has led a number of ASU students to study in Quebec. Her surrealism specialty fed into a Surrealism seminar (poetry and art) that she gave fall 2002. Students and professor alike proclaimed this the "best class ever." She has spoken on France and French literature to local groups. In her church work, she has had occasion to deliver homilies on saints. She has spoken on Hilary of Poitiers, a French saint, and on Theresa of Avila, a Spanish saint.

Dr. Bledsoe has written and lectured on reading in eighteenth-century Germany. His forthcoming book is on that subject and he has written articles and given numerous presentations on that and related subjects. He has presented on "Goethe and the History of Reading," on "Classicism, Romanticism and the Emergence of German Identity," and much more. His interest in reading extends to the Internet. He has lectured on "Reading, Browsing, and the Usurpation of Hypertext" at MLA. He has presented 4 times at the prestigious MLA conference.

Dr. Flannigan has lectured during the Americas World Council trip to Cuba and he has also presented at the International Conference for Service Learning, in Ecuador. Further, he has lectured on "The American Media" in Shanghai, China. He spoke twice at the Convention of Peru Teachers of English to Speakers of Other Languages (TESOL). He plans a book on foreign language teacher preparation.

Prof. Griswold has published several essays in the departmental publication *Foreign Language Notes*. She has presented at Georgia or South Carolina TESOL conferences 3 times and at the Peru-TESOL Convention. She has also presented at FLAG numerous times. Some of her talks include "How to teach popular culture in the classroom," "Greeting Cards: Messages of Language and Culture," "Explore New Worlds: Improve Interpersonal Relationships," and "Caring across Cultures." Her focus on cross-cultural communication is extremely important in the classroom and the community.

Dr. Hoyos has published three books since 1994: *Ningún ser humano es ilegal*, *Ejes temáticos en la obra de Ricardo Palma*, and *Estudios de literatura hispanoamericana*. As well as being an accomplished scholar, he is also interested in helping his students learn Spanish and has thus put together his own materials for Conversational Spanish and for teaching Spanish American Literature. He has written a number of articles for *Foreign Language Notes* and elsewhere. He has presented at FLAG, FLAG/SCOLT, the Kentucky Foreign Language Conference, and the Cincinnati Conference on Romance Languages and Literatures.

Dr. Robertson has published two books: *The Vernacular Spirit: Essays on Medieval Religious Literature*, and *The Medieval Saints' Lives: Spiritual Renewal and Old French Literature*. He is working on a third: *Lectio divina: The Medieval Experience of Reading*. He has had 4 articles in the prestigious *Romance Philology*, among others. Titles include "Women's Roles in Anglo-Norman Hagiography," "The Anglo-Norman Verse Life of St. Mary the Egyptian," "The Way of Hagiography," and "Writing in the Textual Community: Clemence of Barking's life of St. Catherine." In all he has published nearly 20 juried articles. ASU students benefit from his expertise in medieval literature because he has written translations and introductions to Abelard and Heloise, Hildegard of Bingen, and Christine de Pizan, for ASU's *Humanities Handbook*. He has presented at very prestigious conferences, including MLA, the Kentucky Foreign Language Conference, and the International Congress on Medieval Studies, The Medieval Institute, Kalamazoo, MI. His specialty also translates into a popular course for French and English majors on Literature and Spirituality.

Dr. Sandarg has been published in the juried *Hispania* and the *Dictionary of the Iberian Peninsula* (3 entries). Her list of presentations is very long. She concentrates on pedagogical matters, on the importance of foreign language study, and on how to help students succeed. She has presented many, many times at FLAG, at FLAG/SCOLT, AATSP-GA, AATSP (including a presentation at AATSP in Spain), SCOLT, ACTFL. Representative topics include "Fighting for our Programs: the Georgia Effort," "Praxis II Spanish Workshop," "Shaping Future Pedagogy," "The Tolerance of the Hispanic Culture in America," and "Crossing Cultural Lines" (given in Puerto Rico). She has also presented at MLA. She often teams up with another faculty member or a student in her presentations. She has collaborated with faculty in Communications, Sociology, Learning Support, Spanish, and others, as well as Spanish students. Dr. Sandarg is the spokesperson for foreign languages, not only in Augusta, but in Georgia, the region, nationally and even internationally. She has worked tirelessly to promote the study of Spanish and foreign languages in general in this area and in the U.S. generally.

Dr. Skipper has already published book reviews and 4 short stories. He brings a unique addition to our faculty in his interest in the relationship between American and Latin American authors. He is dedicated to teaching Spanish. One of the most outstanding Spanish majors is majoring in Spanish because Dr. Skipper's enthusiasm in her 1001 class was so contagious that she threw herself into Spanish, going from the 1001 level to the 3000 level in 12 months. Dr. Skipper has presented several times at the Conference on Literature and Film at Florida State University. Titles include "Death in the Hills: The Mountains as a Place of Refuge and Dying for Steinbeck's Mexican Characters," "The Schoolmaster as a Conduit for Class Criticism...", and "Foolery to Fencing: The Subtle Commentary on Leisure Activity in Cervantes's *El licenciado vidriera*."

b. Level of Support

Departmental financial support for research and scholarship is limited to travel funds. These funds must also be shared with travel for non-scholarly activities and a library budget that primarily supports undergraduate holdings. The department does hold forums on current research. None of these resources adequately supports an active research program.

c. Student Involvement

Research in the Humanities has generally been and continues to be a solitary effort. Nevertheless, we have had some success in encouraging scholarly activities in a number of our students. 6-8 students have been published annually in the departmental publications *Foreign Language Notes*. Furthermore, a number of students have attended regional conferences and a few have given scholarly presentations at them. A French major is graduating spring 2004 from the Honors Program. His thesis is on "The Cajun Cultural Identity" as seen through its poetry. He gave a presentation on his research at the Phi Kappa Phi student research conference this spring, as did two Spanish students. Another Spanish student gave a Phi Kappa Phi presentation with Dr. Sandarg about 2 years ago and one with Prof. Griswold about 4 years ago. Two students have given papers with Dr. Sandarg, one at the Communications Conference at the University of Louisville, Kentucky, in 2000, and the other at the AATSP-GA conference in 2000. Every year for about the past 4 years students of Dr. Sandarg's have competed in the AATSP-GA university composition contest.

7. Service

Members of the foreign language faculty are engaged in numerous service activities that support the foreign language program, the Department of Languages, Literature and Communications, Augusta State University, the University System of Georgia, and the community of Augusta and the Central Savannah River Area.

Faculty members support the foreign language programs by assuming a variety of tasks beyond teaching, including running the language laboratory, editing and contributing to the department's *Foreign Language Notes*, holding language tables and sponsoring student organizations.

They support the department, the university and USG in a multitude of official and unofficial capacities. Members regularly serve on committees, including the Promotion and Tenure Committee, the Cullum Committee and the Lyceum Committee. This year they have participated in and/or organized panel discussions on multiculturalism and secularism in European politics. One member directs the popular Salamanca Study Abroad program.

We are, however, most proud of our service to the promotion of language learning in the schools in the CSRA. All faculty members regularly judge foreign language contests held by the Richmond County School District and interview high school students for Governor's Honors. This is part of a continuing commitment of the faculty to serve and strengthen language programs in the local school systems.

One of the strengths of the foreign language program is the ongoing relationship that is maintained with the teachers in the area. Begun in 1985, The Foreign Language Association for International Rapport (FLAIR) is an organization that brings together some 200 elementary, middle, high school, and college foreign languages teachers in the South Carolina and the greater Augusta area to promote foreign language learning. Of the total membership, there are 102 foreign language teachers in the immediate two-county area, 42 of whom are either Augusta State University graduates or teachers who have taken foreign language courses at ASU. During the year, FLAIR sponsors a number of activities including a foreign language immersion camp, teacher workshops, cultural events, a newsletter, and the foreign language honor society for local area high school students. All of these activities are supported by ASU's foreign language faculty and most of these activities are held in Augusta State University's facilities. FLAIR's programs are also supplemented by activities sponsored by Augusta State University. For example, the Spanish Club sponsors an annual Hispanic dance to which high school students are invited and high school students participate in an ASU foreign language competition called *el día del idioma*. In addition to FLAIR's activities, the Augusta State University foreign language faculty supports foreign language learning by judging the annual Richmond County foreign language competition and evaluating county-wide participation in the Governor's Honors program. Included in this service to the community are such things as advising school systems on the adoption of textbooks.

The fact that so many of the area's teachers were once Augusta State University students and continue to maintain a relationship with the faculty is very important to effecting change in foreign language methods and methodology. Whether it is through formal classroom instruction, events sponsored by FLAIR, or informal contacts through E-mail and social occasions, the Augusta State University foreign language faculty actively assists former students and through them their foreign language colleagues. This positive relationship is a reciprocal relationship, in which ASU faculty is also enriched by the ongoing dialogue and exchange of ideas.

Faculty also serve the community in numerous other ways directly related to their professional training. They translate for community members upon request, and are involved in proof-reading the Spanish language sections of local media. They have served as officers for local cultural associations, offered language classes for MCG and residents not affiliated with the university. They also serve in many capacities not directly related to their professional training, but that advance humane values and enhance the cultural and social life of the community.

The vitae of the individuals are in the appendix and may be consulted for details; however, some of the highlights listed below will establish the range and significance of these contributions.

a. Professional Service

Dr. Blanchard is currently on the Arts and Sciences Curriculum Committee. She chaired the Pamplin Student Research and Travel Committee 2003-2004. She has served on the University Personnel Committee. She has been on the Honors Program Committee since 1999 and on the Holsten Honors Award Committee (for best honors thesis) each year, chairing it several times. She has been on numerous honors thesis panels. She has served on the department's Registration, Advising, and Scholarship Committee and frequently on the Departmental Personnel Committee. She has chaired searches and participated in several more. She has been involved in several faculty development projects at ASU including co-facilitating Micro-Teaching Workshops and working on the COKE grant technology workshops. She has given a number of talks on Quebec to the Alliance Francaise.

Dr. Bledsoe serves on ASU's Women's Studies Committee and has chaired the International Studies Committee. He has participated in the Faculty Writing Group monthly. He was a panelist for the Alpha Mu Gamma Comparative culture panel. He is the facilitator of the German Table. He has chaired the department's Chair Forum. He is a member of the eCORE Foreign Language Research Team (ALT/USG). He also co-edits an international list-serv for German Studies.

Dr. Flannigan keeps his hand in teaching younger students by teaching Spanish to home-schooled students. ASU thus has an influence not only on students in local schools but those who don't attend the schools. This year he is teaching about 50 such students. For ASU he spends considerable time directing all the Spanish and French student teachers. This job is in addition to his 4-4 teaching load at ASU. His dedication to local education is truly exemplary. He is on the College of Education's Teacher Education Council, the Exceptions Committee for the Teacher Education Council, and is a member of the America's World Council.

Prof. Griswold is a member of the Minorities Advising Committee at ASU and the International Affairs Committee. She trains and sets up the scheduling for the language tutors and maintains contact with them. She follows up with student satisfaction surveys. She is the faculty advisor for Alpha Mu Gamma, the foreign language honors society. She sends out letters of invitation, processes applications, and spends considerable time planning the induction ceremony that takes place each April.

Dr. Hoyos sees to it that Spanish is seen in Augusta, by proofreading the Spanish sections of the newspaper "Hola Augusta" and also the Spanish section of the Augusta Chronicle. He has been president of the local Hispanic American Cultural Association for two years. On campus he serves on the Lyceum Committee and has helped bring Spanish entertainment to Augusta.

Dr. Robertson's committee service at ASU includes the University Personnel Committee. He is the faculty advisor for the French Club and organizes events from dinners to excursions to the High Museum. He has translated French and Spanish newspaper and magazine reports for the Masters Tournament. He edited the French version of the Augusta Visitors Bureau Brochure. He is a lay minister in a local Episcopal church. He has lectured at St. Paul's Church, the Church of the Holy Comforter, Davidson High School, and the Alliance Française on France, Monasteries and Cathedrals, *Lectio Divina* and Centering Prayer, Reading the Letter and the Spirit, and French authors.

