# CONTENTS

## INTRODUCTION 1

1. DEPARTMENT DIRECTORY 3

2. LANGUAGE TESTING 4

3. POLICIES ON ADMISSION TO THE MAJOR, RETENTION, AND GRADUATION 5

4. ADVISING AND TUTORING 7

5. REQUIREMENTS BY MAJOR AND BY MINOR 8
   - Chart 1: FRENCH BA, BSE 9
   - Chart 2: GERMAN BA, BSE 12
   - Chart 3: SPANISH BA, BSE 15

6. CERTIFICATION REQUIREMENTS 18

7. DOUBLE MAJOR: ONE FOREIGN LANGUAGE BA OR BSE PLUS SECOND NON-FOREIGN LANGUAGE MAJOR 22
   - Chart 4: DOUBLE MAJOR, TWO FOREIGN LANGUAGES, BA 22
   - Chart 5: DOUBLE MAJOR, TWO FOREIGN LANGUAGES, BSE 23

8. Chart 6: FL MINORS 24

9. POINTS TO BEAR IN MIND 25

10. STUDY ABROAD AND INTERNSHIPS 27

11. STUDENTS SEEKING DIPLOMA FROM THE CHAMBER OF COMMERCE 28

12. TECHNOLOGICAL RESOURCES 28

13. DEPARTMENTAL NEWSLETTER 29

14. SUMMER SCHOOL & DISTANCE LEARNING POSSIBILITIES 29

15. ACTFL PROFICIENCY INFORMATION 30

16. DEPARTMENT SCHOLARSHIPS AND AWARDS 39

17. ACADEMIC HONESTY: What is it? 40

18. HONORS PROGRAMS 41

19. CLUBS AND EXTRACURRICULAR ACTIVITIES 43

20. REPORTS FROM THE FIELD: COMMENTS FROM STUDENTS AND RECENT GRADUATES 45

21. HINTS FOR LANGUAGE STUDY 46

22. FREQUENTLY ASKED QUESTIONS 49
INTRODUCTION

Welcome to Millersville University’s Department of Foreign Languages! We want to do everything possible to provide you with a rewarding and useful foreign language experience, whether you are majoring in your language, minoring in it, or studying it for practical reasons or intellectual satisfaction. You will be working with people whose greatest pleasure is the richness and benefits that are unique to language study; we want to encourage you in every possible way.

The Department’s courses are taught by a faculty of 9, whose office locations in McComsey Hall are given in the directory that follows. The Department office is in Room 239 on the main floor of McComsey. As of Spring 2010 (source Hyperion), our numbers of language majors and minor (including certification) were:

<table>
<thead>
<tr>
<th>Language</th>
<th>Majors</th>
<th>Minors</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>24</td>
<td>16</td>
</tr>
<tr>
<td>German</td>
<td>33</td>
<td>7</td>
</tr>
<tr>
<td>Latin</td>
<td>~</td>
<td>1</td>
</tr>
<tr>
<td>Spanish</td>
<td>87</td>
<td>93</td>
</tr>
</tbody>
</table>

This book has been prepared to give you information on any of the questions that may arise as to credits, requirements, facilities, and opportunities. In this eleventh edition, we have tried to update the previous edition by adding and/or changing some details. However, as you continue your study, please let us know of any information you feel should be added.

The Faculty and Staff of the Department of Foreign Languages
Acquiring proficiency in a second language is not only an intrinsic part of the traditional humanities curriculum; it is also an essential skill for the global economy of the Twenty-First Century. At Millersville, the twin cornerstones of the Foreign Language program are immersion and authenticity. Beginning at the elementary level, modern language instruction is conducted almost entirely in the target language. Since instruction is built on presenting materials in culturally authentic situations, using state-of-the-art technologies (computer, satellite TV, video, etc.) the student with no background, or only limited background in the target language can acquire a high level of functional ability in reading, understanding, speaking, and writing that language by pursuing a major or minor in the Department of Foreign Languages. To enhance language proficiency and also acquire experience that will be invaluable to their future careers, students are strongly encouraged to spend at least one academic semester abroad and/or complete an internship or cooperative project in an agency, company, or country where their language skills can be put to use.

Who should study a second language?

Individual courses or a course of study leading to a major or minor in a foreign language are an ideal addition to any curriculum in Millersville University’s three Schools. Foreign language Bachelor of Science in Education (BSE) graduates, because of their training, are sought after by schools, especially in South Central Pennsylvania. Bachelor of Arts (BA) graduates attend graduate schools to pursue advanced studies in specialties related to their majors or find employment in government and industry using their language skills. Within the Humanities General Education program, Humanities courses offer students perspectives on our varied cultural heritage. Even for those not pursuing a language major or minor, second-language study provides insights into language, one of the most important forms of human activity, in ways that the monolingual person cannot begin to appreciate. And finally, many students simply find language study fun as well as broadening. With all these points in mind, we want to encourage Millersville students to enrich their experience by joining us in the Department of Foreign Languages.

How can you be successful in learning a foreign language?

Students learning a foreign language should be aware that language success extends beyond the classroom. Participating in activities where you are exposed to the second language, such as language clubs, film series or volunteering activities with native speakers is extremely beneficial. You should also establish a daily routine of reading newspapers or watching news online in the target language. This will allow you not only to be aware of current issues but also to be constantly receiving input in the language and culture you are learning.

There are now numerous possibilities to interact online with native speakers in your target language (email, IM, etc.). This interaction can be written or spoken and in real time (consider using Skype). If you are unsure on how to get started, ask fellow students in your language classes or in your language clubs. Interaction in the target language must become part of a weekly (if not daily) routine. Overtime, the regular use of your target language will help you reach, slowly but surely, the level you want to achieve by the time you graduate.
1. DEPARTMENT DIRECTORY:

DEPARTMENT OFFICE
717-872-3526
Fax 717-871-2482
McComsey 239
http://www.millersville.edu/forlang

DEPARTMENT SECRETARY
TUTORING COORDINATOR
Mrs. Diane Marion-Zammetti
Office: McComsey 239, 717-872-3740

MEDIA CENTER: Office: McComsey 236A Phone: 717-872-3897

CLASSICS (Latin & Greek)
Adjunct Faculty:
Prof. Paolo Di Leo
Office: McComsey 249, 717-872-3431
Email: paolo.dileo@millersville.edu

FRENCH
Dr. Christine Gaudry-Hudson
Department Chairperson
Director, FORL Summer Graduate Institutes
Graduate Coordinator, Department of Foreign Languages
Advisor, French Graduate Program
Director, Summer Language Camps
Advisor, French Club
Office: McComsey 240, 717-872-3663
E-mail: christine.gaudry-hudson@millersville.edu
• Interests: French & Francophone literatures & cultures; use of technology in the teaching of foreign languages; women’s studies; international detective fiction

Dr. André Moine
Advisor, French Study Abroad, French Film Series & Paris Chamber of Commerce
Office: McComsey 250, 717-872-3527
E-mail: andre.moine@millersville.edu
• Interests: French linguistics, general linguistics; Semantics/pragmatics/discourse analysis; French & Francophone culture & civilization; world Cinema

GERMAN
Dr. Leroy Hopkins
Office: McComsey 232, 717-872-3525
E-mail: leroy.hopkins@millersville.edu
• Interests: Afro-Germans, German-Americans, Interaction of Africans & Germans, local African-American history, German literature and civilization

Dr. Susanne Nimmrichter
Advisor, German Graduate Program
Advisor, German Study Abroad & German Club
Department Advisor, Teaching Certification students
Office: McComsey 251, 717-872-3529
E-mail: susanne.nimmrichter@millersville.edu
• Interests: Second language acquisition; teaching Methodology, German linguistics

Adjunct faculty:
Prof. Marie Qvarnström
Email: Marie.Qvarnstrom@millersville.edu
717-872-3526

SPANISH
Dr. Marco Antolin
Advisor, Spanish Club
Advisor, Spanish Study Abroad
Office: McComsey 242, 717-872-3430
E-mail: marco.antolin@millersville.edu
• Interests: Contemporary poetry, comparative literature & history

Dr. M.-Ana Börger-Greco
Advisor, Spanish Graduate Program
Advisor, Phi Sigma Iota (National Foreign Language Honor Society)
Office: McComsey 244, 717-872-3003
E-mail: ana.borger-greco@millersville.edu
• Interests: Comparative genre studies; the medieval epic; Spanish theater & dance

Dr. Norma Rivera-Hernández
Office: McComsey 248, 717-872-3802
E-mail: norma.rivera-hernandez@millersville.edu
• Interests: Contemporary Spanish-American women writers, 20th-century Spanish theater, use of technology in the teaching of foreign languages and literatures

Dr. Wilfredo Valentin-Marquez
Office: McComsey 243, 717-871-2021
E-mail: wilfredo.valentin-marquez@millersville.edu
• Interests: Spanish Sociolinguistics, language variation & change, Puerto Rican Spanish, Poetry

Adjunct Faculty:
Prof. Mery Soto-Harner
E-mail: mery.soto-harner@millersville.edu
717-872-3526

ITALIAN-Off-Campus
Adjunct Faculty:
Prof. Frank Dell’Estate
E-mail: frank.dellestate@millersville.edu
717-872-3526

RUSSIAN-Off-Campus
Adjunct Faculty:
Prof Scott Fabel
Email: scott.fabel@millersville.edu
717-872-3526
2. LANGUAGE TESTING

Students may earn college credit by either earning a certain score on the Advanced Placement Foreign Language Test in high school or by taking the CLEP test (College level Examination Program).

AP CREDIT:
Students earning a score of 3, 4 or 5 on the Advanced Placement Foreign Language Test in high school will receive university credits. A score of 3 will place students into FL 102 and they will earn three hours of advanced placement credit for FL 101. With a score of 4 they will earn six hours of advanced placement credit for FL 101 and 102. Students earning a score of 5 on the Advanced Placement Foreign Language Test will earn nine hours of advanced placement credit for FL 101, 102 and 201.

CLEP CREDIT:
CLEP (College Level Examination Program) is a program of the College Board that allows individuals to earn college credit for what they already know, regardless of where or how they learned it by passing a 90-minute multiple choice examination. Currently enrolled MU students must obtain written approval from the department chair prior to taking a Subject Examination.

These exams include elementary and intermediate courses in the area of foreign languages. Up to twelve (12) credits can be awarded to students who earn a score of 50 or higher on a CLEP Subject Examination.

Please note that credit will not be granted for CLEP General Examinations taken in discipline areas where college-level coursework has been completed, whether the course was passed or not.

For more information about cost and scheduling of exams, please visit this link: http://www.millersville.edu/gps/testcenter/clep_facts.php

IB CREDIT:
Students who achieve a grade of 5 or higher (on a scale of 1 to 7) in a higher level IB course may be awarded credit. For more information about credits and MU equivalent courses, please contact the Chair of the Department of Foreign Languages.
3. POLICIES ON ADMISSION TO THE MAJOR, RETENTION IN THE MAJOR, AND GRADUATION

Note: These comments apply in a general way to all FL majors, but there are details which may vary among languages. Review the "The French [German, Spanish] Major at a Glance" charts later in this handbook in consultation with your advisor to fill in those points and provide a more detailed schedule.

Whether you register for a FL major when you enroll at the University or arrive at your decision later, the first important question is that of PLACEMENT in the language course best suited to you. As a general rule, high school programs prepare you to function at these levels:

| 0-1 year of HS language | FORL 101 |
| 2 years                | FORL 102 |
| 3-4 years              | FORL 201-Placement test required |
| 4-5 years              | FORL 202-Placement test required |

However, high school programs can differ widely. We offer online placement tests for French, German and Spanish, and one of your first acts upon arrival should be to contact the Department about how to proceed. The placement exam is a short test to determine the level of proficiency in the language.

The department uses the Computer Adaptive Placement Exam (CAPE) series originally developed by Brigham Young University, now implemented by Perpetual Technology Group to place students in French, German, and Spanish. The exams test the grammatical knowledge as well as the reading comprehension of the student. The exam adapts to each individual by providing less difficult questions if the preceding question was missed or more difficult questions if the previous question was answered correctly. This process continues until the student consistently answers questions correctly at one level, and misses three consecutive questions at the higher level.

At Millersville University, a placement test in French, German and Spanish is available online for incoming FL majors, transfer students and current MU students. Just complete the online registration form which will come back to the department located at:

http://www.millersville.edu/forlang/testing/index.php

We will then contact you via e-mail within with a password and the link to the placement test. Students can take a placement exam **only once**.

Please note that Foreign Language majors and transfer students planning to major in a foreign language are **required** to take the placement exam to ensure the appropriate level of study; those who wish to take a foreign language at the 101 or 102 level do not need to take the placement test. If you've had 0-1 year of high school FORL, we recommend that you sign up for 101; with 2 years of foreign language study, we recommend that you register for 102; please contact the department of foreign languages and we will proceed with an override.

When classes begin, if you find yourself either deeply confused or completely bored, discuss this with the instructor of the specific class and with your advisor during the **first few days of the semester**. Usually a better placement can be arranged. Keep in mind that, the drop/add period is only the first week of classes and you must add promptly.

For more information, please contact:
Diane Marion-Zammetti, Department Secretary
E-mail: foreign.language@millersville.edu
717-872-3526
FRESHMAN YEAR

Declare your foreign language major when you are accepted to Millersville. If you are registered as Undecided, then a major should be chosen as soon as you are comfortable with a specific program. Early consultation with an advisor in the Foreign Languages Department is essential in either case to insure that you will find the program that is most desirable and suitable for timely graduation.

To declare a major, go to the Registrar’s Office in Lyle Hall where you will find the appropriate form or print a form out from the Student Forms Center online at http://www.millersville.edu/~forms/student/. If you decide on a foreign language MINOR, the same procedure should be followed and once the appropriate form has been obtained from the Registrar and completed and you have taken the placement exam, you will be assigned an advisor by the chair of the Foreign Languages Department.

SOPHOMORE YEAR

During the sophomore year, foreign language majors usually take the 300-level courses in their major, including composition and oral expression, civilization, survey of literature, etc.

The Department of Foreign Languages expects that their majors will have reached an ACTFL proficiency level of Advanced Low (see page 31) by the first semester of their senior year. In order to check their progress, the students will be tested at the sophomore level, using the SOPI (Simulated Oral Proficiency Interview-short form). Students who have completed at least one 300-level course will be asked to take this test toward the end of their sophomore year and perform at the Intermediate High level. The SOPI will be conducted in the media center. Students who do not reach the Intermediate High level at this time will meet with their advisor to discuss a remedial plan.

JUNIOR YEAR

During this year, foreign language majors are expected to continue to develop their linguistic skills while learning more about the foreign language literature and culture. It is highly recommended that students consider studying abroad for one or two semesters during their junior year in order to gain valuable first-hand insights into the culture of the country in which the language is spoken and to increase their language proficiency.

SENIOR YEAR

During the senior year, foreign language majors will complete the remaining courses required for the major, in particular the advanced linguistics and 400-level literature courses.

