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INTRODUCTION

Welcome to Millersville'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 238 on the first floor of McComsey. As of Spring 2005 (source Brio), the number of language majors and minors (including certification) was as follows:

<i>Language</i>	<i>Majors</i>	<i>Minors</i>
French	22	5
German	31	7
Latin	—	3
Spanish	59	53

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 sixth 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

The Foreign Languages Curriculum Committee
(Professors Antolín, Gaudry-Hudson, and Hopkins)





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 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 adjunct 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, the Department's Latin minor and 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.



1. FACULTY DIRECTORY:

DEPARTMENT OF FOREIGN LANGUAGES
McComsey 238
717)872-3526
FAX: (717)871-2482

CLASSICS (Latin & Greek)

Dr. Celica Milovanovic-Barham
Office: McComsey 249, ext. 3431
E-mail cmilovanovic@millersville.edu
•Interests: History of rhetoric; Byzantine philology; comparative literature

FRENCH

Dr. Christine Gaudry-Hudson
Department Chairperson
Director, French Summer School
Advisor, French Club
Office: McComsey 240, ext. 3663
E-mail cgaudry-hudson@millersville.edu
•Interests: French and Francophone literature; use of technology in teaching 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, ext. 3527
E-mail amoine@millersville.edu
•Interests: French linguistics, general linguistics; semantics/ pragmatics/ discourse analysis; French and Francophone culture and civilization; world cinema

GERMAN

Dr. Leroy Hopkins
Office: McComsey 252, ext. 3526
E-mail lhopkins@millersville.edu
•Interests: Afro-Germans, German-Americans, Interaction of Africans and Germans, local African-American history, German literature and civilization

Dr. Susanne Nimmrichter
Director, German Summer School
Advisor, German Club
Office: McComsey 251, ext. 3529
E-mail snimmrichter@millersville.edu
•Interests: Second language acquisition; teaching methodology, German linguistics

SPANISH

Dr. Marco Antolín
Media Center Director
Advisor, Spanish Club
Office: McComsey 242, ext. 3430

E-mail mantolin@millersville.edu
•Interests: Contemporary poetry, comparative literature and history

Dr. M.-Ana Börger-Greco
Director, Spanish Summer School
Advisor, Phi Sigma Iota (National Foreign Language Honor Society)

Office: McComsey 244, ext. 3003
E-mail aborger-greco@millersville.edu
•Interests: Comparative genre studies; the medieval epic; Spanish theater and dance

Dr. Rosario Caminero
Office: McComsey 243, 871-2021
E-mail rcaminero@millersville.edu
•Interests: Theoretical and applied linguistics; Latino studies; business Spanish; teaching methodology

Dr. Norma Rivera-Hernández
Advisor, Spanish Study Abroad
Office: McComsey 248, ext. 3802
E-mail nrivera-Hernandez@millersville.edu
•Interests: Contemporary Spanish- American women writers, twentieth-century Spanish theater, use of technology in the teaching of foreign languages and literatures

Center for PA German Studies

Richard Beam, Professor Emeritus
Director
406 Spring Drive
Millersville, PA 17551
Home: 872-8506
Office: McComsey 245, ext. 2033

Adjunct Faculty Staff
Office: McComsey 241, ext. 3876



2. 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 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 departmental advising session 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.

Schedule appointments 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, 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/~infotech/email_students.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 Hopkins
 - Spanish: Professor Rivera-Hernández
- Teacher Education: Professor Nimmrichter (for all languages)
- Clubs:
 - French: Professor Gaudry-Hudson
 - German: Professor Nimmrichter
 - Spanish: Professor Antolín
- Phi Sigma Iota (National Foreign Language Honor Society): Professor Börger-Greco

PEER TUTORING

The University supports a peer tutoring service, administered by the various Departments, for students who feel the need of some help or additional practice.

- If you would like to FIND a tutor, go to the Foreign Language office (McComsey 238) and fill out the appropriate form. An upper-level student will be assigned to you, and the two of you can work out a mutually satisfactory schedule. The tutor is paid by the University for this work; the service is free to the tutee.
- If you would like to BE a tutor, 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, but not only, upper-level status. You may also apply if you are a native speaker. Your application will then be approved by the appropriate faculty member and you will be contacted concerning your possible tutees. You will be expected to confer occasionally with the tutee's professor as well as the tutoring coordinator as to progress and problems, if any.

Whether you are tutor or tutee, please be conscientious about meeting times, notifying the other if you are unable to come, etc.

NOTE: Normally 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 be 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, the instructor may grant an exception.



3. REQUIREMENTS BY MAJOR AND BY MINOR:

See 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.

NOTE: NOT EVERY COURSE IS OFFERED EVERY SEMESTER! Some are offered only in fall, only in spring, only in alternate years, or only occasionally. For course availability, check the MU Homepage Quick Links under *Class Schedule* or *Class Locator*. The credit-hour totals listed below 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 (12 of these are electives, one elective must be a civilization course), 2nd/3rd lang. 18, other requirements: [ENGL, HIST, HUMN] 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, HIST, METHODS] 9; total: 54. Additional 24 credits in Professional Education.
- For DOUBLE MAJORS IN TWO FOREIGN LANGUAGES, see Charts 5 & 6 on page 18.

	BA	BSE
101		
102		
201	√*	√*
202	√*	√*
311	√	√
312	√	√
351	√	√
352	√	√
400 Lit.	√**	√**
470	√**	√**
Elective 1	√	√
Elective 2	√	√
Elective 3	√	√
Elective 4	√	√
2nd FL [#]	18 s.h. √√√√√√	9 s.h. √√√ ^{##}
or		
2 nd FL [#]	12 s.h. √√√√	
3 rd FL [#]	6 s.h. √√	
FORL 480		√
HIST 220 or 332	√	√
ENG 220	√	√
HUMN	√	

* Higher-level courses may be substituted for these.