There is nothing service-related that Dr. Sandarg has not done. She has been a member of the board of the Foreign Language Association of Georgia since 1988, most recently holding a 3-year term as president, and now as past president. She has also been involved with The American Association of Teachers of Spanish and Portuguese (AATSP) since 1986 and is president for 2004-2005. She has directed study abroad programs in Mexico, France and Spain. Since 1993 (plus 2 earlier summers) she has directed the very popular summer study abroad in Salamanca, Spain. Locally, Dr. Sandarg has worked with MCG to set up a medical Spanish course. She helped found the Foreign Language Association for International Rapport (1985), edits its newsletter, organizes its annual conferences and hosts the annual honor society induction at ASU. She coordinates the International Friendship Program to orient new international students to ASU. She has also been involved in Spanish programs in local elementary schools. Most recently she and others were successful in saving the Foreign Language in the Elementary Schools program in Georgia.

Dr. Skipper is the coordinator of the recently-installed language lab and has been busy getting the rest of the language faculty up to speed in its use. He has lectured at MCG. He is on ASU's Athletics Committee and participates in ASU's Friendship Program, mentoring foreign students. He has been a reader and has shared Spanish with children at three different Augusta schools.

b. Community Service

Dr. Blanchard is preparing for the vocational diaconate in the Episcopal Church. Her service ministry includes visiting the very ill, the dying, and the bereaved for her church. She is a volunteer for St. Joseph Hospice. She leads several different groups at her church and at Brandon Wilde Retirement Home.

Dr. Bledsoe is a member of the Patient Advisory Board of the Medical College of Georgia. He is also on the Family Faculty at MCG. He has coached his daughter's softball team.

Dr. Flannigan participates in FLAIR (Foreign Language Association for International Rapport) and helps at the Hispanic festival.

Prof. Griswold works at the Hispanic festival by taking charge of cultural displays and contests. She is active in the Hispanic Cultural Association of the CSRA. She helps in Spanish at her church.

Dr. Hoyos tutors in Spanish, participates in Hispanic festivals, directs a literary group, has served as president of the Hispanic American Cultural Association of the CSRA, proofreads the local bilingual newspaper "Hola Augusta" and proofreads the Spanish section of the "Augusta Chronicle."

Dr. Robertson has organized and/or participated in community forums, such as a foreign-language immersion program at Paine College and a panel discussion on political and social issues related to the new "secularism" law in France. He has translated and summarized news coverage of the Masters golf tournament, from Spanish and French into English.

Dr. Sandarg is a charter member of the local Hispanic Cultural Association, was Vice President for 4 years and board member for 2 years. She has been very active in all its events. Dr. Sandarg has also been a lifelong Girl Scout and has been Vice President of the local Girl Scouts for a number of years. She has organized numerous displays at Girl Scout events around the area. She is very active in her church.

Dr. Skipper organized and taught a medical Spanish class at the Medical College of Georgia. He has coordinated a three-month teaching project at a pre-school and has read or talked Spanish at several local schools.

In short, all 8 of the foreign language faculty make important contributions to ASU, to Augusta, and beyond. This faculty is a real presence in Augusta and in Georgia/South Carolina. The classes they teach are of course an important part of their lives, but they make so many more contributions on a larger scale.

C. Summary

1. Quality of Program

The evidence presented in section B adequately establishes the quality of the program. The faculty meets or exceeds expectations in the quality and quantity of its teaching, its scholarship and its service to the university and the community. As noted earlier, the faculty has exceeded the average rating for faculty in the School of Arts and Sciences each of the last eight semesters. Despite teaching a full 4-4 load, the faculty continues to be active professionally and has an excellent record of service.

The curriculum is designed to adhere to national standards established by SACS, NCATE and ACTFL. The results from the Praxis II exam and other assessment tools used by the program indicate that students achieve proficiency in the given foreign language and acquire extensive cultural knowledge to accompany this proficiency. The most recent alumni survey reinforces these conclusions and points to a general satisfaction with the program by those responding.

2. Productivity of Program

The productivity of an academic program must be measured in numerous ways. The number of degrees conferred is only one of these. In this category, the figure is below the trigger mark; Spanish has conferred an average of 7.6 degrees annually during the last five years, while French has conferred an average of 2.6. Nevertheless, in this category, as well as in the category of overall enrollments, both programs hold their own against comparable institutions within USG. They also compare favorably with national figures. In the U.S., foreign language degrees account for 1.2% of all Bachelors degrees conferred. At Augusta State University, our foreign language graduates account for 1.9% of Bachelors degrees.

In comparison to fields in which the lecture is the dominant mode of instruction, language programs must seem labor intensive. When compared to the guidelines of ADFL, however, our courses, except for upper-division French courses, are near or exceed the recommended maximum student enrollment per course.

3. Viability of Program

As technology, communications, and transportation advance, the world is shrinking. More and more focus is being placed on International Studies, both in the University System of Georgia and Augusta State University. The Board of Regents wants us to increase our number of students studying abroad. The foreign language unit of the Department of Languages, Literature, and Communications is doing its part to teach students French, German, and Spanish, so that students may have a richer experience abroad where those languages are spoken. Alpha Mu Gamma promotes the "sympathetic understanding of all peoples," and the foreign language faculty embrace this as well.

"Today foreign language skills are vital to national defense, law enforcement and economic security. It is therefore the goal of the Georgia Department of Education to enable all students to graduate from high school fluent in one language other than English. Acquiring this kind of skill in a second language is a long and arduous process, demanding hard work and motivation on the part of the student, and a combination of linguistic and pedagogical skill on the part of the teacher. The materials assembled here are designed to provide guidance and support for everyone involved in the language learning process" (www.glc.k12.ga.us/pandp/modclass/homepg.htm).

French is spoken on five continents. The United States trades with French-speaking countries more than any others. More tourists visit France than any other country in the world. French-speaking countries in Africa cover an area larger than the United States. In the Americas, French is spoken not only by seven million Canadians, but also by people in Haiti, Martinique, Guadeloupe, and in pockets of Central and South America, as well as in Louisiana.

The fastest growing minority in the United States is the Hispanic population. Spoken by over 377 million people in over 20 countries, Spanish is the second most popular language spoken in the United States. South America represents a growing market for the United States. Both Spanish and French are important in the European Union. In Georgia, "among people at least five years old living in Georgia in 2002, 10 percent spoke a language other than English at home. Of those speaking a language other than English at home, 59 percent spoke Spanish and 41 percent spoke some other language; 43 percent reported that they did not speak English 'very well'" (www.census.gov/acs/www/Products/Profiles/Single/2002/ACS/Narrative/040/NP04000US13.htm).

Courses in foreign languages and literature meet the general studies needs of all students and develop communication skills and appreciation for international literatures and cultures. ASU's foreign language faculty have lived and studied in Europe, Africa, Canada, Mexico, and South America, as well as in the United States. All of the ASU foreign language faculty are internationally known, in that ties, both personal and professional, have been made with people in France, Quebec, Haiti, Germany, Austria, China, Peru, Colombia, Ecuador, Cuba, Puerto Rico, Mexico, Spain. We practice what we preach, that foreign language learning leads to new communication across national boundaries.

Students are introduced to many cultures and points of view through literature, film, journalism, panel discussions, and the Internet. Students produce plays in French and Spanish. Faculty and students publish essays and poetry in *Foreign Language Notes*. Allgood Hall houses a state-of-the-art language laboratory.

Faculty and students exchange ideas at Spanish or French conversation tables in local restaurants and coffeehouses and in upper-division classes. The small classes in French promote a sense of close community and warm collegiality. (Spanish upper-division classes far exceed the recommended number of 15.)

It is important to keep our language programs at Augusta State University. Expertise of the French faculty ranges from literature from the medieval period to the twentieth century, and covers the cultures both of France and the Francophone world outside France. The Spanish faculty specializes in all fields of literature and culture of Spain and diverse South American countries. Students are encouraged to study abroad and are helped by departmental scholarships and Regents' scholarships. We bring in movies that promote study abroad ("L'Auberge Espagnole") and proficiency in another language.

The viability of the Spanish major is self-evident. With the rapid growth of the Hispanic minority population, everyone in the United States should be learning Spanish. Indeed it is the most taught

foreign language in the U.S. In 2002, 746,267 U.S. college and university students were enrolled in Spanish, an increase of 13.7% from 1998. Augusta State University's growth in its Spanish program is in step with the national trend. Because we are a local/regional university primarily, most of our students stay here in the CSRA after graduation. A number of them become teachers. We, as the center of foreign language teaching in the area, keep up with them informally and through formal organizations such as FLAIR. Others work in other fields that serve the community. Our faculty and students are closely linked with the Hispanic community in and around Augusta, through education, medicine, business, and church.

The French program is a good bit smaller but no less viable. It is the second most popular foreign language at Augusta State University, as it is in the United States as a whole. In U.S. colleges and universities, 201,979 students were enrolled in French in 2002, a 1.5% increase over 1998 (source: MLA Newsletter spring 2004). French enrollment tends to remain steady and stable, with slight growth. It is important to note that French at Augusta State University is in about the same proportion to Spanish as in other schools in the country. The French faculty also keeps up with ASU graduates, some of whom are teaching French in local schools. Other students have pursued graduate degrees. Others work in local businesses or for airlines. In spring 2004 we are graduating the first French major from ASU's Honors Program. He wrote his thesis on the Cajun cultural identity as shown through their poetry. Another recent grad, Spanish major/French minor, has been pursuing his M.A. in Spanish at Middlebury College (and Madrid), the most prestigious graduate school for a Masters in foreign languages in the U.S. Another recent French graduate earned his Master's at the University of Washington, another very prestigious school. He now teaches French in Tacoma, Washington. Another French grad had specialized in learning all there is to know about French wines and hopes to find a job as a *sommelier* in a first-class French restaurant.

Spanish and French faculty are dedicated to student success. The faculty regularly teach overloads, especially when a student needs a course in order to graduate. We nurture our students along. The small size of our section encourages student-professor interaction. This spring (March 2004), Dr. Skipper and Dr. Blanchard were two of 15 faculty honored by the Student Ambassador Board as "Most Valuable Professor."

In addition to serving our majors, the French and Spanish faculty teach many students in our service courses (1001-2002). For example in spring 2004, French faculty are teaching 74 students in lower-division French courses and 25 in upper-division French.

Philosophically, too, the French major is important in any program of liberal education because of the central role France has played in several different cultural contexts: in European arts and letters, from the Middle Ages to the modern day; in the political development of the modern European Union; in the interdisciplinary post-modernist movement, which has powerfully impacted American as well as European intellectual history; and very recently in the ongoing, international effort to integrate ethnic minorities into western societies. To these general fields of inquiry, the study of the French language and culture provides an indispensable key.

The USG wants 4% of our students to study abroad. Augusta State University is doing its part to work towards that goal. From 7 students in a Quebec culture class one year, 5 studied in Quebec the next summer. We have students study in Spain, France, and Canada nearly every summer. Other departments of Augusta State University send students abroad as well, but without the language component. We believe that everyone benefits so much more from time abroad if they know the language of the country they are visiting. It is only possible to really understand the culture if the language is spoken.

4. Unit Needs

With rapidly growing enrollment in Spanish, we need two new full-time positions in Spanish. The ideal size of a foreign language class is 15 and it should not exceed 20 (according to the American Departments of Foreign Languages). Our basic Spanish classes go up to 30 and the upper-division courses are almost that large. More faculty would allow us to serve our students better. Many of our lower-division French classes exceed the optimal class size as well.

Our faculty is adequate for program success. However, many if not all of the Spanish courses, both lower-division and upper-division, exceed the optimal number of 15 students. The maximum should be 20. Some classes exceed 30 enrolled students. Currently (spring 2004) the French 1001 class has 30 enrolled, and two other lower-division French classes have 18 and 17, slightly higher than the optimal number according to the American Departments of Foreign Languages. Language courses require much student-professor and student-student interaction. In order that all students have a chance to speak in class, class sizes must be reduced. Individual attention is important. The foreign language unit could better serve our students if two more faculty positions were added in Spanish.

We could also benefit from having more student assistants, both as tutors and as conversation leaders in classes.

Ideally we need to be able to turn the language laboratory from a room that mostly serves students during class time into a resource center that is utilized by students outside of class time. This can be accomplished only with a steady budget for maintenance, materials, staffing, and a faculty member who has significant course release to help all languages develop materials for courses. Eventually, this type of resource center might also allow us to move testing outside of class time.