During the first semester of the senior year, BA students will take the SOPI (Simulated Oral Proficiency Interview-long form). All students are expected to perform at the advanced low level or higher. Students who do not reach this level must meet with their advisor to discuss a remedial plan. BSE students will take the official OPI (Oral Proficiency Interview)/WPT (Writing Proficiency Testing). Students seeking certificate in French, German, or Spanish will not be able to graduate until they reach the Intermediate High level on the WPT and the advanced low level on the OPI.
4. ADVISING AND TUTORING

YOUR ADVISOR IN THE MAJOR

When you declare your foreign language major, whether as an entering freshman or later, you will be assigned a faculty member in that language as your advisor. He or she will discuss your course selection with you and monitor your general progress. Do stay in touch with your advisor especially if you are encountering difficulties; sometimes an advisor can help keep a small problem from turning into a big one. Your advisor in the major also gives you the Term Advisory PIN (TAP) number needed for registration.

The Department schedules a general departmental advising session every semester two weeks before pre-registration begins. Plan to attend this session in order to find out details about the course schedule and other important information for majors. Special guests are invited to talk about study abroad in the fall and career opportunities in the spring.

You must schedule an appointment with your advisor well ahead of the beginning of pre-registration. Come prepared with the list of courses you would like to take, your DARs (Degree Audit Report), and this handbook.

COMMUNICATING WITH YOUR ADVISOR (AND WITH THE DEPARTMENT)

Marauder is the email server that is used at Millersville University by faculty, staff, and students. Please make sure to activate your account by visiting http://muweb.millersville.edu/~acts/systems/marauder/password.php. Your advisor and the Department office will rely on your Marauder email address to send you important information. Make sure you read your email at this address on a regular basis.

ADVISORS FOR PROGRAMS, GROUPS AND ORGANIZATIONS:

- **Study Abroad Advisors:** (see also the section “Study Abroad and Internships”)
  - French: Professor Moine
  - German: Professor Nimmrichter
  - Spanish: Professor Antolin
- **Teacher Education:** Professor Nimmrichter (for all languages)
- **Clubs:**
  - French: Professor Gaudry-Hudson
  - German: Professor Nimmrichter
  - Spanish: Professor Antolin
- **Phi Sigma Iota (National Foreign Language Honor Society):** Professor Börger-Greco

PEER TUTORING

The University supports a peer tutoring service for students who feel the need for some help or additional practice. Mrs. D. Marion-Zammetti is the Department of Foreign Languages Tutoring Program Coordinator. Please address any questions concerning the tutoring program to her by calling (717) 872-3526 or by email at forlang.tutoring@millersville.edu.

If you would like to be assigned a tutor, go to the Foreign Language office (McComsey 239) and fill out the appropriate forms. You will be assigned an open tutoring session. The tutor is paid by the University for this work; the service is free to the tutee. Open session days and times are set based on the applications received. Please apply early so that your schedule will be considered when sessions are set.

If you would like to BE a tutor, please apply at the Department office. Requirements are a GPA of 2.7 or above overall, 3.0 or above in the language to be tutored; a grade of at least A or B in the course to be tutored, and preferably, upper-level status. You may also apply if you are a native speaker. Your application will then be approved by the appropriate faculty member.

**NOTE:** No new tutor-tutee assignments are made in the last four weeks of the regular semester, because (a) if there are serious problems, they should have been addressed before that time and not as a matter of last-minute panic; and (b) tutors are students too and have their own exams to prepare for. In unusual circumstances, an exception may be granted at the instructor’s request.
5. REQUIREMENTS BY MAJOR AND BY MINOR:

To learn more about requirements needed to complete a major or a minor in foreign languages, please review the curriculum record forms for single and dual foreign language (FORL) majors in the liberal arts and the secondary or elementary education curriculum. Also, refer to current copies of the New General Education Curriculum Approved courses issued regularly with updates from the office of Academic Advisement.

Many foreign language courses restrict enrollment to students who meet a level of preparation that is essential for them to succeed in those courses. These restrictions are called Prerequisites. Courses may also have a recommended preparation or recommended concurrent enrollment that will also enhance chances of success in these classes. For instance, you must have completed both surveys of FL literature before signing up for a 400-level literature course; FL 470 is a capstone course which requires that you have completed most of your language courses, especially FL 351 and 352.

NOTE: NOT EVERY COURSE IS OFFERED EVERY SEMESTER! Some are offered only in the fall, others only in the spring, and some only in the summer, in alternate years or only occasionally. If you plan to graduate in four years, it is imperative that you visit your academic advisor to discuss what can be done to meet the academic requirements in a timely manner. If you plan to study abroad a meeting early on during your academic career is strongly recommended.

Credit hour totals listed on Charts 1, 2 and 3 on the following pages are for the major and minor programs ONLY and do not include General Education or other requirements for graduation. Consult your advisor if you have questions in those areas.
**Chart 1: FRENCH**

- BA Semester hours count: Language 36 credits (12 of these are electives, and one elective must be a civilization course), 2nd/3rd lang. 18 credits, other requirements: [ENGL, HIST/GEOG, HUMN] 9; total 63 credits.
- BSE Semester hours count: language 36 (12 of these are electives, one elective must be a civilization course), 2nd language 9, other requirements [ENGL, HIST/GEOG, METHODS] 9; total 54 credits. Additional 24 credits in Professional Education.
- For DOUBLE MAJORS IN TWO FOREIGN LANGUAGES, see Charts 5 and 6 on pages 17 & 18.

<table>
<thead>
<tr>
<th>Course</th>
<th>BA</th>
<th>BSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary French I (101)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary French II (102)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate French I (201)</td>
<td>√*</td>
<td>√*</td>
</tr>
<tr>
<td>Intermediate French II (202)</td>
<td>√*</td>
<td>√*</td>
</tr>
<tr>
<td>Survey of French Literature I (311)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Survey of French Literature II (312)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>French Composition &amp; Oral Expression I (351)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>French Composition &amp; Oral Expression II (352)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>400-Level French Literature Course</td>
<td>√**</td>
<td>√**</td>
</tr>
<tr>
<td>French Linguistics (470 or 409)</td>
<td>√**</td>
<td>√**</td>
</tr>
<tr>
<td>French Elective 1</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>French Elective 2</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>French Elective 3</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>French Elective 4 (Civilization 331 or 332 or 333)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>2nd Foreign Language</td>
<td>18 s.h. √√√√√</td>
<td>9 s.h. √√√**</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Foreign Language</td>
<td>12 s.h. √√√</td>
<td></td>
</tr>
<tr>
<td>3rd Foreign Language</td>
<td>6 s.h. √√#</td>
<td></td>
</tr>
<tr>
<td>Teaching of Foreign Languages (FORL 480)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Related/G3 Block</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>(HIST 281 or HIST 340 or GEOG 248 or GEOG 342)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Related/G1 Block</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Introduction to Language Study (ENGL 220)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Related</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>A course offered on the literature or culture of any Foreign Language taught in English (HUMN prefix)</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

* Higher level courses may be substituted for these.
** 400-level literature course and 470 Linguistics MUST be taken at Millersville.
# Third language may also be drawn from Latin, Greek or Italian.
** One of these courses may be counted in the G1 block for general education.
# The French Major at a Glance (BA)

## Student beginning at the 200-level

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Term</th>
<th>Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td>201 GEN ED courses&lt;br&gt;101 of second language</td>
<td>202 GEN ED courses (ENGL 220 or ENGL literature or MATH 100* or science course)&lt;br&gt;102 of second language</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td>351 or 352 Elective 1 &lt;br&gt;GEN ED courses (MATH 130*, science course, HIST 281 or HIST 340 or GEOG 248 or GEOG 342)&lt;br&gt;201 of second language</td>
<td>311 or 312 Elective 2 &lt;br&gt;GEN ED courses&lt;br&gt;202 of second language</td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td>STUDY ABROAD or&lt;br&gt;351 or 352 Elective 3 &lt;br&gt;351 of second language if minoring or 1st course of third language</td>
<td>STUDY ABROAD or&lt;br&gt;311 or 312 Elective 4 &lt;br&gt;352 of second language if minoring or 2nd course of third language</td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td>470 HUMN&lt;br&gt;GEN ED courses</td>
<td>400-level literature course&lt;br&gt;GEN ED courses</td>
</tr>
</tbody>
</table>

## Student beginning at the 300-level

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Term</th>
<th>Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td>351 or 352 GEN ED courses&lt;br&gt;101 of second language</td>
<td>311 or 312 GEN ED courses (ENGL 220 or ENGL literature or MATH 100* or science course)&lt;br&gt;102 of second language</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td>351 or 352 Elective 1 &lt;br&gt;GEN ED courses (MATH 130*, science course, HIST 281 or HIST 340 or GEOG 248 or GEOG 342)&lt;br&gt;201 of second language</td>
<td>311 or 312 Elective 2 &lt;br&gt;GEN ED courses&lt;br&gt;202 of second language</td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td>STUDY ABROAD or&lt;br&gt;351 or 352 Elective 3 &lt;br&gt;351 of second language if minoring or 1st course of third language</td>
<td>STUDY ABROAD or&lt;br&gt;Elective 4 &lt;br&gt;352 of second language if minoring or 2nd course of third language</td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td>470 Elective 5 HUMN&lt;br&gt;GEN ED courses</td>
<td>400-level literature course&lt;br&gt;Elective 6&lt;br&gt;GEN ED courses</td>
</tr>
</tbody>
</table>

Courses may be taken in a different order as long as prerequisites are fulfilled.

IMPORTANT: French 351 and 352 are only offered in the fall in alternate years, French 311 and 312 are only offered in the spring in alternate years. Individual instruction may be an option provided certain conditions have been met. An additional course in French Civilization may be substituted for the required-related history course, if no other options are available. See your advisor for details.

STUDY ABROAD IS STRONGLY RECOMMENDED! Students should discuss study abroad with advisors as early as possible – up to half of the courses in your major or minor can be taken abroad. Study abroad is also a clear point in your favor in the competition for teaching positions.

Double majors with the second major in a non-FL department need not take a second language and may count courses from one or the other major in their general education requirements.

NOTE: These are ideal schemes; not every course is necessarily available every semester. Please keep in touch with your advisor as you plan your semesters.
## The French Major at a Glance (BSE)

### Student beginning at the 200-level

<table>
<thead>
<tr>
<th></th>
<th>Fall Term</th>
<th>Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td>201</td>
<td>202</td>
</tr>
<tr>
<td></td>
<td>101 of second language</td>
<td>102 of second language</td>
</tr>
<tr>
<td></td>
<td>GEN ED courses</td>
<td>GEN ED courses (ENGL 220 or ENGL literature or MATH 100* or science course)</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td>351 or 352</td>
<td>311 or 312</td>
</tr>
<tr>
<td></td>
<td>Elective 1</td>
<td>Elective 2</td>
</tr>
<tr>
<td></td>
<td>101 or 201 of second language</td>
<td>Foundations Block in Education: EDFN 211 &amp; 241</td>
</tr>
<tr>
<td></td>
<td>GEN ED courses (MATH 130*, science course,</td>
<td>102 of second language (or 202 if minoring)</td>
</tr>
<tr>
<td></td>
<td>HIST 281 or 340 or GEOG 248 or 342)</td>
<td></td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td>STUDY ABROAD or 351 or 352</td>
<td>STUDY ABROAD or 311 or 312</td>
</tr>
<tr>
<td></td>
<td>201 of second language (or 351/352 if minoring)</td>
<td>Elective 4</td>
</tr>
<tr>
<td></td>
<td>Elective 3</td>
<td>352 of second language if minoring</td>
</tr>
<tr>
<td></td>
<td>GEN ED courses</td>
<td></td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td>400-level literature course</td>
<td>Student teaching (12 credits)</td>
</tr>
<tr>
<td></td>
<td>470</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional Block in Education (EDFN 330 &amp;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDSE 321 and 480 methods course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 electives of second language if minoring</td>
<td></td>
</tr>
</tbody>
</table>

*Math 100 & 130 are recommended but placement is contingent on result of placement test administered by the Math department.

Courses may be taken in a different order as long as prerequisites are fulfilled.

**NOTE:** These are ideal schemes; not every course is necessarily available every semester. French 351 and 352 are only offered in the fall, French 311 and 312 are only offered in the spring both in alternate years. In recent years, French 470 and the 400-level literature course have only been offered in the summer. Individual instruction may be an option provided certain conditions have been met. An additional course in French Civilization may be substituted for the required-related history course, if no other options are available. See your advisor for details.

**STUDY ABROAD IS STRONGLY RECOMMENDED!** Students should discuss study abroad with advisors as early as possible – up to half of the courses in your major or minor can be taken abroad. Study abroad is also a clear point in your favor in the competition for teaching positions.

The two math courses and the English literature course required for certification must be completed before admission to the Professional Block (or before studying abroad in the junior year).

**Double majors with the second major in a non-FL department need not take a second language and may count courses from one or the other major in their general education requirements.**
**Chart 2: GERMAN**

- BA semester–hours count: Language 36 (12 of these are electives, one elective must a civilization course), 2\textsuperscript{nd}/3\textsuperscript{rd} language 18, other requirements [ENGL, HIST/GEOG, HUMN] 9; total: 63.
- BSE Semester–hours count: language 36 (12 of these are electives, one elective must be a civilization course), 2\textsuperscript{nd} language 9, other requirements [ENGL, HIST/GEOG, METHODS] 9; total: 54. Additional credits in Prof. Ed.
- For DOUBLE MAJORS IN TWO FOREIGN LANGUAGES, see Charts 5 and 6.