Second and third languages may also be drawn from Latin.

** 400-level literature course and 470 Linguistics MUST be taken at Millersville.

One of these courses may be counted in the G1 block for general education.

The French Major at a Glance (BA)

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

Student beginning at the 200 level

	Fall Term	Spring Term
First Year	201 101 of second language	202 102 of second language
Second Year	351 Elective 1 History 220 or 332 201 of second language	311 Elective 2 English 220 202 of second language
Third Year	STUDY ABROAD or 352 Elective 3 351 of second language or 1 st course of third language—if minoring	STUDY ABROAD or 312 Elective 4 352 of second language or 2 nd course of third language
Fourth Year	470 HUMN	400-level lit course

Student beginning at the 300 level

	Fall Term	Spring Term
First Year	351 101 of second language	311 102 of second language
Second Year	352 Elective 1 History 220 or 332 201 of second language	312 Elective 2 English 220 202 of second language
Third Year	STUDY ABROAD or Elective 3 351 of second language or 1 st course of third language	STUDY ABROAD or Elective 4 352 of second language or 2 nd course of third language
Fourth Year	470 Elective 5 HUMN	400-level lit course Elective 6

Courses may 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 1/2 of your major courses 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 2 courses from one or the other major in their general education requirements.

The French Major at a Glance (BSE)

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

Student beginning at the 200 level

	Fall Term	Spring Term
First Year	201 101 of second language	202 102 of second language 1 st MATH course*
Second Year	351 Elective 1 History 220 or 332 201 of second language 2 nd MATH course*	311 Elective 2 English 220 Foundations Block in Education: EDFN 211 & 241, 202 of second language
Third Year	STUDY ABROAD or 352 Elective 3 English Literature	STUDY ABROAD or 312 Elective 4
Fourth Year	400-level lit. course 470 Professional Block in Education: EDFN 330 & EDSE 321 480 methods course	student teaching (12 credits)

Student beginning at the 300 level

	Fall Term	Spring Term
First Year	351 Elective 1 101 of second language	311 Elective 2 102 of second language 1 st MATH course*
Second Year	352 Elective 3 History 220 or 332 201 of second language 2 nd MATH course*	312 Elective 4 History 220 or 332 Foundations Block in Education: EDFN 211 & 241 202 of second language
Third Year	STUDY ABROAD or Elective 5 470 English Literature	STUDY ABROAD or Elective 6
Fourth Year	400-level literature course Professional Block in Education: EDFN 330 & EDSE 321 480 methods course	Student teaching (12 credits)

*MATH 100 and 130 are recommended but actual placement is contingent on results of placement test administered by the Math department.

Courses may 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 1/2 of your major courses can be taken abroad. Study abroad is also a clear point in your favor in the competition for teaching positions.

The two math courses required for certification must be completed before admission into 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 2 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 be a civilization course), 2nd/3rd language 18, other requirements [ENGL, HIST, HUMN] 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, HIST, METHODS] 9; total: 54. Additional 24 credits in Prof. Ed.
- For DOUBLE MAJORS IN TWO FOREIGN LANGUAGES, see Charts 5 and 6.

	BA	BSE
101		
102		
201	√*	√*
202	√*	√*
311	√	√
312	√	√
351	√	√
352	√	√
400 lit.	√	√
470	√**	√**
Elective 1	√	√
Elective 2	√	√
Elective 3	√	√
Elective 4	√	√
2nd FL [#]	18 s.h. √√√√√√	9 s.h. √√√ ^{###}
or		
2 nd FL [#]	12 s.h. √√√√	
3rd FL [#]	6 s.h. √√	
FORL 480		√
HIST 223 or 322	√	√
ENG 220	√	√
HUMN	√	

* Higher-level courses may be substituted for these.

Second and third languages may also be drawn from Latin.

** 400-level literature course and 470 Linguistics MUST be taken at Millersville.

One of these courses may be counted in the G1 block for general education.

The German Major at a Glance (BA)

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

Student beginning at the 200 level

	Fall Term	Spring Term
First Year	201 101 of second language	202 102 of second language
Second Year	351 311 201 of second or 101 of third language English 220	352 312 202 of second or 102 of third language
Third Year	STUDY ABROAD or Elective 1 & 2 201 of third language 351 of second language—if minoring History 223 or 224	STUDY ABROAD or Elective 3 & 4 202 of third language 352 or elective of second language—if minoring
Fourth Year	470 HUMN 1 st elective of second language—if minoring	400-level lit course 2 nd elective of second language—if minoring

Student beginning at the 300 level

	Fall Term	Spring Term
First Year	351 101 of second language	352 102 of second language
Second Year	Elective 1 311 201 of second or 101 of third language English 220	Elective 2 312 202 of second or 102 of third language
Third Year	STUDY ABROAD or Elective 3 & 4 History 223 or 224 201 of third language 351 of second language—if minoring	STUDY ABROAD or Elective 5 202 of third language 352 of second language—if minoring
Fourth Year	470 Elective 6 HUMN 1 st elective of second language—if minoring	400-level lit course 2 nd elective of second language—if minoring

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 1/2 of your major courses can be taken abroad.

Double majors (other than in two languages) need not take a second language and may count 2 courses from one or the other major in their general education requirements.