5. Recommendations

Augusta State University has quality programs in French and Spanish that are productive and viable. We do, however, recognize the need to sustain the quality and expand the number of students that enroll in and complete the program. We recommend that the faculty in the program and the department should:

- better inform students about the challenges and opportunities in foreign language program to encourage enrollment at all levels
- expand language laboratory to make it a resource center that can be used effectively outside of class
- enhance study abroad opportunities
 - (in 1 semester students could complete almost ½ of the major)
 - One significant reason why students are reluctant to major is they feel that they will not be sufficiently competent in the language unless they study abroad. Any increase in funding to support efforts towards this would be greatly appreciated.
- tie into larger ASU and USG initiatives, such as the EU Certificate, where possible
- with French, especially, establish stronger K-16 connections
- explore the establishment of cooperative efforts with Paine College and USC-Aiken
- add Spanish faculty to relieve stress on enrollment and allow for more upper-division courses at different hours
- track enrollment patterns in upper-division courses via topic and time slot to see if new courses should be developed to replace less popular electives

The foreign language faculty members look forward to working to implement recommendations and build the foreign language programs at ASU.

FRENCH

Bachelor of Arts with a Major in French

Core Curriculum Areas A-E	42
Core Curriculum Area F	18
FREN 1002, 2001, and 2002	9
Select three of the following courses:	9
SPAN, GRMN, or LATN 1001 if not taken in high school	
SPAN, GRMN, or LATN 1002, 2001, 2002	
FREN or SPAN 2950	
ANTH 1102 Introductory Anthropology	
ANTH 2011 Cultural Anthropology	
ART 2611, 2612 Art History I and II	
COMD 2950 Selected Topics	
HIST 1111,1112 World Civ. I & II	
HONR 1900 Contemporary Issues	
MUSI 2310 From the Monastery to the Concert Stage	
MUSI 2320 Music and Popular Culture	
MUSI 2330 Music of the World's Peoples	
PHIL 1000 Introduction to Philosophy	
POLS 2401 Global Issues	
PSYC 2150 Introduction to Human Diversity	
SOCI 2241 Multiculturalism in Modern Society	
Major Concentration	30
(Grade of C or better is required in all major courses)	
FREN 3100 Oral Expression in French	3
FREN 3300 Written Expression in French	3
FREN 3400 French Phonetics	3
Select seven courses from the following:	21
FREN 3210 French Culture I: The Francophone World	
FREN 3221 French Culture II: The Hexagon	
FREN 3222 French Culture III: French in Contemporary Europe	
FREN 3510 Introduction to French Literature	
FREN 3710 Masterpieces of French Film	
FREN 4100 Advanced Oral Expression in French	
FREN 4300 Advanced Written Composition in French	
FREN 4520 Classical and Romantic Theatre	
FREN 4530 Modern Theatre	
FREN 4550 Masterpieces of Poetry	
FREN 4560 Masterpieces of the Novel	
FREN 4590 Literature in Translation	
FREN 4900 Cullum Series	
FREN 4950 Special Topics in French	
SABR 3930 Study Abroad	
SABR 4930 Advanced Studies Abroad	
Minor Concentration	15-18
Electives	12-15
Physical Education	5
Total Hours for the Degree	125

Bachelor of Arts with a Major in French with a P-12 Teacher Certification	
Core Curriculum Areas A-E	42
Core Curriculum Area F	18
(Admission to Teacher Education requires a grade of C or better in all courses used in Area F of the Core. See other requirements under Admission to Teacher Certification.)	
FREN 1002, 2001, and 2002	9
EDUC 2101 Introduction to the Historical and Philosophical Foundations of American Education	3
EDUC 2102 Human Development and Learning Theory	3
SPED 2000 Education of Exceptional Children	3
Major Concentration	30
(Grade of C or better is required for all courses in the major)	
FREN 3100 Oral Expression in French	3
FREN 3300 Written Expression in French	3
FREN 3400 French Phonetics	3
Select seven courses from the following:	21
FREN 3210 French Culture I: The Francophone World	
FREN 3221 French Culture II: The Hexagon	
FREN 3222 French Culture III: French in Contemporary Europe	
FREN 3510 Introduction to French Literature	
FREN 3710 Masterpieces of French Film	
FREN 4100 Advanced Oral Expression in French	
FREN 4300 Advanced Written Expression in French	
FREN 4520 Classical and Romantic Theatre	
FREN 4530 Modern Theatre	
FREN 4550 Masterpieces of Poetry	
FREN 4560 Masterpieces of the Novel	
FREN 4590 Literature in Translation	
FREN 4900 Cullum Series	
FREN 4950 Special Topics in French	
SABR 3930 Study Abroad	
SABR 4930 Advanced Studies Abroad	
Teacher Certification Sequence	25
Choose one of the following curriculum courses: 3	
ECED 3251 Elementary Curriculum	
MGED 3112 Middle School Classroom	
SCED 4102 Secondary School Context and Curriculum Coherence	
Complete the following required certification courses:	
SCED 4101 Technology, Portfolio, and Assessment	3
FREN 4801 Methods I	3
FREN 4802 Methodology II	3
SCED 4901 Secondary Apprenticeship/Seminar	13
Electives	5
Physical Education	5
Total Hours for the Degree	125

SPANISH

Bachelor of Arts with a Major in Spanish

Core Curriculum Areas A-E	42
Core Curriculum Area F	18
SPAN 1002, 2001, 2002	3
Select three of the following courses: 9	
FREN, GRMN or LATN 1001 if not taken in high school	
FREN, GRMN or LATN 1002, 2001, 2002	
FREN or SPAN 2950	
ANTH 1102 Introductory Anthropology	
ANTH 2011 Cultural Anthropology	
ART 2611, 2612 Art History I and II	
COMD 2950 Selected Topics	
HIST 1111, 1112 World Civ. I & II	
HONR 1900 Contemporary Issues	
MUSI 2310 From the Monastery to the Concert Stage	
MUSI 2320 Music and Popular Culture	
MUSI 2330 Music of the World's Peoples	
PHIL 1000 Introduction to Philosophy	
POLS 2401 Global Issues	
PSYC 2150 Introduction to Human Diversity	
SOC 2241 Multiculturalism	
Major Concentration	
(Grade of C or better is required in all major courses)	30
SPAN 3100 Spanish Conversation	3
SPAN 3300 Spanish Composition	3
SPAN 3510 Introduction to Literature	3
Select one course from the following:	3
SPAN 3211 Hispanic American Culture I	
SPAN 3212 Hispanic American Culture II	
SPAN 3220 Spanish Culture	
Select six courses from the following:	18
SPAN 3211 Hispanic American Culture I	
SPAN 3212 Hispanic American Culture II	
SPAN 3220 Spanish Culture	
SPAN 3400 Applied Linguistics	
SPAN 3520 Drama in Spanish	
SPAN 3610 Business Spanish	
SPAN 3620 Medical Spanish	
SPAN 4100 Advanced Spanish Conversation	
SPAN 4300 Advanced Spanish Composition	
SPAN 4530 Twentieth-century Spanish Literature	
SPAN 4540 Hispanic Nobel Laureates	
SPAN 4550 Hispanic American Poetry	
SPAN 4560 Twentieth-century Hispanic American Literature	
SPAN 4570 Hispanic Short Story	
SPAN 4710 Spanish Film	
SPAN 4720 Hispanic American Film	
SPAN 4900 Cullum	
SPAN 4950 Selected Topics	
SABR 3930 Study Abroad	

SABR 4930 Advanced Study Abroad	
Minor Concentration	15-18
Electives	12-15
Physical Education	5
Total Hours for the Degree	125
Bachelor of Arts with a Major in Spanish and with P-12 Teacher Certification	
Core Curriculum Areas A-E	42
Core Curriculum Area F	18
(Admission to Teacher Education requires a grade of C or better in all courses used in Area F of the Core. See other requirements under Admission to Teacher Certification.)	
SPAN 1002, 2001, 2002	9
EDUC 2101 Introduction to the Historical and Philosophical Foundations of American Education	3
EDUC 2102 Human Development and Learning Theory	3
SPED 2000 Education of Exceptional Children	3
Major Concentration	30
(Grade of C or better is required in all major courses)	
SPAN 3100 Spanish Conversation	3
SPAN 3300 Spanish Composition	3
SPAN 3400 Spanish Phonetics	3
SPAN 3510 Introduction to Literature	3
Select one course from the following:	3
SPAN 3211 Hispanic American Culture I	
SPAN 3212 Hispanic American Culture II	
SPAN 3220 Spanish Culture	
Select five courses from the following:	15
SPAN 3211 Hispanic American Culture I	
SPAN 3212 Hispanic American Culture II	
SPAN 3220 Spanish Culture	
SPAN 3520 Drama in Spanish	
SPAN 3610 Business Spanish	
SPAN 3620 Medical Spanish	
SPAN 4100 Advanced Spanish Conversation	
SPAN 4300 Advanced Spanish Composition	
SPAN 4530 Twentieth-century Spanish Literature	
SPAN 4540 Hispanic Nobel Laureates	
SPAN 4550 Hispanic American Poetry	
SPAN 4560 Twentieth-century Hispanic American Literature	
SPAN 4570 Hispanic Short Story	
SPAN 4710 Spanish Film	
SPAN 4720 Hispanic American Film	
SPAN 4900 Cullum	
SPAN 4950 Selected Topics	
SABR 3930 Study Abroad	
SABR 4930 Advanced Study Abroad	
Teacher Certification Sequence	25
Choose one of the following curriculum courses:	3
ECED 3251 Elementary Curriculum	
MGED 3112 Middle School Curriculum	
SCED 4102 Secondary School Curriculum	

Complete the following required certification courses:	
SCED 4101 Technology, Portfolio, and Assessment	3
SPAN 4801 Methodology I	3
SPAN 4802 Methodology II	3
SCED 4901 Secondary Apprenticeship/Seminar	13
Electives	5
Physical Education	5
Total Hours for the Degree	125

D. Appendix

Programs offered in the Department of Languages, Literature and Communications

Bachelor of Arts with a Major in Communications: Drama Track
Bachelor of Arts with a Major in Communications: Journalism Track
Bachelor of Arts with a Major in Communications: Public Relations Track
Bachelor of Arts with a Major in Communications: Speech Track
Bachelor of Arts with a Major in Communications: Telecommunication Track
Minor in Communications
Minor in Drama

Bachelor of Arts with a Major in English, Concentrating in Literature
Bachelor of Arts with a Major in English, Concentrating in Creative Writing
Bachelor of Arts with a Major in English, Concentrating in Professional Writing
Bachelor of Arts with a Major in English with Secondary Teacher Certification
Minor in English

Bachelor of Arts with a Major in French with a P-12 Teacher Certification
Bachelor of Arts with a Major in French
Minor in French

Bachelor of Arts with a Major in Spanish with a P-12 Teacher Certification
Bachelor of Arts with a Major in Spanish
Minor in Spanish

Minor in German

Minor in Humanities
Minor in Women's Studies

Foreign Language Unit
Faculty Publications and Presentations

Mary-Kathleen Blanchard

PUBLICATIONS:

- "Mel Gibson's The Passion of the Christ: One Christian's Perspective." Foreign Language Notes, Spring 2004.
- "Je me souviens: la devise québécoise." Foreign Language Notes, Spring 2001.
- "As the World Comes to Georgia, Americans Should Sample World's Languages." Augusta Chronicle, May 15, 1996, 5A (Guest Editorial)
- "Preparation Vital for Students." Augusta Chronicle, September 3, 1990, 4A (Guest Editorial)
- "Keep Our Ancestral Languages Alive." Augusta Herald, June 29, 1988, 4A (Guest Editorial)
- "One Language or Two? What the U.S. Might Learn from the Canadian Example." The Beacon, 22 (Spring 1988), 23-31.
- "User Friendly Word Processors Gain Converts Among Lovers of Letters." Augusta Chronicle, November 24, 1986, 4A (Guest Editorial): Reprinted in the Augusta Herald, the Columbia, S.C. News-Times, and the Augusta College Bell Ringer.
- "Assignments in French Literature: Breaking the Ice." The Beacon, 19 (1985), 7-10.
- Review of Camus, by Patrick McCarthy. The Beacon, 17 (1983), 40.
- "Turning Kids on to French." The Beacon, 16 (1981), 17-19.

PUBLICATIONS, POETRY:

- "Leonardo's Mona Lisa." Augusta Spectator (Winter, 1985), 17.
- "Joyful, Joyful, We Adore Thee." Augusta Spectator (Winter, 1985), 17.
- "Surrealist Sunrise." Augusta Spectator (Fall, 1982), 17 (with Paul Blanchard)
- "Dépositoire." Poésie-U.S.A., 5 (1982), 19.
- "Une folie de cacophonie." Poésie-U.S.A., 4 (1981), 34.
- "Elle." College Poetry Anthology (1980), n.p.
- "Le néant de Narcisse." Poésie-U.S.A., 3 (1980), 12.
- "Le guide bienvenu." Poésie-U.S.A., 1 (1978), 18.