<table>
<thead>
<tr>
<th>Course</th>
<th>BA</th>
<th>BSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary German I (101)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary German II (102)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate German I (201)*</td>
<td>√*</td>
<td>√*</td>
</tr>
<tr>
<td>Intermediate German II (202)*</td>
<td>√*</td>
<td>√*</td>
</tr>
<tr>
<td>Survey of German Literature I (311)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Survey of German Literature II (312)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>German Composition &amp; Oral Expression I (351)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>German Composition &amp; Oral Expression II (352)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>400-Level German Literature Course</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>German Linguistics (470 or 409 or 463)**</td>
<td>√**</td>
<td>√**</td>
</tr>
<tr>
<td>German Elective 1</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>German Elective 2</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>German Elective 3</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>German Elective 4 (Civilization 331 or 332)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>2nd Foreign Language</td>
<td>18 s.h.</td>
<td>9 s.h.</td>
</tr>
<tr>
<td>Or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2\textsuperscript{nd} Foreign Language</td>
<td>12 s.h.</td>
<td></td>
</tr>
<tr>
<td>3\textsuperscript{rd} Foreign Language *</td>
<td>6 s.h.</td>
<td>√#</td>
</tr>
<tr>
<td>Teaching of Foreign Languages (FORL 480)</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Required Related/G3 Block (HIST 223 or 224 or 340 or 342 or 410 or GEOG 342)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Required Related/G1 Block Introduction to Language Study (ENGL 220)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Required Related</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

* Higher level courses may be substituted for these.
** German Linguistics (470, 409 or 463) MUST be taken at Millersville.
# Third language may also be drawn from Latin, Greek or Italian.
** One of these courses may be counted in the G1 block for general education.
# The German Major at a Glance (BA)

Student beginning at the 200-level

<table>
<thead>
<tr>
<th></th>
<th>Fall Term</th>
<th>Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td>201&lt;br&gt;101 of second language&lt;br&gt;GEN ED courses</td>
<td>202&lt;br&gt;102 of second language&lt;br&gt;GEN ED courses</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td>351 or 352&lt;br&gt;311 or 312&lt;br&gt;201 of second language or 101 of third language&lt;br&gt;English 220</td>
<td>2 GERM electives (331 or 332)&lt;br&gt;202 of second language or 102 of third language&lt;br&gt;GEN ED courses</td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td>STUDY ABROAD or&lt;br&gt;351 or 352&lt;br&gt;311 or 312&lt;br&gt;201 of third language&lt;br&gt;351 of second language if minoring&lt;br&gt;HIST 223 or 224 or 340 or 342 or 410 or GEOG 342</td>
<td>STUDY ABROAD or&lt;br&gt;at least 2 German electives (331 or 332)&lt;br&gt;202 of third language&lt;br&gt;352 or elective of second language if minoring</td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td>470 or 400-level literature course&lt;br&gt;HUMN&lt;br&gt;(1&lt;sup&gt;st&lt;/sup&gt; elective of second language if minoring)</td>
<td>470 or 400-level literature course&lt;br&gt;(2&lt;sup&gt;nd&lt;/sup&gt; elective of second language if minoring)</td>
</tr>
</tbody>
</table>

Student beginning at the 300-level

<table>
<thead>
<tr>
<th></th>
<th>Fall Term</th>
<th>Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td>351 or 352&lt;br&gt;101 of second language&lt;br&gt;300-level elective</td>
<td>300-level elective&lt;br&gt;102 of second language</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td>351 or 352&lt;br&gt;311 or 312&lt;br&gt;201 of second language or 101 of third language&lt;br&gt;English 220</td>
<td>311 or 312&lt;br&gt;300-level elective&lt;br&gt;202 of second language or 102 of third language</td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td>STUDY ABROAD or&lt;br&gt;Elective 3 &amp; 4&lt;br&gt;HIST 223 or 224 or 340 or 342 or 410 or GEOG 342&lt;br&gt;351 of second language if minoring&lt;br&gt;201 of third language</td>
<td>STUDY ABROAD or&lt;br&gt;Elective 5 &amp; 6&lt;br&gt;352 of second language if minoring&lt;br&gt;202 of third language</td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td>470 or 400-level literature course&lt;br&gt;HUMN&lt;br&gt;1&lt;sup&gt;st&lt;/sup&gt; elective of second language if minoring&lt;br&gt;GEN ED courses</td>
<td>470 or 400-level literature course&lt;br&gt;2&lt;sup&gt;nd&lt;/sup&gt; elective of second language if minoring&lt;br&gt;GEN ED courses</td>
</tr>
</tbody>
</table>

Courses can be taken in different order as long as prerequisites are fulfilled.

STUDY ABROAD IS STRONGLY RECOMMENDED! Students should discuss study abroad with advisors as early as possible - up to half of the courses in your major or minor can be taken abroad.

**Double majors (other than in two languages) need not take a second language and may count courses from one or the other major in their general education requirements.**

NOTE: These are ideal schemes; not every course is necessarily available every semester. Please keep in touch with your advisor as you plan your semesters.
### The German Major at a Glance (BSE)

#### Student beginning at the 200-level

<table>
<thead>
<tr>
<th></th>
<th>Fall Term</th>
<th>Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td>201 101 of second language 3 (4) GEN ED courses</td>
<td>202 102 of second language 3 (4) GEN ED courses (ENGL 220 or ENGL literature or MATH 100 or science course)</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td>351 or 352 311 or 312 101 or 201 of second language 2 Gen Ed courses (ENGL 220, ENGL literature, MATH 130 or science course)</td>
<td>2 GERM electives (331 or 332) Foundations Block in Education (EDFN 211 &amp; 241) 102 of second language (202 if minoring)</td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td>STUDY ABROAD 311 or 312 331 or 332 GEN ED course HIST 223 or 224 or 340 or 342 or 410 or GEOG 342 201 of second language (351 if minoring)</td>
<td>STUDY ABROAD GERM electives (331 or 332) 400-level literature 3 GEN ED courses (352 or elective of second language if minoring)</td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td>470 Professional Block in Education (EDFN 330 &amp; EDSE 321 &amp; 480 methods course) GEN ED course (1st elective of second language if minoring)</td>
<td>student teaching (12 credits) (2nd elective of second language if minoring)</td>
</tr>
</tbody>
</table>

#### Student beginning at the 300-level

<table>
<thead>
<tr>
<th></th>
<th>Fall Term</th>
<th>Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td>351 or 352 101 of second language 3 (4) GEN ED courses English 220</td>
<td>GERM elective (331 or 332) 102 of second language 3 (4) GEN ED courses (ENGL 220 or ENGL literature or MATH 100 or science course)</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td>351 or 352 311 or 312 101 or 201 of second language 2 GEN ED courses (ENGL 220, ENGL literature, MATH 130 or science course)</td>
<td>2 GERM electives (331 or 332) Foundations Block in Education (EDFN 211 &amp; 241) 102 of second language (202 if minoring)</td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td>STUDY ABROAD 311 or 312 GERM elective HIST 223 or 224 or 340 or 342 or 410 or GEOG 342 GEN ED course 201 of second language (351 if minoring)</td>
<td>STUDY ABROAD 2 GERM electives 400-level literature 3 GEN ED courses (352 or elective of second language if minoring)</td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td>470 Professional Block in Education (EDFN 330 &amp; EDSE 321 &amp; 480 methods course) GEN ED course (1st elective of second language if minoring)</td>
<td>student teaching (12 credits) (2nd elective of second language if minoring)</td>
</tr>
</tbody>
</table>

*Math 100 &130 are recommended but placement is contingent on result of placement test administered by the Math department.

Courses can be taken in a different order as long as prerequisites are fulfilled.

**STUDY ABROAD IS STRONGLY RECOMMENDED!** Students should discuss study abroad with advisors as early as possible - up to ½ of the courses in your major or minor can be taken abroad.

The two math courses and the English literature course required for certification must be completed before admission to the Professional Block (or before studying abroad in the junior year).

**Double majors (other than in two languages) need not take a second language and may count courses from one or the other major in their general education requirements.**

**NOTE:** These are ideal schemes; not every course is necessarily available every semester. Please keep in touch with your advisor as you plan your semesters.
• BA Semester hours count: Language 36 (12 of these are electives, one elective must be a civilization course), 2nd/3rd lang. 18, other requirements [ENGL, HUMN, HIST/GEOG/LATS/ANTH] 9; total 63.
• BSE Semester hours count: language 36 (12 of these are electives, one elective must be a civilization course), 2nd language 9, other requirements [ENGL, METHODS HIST/GEOG] 9; total 54. Additional 24 credits in Professional Education.
• For DOUBLE MAJORS IN TWO FOREIGN LANGUAGES, see Charts 5 and 6.

<table>
<thead>
<tr>
<th></th>
<th>BA</th>
<th>BSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Spanish I (101)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Spanish II (102)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate Spanish I (201)*</td>
<td>√*</td>
<td>√*</td>
</tr>
<tr>
<td>Intermediate Spanish II (202)*</td>
<td>√*</td>
<td>√*</td>
</tr>
<tr>
<td>Choose 6 s.h. from:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey of Literature I (311)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Survey of Literature II (312)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey of Latin American Literature (313)</td>
<td>√**</td>
<td>√**</td>
</tr>
<tr>
<td>Survey of Latin American Literature (314)</td>
<td>√**</td>
<td>√**</td>
</tr>
<tr>
<td>Spanish Composition &amp; Oral Expression I (351)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Spanish Composition &amp; Oral Expression II (352)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>400-Level Spanish Literature Course**</td>
<td>√**</td>
<td>√**</td>
</tr>
<tr>
<td>Spanish Linguistics (470)**</td>
<td>√**</td>
<td>√**</td>
</tr>
<tr>
<td>Spanish Elective 1</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Spanish Elective 2</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Spanish Elective 3</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Spanish Elective 4 (Civilization 331 or 332 or 333 or 334)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>2nd Foreign Language</td>
<td>18 s.h. √√√√√√√√</td>
<td>9 s.h. √√√√**</td>
</tr>
<tr>
<td>Or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Foreign Language</td>
<td>12 s.h. √√√√</td>
<td></td>
</tr>
<tr>
<td>3rd Foreign Language *</td>
<td>6 s.h. √√</td>
<td></td>
</tr>
<tr>
<td>Teaching of Foreign Languages (FORL 480)</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Required Related/G3 Block (HIST 283 or 284 or 380 or 401 or ANTH 221 or 223 or GEOG 343 or LATS 201)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Required Related/G1 Block Introduction to Language Study (ENGL 220)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Required Related A course offered on the literature or culture of any Foreign Language taught in English (HUMN prefix)</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

* Higher level courses may be substituted for these.
** 400-level literature course and 470 Linguistics MUST be taken at Millersville.
# Third language may also be drawn from Latin, Greek and Italian.
## One of these courses may be counted in the G1 block for general education.
# The Spanish Major at a Glance (BA)

## Student beginning at the 200-level

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Term</th>
<th>Spring Term</th>
</tr>
</thead>
</table>
| **First Year** | 201 or 211  
101 of second language  
GEN ED courses | 202 or 212  
GEN ED courses (ENGL 220 or ENGL literature or MATH 100* or science course)  
102 of second language |
| **Second Year** | 351 (must be taken before 361 or 352)  
331 or 332 or 333 or 334  
GEN ED courses (MATH 130*, science course, HIST 283 or 284 or 380 or 401 or ANTH 221 or 223 or GEOG 343 or LATS 201)  
201 of second language or 101 of third language | 361 (1st elective – strongly recommended)  
311 or 312 or 313 or 314  
GEN ED courses  
202 of second language or 102 of third language |
| **Third Year** | STUDY ABROAD or  
352 (offered only in the fall)  
311 or 312 or 313 or 314  
201 of third language  
351 of second language if minoring | STUDY ABROAD or  
Elective 2  
202 of third language  
GEN ED courses  
352 of second language if minoring |
| **Fourth Year** | 470  
400-level literature course  
Elective 3  
HUMAN  
1st elective of second language | GEN ED courses  
2nd elective of second language |

* Math 100 & 130 are recommended but placement is contingent on result of placement test administered by the Math department.

Courses may be taken in a different order as long as prerequisites are fulfilled.

Spanish 470 and the 400-level literature course are only offered in the fall and in the summer. Please check with your advisor for details.

**STUDY ABROAD IS STRONGLY RECOMMENDED!** Students should discuss study abroad with advisors as early as possible - up to half of the courses in your major or minor can be taken abroad.

**Double majors with the second major in a non-FL department need not take a second foreign language and may count courses from one or the other major in their general education requirements.**

NOTE: These are ideal schemes; not every course is necessarily available every semester. Please keep in touch with your advisor as you plan your semesters.
### The Spanish Major at a Glance (BSE)

#### Student beginning at the 200-level

<table>
<thead>
<tr>
<th>First Year</th>
<th>Fall Term</th>
<th>Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>201 or 211</td>
<td>202 or 212</td>
<td></td>
</tr>
<tr>
<td>101 of second language</td>
<td>102 of second language</td>
<td></td>
</tr>
<tr>
<td>GEN ED courses</td>
<td>GEN ED courses (ENGL 220 or ENGL literature or MATH 100* or science course)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th>Fall Term</th>
<th>Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>351 (must be taken before 361 or 352)</td>
<td>361 (1st elective – strongly recommended)</td>
<td></td>
</tr>
<tr>
<td>331 or 332 or 333 or 334</td>
<td>311 or 312 or 313 or 314</td>
<td></td>
</tr>
<tr>
<td>English 220</td>
<td>Foundations Block in Education (EDFN 211 &amp; 241)</td>
<td></td>
</tr>
<tr>
<td>201 of second language</td>
<td>202 of second language if minoring</td>
<td></td>
</tr>
<tr>
<td>GEN ED courses (MATH 130*, science course, HIST 283 or 284 or 380 or 401 or ANTH 221 or 223 or GEOG 343 or LATS 201)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year</th>
<th>Fall Term</th>
<th>Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDY ABROAD or</td>
<td>STUDY ABROAD or</td>
<td></td>
</tr>
<tr>
<td>352 (offered only in the fall)</td>
<td>Elective 2</td>
<td></td>
</tr>
<tr>
<td>311 or 312 or 313 or 314</td>
<td>Elective 3</td>
<td></td>
</tr>
<tr>
<td>351 of second language if minoring</td>
<td>352 of second language if minoring</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Year</th>
<th>Fall Term</th>
<th>Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>400-level literature course</td>
<td>STUDENT TEACHING (12 credits)</td>
<td></td>
</tr>
<tr>
<td>470</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Block in Education (EDFN 330 &amp; EDSE 321 and 480 methods course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 electives of second language if minoring</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Student beginning at the 300-level

<table>
<thead>
<tr>
<th>First Year</th>
<th>Fall Term</th>
<th>Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>351 (must be taken before 361 or 352)</td>
<td>361 (1st elective – strongly recommended)</td>
<td></td>
</tr>
<tr>
<td>Elective 1</td>
<td>102 of second language</td>
<td></td>
</tr>
<tr>
<td>101 of second language</td>
<td>GEN ED courses (ENGL literature or MATH 100* or science course)</td>
<td></td>
</tr>
<tr>
<td>GEN ED courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 220</td>
<td></td>
<td></td>
</tr>
<tr>
<td>101 of second language</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th>Fall Term</th>
<th>Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>352 (offered only in the fall)</td>
<td>Elective 2</td>
<td></td>
</tr>
<tr>
<td>331 or 332 or 333 or 334</td>
<td>311 or 312 or 313 or 314</td>
<td></td>
</tr>
<tr>
<td>201 of second language</td>
<td>Foundations Block in Education (EDFN 211 &amp; 241)</td>
<td></td>
</tr>
<tr>
<td>GEN ED courses (MATH 130*, science course, HIST 283 or 284 or 380 or 401 or ANTH 221 or 223 or GEOG 343 or LATS 201)</td>
<td>202 of second language if minoring</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year</th>
<th>Fall Term</th>
<th>Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDY ABROAD or</td>
<td>STUDY ABROAD or</td>
<td></td>
</tr>
<tr>
<td>311 or 312 or 313 or 314</td>
<td>Elective 4</td>
<td></td>
</tr>
<tr>
<td>Elective 3</td>
<td>Elective 5</td>
<td></td>
</tr>
<tr>
<td>351 of second language if minoring</td>
<td>352 of second language if minoring</td>
<td></td>
</tr>
<tr>
<td>GEN ED courses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Year</th>
<th>Fall Term</th>
<th>Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>400-level literature course</td>
<td>STUDENT TEACHING (12 credits)</td>
<td></td>
</tr>
<tr>
<td>470</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Block in Education (EDFN 330 &amp; EDSE 321 and 480 methods course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 electives of second language if minoring</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Math 100 &130 are recommended but placement is contingent on result of placement test administered by the Math department.

Courses may be taken in different order as long as prerequisites are fulfilled.

Spanish 470 and the 400-level literature course are only offered in the fall and in the summer. Please check with your advisor for details.