The German Major at a Glance (BSE)

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

Student beginning at the 200 level

	Fall Term	Spring Term
First Year	201 101 of second language	202 102 of second language 1 st MATH course*
Second Year	351 311 201 of second language English 220 2 nd MATH course*	352 312 Foundations Block in Education: EDFN 211 & 241 202 of second language—if minoring
Third Year	STUDY ABROAD or Elective 1 & 2 History 223 or 224 351 of second language—if minoring English Literature	STUDY ABROAD or Elective 3 & 4 352 or elective of second language—if minoring
Fourth Year	400-level lit course 470 Professional Block in Education: EDFN 330 & EDSE 321 & 480 methods course 1 st elective of second language—if minoring	Student teaching (12 credits) 2 nd elective of second language—if minoring

Student beginning at the 300 level

	Fall Term	Spring Term
First Year	351 101 of second language	352 102 of second language 1 st MATH course*
Second Year	Elective 1 311 201 of second language English 220 2 nd MATH course*	Elective 2 312 Foundations Block in Education: EDFN 211 & 241 202 of second language—if minoring
Third Year	STUDY ABROAD or Elective 3 & 4 History 223 or 224 351 of second language—if minoring English Literature	STUDY ABROAD or Elective 5 & 6 352 of second language—if minoring
Fourth Year	400-level lit course 470 Professional Block in Education: EDFN 330 & EDSE 321 & 480 methods course 1 st elective of second language—if minoring	Student teaching (12 credits) 2 nd elective of second language—if minoring

*MATH 100 and 130 are recommended but actual placement is contingent on results 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 1/2 of your major courses can be taken abroad.

The two math courses required for certification must be completed before admission into 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 2 courses from one or the other major in their general education requirements.

Chart 3. SPANISH

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

	BA	BSE
101		
102		
201 or 211	√*	√*
202 or 212	√*	√*
Choose 6 s.h. from: 311, 312, 313	√√	√√
351	√	√
352	√	√
400 Lit.	√**	√**
470	√**	√**
Elective 1	√	√
Elective 2	√	√
Elective 3	√	√
Elective 4	√	√
2nd FL [#]	18 s.h. √√√√√√	9 s.h. √√√ ^{##}
or		
2 nd FL [#]	12 s.h. √√√√	
3rd FL [#]	6 s.h. √√	
FORL 480		√
HIST 283 or 284 or equiv.	√	√
ENG 220	√	√
HUMN		

* Higher-level courses may be substituted for these.

Second and third languages may also be drawn from Classics.

** 400-level literature course and 470 Linguistics MUST be taken at Millersville.

One of these courses may be counted in the G1 block for general education.

The Spanish Major at a Glance (BA)

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

Student beginning at the 200 level

	Fall Term	Spring Term
First Year	201 or 211 101 of second language	202 or 212 102 of second language
Second Year	351 (must be taken before 361 or 352) 331, 332, or 333 English 220 201 of second lang. or 101 of third lang.	361 (1 st elective – strongly recommended) 311, 312, or 313 History 283, 284, or 392 202 of second lang. or 102 of third lang.
Third Year	STUDY ABROAD or 352 (?) 311, 312, or 313 201 of third language 351 of second language	STUDY ABROAD or Elective 2 202 of third language 352 of second language
Fourth Year	470 400-level Lit course HUMN 1 st elective of second language	Elective 3 2 nd elective of second language

Student beginning at the 300 level

	Fall Term	Spring Term
First Year	351 (must be taken before 361 or 352) 101 of second language	361 (1 st elective – strongly recommended) 102 of second language
Second Year	352 (offered only in the fall) 331, 332, or 333 English 220 201 of second language or 101 of third language	Elective 2 311, 312, or 313 History 283, 284, or 392 202 of second language or 102 of third language
Third Year	STUDY ABROAD or 311, 312, or 313 Elective 3 201 of third language 351 of second language	STUDY ABROAD or Elective 4 202 of third language 352 of second language
Fourth Year	470 400-level Lit course HUMN 1 st elective of second language	Elective 5 2 nd elective of second language

Courses may 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 1/2 of your major courses 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 2 courses from one or the other major in their general education requirements.

The Spanish Major at a Glance (BSE)

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

Student beginning at the 200 level

	Fall Term	Spring Term
First Year	201 or 211 101 of second language	202 or 212 102 of second language 1 st MATH course*
Second Year	351 (must be taken before 361 or 352) 331, 332, or 333 English 220 201 of second language 2 nd MATH course*	361 (1 st elective – strongly recommended) 311, 312, or 313 History 283, 284, or 392 Foundations Block in Education: EDFN 211 & 241. 202 of second language
Third Year	STUDY ABROAD or 352 (offered only in the fall) 311, 312, or 313 351 of second language English Literature	STUDY ABROAD or Elective 2 Elective 3 352 of second language
Fourth Year	400-level lit course. 470 Prof. Block in Educ: EDFN 330 & EDSE 321 480 methods course 1 st elective of second language	Student teaching (12 credits) 2 nd elective of second language

Student beginning at the 300 level

	Fall Term	Spring Term
First Year	351 (must be taken before 361 or 352) English 220 or 230 101 of second language	361 (1 st elective – strongly recommended) 102 of second language 1 st MATH course*
Second Year	352 (offered only in the fall) 331, 332, or 333 English 220 201 of second language 2 nd MATH course	Elective 2 311, 312, or 313 History 283, 284, or 392 Foundations Block in Educ: EDFN 211 & 241 202 of second language
Third Year	STUDY ABROAD or 311, 312, or 313 Elective 3 351 of second language English Literature	STUDY ABROAD or Elective 4 Elective 5 352 of second language
Fourth Year	400-level lit course 470 Prof. Block in Educ: EDFN 330 & EDSE321 480 methods course 1 st elective of second language	Student teaching (12 credits) 2 nd elective of second language

*MATH 100 and 130 are recommended but actual placement is contingent on results of placement test administered by the Math department.