PRESENTATIONS:

- "God and Suffering," St. Paul's Church, March 31, 2004.
- "Speak White," Québécois identity, for the Alliance française d'Aiken, April 2000.
- "What is Quebecois French and Why Should We Study It?" for SCOLT-FLAVA, Virginia Beach, March 12, 1999.
- "Connaitre une culture differente ... et se connaitre mieux," for FLAG, Augusta, February 12, 1999 (readapted and given at the Alliance Francaise of Aiken, April 28, 1999).
- "Internet for French Teachers," a three-hour workshop for area teachers, in-service day, Augusta State University, October 16, 1998.
- "L'identite quebecoise," for FLAG-SCOLT, Savannah, February, 1998.
- "Gilles Vigneault: Le chant du portageur," for FLAG, Savannah, February 22, 1997 (also for Alliance Francaise d=Aiken, September 9, 1997).
- Internet Information for Teachers of French, for FLAG, Savannah, February 22, 1997.
- "La conscience sociale dans les chansons québécoises," for FLAG, Augusta, February 16, 1996.
- "Le Oui et le Non: Quelques observations sur le référendum au Québec du 30 octobre 1995," for Alliance Française d'Aiken, S.C., January 30, 1996.

- "To Dispel a Myth: The French Spoken in Quebec is not joual," for FLAG, Savannah, February, 1995.
- "L'identité nationale québécoise vue à travers la chanson québécoise," for Alliance Française d'Aiken, S.C., Winter, 1995 (also for FLAIR conference, Paine College, Augusta, October 22, 1994).
- "Life Stages and Religion in Quebec," for university retirees in Kalamazoo, Michigan, September 3, 1994.
- "Quebec's Legends and Traditions through its Arts and Culture," for Phi Kappa Phi, Augusta College, January 26, 1994 (also given in French, for FLAIR conference, Augusta College, November 6, 1993)
- "From Season to Season: André Breton's Childhood Memories": for the University of Louisville's Twentieth-Century Literature Conference, February 24, 1989.
- "Camus' 'Jonas': Insider on the Outside or Outsider on the Inside?" for West Georgia College's Conference on the Outsider, Atlanta, October 29, 1988.
- "From 'Pomme' to 'Pomme de terre': Bringing Proficiency Down to Earth": for FLAG, Athens, September 24, 1988.
- "The Sciences of Love: André Breton's 'L'union libre'": for the University of Louisville's Twentieth-Century Literature Conference, February, 1988.
- "Convincing our Communities that Foreign Language is a Treat and Not a Trick: the Canadian Example": for FLAG, 1987.
- "Preparing Your Students for Oratorical Competitions," for FLAG, February 28, 1987.
- "A Free Bond: Les mains libres by Man Ray and Paul Eluard, for the University of Louisville's Twentieth-Century Literature Conference, February 28, 1986.
- "Using Literature in Beginning Language Classes," for FLAIR, February, 1986.
- "The Phoenix Rises: Self and Other in the Love Poetry of Paul Eluard, for the University of Louisville's Twentieth-Century Literature Conference, February, 1985.
- "French Phonetics in High School: Teaching French Declamation," for FLAG, 1984.
- "Solitary Solidarity: Can Rhinoceritis Strike Again?" for the University of Louisville's Twentieth-Century Literature Conference, February 23, 1984.
- "Involvement of Colleges in Teaching Foreign Languages in the Elementary Schools," for FLAG, Athens, November 5, 1983.
- "Ordered Disorder: A Study of André Breton's Les champs magnétiques, for the University of Louisville's Twentieth-Century Literature Conference, February 25, 1983.

INFORMAL TALKS:

- "What to say/not to say and what to do/not to do when visiting the very ill or the bereaved," for Holly Carter's Sociology class on Death and Dying, Spring 2004.
- "All Aboard for France," children's talk at Barnes and Noble, July 2002
- "Baudelaire's poetry," at Barnes and Noble, July 2002
- "French Surrealist Poetry," at Barnes and Noble, April 2001.
- Guest lecturer for Rob Bledsoe's Humanities 2002 class, Spring 2002 (one week).
- "André Breton and Surrealism: Automatic Writing" for Marya Dubose's Honors Humanities 323 class, Augusta College, May 21, 1996.
- "Gilles Vigneault's 'Le chant du portageur'" for Duncan Robertson's French 495 class, Augusta College, May 10, 1996.
- "Censorship and Book Banning (the Challenges of Teaching Literature in the Bible Belt)" for adult education class, Saint Paul's Episcopal Church, Augusta, January 23, 1994.
- "Why Should Americans Study Foreign Languages?" for three high schools, Augusta, December, 1987.
- "Anouilh's Antigone," to Augusta College's Humanities faculty, 1986.
- "Making Literature Assignments," for FLAIR meeting, December, 1985.

"The Ironic Use of Proper Names in Madame Bovary," for Humanities faculty, 1978.

Robert Bledsoe

PUBLICATIONS

Books

Discourses of Reading: Reading and Identity in Eighteenth-Century Germany. Lewisburg, PA: Bucknell University Press, forthcoming.

Volumes Edited

Robert Bledsoe, Bernd Estabrook, Courtney Federle, Kay Henschel, Arnim Polster and Wayne Miller (Eds.). *Rethinking Germanistik: Canon and Culture*. Berkeley Insights in Linguistics and Semiotics 6. New York: Peter Lang, 1991.

Articles

"Empathetic Reading and Identity Formation." *Lessing Yearbook*, forthcoming.

"Harnessing the Autonomous Work of Art: Enlightenment and Aesthetic Education in Johann Adam Bergk's *Die Kunst, Bücher zu lesen*" *German Life & Letters*, n.s., 53 (October 2000) 470-86.

"The Sentimental Culture of the Internet: Transformations of the Public Spheres in the Eighteenth and Twentieth Centuries." http://www.humnet.ucla.edu/projects/inetcrit/rsb_mla95.html (6/96)

Robert Bledsoe, Wayne Miller and Arnim Polster. "Rethinking Germanistik: Introduction." *Rethinking Germanistik: Canon and Culture*. Berkeley Insights in Linguistics and Semiotics 6. New York: Peter Lang, 1991. xi-xx.

Reviews

Review of Frederick C. Beiser, *The Romantic Imperative*. Cambridge, MA: Harvard University Press, 2004. *Choice* (forthcoming).

Review of Robert J. Richards, *The Romantic Conception of Life*. Chicago: University of Chicago Press, 2002. *Choice* 40 No. 10 (June 2003).

Review of Friedrich Schlegel, *On the Study of Greek Poetry*. Trans. and ed. Stuart Barnett. Albany, NY: SUNY Press, 2001. *Choice* 38 No. 10 (June 2001).

Review of Wolfgang Rothe, *Der politische Goethe* and *Goethe, der Pazifist*. Göttingen: Vandenhoeck & Ruprecht, 1998. *Colloquia Germanica* 33 (2000) 81-84.

Review of Gernot Wolfruber, *Footloose*. Trans. Robert Acker. Riverside, CA: Ariadne Press, 1999. *Choice* October 2000.

Manuscripts In Circulation and Preparation

“Between National and Individual Identity: J.A. Bergk's *Art of Reading* and the Course of Aesthetic Humanism” (article-length manuscript, being revised for resubmission to *Colloquia Germanica*).

“From Domestic Tragedy to Domestic Comedy: *Bürgerliches Trauerspiel* and Wagner's *Die Meistersinger von Nürnberg*” (article-length project, projected completion: August 2000).

“Schiller and Nineteenth-Century Opera” (article-length project, in initial stages).

Creating Community: Imagining Social Space in Enlightenment Germany (book-length project; proposal available).

PRESENTATIONS

Panelist, “Reading Historically,” Chair’s Forum, Augusta, April 2003.

“Rethinking the Quantitative/Qualitative Split in Curriculum Assessment,” presentation at the Annual Meeting of the Association of American Colleges and Universities, Seattle, Jan. 2003.

“Germany, Language and the European Union,” Keynote Address, Alpha Mu Gamma Induction Ceremony, Augusta State University, May 2001.

“Digital Technology and the Language Curriculum,” Keynote Address, ASU Faculty Dialogue on Technology and Learning, Augusta State University, March 2001

“Reading, Browsing and the Usurpation of Hypertext.” Modern Language Association Annual Convention in Washington, DC, December 2000.

“Old Times in a New Language: The Middle Ages in the Foreign Language Classroom.” FLAIR Conference in Augusta, GA, October 2000.

“Revolution, Resignation, and the Path to Realism: German Society and Social Production in the Nineteenth Century.” Lecture at Rice University, Houston, TX, Oct. 12, 2000.

“From Cultural Nation to National Culture: Classicism, Romanticism and the Emergence of German Identity.” Lecture at Rice University, Houston, TX, Oct. 5, 2000.

“Negroponte's Metaphors.” Modern Language Association Annual Convention in Chicago, IL, December 1998.

“Goethe and the History of Reading.” Goethe at the Clark Library (UCLA) in Los Angeles, CA, October 1998.

“Harnessing the Autonomous Work of Art: Johann Adam Bergk's *Die Kunst, Bücher zu lesen* between National and Individual Identity.” Kentucky Foreign Language Conference in Lexington, KY, April 1998.

“Transparent Signs: Language, the Body and Writing in La Roche's *Sternheim*.” German Studies Association Annual Conference in Bethesda, MD, September 1997.

“The Sentimental Culture of the Internet: Transformations of the Public Spheres in the 18th and 20th Centuries.” Modern Language Association Annual Convention in Chicago, IL December 1995.

“From Books to Letters: Searching for Identity in *Die Geschichte des Fräuleins von Sternheim*.” German Studies Association Annual Meeting in Dallas, TX, October 1994.

“Exchangeable Exemplars: Reading and Relationships in Eighteenth-Century Germany.” German Studies Association Annual Meeting in Minneapolis, MN, October 1992.

“Lesen und Lektüre: The Politics of Reading in Goethe's *Dichtung und Wahrheit*.” German Studies Association Annual Meeting in Buffalo, NY, October 1990.

“Goethe Reading Goethe: Goethe as a Reader in His Autobiographical Writings.” Semiotic Circle of California Annual Meeting in Berkeley, CA, January 1990.

“Depictions of Joseph II and Frederick II in Literary Histories of the *Vormärz*: A Discourse Prefiguring the *Kleindeutsche Lösung*.” Modern Language Association Annual Convention in San Francisco, CA, December 1987.

“American Anthologies of German Literature.” Special session entitled “Paradigms of Cultural Tradition: The Literary Canon in Anthologies of German Literature” at the Philological Association of the Pacific Coast Annual Conference in Davis, CA, November 1987.

“Goethe's Figuration of Frederick II and Its Influence on the Literary Canon.” German Studies Association Annual Conference in St. Louis, MO, October 1987.

Robert Flannigan

Conference Presentations

“Cuba-The Future” presented at the Naval War College, Newport, R.I. 2002

“Bandura's Learning Theory” presented to the Bell South Colloquium, 2002

“Vygotsky's Socio-Historical Psychology and Philosophy” presented to the Bell South Colloquium, 2002.

“Teaching Foreign Languages-Problems that Confront the Profession” presented at the Bell South Colloquium 2001.

“Vygotsky’s Zone of Proximal Development” presented to the Bell South Colloquium, 2001.

“Cuba’s Internal Security Services” presented during the Americas World Council trip to Cuba, 2001.

“Estudiantes que Solucionan Problemas Locales” presented at the 18th International Conference for Service Learning, Ecuador, 2000.

“Communicative Language Teaching Materials for Selected Topics” presented at the 1997 Academic Alliances Conference, Georgia Southern University, 1997.

“The American Media” lecture at Shanghai International Studies University, Shanghai, China, 1997.

“Using Poetry to Teach English” presented at the 6th Convention of Peru Teachers of English to Speakers of Other Languages (TESOL) in Lima, Peru. Two additional presentations were “Bringing Back the Dialogue” and “Using Rhythmical Devices to Teach Grammar”, 1997.