STUDY ABROAD IS STRONGLY RECOMMENDED! Students should discuss study abroad with advisors as early as possible - up to half of the courses in your major or minor can be taken abroad. Study abroad is also a clear point in your favor in the competition for teaching positions.

The two math courses and the English literature course required for certification must be completed before admission to the Professional Block (or before studying abroad in the junior year).

**Double majors with the second major in a non-FL department need not take a second foreign language and may count courses from one or the other major in their general education requirements.**

NOTE: These are ideal schemes; not every course is necessarily available every semester. Please keep in touch with your advisor as you plan your semesters.

*Math 100 & 130 are recommended but placement is contingent on result of placement test administered by the Math department.*

Courses may be taken in different order as long as prerequisites are fulfilled.

Spanish 470 and the 400-level literature course are only offered in the fall and in the summer. Please check with your advisor for details.

**STUDY ABROAD IS STRONGLY RECOMMENDED!** Students should discuss study abroad with advisors as early as possible - up to half of the courses in your major or minor can be taken abroad. Study abroad is also a clear point in your favor in the competition for teaching positions.

The two math courses and the English literature course required for certification must be completed before admission to the Professional Block (or before studying abroad in the junior year).

**Double majors with the second major in a non-FL department need not take a second foreign language and may count courses from one or the other major in their general education requirements.**

NOTE: These are ideal schemes; not every course is necessarily available every semester. Please keep in touch with your advisor as you plan your semesters.
Students in the Bachelor of Science in Education program must fulfill the following requirements regulated by Millersville University and the State of Pennsylvania:

- Complete the program with an overall minimum MU QPA of 3.0
- Earn a B- or better in the foreign language linguistics course (470)
- Complete the Social and Psychological Foundations block (sophomore year): EDFN 211 and EDFN 241
- Complete the Advanced Professional Studies block (first semester senior year – only offered in the fall): EDFN 330, EDSE 321, and FORL 480
- Complete Student Teaching (12 credits)
- Pass the following Pennsylvania Certification (Praxis) tests:
  1. PPST Reading (prior to Advanced Professional Studies block)
  2. PPST Writing (prior to Advanced Professional Studies block)
  3. PPST Mathematics (prior to Advanced Professional Studies block)
  4. French K-12/German K-12/Spanish K-12 Fundamental Subjects: Content Knowledge (Praxis 30511)
  5. ACTFL Oral Proficiency Interview with a rating of Advanced Low or higher and Writing Proficiency Test with a rating of Intermediate High or higher is required for graduation and certification.

The criteria for admission to the Advanced Professional Studies block are:

- The completion of 60 semester hours of credit
- A Millersville University minimum cumulative quality point average of 2.8
- Qualifying scores on the Praxis I Pre-Professional Skills Tests (PPST - Reading, Math, & Writing). It is recommended to complete these tests during the sophomore year.
- Recommendation for admission by faculty member teaching professional education courses (See page 21 for information about Secondary Education Dispositions)
- Satisfactory completion of:
  - Composition (ENGL 110) and Fundamentals of Speech (COMM 100)
  - Two college-level (6 credits) English courses: ENGL 220 and one college-level (3 credits) literature course (such as ENG 230-237, 333, 334, 338, 401, 418). Both courses are General Education requirements. Students with a score of 600 or above on the SAT II writing subject test may request a 3-credit equivalent from the Associate Dean of Education.
  - Two college-level (6 credits) Mathematics courses: MATH 100 and MATH 130 recommended. Both courses are General Education requirements. These courses must be completed before you study abroad. Students with a score of 560 or above on the SAT II Math level IC assessment may request a 3-credit equivalent from the Associate Dean of Education.
  - Transfer students who have taken a course that has a significant statistics component may request a waiver from the Associate Dean of Education.
  - Photocopies of satisfactory Pennsylvania State Police Criminal Records Check (Act 34), satisfactory Child Abuse History Clearance (Act 151), FBI Criminal History-Fingerprinting (Act 114) and a completed background information sheet on file with the Early Field Experiences office. (See page 20 for details)

The APS block for foreign languages (EDFN 330, EDSE 321, FORL 480) is only offered in the fall semester. If students do not fulfill APS requirements by the time they pre-register for the fall semester, they will not be allowed to register for any of the block courses. In this case, the students should put their name on the respective wait lists and send in writing an appeal to the APS Appeals Committee, School of Education, explaining how they will fulfill the requirement prior to the beginning of the fall term. They will be admitted once the appeal has been approved and the requirements have been completed.

The linguistics class (409 or 470) is a pre-requisite to FORL 480 and must be completed prior to or concurrently with the professional block.
1. All candidates with Foreign Language degrees from other institutions must comply with language major requirements in our department:
   a. A minimum of 36 credits in the major language of which at least 6 credits shall have been taken in residence at Millersville;
   b. One course in linguistics of the language at MU with a minimum earned grade of B-;
   c. The equivalent of one 400-level literature course at MU;
   d. Successful completion of required related courses for that language (English 220, history/geography course, etc.).

2. All candidates shall further satisfy language department and university requirements in education for certification from Millersville University (i.e. EDFN 211, EDFN 241, EDFN 330, EDSE 321, FL 480, EDSE 461) and all certification tests as outlined for BSE students (see previous page).

3. All candidates admitted to the program after the spring semester of 2006 must receive a rating of Advanced Low or higher on the official ACTFL Oral Proficiency Interview and a rating of Intermediate High or higher on the official ACTFL Writing Proficiency Test.
YOU MUST OBTAIN THESE THREE (3) CRIMINAL BACKGROUND CLEARANCES
BEFORE YOU MAY REGISTER FOR A COURSE CONTAINING A FIELD EXPERIENCE

ACT 151 (CHILD ABUSE HISTORY CLEARANCE) - $10 Fee
Obtain the form and complete according to the instructions found on-line at http://www.dpw.state.pa.us/ServicesPrograms/ChildWelfare/003671038.htm. Mail to the address on the form with money order or cashier's check, and wait for the results to be mailed to you. It may take 4-6 weeks to receive your report. Please be sure to make a photocopy of the completed form along with the money order/check receipt prior to mailing the form. If you do not receive your clearance within six weeks, please contact the Department of Public Welfare at (717) 783-6211.

ACT 34 (CRIMINAL RECORD CHECK) - $10 Fee
You can complete the information on-line* at https://epatch.state.pa.us (Make sure you have a credit card on hand). When completed, click on the “Certification Form” button and print the results page with the state seal watermark.
*If you are unable to complete the online transaction for the Criminal Record Check you may fill out a hard copy (found on the site by clicking on “help” and choosing SP-164 form) and mail it to the appropriate address listed on form.

It may take 4-6 weeks to receive your record check if you mail in a hard copy for review. If you do not receive your clearance in six weeks, contact (717) 783-9144. It is highly recommended that you complete this application online as you may receive your results within minutes.

ACT 114 (FBI FEDERAL CRIMINAL HISTORY -FINGERPRINTING) - $38 Fee (Reg $36/2 copy fee)
Use the following website for this clearance process: www.pa.cogentid.com. Read all instructions very carefully. All applicants MUST register at this website or by phone at 1-888-439-2486 prior to getting the actual fingerprinting done. You must be printed at an “Official Cogent Site” – locations can be found on the Cogent web site. Applicants will be required to pay a fee online with a credit card or at the fingerprinting site by money order or cashier’s check. You must request the paper copy of the FBI Federal Criminal History Record Information, and obtain a Registration Identification Number. You will need to present this ID number to the hiring entity when you apply for positions in public or private schools in order for them to access your official record. Make sure that you keep careful record of it. It may take 6-8 weeks to receive the paper copy of your clearance, which is an “unofficial” copy for your records only. If you do not receive it in eight weeks, please contact (717) 783-3750, or e-mail PDE at dwolfgang@state.pa.us. WE MUST HAVE YOUR REGISTRATION IDENTIFICATION NUMBER AND VIEW THE RESULTS OF YOUR FEDERAL CRIMINAL RECORD CHECK (FBI CLEARANCE) BEFORE YOU CAN REGISTER FOR CLASSES CONTAINING A FIELD EXPERIENCE.

YOU MUST SUBMIT PHOTOCOPIES OF THE ACT 151, ACT 34 CLEARANCES, AND PRESENT US WITH YOUR REGISTRATION IDENTIFICATION NUMBER FOR YOUR ACT 114, FBI FINGERPRINTING CLEARANCE. YOU MAY PRESENT THEM IN PERSON OR MAIL TO:

MILLERSVILLE UNIVERSITY
FIELD SERVICES OFFICE/STAYER - ROOM 123
P.O. BOX 1002
MILLERSVILLE, PA 17551

Your DARS report will list each clearance that has been submitted and is on file in the Field Services Office.

KEEP A FOLDER OF YOUR ORIGINAL CLEARANCES - You may be asked to present your original clearances to the school district in which you are doing your field experience or student teaching assignment. It is not the policy of the Field Services Department to make copies for you from the copies we have on file, so please keep them in a safe, readily accessible location.

***FAILURE TO SUBMIT PHOTOCOPIES OF ALL 3 CLEARANCES WILL RESULT IN YOUR NOT BEING ABLE TO REGISTER FOR A COURSE CONTAINING A REQUIRED FIELD EXPERIENCE***
### Appendix B: Secondary Education Dispositions

<table>
<thead>
<tr>
<th>Disposition Category</th>
<th>Examples</th>
<th>*Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communicates Professionally</strong></td>
<td>Clear and appropriate communication that leads to rapport with students, families, and other school personnel. Communicates clearly and not defensively. Is professional during educational interactions. Listens carefully and actively. Avoids inappropriate humor.</td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrates Professional Growth</strong></td>
<td>Seeks out, reflects, and acts upon feedback from students, cooperating teacher, supervisor, and peers. Demonstrates a commitment to ongoing professional development through use of literature and growth opportunities. Attends to ideas and theories with an open mind. Seeks to understand others' ideas on their own terms. Questions ideas presented and taken-for-granted habits of action. Seeks and sees connections across topics and fields of study/action. Seeks, reflects on, and responds to evidence of student learning. Is aware of and involved with professional organizations, publications &amp; activities.</td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrates Professional Relationships</strong></td>
<td>Collaborates with all appropriate individuals in planning for the success of students with exceptional needs. Demonstrates a belief in classroom learning communities in which collaborative decision-making, inquiry, and individual responsibility to the group are valued. Accepts and respects diverse colleagues, students, and their families. Works collaboratively with others (colleagues, supervisors, cooperating teachers, and students and their families). Looks for and identifies positive behaviors in all.</td>
<td></td>
</tr>
<tr>
<td><strong>Exhibits Attributes Suitable to the Profession</strong></td>
<td>Demonstrates a belief that all students (including students with disabilities / linguistic / cultural diversity) can learn at high levels. Meets professional expectations through appropriate dress, punctuality, language, and interpersonal skills. Demonstrates the value of preparation through the planning of meaningful lessons/units. Demonstrates intellectual curiosity. Is appropriately flexible based on circumstances. Demonstrates commitment to the profession of educator. Is confident in the classroom. Cares for the students' well being. Maintains professional appearance.</td>
<td></td>
</tr>
<tr>
<td><strong>Displays Responsible &amp; Ethical Behavior</strong></td>
<td>Makes defendable judgments based on accurate information. Makes judgments that are responsive to others. Makes judgments that demonstrate understanding of context. Acknowledges impact of own actions on others. Takes responsibility for actions. Respects privacy of students and families (FERPA). Knows and adheres to professional codes of ethics, copyright, and privacy laws.</td>
<td></td>
</tr>
</tbody>
</table>
DOUBLE MAJOR: ONE FOREIGN LANGUAGE MAJOR
(BA OR BSE DEGREE PLUS SECOND NON-FOREIGN LANGUAGE MAJOR)

Consult Charts 1, 2, or 3 for the Foreign Language requirements; consult with the non-Foreign Language department as to second-major requirements. Double majors do not need to take courses in a second or third foreign language.

CHART 4: DOUBLE MAJOR IN TWO FOREIGN LANGUAGES: BA DEGREE

Semester-hours count:

- Language A: Language 36 (12 of these are electives, one elective must be a civilization course); other requirements (ENGL, HIST, HUMN) 9; total 45.
- Language B: Language 36 (12 of these are electives; one elective must be a civilization course).
- FL Grand total: 81s.h.
- No double major is required to take a third Foreign Language.

<table>
<thead>
<tr>
<th></th>
<th>LANGUAGE A</th>
<th>LANGUAGE B</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>102</td>
<td></td>
<td></td>
</tr>
<tr>
<td>201</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>202</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>311</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>312</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>351</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>352</td>
<td></td>
<td></td>
</tr>
<tr>
<td>400-level literature</td>
<td>√**</td>
<td>√**</td>
</tr>
<tr>
<td>470</td>
<td>√**</td>
<td>√**</td>
</tr>
<tr>
<td>Elective 1</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Elective 2</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Elective 3</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Elective 4 (Civilization)</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>HIST/GEOG: See Charts 1, 2, or 3 for your options.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>ENGL 220</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUMN</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

@ Language B may count 101 and 102 towards the major. In this case, only two electives are needed for a total of 12 courses in language B. One of the two electives must be a civilization course.

* Higher-level courses may be substituted for these.

** Some languages require that the 400-level literature and 470 Linguistics be taken at Millersville; check the MAJOR requirements chart for your languages.
Semester-hours count:

- Language A: Language 36 (12 of these are electives, one elective must be a civilization course), other requirements [ENGL, HIST/GEOG, METHODS] 9; total 45.
- Language B: Language 36 (12 of these are electives, one elective must be a Civilization course).
- Additional 24 credits in Prof. Ed.
- NOTE: A double major is not required to take a third foreign language.

NOTE: A BSE double major in languages, for dual certification, is a wise move in today's employment conditions. However, the credit requirements are large; finishing in four years will require careful planning and summer study. If this is impossible, then you may need to allow an additional semester or an additional year.

<table>
<thead>
<tr>
<th></th>
<th>LANGUAGE A</th>
<th>LANGUAGE B</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>102</td>
<td></td>
<td></td>
</tr>
<tr>
<td>201</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>202</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>311</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>312#</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>351</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>352</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>400-level literature</td>
<td>√**</td>
<td>√**</td>
</tr>
<tr>
<td>470</td>
<td>√**</td>
<td>√**</td>
</tr>
<tr>
<td>Elective 1</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Elective 2</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Elective 3</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Elective 4 (Civilization)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>FORL 480</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>HIST/GEOG: See Charts 1, 2, or 3 for your options.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>ENGL 220</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

@ Language B may count 101 and 102 towards the major. In this case, only two electives are needed for a total of 12 courses in language B. One of the two electives must be a civilization course.

* Higher-level courses may be substituted for these.

** The 400-level literature and the 470 Linguistics courses MUST be taken at Millersville. Some languages have separate requirements; please check the MAJOR requirements chart for your languages.