- Courses may 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 1/2 of your major courses can be taken abroad. Study abroad is also a clear point in your favor in the competition for teaching positions.
- The two math courses required for certification must be completed before admission into 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 2 courses from one or the other major in their general education requirements.

CERTIFICATION REQUIREMENTS

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
- Complete the courses in the major certification area with a 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
 2. PPST Writing
 3. PPST Mathematics
 4. Fundamental Subjects: Content Knowledge
 5. French K-12/German K-12/Spanish K-12 Content Knowledge or ACTFL Oral Proficiency Interview and Writing Proficiency Test with ratings of Intermediate High or higher.

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 as follows:
 - 2.8 GPA if admitted to APS during the 2002-2003 academic year, or
 - 3.0 GPA beginning with the Fall 2003
- Qualifying scores on the Praxis I Pre-Professional Skills Tests (PPST - Reading, Math, & Writing)
- Recommendation for admission by faculty member teaching professional education courses
- Satisfactory completion of:
 - Composition (ENGL 110)
 - Fundamentals of Speech (COMM 100)
- One college-level (3 credits) English writing course (ENGL 110 included)
 - 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.
- One college-level (3 credits) English Literature course
- Two college-level (6 credits) Mathematics courses: MATH 100 and MATH 130 recommended. Both courses will count in the G2 block. 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 Act 34 (Criminal Record check) report, satisfactory Act 151 (Child Abuse History clearance) report, and a completed background information sheet on file with the Field Experiences office.

The APS Block for Foreign Languages 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 waiting lists and send in writing an appeal to the School of Education, explaining how they will fulfill the requirements prior to the beginning of the fall term. They will be admitted once the appeal has been approved and the requirement has been completed.



CERTIFICATION POLICY FOR FOREIGN LANGUAGE TEACHING CANDIDATES
WITH DEGREES FROM OTHER INSTITUTIONS

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 with a minimum earned grade of B- at MU;
 - c. One 400-level literature course at MU;
 - d. Demonstration of language proficiency in compiling a full portfolio if more than half of the courses are taken at MU; if fewer than half of the courses are taken at MU, certification students need to take only the Simulated Oral Proficiency Interview (SOPI) and the Foreign Language Exit Assessment (FLEA).
 - e. Successful completion of required related courses for that language (second, or second and third language study, English linguistics course, history 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).

CHART 4. DOUBLE MAJOR: ONE FL MAJOR (BA OR BSE DEGREE PLUS SECOND NON-FL MAJOR)

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

CHART 5: DOUBLE MAJOR IN TWO FORLs: 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: 81 s.h.
- NOTE: No double major is required to take a third FL.

	LANGUAGE A	LANGUAGE B
101		@
102		@
201	√*	√*
202	√*	√*
311	√	√
312	√	√
351	√	√
352	√	√
400 lit.	√**	√**
470	√**	√**
Elective 1	√	√
Elective 2	√	√
Elective 3	√	√
Elective 4	√	√
HIST: See Charts 1, 2, or 3 for your options.	√	
ENG 220	√	
HUMN	√	

@ Language B may count 101 and 102 towards the major.

* Higher-level courses may be substituted for these.

** Some languages require that the 400-level literature and/or 470 Linguistics must be taken at Millersville; check the MAJOR requirements chart for your languages.

CHART 6. DOUBLE MAJOR IN TWO FLS: BSE DEGREE

Semester hours count:

- Language A: Language 36 (12 of these are electives, one elective must be a civilization course), other requirements [ENGL, HIST, METHODS] 9; total: 45.
- Language B: Language 36 (12 of these are electives, one elective must be a Civilization course).
- FL Grand total: 81.
- Additional 24 credits in Prof. Ed.
- NOTE: No double major is required to take a third FL.

NOTE: A BSE double major in languages, for dual certification, is a wise move under 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.

	LANGUAGE A	LANGUAGE B
101		@
102		@
201	√*	√*
202	√*	√*
311	√	√
312	√	√
351	√	√
352	√	√
400 Lit.	√**	√**
470	√**	√**
Elective 1	√	√
Elective 2	√	√
Elective 3	√	√
Elective 4	√	√
FORL 480	√	
HIST: See Charts 1, 2, or 3 for your options.	√	
ENGL 220	√	
ENGL LIT	√	
1 st MATH course	√	
2 nd MATH course	√	

@ Language B may count 101 and 102 towards the major.

* Higher-level courses may be substituted for these.

** 400-level literature course MUST be taken at Millersville. Some languages require that 470 Linguistics must also be taken at Millersville; check the MAJOR requirements chart for your languages.

CHART 7. FOREIGN LANGUAGE MINORS

Semester-hours count: 18

	FRENCH	GERMAN	SPANISH	LATIN
101				LATN 101 √**
102				LATN 102 √
201	√*	√* (or 211)	√* (or 211)	LATN 201 √
202	√*	√* (or 212)	√* (or 212)	
351	√ (or 352)	√ (or 352)	√	√√√
Elective 1***	√	√	√	Choose 9 s.h. from: GREK 101 GREK 102 HUMN 202 HUMN 240 HUMN 250 HUMN 302 LATN 202 LATN 351
Elective 2***	√	√	√	
Elective 3***	√	√	√	

* Higher-level courses may be substituted for these.