“Teaching Contractions and Reductions” presented at the 5th Convention of Peru Teachers of English to Speakers of Other Languages (TESOL) in Tacna, Peru. Two additional workshops were entitled “Teaching Rhythm and Intonation” and “Teaching ‘Do’ Conversationally, 1996.

Sara Griswold:

PUBLICATIONS

Esbozo sobre el cine mexicano, Foreign Language Notes, Spring 2004

Comprendiendo otras culturas, Understanding other Cultures, Comprendre d’autres Cultures, Foreign Language Notes, Spring 2003.

Frontiers in Motion: U.S.- Latin American and Caribbean Borderlands Cookbook, Cullum Lecture Series, Augusta State University, 2003

El Cervantino, monthly edition of the CSRA Hispanic Cultural Association. Co-director, co-editor, and co-designer since July 2001 to December 2002.

El Presidente Alejandro Toledo, Foreign Language Notes, Spring 2002.

Metaplasmos: variantes del significante a nivel sincrónico. (Co-author) Foreign Language Notes, Spring 2001.

El sol y el cáncer a la piel. Article published in the Peruvian newspaper La Industria, April 18, 1997.

Perú. Article published in El Cervantino, Vol. 9 #6, March 1996.

“Habla inglés? Article published in Espiritu Hispano, Vol. 1 #6, January 1996

Wrote the preface for the book *Mi otro yo, Oh My!* Editora Aníbal Pinto, Chile, 1992.

PRESENTATIONS AND WORKSHOPS

Foreign Language Teaching and Kinesic Behavior, Georgia-Tesol, Augusta, March 13-14, 2004

Second Foreign Language Tutoring Workshop, Augusta State University, November 9, 2001

Curious Customs: Culture Capsules from Around the World, Augusta State University, October 12, 2001.

Metaplasmos: Variantes del significante a nivel sincrónico. Foreign Language Association of Georgia Conference, Athens, Georgia, February 9-10, 2001, (Co-author).

First Foreign Language Tutoring Workshop. Augusta State University, October 2000.

“*Cómo enseñar cultura popular en el salón de clase?* Foreign Language Association of Georgia Conference, Macon, Georgia, February 2000. (Co-author)

Greeting Cards: Messengers of Language and Culture. Georgia-TESOL Annual Conference, Atlanta, Georgia, April 1999. (Co-author)

La clase de español a ritmo de Marinera y Huayno. Foreign Language Association of Georgia Conference, Augusta, Georgia, February 1999. (Co-author)

Delving Into American Culture. Peru-TESOL Convention, Cajamarca, Peru, August 1998.

A General View of the Peruvian Society: The Good and the Bad of Peru. Bell South Faculty Development Project, ASU, April 1998.

Explore New Worlds: Improve Interpersonal Relationships. Southern Region Spring Conference, Carolina-TESOL, Clemson, SC, March 1998. (Co-author)

Learning/Acquiring Spanish in the Classroom. Bell South Faculty Development Project, ASU, February 1998.

Parabéns. I am sorry. Mi más sentido pésame: Caring Across Languages. Foreign Language Association of Georgia Conference, Savannah, Georgia, February 1997. (Co-author)

Listening, Experiencing, Practicing, and Improving, Technology in the Classroom. Foreign Language Association of Georgia Conference, Augusta, Georgia, February 1996. (Co-author)

Una Visita al Perú. Fort Gordon Signal Museum, National Hispanic Heritage Month, October, 1996.

Perú: Ayer y Hoy. CSRA Hispanic Cultural Association, 1996.

Cultural Extravaganza. Workshop for the Richmond County Teachers of Spanish, ASU, June 19-21, 1995. This three-day workshop centered on a variety of activities to teach culture in the Spanish class.

The Nazca Lines and the Foundation of the Incas' Empire. United Nations Day, Davidson High School, 1994.

Leyendas peruanas en la clase de español. FAIR Conference, Paine College, October 1994.

Speaker at the Alpha Mu Gamma-Iota Phi Chapter Initiation Ceremony, 1994.

INTERNATIONAL PARTICIPATION

Keynote Speaker at the II Congreso Internacional de Lingüística, Uninterlingua.

La Cinésica: Evitando la mala interpretación de los actos lingüísticos. Cuernavaca, Mexico, May 23-24, 2003

Empowering Students to Understand Nonverbal Communication in the Foreign Language Culture. Tenth Peru-TESOL Convention. Lima, Peru, July 31- August 2, 2002.

Delving into American Culture. Workshop for ESL teachers presented at the Seventh PERU-TESOL Convention, Cajamarca, Peru, 1998.

Pedro Hoyos

1. PUBLICATIONS

a. Books

- A. Ningún ser humano es ilegal. Armenia: Editorial Gedes, 1999
- B. Ejes temáticos en la obra de Ricardo Palma. Armenia: Editorial Gedes, 1998
- C. Estudios de literatura hispanoamericana: De Cortés a García Márquez. Colección Prisma. Lima: Editorial Lumen. 1994
- D. Un-official publication for Conversational Spanish: Workbook/Book. Teaching materials for use in class. A.S.U. 1997

- E. Un-official publication for Spanish American Literature. I Survey of Spanish American Literature. Teaching materials for use in class. A.S.U. 1999
- F. In Process. *La escritura graffiti: un intertexto recurrente en la literatura hispanoamericana contemporánea*. (Dissertation)

b. Articles

In Print

- “El alcalde de Cali”. Colombia Unida Magazine. Miami, FL. Marzo 6, 2004. p.7
- “Ave Caesar (o Imperatur) morituri te salutant”. Colombia Unida Magazine. Miami, FL. Marzo 6, 2004. p.2
- “Cultural Corner” column. Hola Augusta newspaper. Augusta, GA. Two different articles monthly, since 2003.
- “Colombianos en Estados Unidos”. Colombia Unida Magazine. Miami, FL. Noviembre, 2003. pp. 10-11.
- “Cristóbal Colón vs. América”. Colombia Unida Magazine. Miami, FL. January, 2003 p.3
- “What is a Hispanic Festival?” Hola Augusta newspaper. Sept. 2002, p.2
- “One Hundred Years of Solitude”. Monitor Magazine. Washington D.C. May, 2002. p.7
- “History of Peace Process in Colombia”. Foreign Language Notes, (A.S.U. – LL&C). Spring, 2002
- “We need to save the Georgia Elementary Foreign Languages Model Program”. Atlanta Latino. Bilingual newspaper. February, 2002
- “Metaplasmos: variantes del significante a nivel sincrónico”. Foreign Language Notes, (A.S.U. – LL&C). Spring (01): 6
- “Nociones literarias: el retruécano y el piropo”. Foreign Language Notes, (A.S.U. – LL&C). Spring (00): 7
- “Diferencias culturales que deben enseñarse en la clase de español”. Foreign Language Notes, (A.S.U.- LL&C). Spring (99): 5-6
- “Homo Ludens: The man Who Plays: Dr. Pedro Hoyos-Salcedo”. By Regina Turner. Interview. Phoenix Magazine –A.S.U. V.6 No.2 Winter/Spring (99): 36-37
- “El Día del Idioma español: historia, desarrollo, celebración. II”. El Hispano, (A.S.U. - LLC). V.1 No.4, Jan (98):2
- “El tratamiento de tú, usted y vos”. Foreign Language Notes, (A.S.U. - LLC). Winter (98):3

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“En el entierro de Buenaventura” . Poligrafía I, Editorial Gedes. (Armenia). Nov (95):321-322.

“El realismo mágico como un elemento estructurador en El amor en los tiempos del cólera”. Journal of the Midlands Conference on Language and Literature. V.VII, 1994. Abstract, pp. 80-81

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Knowledge and Symbolization in Saint John of the Cross. Elizabeth Wilhelmsen. Peter Lang. New York. 1993. Reviewer and Proofreader for Indices.

“La ambigüedad como un elemento básico del Quijote”. La Palabra, Organo Cultural de la Universidad de Caldas. (Manizales). Abril 23 (1992):1

“Rodrigo Arenas Betancur o el carácter lúdico del arte”. La Patria, (Manizales). Noviembre 3 (1991): 3

“*La escritura graffiti o la comunicación anónima colectiva*”. Hipsipila, Revista Cultural de la Universidad de Caldas. Vo. 1-2, (Manizales:Enero-Abril). (1988):22-30

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“*Acercamiento hacia el estudio de la Danza de la Muerte*”. La Patria, (Manizales). Octubre 7 (1979):1 y 7

“*Incremento analítico sobre la interpretación de lo barroco*”. La Patria, (Manizales).Enero-15(1978):6-

“*Desarrollo y tratamiento del tiempo en la obra de Azorín*”. La patria, (Manizales). Octubre 16 (1977):7-8

“*El mundo mágico del Barroco*”. La Patria, (Manizales). Agosto 14 (1977):1-2

II. Conference Papers: Presenter

“La obra de Ricardo Palma”. University of Cincinnati. May, 2003

Literary Gathering in Spanish –ACHA- Richmond County Library. Augusta, GA, Nov. 2002

- “Graffiti and Literature”. Georgetown University. Washington D.C. Summer, 2002
- “Glosario de términos populares en el español colombiano”. The University of Georgia. Athens, GA. Foreign Language Association of Georgia (FLAG). February 15-16, 2002
- “Cantinflas: the man, humanist, philanthropist –The best Hispanic actor and comedian”. Asociación Cultural Hispanoamericana. Augusta, GA. March 28, 2001
- “Metaplasmos: variantes del significante a nivel sincrónico”. Foreign Language Association of Georgia and SCOLT: Conference. University of Georgia, Athens. February 9-10, 2001
- “Cantinflas: the best Hispanic actor and comedian”. Asociación Cultural Hispanoamericana. Augusta, GA. February 23, 2001
- “How to Teach Popular Culture in Class”. Foreign Language Association of Georgia. Macon, GA. February 12-13, 2000
- “The Spanish Language”. A Literary Gathering A.C.H.A. Hispanic American Cultural Association, at Borders. Augusta, GA. November 12, 1999
- “The Film of Buñuel”. Richmond County Curriculum Department – FLAIR -. A.S.U.. October 1999
- “Gabriela Mistral, Pablo Neruda y Gabriel García Márquez: Masters of Hispanic American Literature”. Cullum Lectures Series: A.S.U. LL&C. March 23, 1999
- “Don Hernán Cortés el primer grafitero en Hispanoamérica”. (Bernal Díaz del Castillo). The Twentieth Louisiana Conference on Hispanic Languages and Literatures (La CHISPA). Tulane University, New Orleans. February 25-27, 1999.
- “Importancia escritural en la obra de Severo Sarduy”. First International Conference on Caribbean Literature (I.C.C.L.). The College of Bahamas - Nassau, Bahamas, November 4-6, 1998.
- “El intertexto graffiti como elemento recurrente en La aventura de Miguel Littín clandestino en Chile”. Eighteenth Cincinnati Conference on Romance Languages and Literatures, University of Cincinnati, May 7-9, 1998
- “Gabriel García Márquez o la exaltación del graffiti a través de La aventura de Miguel Littín clandestino en Chile”. 51st Kentucky Foreign Language Conference, University of Kentucky, April 16-18, 1998
- “15 diferencias culturales que se deben enseñar en la clase de español”. Foreign Language Association of Georgia and SCOLT: Conference, The Hyatt Regency Hotel Savannah - Georgia, February 26-28, 1998

“El concepto de *Inmersión Total* y su aplicación dentro de la clase de Español”. Foreign Language Association of Georgia: Conference, The Hyatt Regency Hotel Savannah - Georgia, February 21-23, 1997

“General ideas about Colombia”. National Hispanic Heritage Month (Image): Fort Gordon Signal Museum. Augusta, Georgia, October 5, 1996. Speaker.