# SPAN 313 and 314 Latin-American Surveys of Literature may be used to fulfill this section.
### CHART 6: FOREIGN LANGUAGE MINORS

Semester hours count: 18

<table>
<thead>
<tr>
<th></th>
<th>FRENCH</th>
<th>GERMAN</th>
<th>SPANISH</th>
<th>LATIN**</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td></td>
<td></td>
<td></td>
<td>LATN 101 or HUMN 201,202,250 √</td>
</tr>
<tr>
<td>102</td>
<td></td>
<td></td>
<td></td>
<td>LATN 102 √</td>
</tr>
<tr>
<td>201</td>
<td>√*</td>
<td>√* (or 211)</td>
<td>√* (or 211)</td>
<td>LATN 201 √</td>
</tr>
<tr>
<td>202</td>
<td>√*</td>
<td>√* (or 212)</td>
<td>√* (or 212)</td>
<td>LATN 202 √</td>
</tr>
<tr>
<td>351</td>
<td>√ (or 352)</td>
<td>√ (or 352)</td>
<td>√</td>
<td>√√</td>
</tr>
<tr>
<td>Elective 1***</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>Choose 6 s.h. of Latin electives at the 300-400 level in consultation with your adviser.</td>
</tr>
<tr>
<td>Elective 2***</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Elective 3***</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

* Higher level courses may be substituted for these.

** Please note Millersville University only offers Latin courses at the elementary level. Qualified students planning to minor in Latin should consider taking classes at Franklin and Marshall College under the reciprocal agreement. Options for independent study/individualized instruction should also be considered since half of the minor must be taken at Millersville University. See the Special Academic Opportunities section on the Undergraduate Catalog for more information.

*** Electives must be at the 300-level or 400-level. The second Composition and Oral Expression course is highly recommended.
POINTS TO BEAR IN MIND

STUDENTS MAJORING IN ONE FOREIGN LANGUAGE

- Do not count any courses taught by the FL Department under Liberal Arts G1, Humanities and Fine Arts including HUMN courses (required of all BA students).
- Count as many FORL and HUMN courses as possible under Writing (W) or under Perspectives (P) on the General Education Curriculum Sheet.
- A Perspectives course may be counted under the major (if appropriate) or under General Education, but not both.
- The Perspectives course requirement is waived for students who study abroad for at least one semester, but another Gen Ed course must be substituted for it.
- Liberal Arts BA/FL majors must take 12 s.h. of a second FL and 6 s.h. of a third FL; or they may choose to pursue a minor in a second FL (18 s.h. at the 200-level and above).
- Secondary Education BSE/FL majors must take 9 s.h. in a second FL. One of the three courses in the second FL will count as an open elective under the General Education Connection and Exploration courses (this applies to the BSE students only).

STUDENTS WITH DOUBLE MAJOR, BOTH IN FORL

- A third FL is not required of any double FL major.
- Double FL majors must take only one History/Geography/Anthropology course in either of the two languages. Count this required related course (except LATS) under the Liberal Arts G3, Social Sciences. Please discuss all required related options available to you with your Advisor.
- Double FL majors must also take ENG 220 (Introduction to Language Study), to be counted under Liberal Arts G1, Humanities and Fine Arts.
- The elementary foreign language courses (101 and 102) may be counted towards the second foreign language major.

DOUBLE MAJORS, one in FORL and one in ELEMENTARY EDUCATION or OTHER DEPARTMENT

- Elementary Education, Business Administration, English, History (etc.) majors who also major in a FL may count two FL courses under Liberal Arts G1, Humanities and Fine Arts) and as many FL courses as desired under electives on the back side of the General Education Curriculum Sheet.
- These students are not required to take a second or a third FL, but must take required related courses as specified for the major. In this case, only 2 of the 4 electives are needed. One of the two electives must be a civilization course.

REQUIRED RELATED COURSES

See the appropriate curriculum record form for the requirements that relate to each program. These requirements include courses in history and linguistics. Required related courses from other departments count towards General Education: ENGL 220 counts in the G1 block and the History/Geography/Anthropology course in the G3 block.

MINORS IN FOREIGN LANGUAGES

See the list of requirements for each language on the Minor Curriculum Sheet. It should be noted that students beginning on a level higher than 101-102 or 201-202 will be required to take enough advanced FL courses (300 or 400-levels) to total 18 semester hours.
UNIVERSITY HONORS PROGRAM

Advisors having honors students among their advisees should consult the University Governance Manual for specifics about academic requirements or contact the Honors Program Director, Dr. Dennis B. Downey, at http://www.millersville.edu/~honors/

PREREGISTRATION

All students must receive a Term Advisement Pin (TAP) code from their advisor before they can register for classes on MAX. Please attend the departmental general advisement sessions to find out about important information concerning the course schedule and departmental announcements. Schedule a meeting with your advisor well in advance of your first opportunity to register. Come prepared with a list of courses you would like to take, your DARS, and this handbook.

JUNIOR YEAR ABROAD (JYA) STUDENTS

- The advisor should identify JYA candidates during November pre-registration counseling of their first semester. They should also visit the Office of Global Education and Partnerships, Cumberland House (717-872-3884), to receive important information about study abroad.

- The student should contact the JYA advisor of the language section for counseling on what courses should be taken here and which should be saved for the year abroad.

- An "Authorization for Transfer of Credit" form should be filled out by the student in consultation with the JYA advisor and Department Chair during the semester immediately prior to the year abroad. Students should likewise secure a copy of The Residence Hall Housing Request from the Housing and Residential Programs Office in Harbold Hall. This must be returned to that office by September 1 for the following spring semester and by February 1 for the following fall semester.

- Generally speaking, courses in the social sciences and humanities and fine arts are especially suited to being taken abroad. Room for these courses in the Liberal Arts Core 1, Humanities and Fine Arts (G1) and Liberal Arts Core 3, Social Sciences (G3) should be left in anticipation of the year abroad.

- Students can usually take from 12 to 15 s.h. per semester abroad. An average 9 to 12 s.h. of FL courses taken abroad will be counted toward the 36 s.h. needed in the major, but this depends on individual circumstances.

YOU MAY NOT BE AWARE THAT...

- On the basis of an agreement between the two schools, Millersville University students may take courses at Franklin & Marshall College (and vice versa) without additional charge. This usually occurs either when the student needs a course for graduation which is not being offered soon enough on the MU campus, or when one school is offering a course, which the other does not offer at all. Be sure to check with your major advisor at pre-registration time to make sure there is no problem with credit equivalency.

- You may be able to accumulate additional credits in your foreign-language major by attending one of our Summer School graduate institutes in French, German, and Spanish. If you are well qualified and have completed at least 3 years of college-level language, you may want to consider this. The credits earned will be undergraduate credits; fees are the same as those charged for regular academic year credit. Visit the Department of Foreign Languages office (McComsey 239) for more information.
6. STUDY ABROAD AND INTERNSHIPS

CONTACTS
French Program: Dr. André Moine
German Program: Dr. Susanne Nimmrichter
Spanish Program: Dr. Marco Antolin
Office of Global Education and Partnerships: Dr. Kirsten Bookmiller (Cumberland House)
Internships: Mrs. Diane Fleishman (Career Services)

STUDY ABROAD
You can complete your University study of a second language in the best possible way by spending an academic year in a country where that language is spoken; single-semester and summer programs are also available. One obvious advantage of such a program is the gain of language fluency, but other advantages of equal importance are the experiences of learning another culture, becoming comfortable in surroundings unlike any in your experience, and making new, lifelong friendships. Reading about life in other countries is fine, but actually living it will teach you more than you can imagine if you never have been in the midst of an unfamiliar culture. If you are working toward an education degree in your language, we especially urge you to build Junior Year Abroad (JYA) study into your plans. Studying abroad for one semester satisfies your Perspectives (“P”) requirement, but not the actual credits. You will still need 120 credits in order to graduate.

NOTE:
• The Millersville in Marburg Program: Millersville University for many years has maintained its own well-known Junior Year Abroad Program in Marburg, Germany (MIM). The program is established in the ancient university town of Marburg in central Germany. Although the medieval charm of the old town has remained unchanged over the centuries, even with its magnificent location on the picturesque Lahn River, Marburg has not been exploited as a tourist Mecca like other German cities. This makes the town especially suitable for students, German and foreign, who prefer a genuine atmosphere of learning in picturesque and romantic surroundings.

• Millersville University has established an exchange program at the American Business School in Paris and at the Université de Caen Basse Normandie. French majors at Millersville also have a wide choice of programs in France sponsored by American and French universities, such as in Montpellier, Tours, Nancy, and Lyon. The IUP program in Nancy offers opportunities for internships in French companies as well.

• Spanish-language programs are available in Spain and in Latin America. MU’s Office of Global Education and Partnerships has negotiated a student exchange with the Catholic University of Valparaiso in Chile, and with the Universities of Pamplona and Burgos, Spain.

For study abroad in other languages, there are many programs implemented by other colleges, universities, and language-study institutions. To find out more about possibilities:

• Ask your language professors about the programs MU students have joined. Perhaps you could contact recent participants to ask them about their experiences. Attend the Fall general advisement session where returning students talk about their study abroad experience.

• Drop in at the Office of Global Education and Partnerships in Cumberland House (717-872-3884). Here you will find useful materials and program descriptions. This office also sponsors exchange programs with universities in Lincoln (England), Glasgow (Scotland), and Osaka (Japan). Visit http://muweb.millersville.edu/~intlstdy/

• Check with the International Student Support Services office at 717-872-3162; there may be students on campus from the country that interests you. They can be a valuable source of information and reassurance.

• Check out Section 4 of this handbook for specifics relating to credits from study abroad, and Section 15 for some comments from students who have been on JYA programs.
INTERNATIONAL INTERNSHIPS

Another excellent way to visit (or return to) the country of your specialization is to work there for an extended period.

See French, German, Spanish faculty and/or the Office of Global Education and Partnerships for information.

OTHER OPPORTUNITIES

AS A VOLUNTEER
Occasionally the Department receives requests from local schools that seek tutors for students. If you are interested in tutoring, talk to the club advisor in your language.

PAID POSITIONS – inquire in the Department office
Work as a clerical assistant in the FL office
Work as a lab assistant in the FL media center
Work as a foreign language tutor
Work as a counselor in a FL summer camp for middle school/high school students in French, German and Spanish

7. STUDENTS SEEKING A DIPLOMA FROM THE PARIS CHAMBER OF COMMERCE

Diplomas offered in Professional French by the Paris Chamber of Commerce

Diplômes DFPA2 and DFPB1 is available for students in French 202 or at a higher level.

Diplômes DFP Affaires B2 is available for students in French 301 or at a higher level.

For more information see Prof. André Moine

8. TECHNOLOGICAL RESOURCES: THE FOREIGN LANGUAGES MEDIA CENTER

The Media Center is a service provided to students for the study of a foreign language. Located on the main floor of McComsey Hall, the 30-unit center features a Tandberg ICM Divace Duo digital recording and playback system.

The Center offers a variety of visual and computer language-learning materials and foreign language satellite television in German (DWTV), Spanish (tve and CNN, other channels are available as well), and French (TV5 Monde), providing news and other programming. This programming is also available in the McComsey lobby on the large screen television daily from 8am to 3pm. Computers and printers are available for word-processing with foreign language Microsoft Office software.

Most of the audio and short video materials that you will need for courses are stored on the foreign language server (forlang.millersville.edu – do not include www). These materials are password protected and you will receive your username and password in your courses. You can then access the server from any computer online.

A small browsing library offers books, magazines, and newspapers in various languages; bandes dessinées such as "Asterix" and "Tintin et Milou," materials on the teaching of foreign languages; examination copies of current textbooks; dictionaries, records, and cassettes of music, literature, and drama; and a collection of foreign language films in video and DVD format. CD-ROMS for language study from the elementary to the advanced level are available, as well as for the study of art, culture, and history.

Media Center hours vary slightly from semester to semester, but the Center is open Monday through Friday. Hours are posted on the door.

The Media Center employs students as attendants and occasionally has positions to fill. If you are comfortable with media and electronics, you may want to indicate your interest to the director. The Media Center directorship passes among various Department of Foreign Languages faculty members from semester to semester. Inquire in the Department of Foreign Languages office.

Media Center phone (student assistant): 717-872-3897

28
9. DEPARTMENTAL NEWSLETTER

Foreign Language majors are strongly encouraged to contribute to the departmental newsletter which is published online. Go to http://www.millersville.edu/forlang/index.php

10. SUMMER SCHOOL & DISTANCE-LEARNING POSSIBILITIES

GRADUATE SUMMER INSTITUTES

Advanced undergraduates are welcome in the French, German, and Spanish Graduate Summer Institutes. There are certain grade requirements for admission; you will receive undergraduate rather than graduate credits, and the course numbers are different, but this is a good way to move faster towards graduation. Summer courses are especially recommended to students who do not plan to study abroad since the summer school is designed as an immersion program, i.e. only the foreign language is spoken throughout the day and you are encouraged to participate in the extra-curricular program. BSE students find the summer school of particular interest because many of the graduate students are middle and high school teachers. Therefore the summer school is a good opportunity to begin building a professional network. Ask the directors (French: Dr. Gaudry-Hudson, German: Dr. Nimmrichter, Spanish: Dr. Börger-Greco) for further information. Summer School listings become available early in the spring semester and can be obtained online at:

http://www.millersville.edu/forlang/grad_institutes/index.php

DISTANCE-LEARNING

Web courses being offered in the department are in French, developed by Professor Gaudry-Hudson. FREN 433/586 (Twentieth Century French and Francophone Literature), FREN 333 (Modern French Civilization), FREN 451/551 (Geography of France), and HUMN 210 (French Literature in Translation). All these courses work on developing all five skills (listening, speaking, reading, writing and cultural knowledge) and most are set up so that students can work at their own pace. The department hopes to offer more such courses in the not-too-distant future.
ACTFL Oral Proficiency Interview (OPI)®
Answers to Frequently Asked Questions

What is the ACTFL Oral Proficiency Interview?

The ACTFL Oral Proficiency Interview (OPI) is a test that measures how well you speak a language by comparing your performance with the criteria described in the ACTFL Proficiency Guidelines - Speaking (Revised 1999).

It is a one-on-one telephonic conversation with a real person conducted entirely in the target language.

How can I best prepare to take the OPI?

It is helpful to read the ACTFL Proficiency Guidelines in order to be familiar with the functions, discourse length and accuracy features of the level that you need to achieve.

Speak as much as you can in the target test language, practicing the functions that you will need to demonstrate during the interview (i.e., telling stories, giving full descriptions, etc.).

How is the interview structured?

The OPI is structured to elicit the best sample of real, communicative language you can produce.

The interview will also stretch your language abilities, and push you to your limits in the language.

What happens during the interview?

Through a conversational format, you will be asked to talk about yourself, your interests, your daily routine, etc.

The tester may ask for direct information, descriptions, narrations, or opinions on a familiar subject.

Will I only be required to answer questions?

During most of the interview, the tester will ask you questions about a variety of topics that are of interest to you.

The tester may also ask you to take part in a role-play situation, intended to find out how well you may be able to handle a real-life situation.

What should I do if I cannot remember a particular word?

If you do not know a specific term, try to describe or paraphrase what you want to say in the test language. Avoid using another language, slang or making up words.

If you do use another language, slang or a made-up term, do not be surprised if the interviewer asks you to describe what that word means in the language for which you are testing.

What are the best strategies for success on the OPI?

When taking the OPI, listen carefully to the questions asked by the interviewer before answering. When answering, give as detailed a response as possible. Saying little to avoid making mistakes will not improve your rating.