** LATN 202 or LATN 351 may be substituted for LATN 101.

*** Electives must be on the 300 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 Core 1, Humanities and Fine Arts (G1), except for one second foreign language course (BSE students only).
- Count as many FL 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 take 18 s.h. in a second FL.
- 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 in the G1 block (This applies to 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 course in either of the two languages. Count this required related course under the Liberal Arts Core 3, Social Sciences (G3).
- Double FL majors must also take ENG 220 (Introduction to Language Study), to be counted under Liberal Arts Core 1, Humanities and Fine Arts (G1).
- The introductory 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 Core 1, Humanities and Fine Arts (G1) 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.

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 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 s.h.

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. Steven Miller.

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 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.

JUNIOR YEAR ABROAD (JYA) STUDENTS

- JYA candidates should contact their advisors during November pre-registration counseling of their first semester and advise them of their plans. They should also visit the Office of International Affairs, Cumberland House (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 planning to live on campus should likewise secure a copy of *The Residence Hall Housing Request* from the Resident Life 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 the humanities and fine arts are especially suited to be taken abroad. Room for these courses in the Liberal Arts Core 1, Humanities and Fine Arts (G1) and the Liberal Arts Core 3, Social Sciences (G3) should be left in anticipation of the year abroad.
- Students can usually take from 15 to 18 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 (Japanese, Russian, Italian). 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 programs in French, German, and Spanish. If you are well qualified and have completed at least 2 years of college-level language, you may want to consider this. The credit earned will be undergraduate credit; fees are the same as those charged for regular academic year credit. Contact the Admissions Office or the Foreign Languages office (McComsey 238) for application forms. (See page 25 for more information.)



4. STUDY ABROAD AND INTERNSHIPS

CONTACTS

French Program:	Prof. André Moine
German Program:	Prof. Leroy Hopkins
Spanish Program:	Prof. Norma Rivera-Hernández
Office of International Affairs:	Prof. 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.

- 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.
Several weeks before the beginning of the Winter Semester (October-February) participants fly directly to Frankfurt where the Resident Director meets them, takes them to the dormitory complex, and assists them in moving into their rooms.
The following 5-6 weeks are devoted to intensive language study and surveys of German history, geography, and contemporary problems, for which students receive six academic credits while adjusting to life in the country, the university, and the town. Winter Semester work is the second step, consisting of special courses of importance to the American student, and regular classes at Philipps-Universität. Students may earn up to 15 credits for each semester.
Field trips and excursions to various towns and cities are included at several points; students may also travel on their own on weekends and during the eight-week semester recess.
- 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 seems to be the most popular; this program offers opportunities for internships in French companies as well.
- Spanish-language programs are available in Spain and in Latin America. MU's Office of International Studies 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 run 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.
- Drop in at the Office of International Studies in Cumberland House (ext. 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).

¹Condensed from Department literature on the MIM Program.

- Check with the International Students office (ext. 3178); 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 3 of this handbook for specifics relating to credits from study abroad, and Section 11 for some comments from students who have been on JYA programs.

INTERNSHIPS

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

INTERNSHIPS IN GERMANY

Our Department offers a four-week internship at a bank in Marburg, which entails learning about the basic transactions of a bank and the kind of services it provides to its customers. The intern learns how to work with customers in preparing their transactions. This includes filling out bank documents to cash checks, transfer money, withdraw or deposit money from checking and savings accounts, opening and closing accounts, and ordering ATM cards. The intern also learns how to check customer accounts in the bank's database in order to answer customer questions, enter customer accounts, and conduct other database transactions. Interns gain experience in life behind the scenes of a bank, improve their command of the language, acquire insights into German business, and accumulate experience for their resumes.

In addition, according to students' interests, there are internship possibilities at area schools and at the local newspaper.

INTERNSHIPS IN FRANCE

See French faculty and/or International Affairs.

RUSSIA AND THE FORMER USSR

Here are a few possibilities (some don't even require knowledge of Russian): Camp Counselors USA (4- to 8-week periods of volunteer work in Russian children's camps and orphanages); Center for Global Student Programs (language programs and business internship programs in Moscow); Mennonite Central Committee (missionary activities in Russia); People to People International: Overseas Internship Program; The American-Russian Alliance: Business Certificate Program; Sunwood Co. Ltd. (teaching English in Russia); Moscow Institute of Social and Political Studies (internship program with various Moscow institutes and offices).

INTERNSHIPS IN SPANISH-SPEAKING COUNTRIES

See Spanish faculty and/or International Affairs.

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 high school students in French, German and Spanish



5. STUDENTS SEEKING A CHAMBER OF COMMERCE DIPLOMA

CONTACTS

For French: Diplomas offered by The Paris Chamber of Commerce (including the Certificate for Professional French): see Prof. Moine
For German: Certificate in German for the Professions: see Prof. Hopkins
For Spanish: Diplomas offered by The Madrid Chamber of Commerce: see Prof. Caminero



6. 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 first floor of McComsey Hall, the 30-unit center features a Tandberg ICM Divace Duo digital recording and playback system. Also available are French, German, Russian, Spanish, Latin and Classical Greek tapes, as well as self-instructional programs in Japanese, Chinese, Italian, Arabic, and Modern Greek.

The Center offers a variety of visual and computer language-learning materials and foreign language satellite television in German (GermanTV), Spanish (tve and Cine Latino, other channels are available as well), and French (TV-5), providing news and other programming. 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, newspapers in various languages; bandes dessinées such as "Astérix" and "Tintin et Milou," materials on the teaching of foreign languages; examination copies of current textbooks; dictionaries, records, 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.

In addition, the Center attendants can duplicate audiocassettes for students who want to study at home, and can convert foreign-made videos into the American TV system.

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.

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 directorship passes among various DFL faculty members from semester to semester. Inquire in the DFL office.