“La estructura *graffiti* en la obra de Julio Cortázar”. Sixteenth Cincinnati Conference on Romance Languages and Literatures, University of Cincinnati, May 9-11, 1996

“Los *Talleres de escritura* en la clase de español”. Foreign Language Association of Georgia: Conference, Radisson Riverfront Hotel. Augusta - Georgia, February 16-18, 1996

“El realismo mágico como elemento estructurante en El amor en los tiempos del cólera”. Seventh Annual Midlands Conference on Language/Literature, Creighton University - Omaha, April 1994

“La androginia: fenómeno cultural naciente en la obra de Ricardo Palma”. Third Missouri Romance Languages and Literatures Conference, University of Missouri - Columbia, March 1994

“Altazor o la desmitificación a través de lo lúdico”. Second Missouri Romance Languages and Literatures Conference, University of Missouri - Columbia, March 1993

“La escritura graffiti o el libro abierto”. Annual Meeting of the Southwestern Council on Latin American Studies, Texas A&M Campus, March 1993

“Cómo leer la obra de Gabriel García Márquez?”. University of Nebraska – Lincoln. MLD, Día del Idioma 1993

“Cultura y arte precolombinos”. University of Nebraska – Lincoln. MLD, Día de la Raza 1992

“El graffiti en la literatura hispanoamericana”. University of Nebraska – Lincoln. MLD, December 1992

“Rubén Darío, el poeta de lo *azul*”. Primer Encuentro Nacional de Estudios Literarios, Universidad de Caldas - Manizales, June 1989

“Dos escritores colombianos: Jorge Isaacs y José Asunción Silva”. Universidad de Caldas - Manizales, Oct 1987

“Horacio Quiroga o la tragedia viviente”. XIX Congreso Nacional de Profesores de Español y Literatura, Universidad Tecnológica de Pereira, July 1986

“Estado actual del Teatro en Colombia”. Universidad de Caldas – Manizales, Día de la Raza 1984

“La obra de Gustavo Alvarez Gardeazábal”. Universidad de Caldas - Manizales, Día del Idioma 1983

“El Quijote hoy”. Universidad de Caldas - Manizales, Día del Idioma 1982

“El Modernismo en Hispanoamérica”. Universidad de Caldas - Manizales, Independencia Nacional 1978

“La simbiosis *literatura, música, arte*”. X Congreso Nacional de Profesores de Español y Literatura. Universidad Nacional de Colombia - Bogotá, July 1977

“Importancia de María en la literatura hispanoamericana”. IX Congreso Nacional de Profesores de Español y Literatura. Universidad de Valle - Cali, July 1976

Duncan Robertson:

PUBLICATIONS

BOOKS

The Vernacular Spirit: Essays on Medieval Religious Literature. Ed. Renate Blumenfeld-Kosinski, Duncan Robertson, and Nancy Warren. New Middle Ages series. New York: St. Martin's/Palgrave, 2002.

The Medieval Saints' Lives: Spiritual Renewal and Old French Literature. Edward C. Armstrong. Monographs on Medieval Literature, 8. Lexington, KY: French Forum, 1995.

Lectio divina: The Medieval Experience of Reading. (in progress)

ARTICLES

"Seasons of Solitude: The Anglo-Norman Verse Life of St. Giles." In "*De sens rassis*": *Essays in Honor of Rupert T. Pickens.* Ed. by Keith Busby, Bernard Guidot, and Logan E. Whalen. (Amsterdam: Rodopi, 2003).

"Oiez signor... si com lisant trovon': *La chanson biblique de Herman de Valenciennes.* In *L'épopée médiévale: Actes du XVe Congrès international de la Société Rencesvals (Poitiers, 21-27 août 2000).* Poitiers: CESCO, 2002. Tome II: 1001-1008.

"'Cume lur cumpaine et lur veisine': Women's roles in Anglo-Norman Hagiography. In *Discourses of Women,* ed. Kathy Krause. Univ. of Florida Press, 2001, pp. 13-25.

"What is a Legendary?" In *Philologies Old and New: Essays in Honor of Peter Florian Dembowski,* ed. Carol J. Chase and Joan Tasker Grimbert. Amsterdam: Rodopi, 2001.

"Clemence of Barking." In *Garland Encyclopedia of Medieval Women* ed. Nadia Margolis and Katya Wilson. New York: Garland, forthcoming.

"Authority and Anonymity: The Twelfth-Century French Life of St. Mary the Egyptian." In *Translatio Studii: Essays in Honor of Karl D. Uitti,* ed. Renate Blumenfeld-Kosinski and Kevin Brownlee. Amsterdam: Rodopi, 1999.

"The Anglo-Norman Verse Life of St. Mary the Egyptian." *Romance Philology* 52 (1998): 13-44.

"Writing in the Textual Community: Clemence of Barking's life of St. Catherine." *French Forum* 21 (1996): 5-28.

"The Way of Hagiography." *Romance Philology* 43 (1989-90): 209-19.

"The Inimitable Saints." *Romance Philology* 42 (1988-89): 435-46.

"Twelfth-Century Experience: The Life of St. Mary the Egyptian." *Pacific Coast Philology* 22 (1987): 71-77.

"The Experience of Reading: Bernard of Clairvaux, *Sermons on the Song of Songs*, 1." *Religion and Literature* 19 (1987): 1-20.

"Epic Direct Discourse." *Pacific Coast Philology* 20 (1985): 70-74.

"Poem and Spirit: the Twelfth-Century French Life of St. Mary the Egyptian." *Medioevo Romanzo* 7 (1980): 305-27.

"Visual Poetics: the Charlemagne Window at Chartres." *Olifant* 6 (1978): 107-17.

"Toward an Aesthetic of the Conteur: the *Folie Tristan* Poems." *Tristania* 2 (1977): 3-11.

"On the Text of the Berne *Folie Tristan*." *Romania* 98 (1977): 95-104.

"An Analytic Bibliography of the Writings of Alfred Foulet." *Romance Philology* 22 (1968-69): 384-95.

REVIEWS

Françoise Laurent, *Plaire et édifier: Les récits hagiographiques composés en Angleterre au XIIe et XIIIe siècles*. Paris: Honoré Champion, 1995. *Romance Philology* 55 (2001) 132-135

Maurizio Perugi, ed., *La Vie de saint Alexis*. Textes Littéraires Français. Geneva: Droz, 2000. *Cahiers de Civilisation Médiévale*, forthcoming.

Yvette Guilcher, ed., *Deux versions de la vie de saint Georges*. Classiques Français du Moyen Age, 138. Paris: Honoré Champion, 2001. *Cahiers de Civilisation Médiévale*, forthcoming.

John Jay Thompson, ed. Wauchier de Denain, *La Vie mon signeur seint Nicholas le beneoit confessor*. Textes Littéraires Français, 508. Geneva: Droz, 1999. *Cahiers de Civilisation Médiévale* 45 (2002): 98-100.

Nils-Olof Jönsson. *La Vie de saint Germer et la vie de saint Josse de Pierre de Beauvais: Deux poèmes du XIII^e siècle, publiés avec introduction, notes et glossaire*. Etudes Romanes de Lund, 56. Lund: Lund University Press, 1997. *Speculum* 73 (1998): 84-85.

Jocelyn Wogan-Browne and Glyn S. Burgess. *Virgin Lives and Holy Deaths: Two Exemplary Biographies for Anglo-Norman Women. The Life of St. Catherine. The Life of St. Lawrence*. Translated with introductions and notes. Everyman Library. London: Dent and Vermont: Tuttle, 1996. *Romance Philology* 51 (1997): 99-106.

William Calin. *The French Tradition and the Literature of Medieval England*. Toronto: University of Toronto Pr., 1994. *French Forum* 21 (1996): 98-100.

Rachel Bullington. *The Alexis in the Saint Albans Psalter: A Look into the Heart of the Matter*. New York and London: Garland, 1991. *Cahiers de Civilisation Médiévale* 38 (1995): 82-83.

Kathryn Young Wallace, ed. *La Estoire de seint Aedward le Rei*. London: Anglo-Norman Text Society, 1983. *Romance Philology* 43 (1989-90): 478-80.

Yvan G. Lepage, ed. *L'Oeuvre lyrique de Richard de Fournival*. Ottawa, 1981. *Romance Philology* 39 (1985-86): 370.

Herman Braet, tr. *Deux lais féeriques bretons*. Brussels: Aurelia, 1980. *Romance Philology* 36 (1985-86): 502-04.

Emmanuèle Baumgartner, tr. *La Quête du Saint Graal*. Paris: Honoré Champion, 1979. *Romance Philology* 36 (1982-83): 637-39.

Peter Dembowski, ed. *La Vie de sainte Marie l'Egyptienne: versions en ancien et en moyen français*. Geneva: Droz, 1977. *Romance Philology* 34 (1980-81): 258-63.

Serge Hutin. *La vie quotidienne des alchimistes au moyen âge*. Paris: Hachette, 1977. *French Review* 53 (1980): 326.

Régine Pernoud. *Pour en finir avec le moyen âge*. Editions du Seuil, 1977. *French Review* 51 (1978): 930-31.

TEXTBOOKS

"The Letters of Peter Abelard and Heloise," "Songs by Hildegard of Bingen," and "The Book of the City of Ladies" (by Christine de Pizan): translations and introductions. In *The Augusta College Humanities Handbook*, ed. Walter Evans, Michael Schwartz and Vicki Stroher. Seventh edition. Simon and Shuster, 1996.

A Humanities Handbook. Selected Curriculum. San Francisco Unified School District, 1985.

Sources for the Study of High Medieval Culture, ed. Nicolas Steneck, Duncan Robertson and Harald Scholler. Medieval and Renaissance Collegium Publications, University of Michigan, 1976.

SPECIAL CONFERENCE SESSIONS

"The Spirit and Vernacular Letters: Medieval Women Writers on Religious Experience," at the Modern Language Association Convention, San Francisco, CA, December 1998.

"The Virgin Mary in Narrative, Lyric and Drama," at the International Congress on Medieval Studies, Kalamazoo MI, spring 1996.

"Hagiography and Romance," at the Kentucky Foreign Language Conference, spring 1996.

Chaired special session on Comparative Literature (medieval) at the Kentucky Foreign Language Conference, spring 1993.

RECENT PAPERS

"From the Literal to Literature: The *Roman de Dieu et de sa mère* by Herman de Valenciennes." at the Kentucky Foreign Languages Conference, spring 2001

"Recent Work on Late-Medieval Hagiography: The Decline of the Genre?" Thirty-Fourth International Congress on Medieval Studies, The Medieval Institute, Kalamazoo, MI, May, 1999.

"Literacy and Spirituality." Kentucky Foreign Language Conference, Lexington, KY, April, 1999.

"The Anglo-Norman Verse Life of St. Mary the Egyptian." Thirty-Second International Congress on Medieval Studies, The Medieval Institute, Kalamazoo, MI, May, 1997.

"'Cume lur cumpaine et lur veisine': Women's roles in Anglo-Norman Hagiography." Kentucky Foreign Language Conference, Lexington, KY, April, 1997.

"The Textual Community around Barking Abbey." Thirty-First International Congress on Medieval Studies, The Medieval Institute, Kalamazoo, MI, May, 1995.

"The Old French Saints' Lives: Reflections on 'Vernacularization.'" The Medieval Academy of America convention, Knoxville, TN, April 1994.

"Towards a Definition of Hagiographical Romance." Sewanee Colloquium, Sewanee TN, March 1993.

"The Wives of the Saints," Modern Language Association convention, Toronto, Ont., December, 1993.

"The Saint and the Poet: the Life of St. Catherine by Clemence of Barking." Southeast Medieval Association Conference, Williamsburg, VA, September, 1992

"Vernacular Historical Hagiography: Orderic Vital and his French Translator." Twenty-Eighth International Congress on Medieval Studies, The Medieval Institute, Kalamazoo, MI, April 1992.

"Spirituality and Vernacularization," Kentucky Foreign Language Conference, Lexington, KY, April, 1992.

"The Witty Martyrs." Conference on Humor in the Middle Ages, Princeton Univ., Princeton, NJ, September, 1991.

"Spirituality and Literature." Southeast Medieval Association Conference, Birmingham, AL, September, 1991.

ESSAYS AND CREATIVE WRITING

"Hurricane in Central America." *Augusta Chronicle*, November 13, 1998.

"Ice Skating." *Augusta Chronicle*. July 1, 1998.

"Le Père Papon." *Foreign Language Notes*, 1998.

"Scholar in the City." *Humanities Network* 6:2 (1984): 5

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BOOK REVIEWS

Pedro Hoyos-Salcedo, *Ningún ser humano es ilegal, ni el reino de Dios tiene fronteras*. *Foreign language Notes* 2000.

José Donoso. *Curfew*. *San Francisco Chronicle Review*, June 5, 1988, 7.

Carlos Fuentes. *Myself with Others*. *San Francisco Chronicle Review*, April 17, 1988, 3.

Jorge Amado. *Showdown*. *San Francisco Chronicle Review*, Feb. 7, 1988, 1.

Moacyr Scliar. *The Ballad of the False Messiah*. *San Francisco Chronicle Review*, Jan. 10, 1988, 9.