Your participation in the interview is very important in order to demonstrate your language proficiency at its best.

Remember to relax and fully engage in the conversation.

© ACTFL 2009
SUPERIOR
Speakers at the Superior level are able to communicate in the language with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. They explain their opinions on a number of topics of importance to them, such as social and political issues, and provide structured argument to support their opinions. They are able to construct and develop hypotheses to explore alternative possibilities. When appropriate, they use extended discourse without unnaturally lengthy hesitation to make their point, even when engaged in abstract elaborations. Such discourse, while coherent, may still be influenced by the Superior speakers’ own language patterns, rather than those of the target language.

Superior speakers command a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information through the use of syntactic and lexical devices, as well as intonational features such as pitch, stress and tone. They demonstrate virtually no pattern of error in the use of basic structures. However, they may make sporadic errors, particularly in low-frequency structures and in some complex high-frequency structures more common to formal speech and writing. Such errors, if they do occur, do not distract the native interlocutor or interfere with communication.

ADVANCED HIGH
Speakers at the Advanced-High level perform all Advanced-level tasks with linguistic ease, confidence and competence. They are able to consistently explain in detail and narrate fully and accurately in all time frames. In addition, Advanced-High speakers handle the tasks pertaining to the Superior level but cannot sustain performance at that level across a variety of topics. They can provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are more comfortable discussing a variety of topics concretely.

Advanced-High speakers may demonstrate a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the confident use of communicative strategies, such as paraphrasing, circumlocution, and illustration. They use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech. However, when called on to perform the complex tasks associated with the Superior level over a variety of topics, their language will at times break down or prove inadequate, or they may avoid the task altogether, for example, by resorting to simplification through the use of description or narration in place of argument or hypothesis.

ADVANCED MID
Speakers at the Advancec-Mid level are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as to events of current, public, and personal interest or individual relevance.

Advanced-Mid speakers demonstrate the ability to narrate and describe in all major time frames (past, present, and future) by providing a full account, with good control of aspect, as they adapt flexibly to the demands of the conversation. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse.

Advanced-Mid speakers can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar. Communicative strategies such as circumlocution or rephrasing are often employed for this purpose. The speech of Advanced-Mid speakers performing Advanced-level tasks is marked by substantial flow. Their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest. Dominant language discourse structures tend to recede, although discourse may still reflect the oral paragraph structure of their own language rather than that of the target language.

Advanced-Mid speakers contribute to conversations on a variety of familiar topics, dealt with concretely, with much accuracy, clarity and precision, and they convey their intended message without misrepresentation or confusion. They are readily understood by native speakers unaccustomed to dealing with non-natives. When called on to perform functions or handle topics associated with the Superior level, the quality and/or quantity of their speech will generally decline. Advanced-Mid speakers are often able to state an opinion or cite conditions; however, they lack the ability to consistently provide a structured argument in extended discourse. Advanced-Mid speakers may use a number of delaying strategies, resort to narration, description, explanation or anecdote, or simply attempt to avoid the linguistic demands of Superior-level tasks.

© ACTFL 2009
ADVANCED LOW

Speakers at the Advanced-Low level are able to handle a variety of communicative tasks, although somewhat haltingly at times. They participate actively in most informal and a limited number of formal conversations on activities related to school, home, and leisure activities and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance.

Advanced-Low speakers demonstrate the ability to narrate and describe in all major time frames (past, present and future) in paragraph length discourse, but control of aspect may be lacking at times. They can handle appropriately the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar, though at times their discourse may be minimal for the level and strained. Communicative strategies such as rephrasing and circumlocution may be employed in such instances. In their narrations and descriptions, they combine and link sentences into connected discourse of paragraph length. When pressed for a fuller account, they tend to grope and rely on minimal discourse. Their utterances are typically not longer than a single paragraph.

Structure of the dominant language is still evident in the use of false cognates, literal translations, and the oral paragraph structure of the speaker’s own language rather than that of the target language.

While the language of Advanced-Low speakers may be marked by substantial, albeit irregular flow, it is typically somewhat strained and tentative, with noticeable self-correction and a certain ‘grammatical roughness.’ The vocabulary of Advanced-Low speakers is primarily generic in nature.

Advanced-Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion, and it can be understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved through repetition and restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

INTERMEDIATE HIGH

Intermediate-High speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident.

Intermediate-High speakers handle the tasks pertaining to the Advanced level, but they are unable to sustain performance at that level over a variety of topics. With some consistency, speakers at the Intermediate High level narrate and describe in major time frames using connected discourse of paragraph length. However, their performance of these Advanced-level tasks will exhibit one or more features of breakdown, such as the failure to maintain the narration or description semantically or syntactically in the appropriate major time frame, the disintegration of connected discourse, the misuse of cohesive devices, a reduction in breadth and appropriateness of vocabulary, the failure to successfully circumlocute, or a significant amount of hesitation.

Intermediate-High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although the dominant language is still evident (e.g., use of code-switching, false cognates, literal translations, etc.), and gaps in communication may occur.

INTERMEDIATE MID

Speakers at the Intermediate-Mid level are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal information covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging.

Intermediate-Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate-Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to make utterances of sentence length and some strings of sentences. Their speech may contain pauses, reformulations and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. Because of inaccuracies in their vocabulary and/or pronunciation and/or grammar and/or syntax, misunderstandings can occur, but Intermediate-Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

© ACTFL 2009
INTERMEDIATE LOW
Speakers at the Intermediate-Low level are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target language culture. These topics relate to basic personal information covering, for example, self and family, some daily activities and personal preferences, as well as to some immediate needs, such as ordering food and making simple purchases. At the Intermediate-Low level, speakers are primarily reactive and struggle to answer direct questions or requests for information, but they are also able to ask a few appropriate questions.

Intermediate-Low speakers express personal meaning by combining and recombining into short statements what they know and what they hear from their interlocutors. Their utterances are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary and syntax are strongly influenced by their first language but, in spite of frequent misunderstandings that require repetition or rephrasing, Intermediate-Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

NOVICE HIGH
Speakers at the Novice-High level are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. Novice-High speakers respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so.

Novice-High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their utterances, which consist mostly of short and sometimes incomplete sentences in the present, may be hesitant or inaccurate. On the other hand, since these utterances are frequently only expansions of learned material and stock phrases, they may sometimes appear surprisingly fluent and accurate. These speakers’ first language may strongly influence their pronunciation, as well as their vocabu-

NOVICE MID
Speakers at the Novice-Mid level communicate minimally and with difficulty by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may utter only two or three words at a time or an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor’s words. Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, Novice-Mid speakers may be understood with great difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics by performing functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

NOVICE LOW
Speakers at the Novice-Low level have no real functional ability and, because of their pronunciation, they may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.
ACTFL Writing Proficiency Test (WPT)
Answers to Frequently Asked Questions

What is the Writing Proficiency Test?

The ACTFL Writing Proficiency Test (WPT) is a test that measures how well you write in a language by comparing your performance with the criteria described in the ACTFL Proficiency Guidelines – Writing (Revised 2001).

It is delivered either in test booklet form or via the internet. The candidate responds to all prompts in the target language. The prompts are written in English to avoid providing the candidate with relevant vocabulary to answer the prompt.

How can I best prepare to take the WPT?

It is helpful to read the ACTFL Proficiency Guidelines in order to be familiar with the functions, discourse length and accuracy features of the level that you need to achieve.

Write as much as you can in the target language, practicing the functions that you will need to demonstrate during the test (i.e., recounting experiences, giving full descriptions, stating and supporting opinions, etc.).

How long is the WPT?

The WPT is a timed test. The test taker is given 90 minutes (booklet) or 80 minutes (internet) to complete the four major test prompts.

For each prompt there is a recommendation for the length of the response (in paragraphs) and the amount of time the test taker should dedicate to each response in order to leave enough time to finish all the prompts.

How is the WPT structured?

The WPT contains four separate prompts for writing. Each prompt consists of 3 or more tasks that must be addressed in your response.

The complexity of the tasks increases with each prompt. Some tasks may stretch your abilities, and push you to your limits in the language.

What is contained in each prompt?

Each prompt presents an overall writing task, as well as its context and content. Specific writing tasks are outlined in bullet form after the summary.

Each prompt is specifically structured to elicit the writing tasks for each level of the ACTFL Proficiency Guidelines – Writing (Revised 2001).

Prompt 1 – Focus on Intermediate tasks
Prompts 2 and 3 – Focus on Advanced and some Superior tasks
Prompt 4 – Focus on Superior tasks

Do I have to address each bullet in my response to every prompt?

The writing requests in the bullets must be included in the final composition. Skipping a bullet may affect your rating.

What are the best strategies for success on the WPT?

When taking the WPT, read the prompts carefully and address all the specific writing tasks outlined in each prompt.

If you want to demonstrate a Superior or Advanced High writing proficiency rating you may want to start with the more complex prompts and work backwards, i.e. Prompt 4, 3, 2 and then 1.

If you need to demonstrate an Intermediate High or Advanced Low level of writing proficiency make sure to fully answer prompts 2 and 3 in as much detail as possible before attempting prompt 4.
SUPERIOR

Writers at the Superior level are able to produce most kinds of formal and informal correspondence, complex summaries, precis, reports, and research papers on a variety of practical, social, academic, or professional topics treated both abstractly and concretely. They use a variety of sentence structures, syntax, and vocabulary to direct their writing to specific audiences, and they demonstrate an ability to alter style, tone, and format according to the specific requirements of the discourse. These writers demonstrate a strong awareness of writing for the other and not for the self.

Writers at the Superior level demonstrate the ability to explain complex matters, provide detailed narrations in all time frames and aspects, present and support opinions by developing cogent arguments and hypotheses. They can organize and prioritize ideas and maintain the thrust of a topic through convincing structure and lexicon and skillful use of writing protocols, especially those that differ from oral protocols, to convey to the reader what is significant. Their writing is characterized by smooth transitions between subtopics and clear distinctions made between principal and secondary ideas. The relationship among ideas is consistently clear, evidencing organizational and developmental principles such as cause and effect, comparison, chronology, or other orderings appropriate to the target language culture. These writers are capable of extended treatment of a topic which typically requires at least a series of paragraphs but can encompass a number of pages.

Writers at the Superior level demonstrate a high degree of control of grammar and syntax, both general and specialized/professional vocabulary, spelling or symbol production, cohesive devices, and punctuation. Their vocabulary is precise and varied with textured use of synonyms, instead of mere repetition of key words and phrases. Their writing expresses subtlety and nuance and is at times provocative. Their fluency eases the reader’s task.

Writers at the baseline of the Superior level will not demonstrate the full range of the functional abilities of educated native writers. For example, their writing may not totally reflect target language cultural, organizational, syntactic, or stylistic patterns. At the baseline Superior level, occasional errors may occur, particularly in low-frequency structures, but there is no pattern. Errors do not interfere with comprehension and they rarely distract the native reader.

ADVANCED-HIGH

Writers at the Advanced-High level are able to write about a variety of topics with significant precision and detail. They can handle most social and informal correspondence according to appropriate conventions. They can write summaries, reports, precis, and research papers. They can also write extensively about topics relating to particular interests and special areas of competence, but tend to emphasize the concrete aspects of such topics. Advanced-High writers can describe and narrate in all major time frames, with good control of aspect. In addition, they are able to demonstrate some ability to incorporate the functions and other criteria of the Superior level, showing some ability to develop arguments and construct hypotheses. They cannot, however, sustain those abilities and may have difficulty dealing with a variety of topics in abstract, global, and/or impersonal terms. They often show remarkable ease of expression when writing at the Advanced level, but under the demands of Superior-level writing tasks, patterns of error appear. Although they have good control of a full range of grammatical structures and a fairly wide general vocabulary,
they may not use these comfortably and accurately in all cases. Weaknesses in grammar, syntax, vocabulary, spelling or symbol production, cohesive devices, or punctuation may occasionally distract the native reader from the message. Writers at the Advanced-High level do not consistently demonstrate flexibility to vary their style according to different tasks and readers. Their writing production often reads successfully but may fail to convey the subtlety and nuance of the Superior level.

**ADVANCED-MID**

Writers at the Advanced-Mid level are able to meet a range of work and/or academic writing needs with good organization and cohesiveness that may reflect the principles of their first language. They are able to write straightforward summaries and write about familiar topics relating to interests and events of current, public, and personal relevance by means of narratives and descriptions of a factual nature. Advanced-Mid writers demonstrate the ability to narrate and describe with detail in all major time frames. Their writing is characterized by a range of general vocabulary that expresses thoughts clearly, at times supported by some paraphrasing or elaboration. Writing at the Advanced-Mid level exhibits some variety of cohesive devices in texts of several paragraphs in length. There is good control of the most frequently used target language syntactic structures, e.g., common word order patterns, coordination, subordination. There may be errors in complex sentences, as well as in punctuation, spelling, or the formation of non-alphabetic symbols and character production. While features of the written style of the target language may be present, Advanced-Mid writing may at times resemble oral discourse or the writing style of the first language. Advanced-Mid writing incorporates organizational features both of the target language or the writer’s first language. While Advanced-Mid writers are generally aware of writing for the other, with all the attendant tailoring required to accommodate the reader, they tend to be inconsistent in their aims and focus from time to time on the demands of production of the written text rather than on the needs of reception. When called on to perform functions or to treat topics at the Superior level, Advanced-Mid writers will generally manifest a decline in the quality (accuracy) and/or quantity of their writing, demonstrating a lack of the rhetorical structure, the accuracy, and the fullness of elaboration and detail that would be characteristic of the Superior level. Writing at the Advanced-Mid level is understood readily by natives not used to the writing of non-natives.

**ADVANCED-LOW**

Writers at the Advanced-Low level are able to meet basic work and/or academic writing needs, produce routine social correspondence, write about familiar topics by means of narratives and descriptions of a factual nature, and write simple summaries. Advanced-Low writers demonstrate the ability to narrate and describe in major time frames with some control of aspect. Advanced-Low writers are able to combine and link sentences into texts of paragraph length and structure. Their writings, while adequate to satisfy the criteria of the Advanced level, may not be substantive. Writers at the Advanced-Low level demonstrate an ability to incorporate a limited number of cohesive devices but may resort to much redundancy and awkward repetition. Subordination in the expression of ideas is present and structurally coherent, but generally relies on native patterns of oral discourse or the writing style of the writer’s first language. Advanced-Low writers demonstrate sustained control of simple target-language sentence structures and partial control of more complex structures. When attempting to perform functions at the Superior level, their writing will deteriorate significantly. Writing at the Advanced-Low level is understood by natives not used to the writing of
non-natives although some additional effort may be required in the reading of the text due to spelling, punctuation (internal), and grammar and/or vocabulary errors.

**INTERMEDIATE-HIGH**

Writers at the Intermediate-High level are able to meet all practical writing needs such as taking notes on familiar topics, writing uncomplicated letters, simple summaries, and compositions related to work, school experiences, and topics of current and general interest. Intermediate-High writers connect sentences into paragraphs using a limited number of cohesive devices that tend to be repeated, and with some breakdown in one or more features of the Advanced level. They can write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames, although with some inaccuracies and inconsistencies. For example, they may be unsuccessful in their use of paraphrase and elaboration and/or inconsistent in the use of appropriate major time markers, resulting in a loss in clarity. In those languages that use verbal markers to indicate tense and aspect, forms are not consistently accurate. The vocabulary, grammar, and style of Intermediate-High writers essentially correspond to those of the spoken language. The writing of an Intermediate-High writer, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but gaps in comprehension may occur.