Media Center phone (student assistant): 872-3897



7. SUMMER SCHOOL & DISTANCE LEARNING POSSIBILITIES

SUMMER SCHOOL

Advanced undergraduates are welcome in the French, German, and Spanish Graduate Summer School. 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. 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 catalogs become available early in the spring semester and can be obtained in the Department office.

DISTANCE LEARNING

Web courses so far 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) have been taught online. 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.



8. 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. Ask your instructor for a sheet entitled "The French [German, Spanish] Major at a Glance" 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 equip you to function on these levels:

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

However, high school programs can differ widely. We have placement tests for French, German, and Spanish, and one of your first acts upon arrival should be to contact the Department about taking one, especially if you have doubts as to what level will be best for you. 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 with little trouble. However, the add period is only the first week of classes.

FRESHMAN YEAR

Declare your foreign language major at the time of acceptance to Millersville; or, if you are registered as Undecided, declare it as soon as you are comfortable with your decision, because early consultation with your Foreign Languages Department advisor will help you plan a good program and make the best course decisions. To declare a major, go to the Registrar's Office (Lyle Hall) and get the appropriate form.

If you decide on a foreign language MINOR, follow the same procedure in getting the necessary form, choose - as an advisor a professor in the language of the MINOR you have chosen and bring him/her the form for signature. You are not officially a major (or minor) until this has been done. If you registered for either one when you entered the University, you're all set.

SOPHOMORE YEAR

During the sophomore year, foreign language majors usually take the 300 level courses in their major, including composition and oral expression, introduction to literature, civilization, etc. Save your best work in these courses for your portfolio, in particular compositions and reading comprehension assessments.

The Department of Foreign Languages expects that their majors will have reached an ACTFL proficiency level of Advanced (see page 26) by the first semester of their senior year. In order to check their progress the students will be tested at the sophomore and senior level, using the SOPI (short form), i.e. Simulated Oral Proficiency Interview. 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 Mid level. The SOPI will be conducted in the media center. Students who do not reach the Intermediate Mid level at this time will meet with their advisor to discuss a remedial plan. They will repeat the assessment in the following semester.

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, the foreign language majors will complete the remaining courses required for the major, in particular the 400 level linguistics and literature courses. At this time the students will also assemble their portfolios. The portfolio is due on the Monday after Thanksgiving. See the portfolio requirements below.

During the first semester of the senior year, students will take the SOPI (long form) and are expected to perform at the Advanced level or higher. Students who do not reach this level must meet with their advisor to discuss a remedial plan. The SOPI can be repeated during the final semester of the senior year. Furthermore, the Department of Foreign Languages expects their majors to have a basic knowledge of the target language culture in its development and in its present state. At the same time as seniors take the SOPI, they will be asked to take the Foreign Language Exit Assessment (FLEA) consisting of 100 multiple-choice, true/false and short answer questions on history/geography (30), on literature (30), on current events (20) and on culture (20). A basis for this test will have been given in intermediate and advanced language classes, courses on literature and civilization in the target language, Humanities courses, and 400-level literature courses. The results of this assessment will also be included in the portfolio.



ACTFL PROFICIENCY GUIDELINES

NOVICE (Low, Mid, High)

CONVERSATION as such is really not taking place. The Novice may be able, sporadically, to answer questions; has isolated words and a few memorized phrases, but can't create in a sustained way. May be able to name or list some objects.

Pronunciation may be unintelligible. Fluency: So halting that conversation as such is impossible. Vocabulary is inadequate for even simple conversation. Grammar is basically nonexistent with little or no evidence of awareness of the target language's culture.

INTERMEDIATE (Low, Mid, High)

Intermediates can CREATE WITH THE LANGUAGE to a certain extent. They tend to be reactive rather than initiatory — they can answer questions but don't volunteer much. VERY STRONG Intermediates can participate in short conversations, but the larger burden is still on the interviewer, and their intelligibility is often low. They tend to function largely in the present tense, though they can use some pasts and futures. They also tend to focus almost entirely on personal welfare, not much outside themselves. They can handle everyday survival tasks, e.g. courtesy, routine travel, food, personal welfare. They can basically function on the SENTENCE level, not just in separate words.

SURVIVAL language is the criterion, not sustained conversation. A native speaker accustomed to foreigners can understand pronunciation. Intermediate speakers have only minimal control of major grammatical structures; but they can say a lot of things — not just a few — simply, and a whole range of personal-welfare things. With limited vocabulary, they can handle the three phases: get into, through, and out of a practical situation (for example, get a hotel room or a taxi, find out closing times, order a basic meal, etc.).

ADVANCED (Mid, High)

Advanced speakers can describe and narrate in past, present, and future; they can participate fully in casual conversations as full partners, not merely reactors. They ask questions naturally as part of give and take; can express facts; can give, as well as ask for, directions; can not only survive in the target culture, but can live and function socially. They can talk about people, places, and events outside themselves, unlike intermediates. They can do some circumlocution but may still do a lot of verbal groping, and they can handle situations, which may not develop according to expectations, and explore options, e.g. get a less expensive hotel room than has been offered. Sometimes they miscommunicate. Pronunciation may still be obviously foreign but is OK for most native speakers. Advanced speakers can function on the PARAGRAPH level.

A typical task for an Advanced speaker is having to persuade someone to do something, or at least put up a good argument, when that person doesn't want to do it. Example: Trying to convince a resistant store clerk to take back a defective article.