Jonathan Evans Maslow. *Bird of Life, Bird of Death*. *San Francisco Chronicle Review*, Aug. 31, 1986, 9.

Jana Sandarg

**Publications
National**

- Assessing Readiness of Foreign Language Education Majors to Take the Praxis II exam, with Carol Wilkerson and Judy Schomber, Dimension 2004: Assessment Practices in Foreign Language Education, (Valdosta, GA: Southern Conference on Language Teaching, Spring 2004), 29-41.
- Review of The Narrative of Antonio Muñoz Molina: Self-Conscious Realism and AEL Desencanto, Lawrence Rich, Hispania, Vol. 85, No. 2 (May 2002), 259-260.
- Review of Tratándose de Ustedes, Felipe Benítez Reyes, Hispania, Vol. 84, No. 3 (September 2001), 491-492.
- Review of La madurez de las nubes, Gonzalo Calcedo, Hispania, Vol. 84, No. 2 (May 2001), 255-256.
- Dare Go Where Others Fear to Tread, with Lee Bollinger, in Selections of the Speech Communication Teacher, 1996-1999, an anthology which accompanies The Art of Public Speaking, by Stephen Lucas (McGraw-Hill), 2000.
- Dare Go Where Others Fear to Tread, with Lee Bollinger, The Speech Communication Teacher, University of Missouri-Kansas City, Vol. 12, no. 2 (Winter 1997), p. 1-3.
- Review of Azul, Rosa Regás, Hispania, Vol. 80, No. 1 (March 1997), 92-93.
- "Juan Benet, From Of the Well and of Numa", in The Literature of Democratic Spain: 1975-1992 by Cecilia Castro Lee, The Literary Review, Vol. 36, No. 3 (Spring 1993), 276-280.
- "Pemán y Pemartín, José María," Dictionary of the Literature of the Iberian Peninsula, 2 vols., Eds. Bleiberg, Ihrie, Pérez (Westport, Connecticut: Greenwood Press), 1993, Vol. 2, 1248-1250.
- "Fernández-Santos, Francisco," Dictionary of the Literature of the Iberian Peninsula, 2 vols., Eds. Bleiberg, Ihrie, Pérez (Westport, Connecticut: Greenwood Press), 1993, Vol. I, 602-603.
- "Candel, Francisco," Dictionary of the Literature of the Iberian Peninsula, 2 vols., Eds. Bleiberg, Ihrie, Pérez (Westport, Connecticut: Greenwood Press), 1993, Vol. I, 289-290.
- Review of The Novel of the Spanish Civil War, Gareth Thomas, Hispania, Vol. 74, No. 4 (December 1991), 891-892.
- Review of Razón y espíritu, Ken Benson, Hispania, Vol. 74, no. 1 (March, 1991), 78.
- Crossing That Line, with Lee Bollinger, Reaching Through Teaching, 9.2 (Spring 1996), p. 4.
- Review of Critical Approaches to the Writings of Juan Benet, ed. Manteiga, Herzberger and Compitello, Modern Fiction Studies, Vol. 31, no. 2 (Summer 1985), pp. 446-448.
- "The Natural and the Supernatural in Four Novels of Juan Benet," Discurso Literario, Vol. III, no. 1 (Fall, 1985), 171-181.
- "Dolores Medio's Milagro for Children," Revista Monográfica/ Monographic Review, Vol. 1, no. 1 (1985), 66-76.

State

- Study Abroad and Enhanced Teaching, with Carol Wilkerson, Journal of the Foreign Language Association of Georgia, Vol. 2, no. 1 (Spring/Summer 2001), 20-21.
- Review of El novio del mundo, by Felipe Benítez Reyes, Journal of the Foreign Language Association of Georgia, Vol. 1, no. 2 (Spring/Summer 2000), 14-15.
- Pizza Hut in China, The Beacon, Vol. 32, No. 2 (Spring/Summer 1998), 14-15.
- "Cultural Differences Between Hispanics and Anglo-Americans," The Beacon, Vol. 25, No. 2 (Winter, 1991), 7-10.
- "An Interview with Spanish Students," The Beacon, Vol. 21, No. 2 (Feb., 1987), 33-37 and Vol. 21, No. 3 (Spring, 1987), 25-29.

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- L'Auberge espagnole*: Study Abroad Spanish Style, Foreign Language Notes, spring 2004.
- No Child Left Behind in Foreign Languages, Foreign Language Notes, spring 2003.
- Salamanca, Ciudad Europea de la Cultura de 2002, Foreign Language Notes, Spring 2003, p. 2.
- Save the Model Program, Foreign Language Notes, Spring 2003, p. 11.
- No Georgia Child Should Be Left Behind in Foreign Languages, The Augusta Chronicle, Wed., March 12, 2003, p. 4A.
- Foreign Language Program a Model, The Augusta Chronicle, Wed., Jan. 16, 2002, p. 5A.
- We're Number One!, Foreign Language Notes, ASU, Spring 2002.

"The Hispanic Presence in Augusta, Georgia," Richmond County History. Vols. 19-20 (1987-1989), 40-50.

"St. Augustine: America's First City," The Signal, Friday, Sept. 30, 1994, p. 15.

"Worlds Away, Salamanca & Augusta grow closer," The Augusta Chronicle, Tuesday, Oct. 11, 1994, p. 5 A.

Miscellaneous Publications

The Klingons are Heree! , Augusta Today, (April 1997), 12-13.

Review of Pedro Almodóvar's movie "Qué he hecho para merecer esto?" El Hacha de Acha, Vol. 2, No. 3 (Feb. 1988). [newsletter of local Hispanic organization].

"Communique from FLAIR," Collaborare. Vol. 2, No. 3 (Oct. 1987), 5-6. [newsletter of National Foreign Language Academic Alliances].

Papers Presented

Fighting for our Programs: the Georgia Effort, with Carol Saunders Semonsky and Marcia Spielberg, ACTFL conference, Philadelphia, Pennsylvania, Nov. 20-23, 2003.

Fighting for Our Programs: Advocacy Through GCLL, with Carol Saunders Semonsky and Marcia Spielberg, FLAG conference, Athens, GA, Feb. 27-28, 2004.

Assessment and Alignment: Is Your Teacher Candidate Ready for the Praxis? , with Carol Wilkerson and Judy Schomber, SCOLT conference, Mobile, Alabama, March 18-20, 2004.

Praxis II Spanish Workshop, with Carol Wilkerson, Anja Bernardy and Thierry Léger, three-hour workshop at the SCOLT/FLAG conference, Atlanta, GA, Feb. 27, 2003.

Succeeding on the Praxis II Spanish, with Carol Wilkerson, three-hour workshop at the Tennessee Foreign language conference, Jackson, Tennessee, Sept. 21, 2002.

Strategies for Success on the Praxis II Spanish, with Carol Wilkerson and Annette Riley, three-hour workshop at the FLAG Conference, Athens, GA, Feb. 15, 2002.

Directing a Study Abroad Program: The Good, the Bad, and the Ugly, panelist at the Sixth Annual System Study Abroad Conference, Athens, GA, Sept. 21, 2000.

Connecting with Sociology, with Edelma Concha Piqué, AATSP-GA conference, Sept. 23, 2000, Atlanta, GA.

Combining Journalism with Spanish and Email Transmission of News, with Lee Bollinger, American Communications Conference, University of Louisville, Kentucky, Sept. 28-30, 2000.

Ways that Study Abroad Enhances Teaching, with Carol Wilkerson, FLAG Conference, Athens, GA, Feb. 9-10, 2000.

How to Make a Conference Presentation, FLAG Conference, Athens, GA, Feb. 9-10, 2000.

Shaping Future Pedagogy: World Culture Awareness and Crossing Disciplines, with Lee Bollinger, Georgia-Carolina College English Association conference, Charleston, SC, April 6-8, 2000.

The Use of Electronic mail in Crossing Disciplines, with Lee Bollinger, SE Association for Language Learning Technology (SEALL), Coastal Carolina University, Conway, SC, March 17-18, 2000.

Academic Alliances: Focus for the New Millennium, with Lynn Bryan and Jim Jones, FLAG conference, Macon, GA, Feb. 11-12, 2000.

The Tolerance of the Hispanic Culture in America, with Lee Bollinger, Intercultural Communications Conference, University of Miami, FL, Feb. 4-6, 2000.

Preparing for the Praxis II Exam, with Carol Wilkerson and Judy Schomber, ACTFL conference, Dallas, TX, Nov. 19-21, 1999.

An Overview of the Praxis II Exam, with Carol Wilkerson and Judy Schomber, National conference of the American Association of Teachers of Spanish and Portuguese (AATSP), Denver, CO, July 31-Aug. 3, 1999.

ASAP: Affirmative Study Abroad Programs, with Diana Darris, NAFSA conference, Denver, CO, May 23-28, 1999 and conference of the Association on Higher Education and Disability (AHEAD), Atlanta, GA, July 14-17, 1999.

Inclusion: The Challenges, the Choices, with Cindy Craig, to the ASU Teaching and Learning Task Force, June 8, 1999.

Connecting Disciplines, a presentation to the ASU Teaching and Learning Task Force, April 22, 1999.

Preparing Pre-professionals for the Classroom: P-16 Lessons, with Carol Wilkerson, FLAG Conference, Augusta, GA, Feb. 12-13, 1999.

Academic Alliances Helping Each Other Develop Professionally: Grants and Summer Programs, with Claire Stracke, FLAG Conference, Augusta, GA, Feb. 12-13, 1999.

Crossing Cultural Lines, with Lee Bollinger, annual conference of the Speech Communication Association of Puerto Rico, San Juan, Puerto Rico, Dec. 4-5, 1998.

Developing Curriculum Portfolios for Teacher Education, with Carol Wilkerson, international AATSP conference, Madrid, Spain, July 31-August 4, 1998.

Cultural Perspectives and Literary Interpretation of the Quixote: Students of English and Spanish Exchange Notes, with Lee Bollinger, Southeastern Writing Center Association Conference, Wesleyan College, Macon, GA, April 23-25, 1998.

Curriculum Spirals for Grades P-12: Numbers, Foods, and Professions, with Carol Wilkerson, SCOLT/FLAG Conference, Savannah, GA, Feb. 26-28, 1998.

A Renewed Fever: The Academic Alliances, with Claire Stracke, SCOLT/FLAG Conference, Savannah, GA, Feb. 26-28, 1998.

Directing Study Abroad Programs, Panelist on Plenary Session, Third Annual University System Study Abroad Conference, UGA, Nov. 5, 1997.

Tanto monta: PK-16 Partners Connect in Spain, with Carol Wilkerson, AATSP-GA Conference, State University of West Georgia, Carrollton, GA, Oct. 25, 1997.

Writing Across the Discipline Zones: Advertising Techniques and Spanish Vocabulary Come Together in Student Collaboration Project, with Lee Bollinger, Southeastern Writing Center Association Conference, Augusta State University, April 18-20, 1997.

Sliding Into Other Disciplines Promotes and Motivates Learning, with Lee Bollinger, SCOLT Conference, Myrtle Beach, SC, March 6-8, 1997.

A Taste of Wine: A Conference Sponsored by Two Georgia Academic Alliances, with Claire Stracke, FLAG Conference, Savannah, GA, Feb. 21-22, 1997.

FLAG Spoken Language Contest: An Overview of the New Contest, with Dee Anna Rittenhouse, FLAG Conference, Savannah, GA, Feb. 21-22, 1997.

Spain, IMAGE National Hispanic Heritage Month Program, Signal Museum, Fort Gordon, GA, Oct. 5, 1996.

Crossing That Line: An Innovative Approach to Collaborative and Multicultural Learning/Teaching, with Lee Bollinger, The Georgia Conference on College and University Teaching, Kennesaw State College, April 18-19, 1996.

The Impact of Chocolate on World Culture: A Successfully Financed Academic Alliance Conference, with Claire Stracke, Foreign Language Association of Georgia Conference, Augusta, GA, Feb. 16-18, 1996.

New Judging Procedures for the FLAG Spoken Language Contest, Foreign Language Association of Georgia Conference, Augusta, GA, Feb. 16-18, 1996.

Hooked on Spanish: Sensitize and Recruit Students Across the Curriculum, with Lee Bollinger, Foreign Language Association of Georgia Conference, Augusta, GA, Feb. 16-18, 1996.