**INTERMEDIATE-MID**

Writers at the Intermediate-Mid level are able to meet a number of practical writing needs. They can write short, simple communications, compositions, descriptions, and requests for information in loosely connected texts that are based on personal preferences, daily routines, common events, and other topics related to personal experiences and immediate surroundings. Most writing is framed in present time, with inconsistent references to other time frames. The writing style closely resembles the grammar and lexicon of oral discourse. Writers at the Intermediate-Mid level show evidence of control of syntax in non-complex sentences and in basic verb forms, and they may demonstrate some ability to use grammatical and stylistic cohesive elements. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together; there is little evidence of deliberate organization. Writers at the Intermediate-Mid level pay only sporadic attention to the reader of their texts; they focus their energies on the production of the writing rather than on the reception the text will receive. When Intermediate-Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear. Intermediate-Mid writers can be understood readily by natives used to the writing of non-natives.

**INTERMEDIATE-LOW**

Writers at the Intermediate-Low level are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic subject-verb-object word order. They are written mostly in present time with occasional and often incorrect use of past or future time. Writing tends to be a few simple sentences, often with repetitive structure. Vocabulary is limited to common objects and routine activities, adequate to express elementary needs. Writing is
somewhat mechanistic and topics are limited to highly predictable content areas and personal information tied to limited language experience. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. When Intermediate-Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required.

**Novice-High**
Writers at the Novice-High level are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes, and to express themselves within the context in which the language was learned, relying mainly on practiced material. The writing is generally writer-centered and is focused on common, discrete elements of daily life. Novice-High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but the language they produce may only partially communicate what is intended. Control of features of the Intermediate level is not sustained due to inadequate vocabulary and/or grammar. Novice-High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.

**Novice-Mid**
Writers at the Novice-Mid level are able to copy or transcribe familiar words or phrases, and reproduce from memory a modest number of isolated words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to reading the texts of non-natives.

**Novice-Low**
Writers at the Novice-Low level are able to form letters in an alphabetic system and can copy and produce isolated, basic strokes in languages that use syllabaries or characters. Given adequate time and familiar cues, they can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.
These scholarships and awards specifically for foreign language students are listed in the Millersville University catalog. Check the catalog yourself as well (see "University Awards" in the "Campus Life" section); you may be eligible for other awards, for example as an excelling education major or other specialist. For more information on any of these, contact the Honors and Awards Committee through the Dean of Graduate Studies and Extended Programs.

**FOR ENTERING FRESHMEN:**

- **D. Luke and Elva W. Biemesderfer Scholarship for Merit in Foreign Languages.** Awarded annually to a full-time freshman majoring in a foreign language, payable when the recipient pays full semester fees. Chosen on the basis of excellence in scholarship and leadership potential. Financial need may be taken into consideration but shall not be a major criterion. Awarded for the second semester of the freshman year.

- **Roy Lutz Winters Foreign Language Scholarship.** Awarded to an incoming freshman foreign language major that has an outstanding high school record in foreign languages. The award is applicable to tuition, room, and board.

- **Fred E. Oppenheimer Endowment.** Awarded to a freshmen foreign language major based on academic excellence, dedication to foreign language study and financial need.

**FOR SOPHOMORES:**

- **Sophomore of the Year Award.** Given to a foreign language major based on academic excellence, dedication to foreign language study and significant service to a foreign language club.

**FOR UPPERCLASSMEN OR GRADUATING SENIORS:**

- **Louis and Margarete Koppel Awards in European History and German Literature.** Given to two graduating seniors, one excelling in European history and the other excelling in German literature.

- **Ralph J. Hyson Memorial Award.** Awarded to the senior French major judged outstanding in French studies.

- **Steven A. Walker Memorial Scholarship.** Awarded to one or more junior or senior Spanish majors who have done excellent work in Spanish studies and contributed significantly to the Spanish Club.

- **Irene P. Seadle German Section Award.** Awarded to a senior German major who has done excellent work in German studies and contributed significant service to the German section.

- **Xenophile-Theodore H. Rupp Foreign Language Award.** Awarded to a graduating senior for excellence in foreign languages.

- **Lina Ruiz y Ruiz Endowed Memorial Scholarship.** Awarded to a junior student majoring in Spanish who, in the judgment of the professors of the Spanish section, has completed excellent work in the field of Spanish studies.
12. ACADEMIC HONESTY: What is it?

We know from past experience that by far the majority of our students try to do the right thing in presenting their work and taking their tests. However, just to keep clear in all our minds what the issues are in academic honesty and dishonesty, we reproduced the following from the Millersville University Undergraduate Catalog, 2007-2008 edition, pg. 58:

Academic dishonesty includes:

**Plagiarism**: the inclusion of someone else’s words, ideas, or data as one’s own work. When an individual submits work that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references and through quotation marks or other accepted citation if verbatim statements are included. *This applies also to texts that you translate from English into a foreign language. You must acknowledge the source of the information and include quotation marks if you translate the text (include “translation by the author, i.e. you, in parentheses following the quote).*

By placing his/her name on a scholarly product, the individual certifies the originality of all work not otherwise identified by appropriate acknowledgements. Thus, plagiarism would include representing as one’s own any academic exercise (e.g., written work, computer program, sculpture, etc.) prepared totally or in part by another.

**Fabrication**: the falsification of research or other findings.

**Cheating**: the act or attempted act of deception by which an individual seeks to misrepresent that he or she has mastered subject matter in an academic project or the attempt to gain an advantage, usually academic, by use of illegal or illegitimate means.

**Academic Misconduct**: the violation of University policies by tampering with grades or taking part in obtaining or distributing any part of a test prior to its administration.

Procedural rules in cases of suspected academic dishonesty are outlined further in the catalog in the place noted above.

In addition to the university rules, the department of foreign languages has established the following rules about academic honesty:

**Working with a Tutor**: Composition assignments are to be completed by students without the assistance of tutors. You may ask a tutor for help with vocabulary choice or about specific grammar problems, but you may not use the tutor to write the composition for you, to proofread the composition for you, or to make revisions for you. Consult with your professor if you are unclear about the kind of assistance you may get from a tutor.

**Using Automatic Translation tools**: Unless an assignment specifically asks you to work with an automatic translation tool such as Babelfish or similar translation websites, using automatic translation is considered academic dishonesty and may lead to a failing grade for a particular assignment. Automatic translation tools are very poor at translating anything but very simple sentences. A trained foreign language expert (including all of your professors) can very easily spot the types of mistakes automatic translation tools make.
13. HONORS PROGRAMS

A. DEPARTMENTAL HONORS

From the Millersville University Governance and Policies (Reviewed: June 2007)

This program provides the opportunity for superior and highly motivated students to pursue a specialized area of interest intensively and independently. Upon successful completion of the program, students are recognized for their achievement at graduation with the designation of departmental honors on their diploma and university record. To be eligible for the program, students must have a cumulative QPA of at least 3.0 and the endorsement of the department.

The program generally consists of two to four semesters of supervised tutorial work, reading, self-instruction, creative inquiry, and research, which culminates in the production of a thesis or project. One to four credits may be earned for each of the departmental honors courses (see specific departments’ requirements). Grades in these courses are determined by the faculty supervisor and departmental committee.

Final theses or projects are examined by and orally defended before the departmental committee. Grades of B- or better must be earned on them. They are then presented to the Honors and Awards Committee for review. Titles of completed works are published in the commencement program.

PARTICULARS FOR DEPARTMENTAL HONORS IN FOREIGN LANGUAGES:

1. Eligibility: Students with overall 3.5 QPA, which must be maintained in the Honors Program, and a 3.75 average in the major.

2. Entrance Point: Students may request admission to the program, or be invited to apply, near the end of the Sophomore year (in conjunction with Sophomore Evaluation).

3. Required Course Work: Two Foreign Languages honors courses (Independent Study/Supervised Tutorials — first semester HNRS 489, and second semester HNRS 499). The first stage is to be directed either to the content area or skills, which the student will address in the Project/Thesis; the operational phrases in the catalog are ‘supervised tutorial, reading, self-instruction, creative inquiry and research.’ 499 would be an extension of this work.

4. Content of HNRS courses: A department committee consisting of a member of each section participating in the Honors Program will determine general criteria and guidelines. On this basis, each student’s Honors Program will be planned in consultation with the faculty advisor chosen by the student.

5. Options: The student may opt for Thesis or Project (depending on the topic chosen and the advisor’s approval) in the target language.

6. Completion: The Thesis or Project must be examined by the department Honors Committee and advisor and defended by the student before the committee. A written summary of the Thesis/Project is required for those committee members not familiar with the target language.

B. HONORS COURSES

From the Governance and Policies (Reviewed: June 2007)

Honors courses offer special academic challenges and opportunities for intellectual inquiry. These courses require a measure of independent reading, thinking, and questioning. Students are expected to assume a greater proportion of the responsibility for learning. Course requirements include activities to develop writing, research, and analytical skills.

Honors courses are open to students in the university honors college, students with a cumulative quality point average of at least 3.35, and other students with the permission of the instructor. A grade of B- or better must be earned to qualify for the honors designation on the student’s record.
Millersville University offers the university honors college to provide a challenging and enriching educational experience for highly talented and motivated students. Kindly refer to the separate policy statement for more specific information.

New opportunity for foreign language majors who are Honors College students (as of summer/fall 2009):

With the approval of the Honors College Director and the consent of the instructor teaching the course an Honors College student may enroll in up to two courses (maximum of 6 or 8 credits depending on the major) in their department major and earn Honors credit. Prior to registration the student must contract with the professor teaching the course for the additional work and level of engagement that will justify Honors credit, and that contract must be approved by the Honors College Director. Interested Foreign language majors should contact the professor teaching the course where they wish to earn Honors credits.

C. UNIVERSITY HONORS PROGRAM

This information is subject to change; please visit the Honor’s College website for the most current information. http://www.millersville.edu/honorscollege/

Condensed from the Governance Manual, pp. 68-69:

The University Honors Program has been created to provide challenging and enriching educational experiences for our most talented and motivated students. Designed to fulfill the University-wide general education requirements, the program is open to all undergraduate students in all majors. It provides honors students with a core of stimulating and demanding courses. These courses are intended to introduce honors students to the intellectual underpinnings of modern culture while developing their ability to think critically, to do independent research, and to write in a style, which is both lucid and analytical. The core requirements explore the evolution of the Western intellectual and literary traditions, mathematical theory and applications, and scientific methods in theory and practice.

These requirements include an honors composition course and an advanced writing experience in the form of a senior thesis. The core courses are intended to encourage a commitment to academic pursuits among our best students while providing them with a common intellectual bond. The core is augmented with a variety of honors general education electives from which the student may choose to complete the requirements of the program. The majority of these courses put emphasis upon research and writing.

Academic Requirements
Completion of the program requires that a minimum of 30 hours of honors credits be taken. All honors courses must be passed with grades of B- or better to receive honors credit.

Admission Requirements
Invitations to the program are extended to entering freshmen who have combined SAT scores of 1200 or above and are in the top 10 percent of their high school class. Other motivated, interested freshmen and currently enrolled students are encouraged to apply for admission to the Director of the University Honors College.

[See the Governance and Policies for complete details on the University Honors Program.]

D. UNIVERSITY HONORS THESIS TIMETABLE

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>Brainstorm thesis topic; check with Academic Advisor for Departmental Honors policies and requirements. Second semester: Attend an Honors Program Thesis Seminar.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Year</td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>Share your thesis ideas with faculty members. Identify your thesis advisor.</td>
</tr>
<tr>
<td>November</td>
<td>Register for HNRS 489: Independent Study (1 s.h.). (Use Request for Special Study Assignment Form obtained from advisor’s secretary.)</td>
</tr>
<tr>
<td>March</td>
<td>Get Committee in place (3 or more members) — 1 Honors Committee member; 2 others as per Department requirements.</td>
</tr>
<tr>
<td>April</td>
<td>Submit Intent to Graduate form (available in Cumberland House).</td>
</tr>
<tr>
<td>May</td>
<td>Proposal defense</td>
</tr>
<tr>
<td>Senior Year</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>Complete research and first draft of thesis.</td>
</tr>
<tr>
<td>February</td>
<td>Complete revisions</td>
</tr>
<tr>
<td>March</td>
<td>Set up defense meeting.</td>
</tr>
<tr>
<td>April 15</td>
<td>Complete final copy; submit 2 copies with signature sheets to the Honors Program office.</td>
</tr>
</tbody>
</table>
The French Circle

The French Circle’s main purpose is to promote the French language and culture. Meetings are held regularly. The officers and the advisor choose activities at the beginning of each semester. Schedules are given to all students in French classes and they are invited to participate. Activities include:

- Conversation hours/games
- French dinners
- A cheese tasting
- Trips to French plays and operas whenever possible
- Trips to museums and French art exhibitions in Philadelphia, Washington, Baltimore and New York
- Fund-raising activities such as book sales and sale of crêpes for Mardi gras.

Faculty Advisor: Professor Gaudry-Hudson

French Film Series

Each semester, every other week, a film in French (with English subtitles) is presented to the students. There are 2 showings for each film in order to reach a greater number of students.

Faculty Advisor: Professor Moine

German Club

All students interested in German language and culture are invited to participate in the activities of the German Club, including:

- Conversation hours/games
- German dinners
- Video/film presentations
- Career exploration
- Trips to places significant for German culture

Advisor: Professor Nimmrichter

Spanish Club

The Spanish Club gives all students the opportunity to learn more about all things related to Spain and Latin America, as well as Hispanic culture in the United States. Meetings are held in English so that everyone can participate. Activities include:

- Trips to New York, Washington, or Philadelphia to see museums, the Spanish National Ballet, theater productions in Spanish, Spanish or Latin American restaurants, and much more
- Sponsoring artists or scholars in residence and Spanish dance classes
- Community service such as visiting with Spanish speakers in nursing homes
- Helping out in hospitals, tutoring
- Meetings to chat in Spanish
- Movies, playing games, cooking Spanish food and other programs in Spanish
- Meeting international students and SOLA members

All are invited and all are welcome, whether you are taking Spanish courses or not, whether you speak Spanish well or not — as long as you are interested in “things Hispanic.”

Faculty Advisor: Professor Antolín

Phi Sigma Iota

Phi Sigma Iota is the International Foreign Language Honor Society. It has been active at Millersville since 1981 and invites members majoring or minoring in any language who have a QPA of 3.25 and a 3.5 average or higher in their language courses.

Faculty Advisor: Professor Börger-Greco
The Department presents an annual In-Service Conference on current issues in language teaching, new technologies, etc., which is attended by teachers from Lancaster County and surrounding areas. The Conference is held on a Saturday, in late October or early November, and students pursuing careers in language teaching are welcome and heartily encouraged to attend, especially those planning to teach. The registration fee is waived for Millersville students.