SUPERIOR

Even SUPERIOR speakers don't have native fluency, but will be getting within reasonable range of it. They will still make occasional mistakes, but these will be rare and won't interfere with comprehension even by a native speaker who is NOT accustomed to dealing with foreigners. They have many ways to say the same thing, not just one; they can often provide a synonym if needed. They can support opinion, narrate, negotiate, hypothesize and can talk on abstract and professional topics. They are very comfortable with the culture of the target language and don't make major social blunders in speech. They can function in terms of POLYPARAGRAPHS — can explore quite extended ideas.

SUPERIOR speakers can handle unfamiliar situations and hypothetical questions ("What would you do if...?"), and give instructions for or explanations of complex situations.

While speakers in all these categories do make varying numbers of mistakes, a rating of SUPERIOR implies a high, if not perfect, degree of accuracy.



9. PORTFOLIO CHECKLIST & ANNUAL SCHEDULE

The following is a list of the items that need to be included in the senior portfolio:

- A Letter from the Chair stating that the student has performed according to ACTFL guidelines at the Intermediate Mid level during his/her sophomore year
- A Letter from Chair stating that the student performed according to ACTFL guidelines at the Advanced level during his/her senior year
- A Letter from chair with his/her score on an examination consisting of 100 brief questions in the target language (multiple choice, true/false, short answers) on history/geography (30), literature (30), culture (20) and current events (20) in his/her major during his/her senior year

In your courses for the major, you will write many papers and you will be given many texts to read in the foreign language. Select samples that best display what you have achieved from the following assignments:

- Non-literary passage with comprehension questions (from courses such as 351, 352, 301, a civilization course, etc.)
- Literary passage with comprehension questions (from courses such as 311, 312 or 313)
- First and final draft of a composition (from courses such as 351 or 352)
- One research paper or literary analysis (from a 300 or 400 level course) no less than 6 pages
- One additional item of your choice may be added. You may want to share something that best displays what you have accomplished in your foreign language studies.
- A one-page statement in English explaining the choice of selected documents

Two copies of the portfolio must be submitted. The original will be returned to you and the copy will be kept in the Department for departmental assessment purposes.

ANNUAL SCHEDULE

October	Departmental advising session
November	Pre-registration Portfolio due on the Monday after Thanksgiving SOPI (long form) and FLEA for seniors
March	Departmental advising session
April	Pre-registration SOPI (short form) for sophomores



10. DEPARTMENT OF FOREIGN LANGUAGES SCHOLARSHIPS AND AWARDS

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. [Same question as for Biemesderfer Scholarship]
- **Beatrice M. Killough Endowed Scholarship for Spanish Studies.** Awarded to an entering freshman, enrolled in the Spanish or Spanish Education curriculum. The award may be renewed for up to seven additional semesters, providing the student maintains a 3.5 GPA in Spanish and a 3.0 overall GPA.

FOR SOPHOMORES:

- **Sophomore of the Year Awards.** Given to a foreign language major with the highest QPA after his/her third semester at Millersville.

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 work in the field of Spanish studies.



11. ACADEMIC DISHONESTY: 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 have included the following from the Millersville University *Undergraduate Catalog*, 2000-2002 edition, pg. 62:

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 spot the types of mistakes automatic translation tools make very easily.



12. HONORS PROGRAMS

A. DEPARTMENTAL HONORS

From the Millersville University *Governance Manual* (1997 Edition), p.68:

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 3.5 and the endorsement of a faculty member.

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 (HNRS 489 and HNRS 499). The faculty supervisor and departmental committee determine grades in these courses.

Final theses or projects are examined by and orally defended before the departmental committee. Grades of B- or higher must be earned on them. A department, however, can request approval to require a minimum grade higher than a B- for its final theses or projects. 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 to three 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 Manual*, p. 68:

Honors courses, designated by the prefix HNRS, 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 program, students with a cumulative quality point average of at least 3.35, and other students with permission of the instructor. A grade of B- or higher must be received in an honors course for the course to earn honors credit.

C. UNIVERSITY HONORS PROGRAM

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

The University Honors College 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...

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:

Entering freshmen who have combined SAT scores of 1100 or better and are in the top 10% of their high school graduating class are eligible to join the University Honors Program.

...[A]ll students who have earned a cumulative grade point average of 3.0 at the University are eligible to enroll in honors courses and to join the program. Other interested students may be admitted to honors classes with the permission of the director.

[See the *Governance Manual* for complete details on the University Honors College.]

D. UNIVERSITY HONORS PROGRAM TIMETABLE

<i>Freshman Year</i>	Typically students take 9-12 s.h. of Honors core courses (areas: English Comp., Calculus, Speech, WIT, WLT, and Lab Science).
<i>Sophomore Year</i>	Typically students take 9-12 s.h. of Honors core courses. Second semester: Attend Honors Thesis Seminar and develop ideas for possible thesis topics.
<i>Junior Year</i>	Typically students take 7-10 s.h. of Honors electives, thesis, and perspectives. First semester: Focus on thesis topic and an advisor. Second semester: HNRS 489; Independent Study (1 s.h.). Complete thesis proposal and get committee in place. Submit "Intent to Graduate" form.
<i>Senior Year</i>	Typically, students take 5-8 s.h. of Honors courses. First semester: HNRS 499; thesis — 2 s.h. Second semester: electives.
<i>Honors Graduation</i>	3.35 QPA — 30 or more Honors s.h. including thesis, electives, and core.

E. UNIVERSITY HONORS THESIS TIMETABLE

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



13. CLUBS AND EXTRACURRICULAR ACTIVITIES

French Club

The French Club'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 / games.
- a student-prepared French dinner
- a cheese tasting
- trips to French plays whenever possible
- trips to museums and French art exhibitions in Philadelphia, Washington, Baltimore, and New York
- A French film series at the beginning of each semester.
- fund-raising activities such as book sales and sale of crepes for Mardi Gras.