The Role of the Advisor and Program Director in Study Abroad Programs, Presenter and Panelist, System Study Abroad Conference, UGA, Nov. 9, 1995.

Hispanics Defending America: Guided by the Past, Challenged by the Future, Command Address for Hispanic Heritage Month, Fort Gordon, GA, Oct. 12, 1995; also given at the Savannah River Site, SC, for Hispanic Heritage Month, Sept. 28, 1995.

"Teaching the History and Culture of the Spanish-Speaking People: An Integrated Curriculum," ACTFL Conference, Atlanta, Nov. 17, 1994 (co-presented with Claire Stracke).

"Contemporary Culture Through Spanish Film," FLAG/SCOLT Conference, Atlanta, Feb. 24-26, 1994.

"Corta el rollo," Georgia AATSP Conference, Macon College, Oct. 16, 1993.

"Un pincho de Salamanca," with Helene Rhodes, FLAIR Conference, Augusta College, Nov. 6, 1993.

"A Taste of Mexico: Music, Art and Tequila," with Diane McGinty and Douglas Sherer, FLAG Conference, Savannah, GA, Feb. 7-9, 1992.

"The FLAIR Model," Academic Alliances in Georgia Conference, Macon, GA, Jan. 25-26, 1991. Presenter and consultant.

"Culture in the Classroom," FLAIR Conference, Augusta, GA, April 20, 1991.

"The Director's Role in Study Abroad Programs," IISP General Orientation Session, Atlanta, GA, May 4, 1991.

"Create an Academic Alliance with FLAIR: A Success Story," with Claire Stracke, ACTFL annual conference, Washington, D.C., Nov. 23, 1991.

"Learning and Testing Culture," IDEAS Session, AATSP National Conference, Miami, Florida, August 10-14, 1990.

"Los alumnos y las universidades de México en 1989," FLAG Conference, Savannah, Georgia, Feb. 9-11, 1990.

"La sexualidad humana: un debate entre alumnos americanos y mexicanos en UDLA, 1989," FLAIR Conference, Augusta, Georgia, Oct. 28, 1989.

"Cultural Differences between Hispanics and Anglos," Hispanic Employment Committee Program Workshop, May 5, 1989, Fort Gordon, Georgia.

"Psychological Perspectives in the Narrative of Soledad Puértolas," Twelfth Annual Meeting of the Philological Association of the Carolinas, Winthrop College, S. C., March 3-5, 1988.

"La magia en la cultura popular de España," Georgia AATSP Mid-Winter Conference, Warner Robbins, Ga., Feb. 13, 1988.

"Numa and Mantua: Expressions of Evil in the Works of Juan Benet." International Conference on the Expressions of Evil in Literature, Philosophy and the Visual Arts, Atlanta, Ga., Nov. 6-8, 1987 (Sponsored by West Georgia College).

"Spanish Dancing," FLAIR Conference, Augusta, Georgia, Feb. 28, 1987.

"Canciones de Colombia," AATSP Mid-winter Conference, Macon, Georgia, Feb. 21, 1987.

"A Day in the Life of Javier Ruiz: Educational Systems in Salamanca, Spain," FLAG Conference, Athens, Georgia, Sept. 26-27, 1986.

- "The Hispanic Presence in Augusta, Georgia", Imperial Theater, Augusta, Georgia, Spring, 1986.
Augusta's 250th Birthday Celebration, Spring, 1986.
- "Rites of Passage in Dolores Medio's Andrés," Third Annual Conference on Foreign Literature,
The Wichita State University, April 10-12, 1986.
- "Dolores Medio's Fiction for Children," MLA conference, Washington, D.C., Dec. 27-30, 1984.
- "Incursions of the Fantastic into the Realm of Nature in Selected Narratives of Juan Benet," MLA
conference, New York City, Dec. 27-30, 1983.
- "Promoting Foreign Languages in Elementary Schools: Your Students as Teachers," FLAG
Conference, Athens, Georgia, Nov. 4-5, 1983.
- "Together Towards the Future," Command Address for National Hispanic Heritage Week, Fort
Gordon, Georgia, Sept. 13, 1983.
- "Spanish Language Studies and the Atari," with Jerome Coates, Microcomputer Users Group of
the University System of Georgia Conference, Statesboro, Georgia, Sept. 9-11, 1982.
- "Hispanic Customs and Gestures," Culture and Conversation Workshop, Middle Tennessee State
University, Murfreesboro, Tennessee, May 2, 1981.

Lectures

- Hispanics in the CSRA, speech for Hispanic heritage month, Correctional Institution, Edgefield
County, SC, Sept. 23, 2003.
- Cultural Comparative Panel, participant, Alpha Mu Gamma, ASU, Nov. 6, 2003.
- Keep Learning Spanish, speech to Lake Forest Elementary School for National Education Week,
Nov. 18, 2003.
- Poetry reading at the Cinco de Mayo celebration, Morris Museum, Augusta, May 3, 2002.
- Foreign Languages and Your Future, Augusta Christian School (all Spanish classes), Oct. 10,
2002.
- Why learn a foreign language? , Augusta Preparatory School (entire high school assembly), Jan.
7, 2003.
- My Professional Motivations, Phi Kappa Phi Faculty Forum, April 2, 2002.
- Planning a Foreign Language Day, Brewton-Parker College, Vidalia, GA, March 29, 2001.
- Enrique Anderson-Imbert's *Casos*, at the Spanish club Literary *Tertulia*, Nov. 8, 2001.
- Collaboration with Hispanic Communities, for the Girl Scout presidents and executive directors
of GA meeting, Augusta, GA., June 17, 2000.
- Recruiting Strategies for the Hispanic Population, for the Girl Scout field executives and
membership specialists, Augusta, Ga., June 6, 2000.
- Peru, a slide presentation and lecture, Our Redeemer Lutheran Church, Oct. 12, 2000.
- Cultural Differences: Japan, China, Europe, Latin America, and the US, lecture in Prof. Amy
Fickle's psychology class at ASU, Oct. 29, 1998.
- China: The Gang of Four, with Lee Bollinger, Rick Davis and Bob Flannigan, Phi Kappa Phi
Faculty Forum lecture with slides, Oct. 29, 1997.
- Presentation on ASU as part of a workshop, Excellence in Education: Building Opportunities for
our Youth, with Carol Giardina, National Hispanic Heritage Month, Fort Gordon, Sept.
23, 1997.
- The Journalism Program at ASU, lecture to a communications class at the College of
Journalism, Shanghai International Studies University (SISU), Sept. 5, 1997.
- Articulation Between High School and University Faculty, A Richmond County In-Service for
Teachers, Feb. 28, 1997.
- Different But Alike, *Celebrating Our Cultures: We All Smile in the Same Language*, Aquinas
High School, March 21, 1996.
- Traveling in Spain, Aquinas High School, April 3, 1996.
- Culture Celebration, Scribblers Club, Senior Center, Dec. 1995.

Foreign Languages and Careers, Harlem High School, April 24, 1996.
 Treasures of Salamanca, Our Redeemer Lutheran Church, Mar. 9, 1995.
 Study Abroad Opportunities, Westside High School, Mar. 23, 1994.
 Mexico's Treasures, Collins Elementary School, Feb. 22, 1994.
 Don Quixote, Dr. Stracke's Humanities class, Feb. 1994.
 Cinco de mayo, Westside High School, May 21, 1993.
 Madrid and Barcelona, with slides, Davidson Fine Arts School, Nov. 30, 1992.
 Teotihuacán and Tenochtitlán, with slides, Tutt Middle School, Dec. 11, 1991; Warren Road School, Sept. 24, 1992; Harlem Middle School, March 23, 1993.
 Columbus in Madrid and Barcelona, Glenn Hills High School, March 1991.
 Hispanic Christmas Traditions, Camp Tanglewood (Girl Scouts), Dec. 1990.
 Guadalajara en 1990, ACHA-Los Amigos Hispanos, Augusta, Oct. 1990.
 Columbus and Spain, with slides, A. Brian Merry Elementary School, Dec. 6, 1989; Tutt Middle School, Sept. 16, 1993.
 Paris (slide presentation), Warren Road Elementary School, Feb. 2, 1989.
 La Universidad de Salamanca, slide presentation in Spanish to ACHA, Augusta College, May 16, 1989.
 Teotihuacán, México, with slides, Warren Road Elementary School, Sept. 27, 1989 and Nov. 5, 1990.
 Tenochtitlán, México, with slides, Davidson Fine Arts School, Oct. 3, 1989.
 Mexico en 1989, slide presentation in Spanish to ACHA, Augusta College, Nov. 14, 1989.
 Mexico City and Tenochtitlán, with slides, Warren Road Elementary School, Dec. 5, 1989 (for Human Relations Week in Richmond County); Augusta College Choir, May 1982.
 Salamanca, Spain, slide presentation to Phi Kappa Phi, Augusta College, Nov. 18, 1988.
 Christmas Customs in Mexico at Blythe Elementary School (Dec. 5, 1988), Floyd Graham Elementary School (Dec. 8, 1988) and Hephzibah Elementary School (Dec. 8, 1988). For Human Relations Week in Richmond County.
 Spain, Academy of Richmond County, September 1987.
 Culture of Spain, Copeland Elementary School, Dec. 12, 1986. For Human Relations Week of Richmond County.
 Peruvian Culture, Aquinas High School, Sept. 15, 1986.
 Hispanic Contributions to America, Lucy Laney High School, Fall, 1985.
 Teaching Spanish Conversation and Composition, to Richmond County foreign language teachers, Augusta, GA, Oct. 19, 1984.
 Foreign Languages: The Wave of the Future, to Aiken County foreign language teachers, North Augusta, SC, Aug. 23, 1984.
 Travel and Study Abroad Opportunities, hosted by Dean Hargrove, Augusta College School of Education, March, 1984.
 Machu Picchu, with slides, Feb. 23, 1984, for Alpha Mu Gamma.
 Career Opportunities for Foreign Languages, Glenn Hills High School, Feb. 8, 1983.

Eric Skipper

PUBLICATIONS

Rev. of John *Steinbeck: A Centennial Tribute*, ed. Mashkooor Ali Syed. *The Steinbeck Review* 1.2 Fall 2004. (forthcoming)

"Death in the Hills: The Mountains as a Place of Refuge and Dying for Steinbeck's Mexican Characters." *The Steinbeck Review* 1.2 Fall 2004. (forthcoming)

“The Punkin’ Roller.” *RE:AL, The Journal of Liberal Arts* 28.2 (Fall 2003).

“The Runt.” *Literature & Ourselves*. Ed. Gloria Mason Henderson, Bill Day and Sandra Stevenson Waller. New York: Longman, 2002.

“The Runt.” *Roanoke Review* 26 (Winter 2001): 27-37.

“Rat Poison.” *Legacy* 32 (Nov 2000): 16-24.

LOCAL PUBLICATIONS

“ASU Students Study Abroad and at Home.” *Foreign Language Notes* (Spring 2003): 9.

“Un microcosmo de la situación política en Puerto Rico.” *Foreign Language Notes* (Spring 2002): 8.

CONFERENCE PAPERS

“The Spanish Tolstoy?: William Dean Howell’s Evaluation of the Fiction of Armando Palacio Valdés,” 29th Annual Conference on Literature and Film, Florida State University. January 2004.

“The Tremendista Schoolmasters in Matute’s *Historias de la Artámila* and Deilbes’s *El camino*,” 28th Annual Conference on Literature and Film, Florida State University. January 2003.

“Death in the Hills: The Mountains as a Place of Refuge and Dying for Steinbeck’s Mexican Characters,” John Steinbeck’s Americas: A Centennial Conference, Hofstra University. March 2002.

“Dour Views on Spanish Education in R. Pérez de Ayala’s *A.M.D.G.* and ‘El profesor auxiliar’,” 27th Annual Conference on Literature and Film, Florida State University. January 2002.

“The Schoolmaster as a Conduit for Class Criticism: García Lorca’s *Doña Rosita la Soltera* and Hernández Catá’s “*El maestro*,” 26th Annual Conference on Literature and Film, Florida State University. February 2001.

“Foolery to Fencing: The Subtle Commentary on Leisure Activity in Cervantes’s *El licenciado vidriera*,” 7th Group for Early Modern Cultural Studies Conference, Florida International University. October 1999.

“*El arte de nombrar en algunas obras maestras de Valle-Inclán, Unamuno y Baroja*,” 1st FIU-UM Conference on Iberian/ Iberian-American Literatures, Florida International University. October 1997.