For more information, inquire in the Foreign Language Office (McComsey 239, 717-872-3526) or visit our website at this link: http://www.millersville.edu/forlang/inservice/index.php

### ANNUAL SCHEDULE

<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
<td>Departmental general advising session&lt;br&gt;Pre-registration&lt;br&gt;SOPI (long form) for seniors, OPI/WPT for certification students&lt;br&gt;In-Service Conference on the Teaching of Foreign Languages&lt;br&gt;Sponsored by the Department of Foreign Languages and The School of Humanities and Social Sciences <em>(May also be held in early November)</em></td>
</tr>
<tr>
<td>March</td>
<td>Departmental general advisement session</td>
</tr>
<tr>
<td>April</td>
<td>Pre-registration&lt;br&gt;SOPI (short form) for sophomores</td>
</tr>
</tbody>
</table>
15. REPORTS FROM THE FIELD: Comments from students and graduates

JYA-Students in Marburg

"This year has been a tremendous success for me. When I think that I almost talked myself out of coming last August, I could kick myself. I plan to finish my undergraduate degree and return here as soon as possible." (Robin Beaver-Limmeroth ‘88-’89 — today married to a German and living in Germany)

"I have become an intense environmentalist since I have been here and plan on importing that back home... It's been a super, irreplaceable program." (C. S. Thornton, ’88-’89)

"This has been ... the best year of my life. I could go on and on about how much I learned and experienced. Thank you for an unforgettable opportunity. I would love to return to Germany." (Mark Brunnet, ’92-’93)

"All in all it was a terrific year. Marburg is a beautiful city. I've made some great friends, and I'm pretty pleased with the progress of my German." (Christopher F. Porter, ’92-’93)

JYA-Students in Spain

"My experience studying abroad in Burgos, Spain was one of the best in my life. The chance to live with a wonderful Spanish family, learn the culture, and make life-long friends is something I value every day. There is no way to measure how much I learned during my time there, both about Spanish and about myself. The only thing I would change about my study abroad experience would have been to stay even longer. It changed my life! I would definitely recommend this program to anyone considering study abroad." (Renee Serencsits-studied abroad at the University of Burgos, Spain, in the Spring of 2009)

"I became more confident, becoming part of the culture. As form my living environment, I would said that my Chilean home was not extremely different form my real home. The biggest differences were really the family structure more than anything; I live with a host mom and older sister, whereas in my US home I live with my parents and younger brother. [...] I really emphasize immersing yourself in the culture. Be very willing to explore. Step outside your comfort zone and you’ll grow a little more. (Ellen Grim, studied at the University of Valparaíso, Chile, in the Fall of 2009)

JYA-Students in France

"My semester abroad at l’Université de Caen in Normandy was life-changing. The insights I gained while in France were not merely linguistic. As I lived with a French family and visited the region, I gained a new understanding of French culture and history. The horrors of World War II and the D-Day stories I had heard in the past came to mean infinitely more to me when I stood on the Normandy beaches and imagined what it would have been like to live in a war-torn country. I now appreciate even more the need to work to prevent such tragedies and to establish peace. To sum up my study abroad experience, I must say that I have truly fallen in love with this country and look forward to returning. Having finished my BA degree in French at Millersville, I will be returning to France in the fall of 2006 to teach English in Bordeaux for nine months. My study abroad experience was crucial in giving me the confidence to pursue and reach this goal.” (Faith Niesley, studied abroad at l’Université de Caen Basse Normandie in the Spring of 2005)
16. HINTS FOR LANGUAGE STUDY

If you are majoring or minoring in a foreign language, you probably already know something about how to learn a language; even so you make be able to pick up a few pointers below. If you aren’t very experienced with languages, you may find that you need different learning techniques from those that have worked well for you in other areas.

Learning a second language isn’t so difficult if you go about it the right way. But you must be willing to do some steady work for some time each day. We offer the following study hints to help you make this work as effective as possible. We’d like you eventually to be able to feel the real high that comes with the ability to use a second language well.

A language is based on a limited set of rules that are used to produce and understand all possible sentences of a particular language. These rules make up the grammar of the language. In the early stages, learning these rules is pretty much like typing — you repeat patterns enough that they become automatic. Your first language is a set of grammar rules, which you acquired and mostly mastered by about the age of six. Although you “know” these rules and use them all the time, you are not conscious of them, and without special training you would be hard-pressed to explain them to someone. As an adult and with the limited time of exposure in the college classroom, you can no longer acquire a language in the same way as children do, i.e. by just being exposed to people speaking the language and engaging in communication with them. In addition to this exposure, you need to use conscious adult learning techniques.

1. YOU MUST LEARN TO LISTEN AND IMITATE. Beginning students of a language are like children at this stage; in fact, it’s worse, since their own first-language habits keep getting in the way. Audio and video materials are an excellent aid, but only if you really work with them rather than let them wash over the surface of your mind while you think about your plans for Saturday night. Interact with recorded materials; repeat, replay, and listen!

2. YOU MUST MEMORIZE. Whoever made “memorize” into a dirty word? Of course you have to memorize; you don’t get to know the words and constructions you need by learning a couple of general principles. A great deal of repetition helps in this, but often you can think of little tricks to make a word or phrase stick in your mind. Take advantage of any means to repeat, rework, re-handle the material. Also, most people can’t do a lot of memorizing at one time and remember it longer than an hour. Take it in small chunks.

3. HOWEVER, YOU ALSO NEED TO THINK. Because you are more mature than a child learning a first language, you have the advantage of being able to analyze the materials you are memorizing. You will discover (for example) the way your second language changes endings. You will start making your own observations and rules accordingly. This can speed up your learning process considerably.

4. STUDY OUT LOUD. You double your efficiency when you add auditory memory to visual memory. Your friends will think you’re crazy when they see you mumbling to yourself. Ignore them.

5. FOR SOME, LEARNING AND REMEMBERING VOCABULARY is a problem. Don’t just stare at a list of new words and decide that you know them when you can recognize them. Passive recognition isn’t enough; you need to be able to produce them actively. So involve yourself actively and physically in learning them: make vocabulary cards — this is better for you than buying vocabulary cards because it forces you to make decisions about what words you don’t know, and then to write them down. Or use a two-column page and write new words on the left and English equivalents on the right; you can then cover one side to test your knowledge of the other — and again, don’t forget that you need to be able to go in both directions, English to foreign language and foreign language to English. If the subject is vocabulary for common objects in a room, make labels for the objects in your room. Draw pictures and label them, or cut pictures out of magazines and label them. Practice writing vocabulary, especially if a new alphabet is involved as with Russian or Greek, or if accent marks are present as with French or Spanish; while you’re doing it, pronounce them. Set up a study group so you can drill each other. Idioms may be difficult because they are groups of words that mean more than the sum of their parts. Handle them as you would single words — learn them as a unit.
6. For others, CONCEPTS OF GRAMMAR are the main difficulty, especially if their pre-college background included little or no study of English grammar. Working with your professor or a student tutor may help here; there are also self-help books such as Robert Fradkin’s *Stalking the Wild Verb Phrase* (University Press of America, 1991), which is amusing as well as comprehensible or the series *English Grammar for Students of...* (*French, Spanish, German, Italian, Latin, Russian*), published by the Olivia and Hill Press. Ask if your instructor has any of these around, or check the Media Center Library.

7. While it is uncomfortable to really take in the lessons of returned written work that is awash in red ink, make use of such work: REWRITE CORRECTLY for your own study purposes. If you try to study for a quiz from a paper with many mistakes, you are visually reinforcing the wrong version while trying to remember the right version. This is counterproductive. The more you can read and say the right version, the better. Some find that redoing corrected work on computer helps — and, incidentally, the ability to word-process in a foreign language looks good on a résumé.

8. This works well for some: DIVIDE YOUR MATERIALS INTO SMALL UNITS for memorization; then string them together. Divide your study time into units of fifteen minutes. Do something else for a while. Then go back to your language and do another fifteen minutes. Many recommend doing language study just before going to bed; then, when you’re dressing in the morning, try to remember and repeat what you learned the night before.

9. MAKE FULL USE OF THE CLASS HOUR. The students who are sitting back and dreaming while someone else is being called on are very likely to be the unsuccessful ones; the successful student is mentally right there, producing silent responses.

10. No one likes to make public mistakes, but if you can bring yourself to believe that MISTAKES ARE USEFUL, that everyone makes them, that if you weren’t making any mistakes you should be in a higher course, and that the teacher does not think you are an idiot when you make a mistake, only that there’s some connection that you haven’t yet made — you will be more relaxed and your absorptive powers will improve. And speak up in class; don’t whisper answers down your shirtfront. You can’t communicate if no one can hear you. Make your mistakes proudly!

11. On the other hand, if you are really lost and have no idea what is going on, this is the time to get help. Do so as soon as possible! Don’t indulge in “magical thinking,” that somehow you will study extra hard and ace the next quiz, everything will be fine, and your success will cancel out the awful grade you got on this quiz. If you aren’t more or less in control of today’s material, it’s unrealistic to expect to master tomorrow’s, which builds on today’s. TAKE ADVANTAGE OF ALL POSSIBILITIES. Talk to your instructor; get a student tutor [see Section 2 of this Handbook]; find out if the department has any computer drills for practice or any other resources for help. But DO SOMETHING. And don’t stop going to class — this is usually the kiss of death, because then the problem just compounds itself. Instructors can usually understand if you’re having a terrible week.

12. In a foreign language course, CRAMMING DOESN’T WORK. This is steady, day-by-day work. You can’t do it all the night before, any more than you could for a swimming test. Language learning is a cumulative process; you build on top of what you did the day before.

13. In preparing for a quiz or exam: it’s surprising how often students forget to LOOK OVER THE SECTION BEING TESTED AND DEFINE THE MAIN POINTS FOR THEMSELVES. What are you supposed to be able to do after covering this material? Introduce yourself? Make a purchase in a store? Say what you’d like to have for dinner? Tell about some event in the past or future tense? Look at a chapter not as a haze of words, but as a set of practical survival problems in another culture.

**Do you have problems in reading and understanding your second language? Here are some suggestions:**

14. Students sometimes approach a sentence step by step ("Word #1 means X. Word #2 means Y. Word #3 means Z") and then find that the meaning they get out of it is ridiculous or otherwise impossible. READ THE SENTENCE MENTALLY AS A WHOLE, even if you don’t understand all the words; this will give you a sense of the shape of the idea, and you may then be able to look up fewer words to arrive at the meaning.
15. **GUESS INTELLIGENTLY** as you are reading. If you are ever going to read quickly and for content, you need to learn to figure out from context what a word means. Some find this useful: when you really do have to look a word up, put a dot by it in your dictionary, or underline it. When you get three dots or underlinings for that word, put it on a special list: it's frequent enough that it's worth extra effort to learn.

16. **REPEATED READING IS USUALLY NECESSARY.** If you are going to remember the meanings of words, you will probably have to read them more than once. Let’s suppose you have six pages to read and on each page are ten words you don’t know. If you read the six pages once and look up each of the 60 words, you will most likely not remember more than ten of them. Instead of that, look up only 30 and make intelligent guesses for the other 30. With the time you have saved, reread the six pages at least two more times, preferably at intervals of several hours. This way you may be able to remember as many as 25 out of the 30 words you looked up, and you will also have a pretty good idea of the meaning of the 30 which you did not look up. Don’t look a word up in the dictionary until you have read the context in which it occurs and made some kind of guess.

17. **DON’T WASTE TIME GETTING STUCK ON PASSAGES YOU DON’T UNDERSTAND.** Go on reading. Sometimes the passage will clear up for you when you have read the whole thing, or when you put it down and try again in the morning. If you still can’t guess the meaning, then mark the place in such a way that you will remember to ask about it in class. Don’t keep silent out of a fear of seeming stupid; it’s quite likely that if you have a problem, some other students do too.

18. If you have a composition assignment: **DO NOT WRITE OUT WHAT YOU WANT TO SAY IN ENGLISH AND THEN TRANSLATE IT INTO YOUR SECOND LANGUAGE.** You can handle much more complex ideas in English than in the other language, and attempts to reflect your English phrasing will lead to results that are clumsy, ludicrous, or incomprehensible. (Language teachers get some of their best laughs in grading these efforts.) It’s hard, but try to stay mainly within the framework of what you know in your new language, looking up only a minimal number of new words — this also increases the chances that you will actually remember some of those new words. You’re aiming for clarity and a reasonable level of correctness.

19. Do everything you can to live sanely, get enough sleep, come to class regularly and with all the right materials, and keep up with written assignments. Losing touch with the pace and content of the course will soon worsen the situation if you are already having problems.
17. SOME FREQUENTLY ASKED QUESTIONS

• I’m majoring in language A. Can my language B courses be counted under General Education (G1) requirements?  
  **Answer:** No! Language A and Language B are in the same department and so are counted as courses in your major. As such they can’t be part of your General Education credits.

• I’m planning to study abroad. What courses required for the major MUST I take at Millersville?  
  **Answer:** Those starred for your major:

<table>
<thead>
<tr>
<th>400-level literature</th>
<th>470 Linguistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>*</td>
</tr>
<tr>
<td>German</td>
<td>*</td>
</tr>
<tr>
<td>Spanish</td>
<td>*</td>
</tr>
</tbody>
</table>

• Is it true that I must get a certain grade in 470 (Linguistics)?  
  **Answer:** Yes — at least a B- (if you are a BSE major).

• I am a junior and my GPA is 2.5. Can I register for the professional block and bring my GPA up to the required 3.0 during my senior year?  
  **Answer:** A GPA of 2.8 is required to get into the professional block.

• Can I take the professional block (FORL 480) in the spring semester?  
  **Answer:** No. The professional block for foreign language students is only offered in the fall semester.

• Can I do my student teaching in the fall?  
  **Answer:** Yes. Student teaching can be done either in the fall or in the spring.

• Can I attend the MU summer graduate program in order to finish on time?  
  **Answer:** Emphatically yes! Advanced undergraduates as well as graduates are welcome in the French, German, and Spanish Summer Graduate Institutes. There are certain grade requirements for admission, you will receive undergraduate rather than graduate credit, and the course numbers are different, but this is a good way to move faster towards graduation. Ask the directors (French: Dr. Gaudry-Hudson, German: Dr. Nimmrichter, Spanish: Dr. Börger-Greco) for further information. Summer School course information is available early in Spring semester and can be obtained in the department office.

• I am a BSE student, am planning to study abroad, and can’t get into the math courses during my sophomore year. Can I wait until my senior year to take math?  
  **Answer:** No. Do not wait until your senior year. You will not be allowed to take the professional block unless you have completed both math courses. If you cannot get into the math courses because they are full, go to the math department office and fill out the required form to get on the waitlist for a course. Make sure you explain the reason why you need the course (BSE requirement, study abroad). The math department will make sure that you get a seat in the course but you must be patient. It may take until the first week of classes.

• I am taking GERM 101/FREN 101 in the spring term. When can I take 102?  
  **Answer:** 102 is only offered in the spring term French and German. You will need to wait until the Fall to take 102. If you can’t wait, look for online opportunities at another institution or courses offered at Franklin and Marshall College.

• I am a foreign language major BA. I fulfilled all requirements but I can’t graduate yet, why not?  
  **Answer:** You need 120 credits in order to graduate. Have fun and take lots of free electives.