Faculty Advisor: Professor Gaudry-Hudson

French Conversation Hour

Every other Thursday at 12:15 p.m., Professor Gaudry-Hudson meets with students interested in practicing their conversational skills at the Starbucks Café in the Student Memorial Center. Students from all levels are welcome.

French Film Series

At the beginning of each semester, for 6 consecutive weeks a film in French (with English subtitles) is presented to the students. There are 2 showings per week in order to reach a greater number of students. The average attendance is about 25-26 students per week. Contact Dr. André Moine for more information, x3527.

German Club

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

- conversation hours
- German dinners
- games
- video/film presentations
- career exploration
- trips to places significant for German culture.

Advisor: Professor Nimmrichter

Spanish Club

The Spanish Club affords 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. Business meetings are held in English so that everyone can participate. Activities include:

- trips to New York, Washington, or Philadelphia to 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 Spanish speakers in nursing homes
- helping out in hospitals, tutoring
- meetings to chat in Spanish
- movies and other programs in Spanish
- meeting international students and SOLA members
- playing games in Spanish, cooking Spanish food

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 Foreign Languages Annual In-Service Conference

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. Most of the cost is suspended for Millersville students.

For more information, inquire in the Foreign Language Office (McComsey 238, ext. 3526).



14. FROM FORMER STUDENTS

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

How Millersville University has prepared me for my next career step: Millersville University's role in my graduate studies at Foro Europeo in Pamplona, Spain.
(Megan Kaufman, class of '03)

“Over the past four years, university life has dealt me my fair share of surprises, struggles, excitement, knowledge, experience and opportunities. This time and these experiences at Millersville University have changed me and altered my direction in life.

Millersville has offered me so many opportunities throughout the past four years, all of which have helped me to realize who I am and who I want to be. This University has helped to shape what I want to do in life and where I want to do it.

During my freshman year, I took two Spanish classes, which increased my long-held desire to study abroad. With a bit of research and an appointment with the Director for International Affairs, I found myself on my way to study for one academic year in Spain. The professors, administrative assistant and student assistants in the Office of International Affairs on Millersville's campus not only made the entire year happen for me, but also helped me on a more personal level by preparing me for culture shock, language barriers and homesickness.

My year abroad in Salamanca, Spain, has had a gigantic impact on my life and the direction it is taking. It was during that year that I realized that I wanted to be able to teach Spanish to students at the secondary level. Upon my return to the United States, I enrolled in the secondary education program and have taken related classes and field experiences since then. The professors in the School of Humanities and Social Sciences and the School of Education have helped to shape the kind of teacher I am going to become by giving me helpful insight and advice. However, most influential in my development as a teacher have been my numerous opportunities to observe and teach in high school classrooms. These hands-on experiences offered and organized by Millersville have enabled me to watch teachers and students in action, and they have better prepared me, not only for my student teaching, but also for my first teaching position.

My year abroad in Spain gave me not only a passion for teaching, but a passion for the country as well. Although in May I will be receiving a degree and certification in Spanish education, I will not be going directly into the teaching field. First, I will be taking advantage of another opportunity offered by Millersville University.

From March of 2002 through December of the same year, I worked at the Office of International Affairs on campus. There, I became more aware of all the study abroad programs Millersville University has to offer, and I took it upon myself to familiarize myself with these programs. I became particularly interested in the exchange between Millersville and Foro Europeo, a business school in Pamplona, Spain. Because I had already been in Spain, I was interested in discovering more about the program. By talking with the administrative assistant, the Director for International Affairs and - most importantly - representatives from the business school in Spain, I decided that it was something in which I would be very interested, despite the fact that I was at Millersville to be certified as a Spanish teacher. After many meetings with various persons from Millersville and Pamplona, I discovered that Foro Europeo was prepared to offer a scholarship to any qualified Millersville student. This scholarship would cover the tuition for the MEA program at the school in Spain. I decided to apply for this scholarship, which covers fifteen months of study in Pamplona and, in the end, I received it. During my last semester in Spain, I was able to enroll in two business classes, which have helped to prepare me for my studies at Foro Europeo. Without the help and connections of Millersville University, I would not have been able to study abroad during my sophomore year, and therefore might not have had the passion and desire to go to Spain for graduate studies. Again, for these graduate studies and the scholarship that is allowing me to complete them, I have Millersville to thank. This University has truly prepared me for my next career step”.



15. 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 may 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, and re-handle the material. Also, most people can't do a big batch of memorizing at one time and still remember it longer than an hour. Take it in small chunks. Incidentally, improving your skills in this area will help you in other courses too.
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 lie on your bed staring at a list of new words and then 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 the 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 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.



16. SOME FREQUENT 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 Gen Ed credits. **BUT:** *If you are a BSE major, one of your language B courses will count in the G1 block.*

- I'm planning to study abroad. What courses required for the major MUST I take at Millersville?

Answer: Those starred for your major:

	400-level literature	470 Linguistics
French	*	*
German		*
Spanish	*	*

- Is it true that I must get a certain grade in 470 (Linguistics)?

Answer: Yes — at least a B-.

- I am a junior and my GPA is 2.84. Can I register for the professional block and bring my GPA up to the required 3.0 during my senior year?

Answer: No. A GPA of 3.0 is required to get into the professional block. All students who do not have a GPA of 3.0 will be eliminated from the course when the Department of Educational Foundations checks the eligibility status of all students at the beginning of the fall semester.

- Can I take the professional block 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 Schools. 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 catalogs become 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?

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.