

# **Undergraduate Academic Assessment Plan 2012-2013**

## **Portuguese**

College of Liberal Arts &  
Sciences

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# B.A. in Portuguese

## College of Liberal Arts and Sciences

### Undergraduate Academic Assessment Plan

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#### **Mission Statement**

**The mission of the Department of Spanish and Portuguese Studies** is to achieve excellence in research, teaching and public service related to the languages, literatures, and cultures of the areas and countries where Spanish and Portuguese are spoken. Associated languages and cultures such as Catalan also fall under the departmental purview. Research, teaching, and service are mutually enriching activities through which we achieve our shared goals. The Department strives to maintain effective programs of instruction whose quality is sustained by the constant intellectual and professional development of the Department's faculty, as well as by a strong commitment to service. Consistent with UF's mission statement and that of CLAS, research should contribute "to the international public conversation about the advancement of knowledge." The courses offered by the Department in language, linguistics, literature, film, civilization and cultural studies enrich such related fields as Anthropology, Art History, Business, Health Sciences, History, International Relations, Journalism, Law, Linguistics, Music, Political Science, Sociology, and other languages and literatures. With the expansion of dynamic minority populations in the U.S. and the prospect of closer and more complex relationships between the U.S. and Spanish and Portuguese-speaking countries around the world, such courses will increasingly have intellectual and practical value as part of the University of Florida's curricular opportunities.

## Student Learning Outcomes (SLOs)

Existing SLOs in the 2012-13 undergraduate catalog:

1. Knowledge of and ability to interpret cultural correlates, literary production and/or linguistic structure of texts written in Portuguese.
2. Competence in written Portuguese, including knowledge of grammar, vocabulary, orthography and appropriate stylistic conventions.
3. Communicative competence in spoken Portuguese, including the ability to understand the spoken language, speak fluently with correct grammar, vocabulary and pronunciation, and use appropriate registers.

Revised SLOs for the 2013-14 undergraduate catalog:

For our undergraduate students majoring in Portuguese, we have devised three student learning outcomes that guide our curriculum:

1. **Content and Critical Thinking:**  
Interprets cultural correlates, literary production and/or linguistic structure of texts written in Portuguese.
2. **Communication:**  
Writes Portuguese competently, with appropriate grammar, vocabulary, orthography and appropriate stylistic conventions.
3. **Communication:**  
Engages effectively in spoken communication in Portuguese, including the ability to understand the spoken language, speak with correct grammar, vocabulary and pronunciation, and use appropriate registers.

New/Revised SLOs, 2013-14*	Link to 2012-13* SLOs
<b>Content</b>	
Interprets cultural correlates, literary production and/or linguistic structure of texts written in Portuguese.	Knowledge of and ability to interpret cultural correlates, literary production and/or linguistic structure of texts written in Portuguese.
<b>Critical Thinking</b>	
Interprets cultural correlates, literary production and/or linguistic structure of texts written in Portuguese.	Knowledge of and ability to interpret cultural correlates, literary production and/or linguistic structure of texts written in Portuguese.
<b>Communication</b>	
Writes Portuguese competently, with appropriate grammar, vocabulary, orthography and appropriate stylistic conventions.	Competence in written Portuguese, including knowledge of grammar, vocabulary, orthography and appropriate stylistic conventions.
Engages effectively in spoken communication in Portuguese, including the ability to understand the spoken language, speak with correct grammar, vocabulary and pronunciation, and use appropriate registers.	Communicative competence in spoken Portuguese, including the ability to understand the spoken language, speak fluently with correct grammar, vocabulary and pronunciation, and use appropriate registers.

\*undergraduate catalog dates

## Curriculum Map

Curriculum Map for:

Portuguese

Liberal Arts and Sciences

	Key: <u>I</u> ntrouced		<u>R</u> einforced		<u>A</u> ssessed			
Courses →	POR 1130 1131 3010	POR 3224 POR 3242	POR 3500 POR 3502	POR 3701	POR 4000s	POW 3000s	POW 4000s	Additional Assessment (ISA #3)
SLOs ↓								
<b>Content/Critical Thinking</b>								Satisfactorily complete an assignment in a 4000-level course that includes the written analysis of a Portuguese text or dataset according to its cultural, literary and/or linguistic content [SLO #1, 2] and an oral presentation and discussion conducted in Portuguese. [SLO#3]
<b>SLO 1</b>	I	I	R	-	R, A <sup>1</sup>	R	R, A	
<b>Communication skills</b>								
<b>SLO 2</b>	I	I	R	R	R, A	R	R, A	
<b>SLO 3</b>	I	I	R	R	R, A	R	R, A	

<sup>1</sup> In all 4000-level courses, these SLOs are assessed through ISA #3, as described in the last column.

## Assessment Cycle

The third component of our Individual Student Assessment (the assignment in the 4000-level course) must be completed by all graduating seniors and is designed to assess all three of our SLOs simultaneously. Given that we graduate a small number of majors (approximately 5) each year, we can assess all SLOs every year. We currently have data from Fall 2010 through the present. Now that we have these data, our yearly cycles of analysis and improvement will commence this summer.

### Assessment Cycle Chart

Assessment Cycle for:

Spanish / Portuguese

CLAS

Analysis and Interpretation: May-June

Improvement Actions: Completed by August 15

Dissemination: Completed by September 15

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
<b>Content/Critical Thinking</b>							
(SLO #1)		√	√	√	√	√	√
<b>Communication</b>							
(SLO #2)		√	√	√	√	√	√
<b>Communication</b>							
(SLO #3)		√	√	√	√	√	√

## Methods and Procedures

### SLO Assessment Matrix

The SLO Assessment Matrix is new for the 2012-13 Academic Assessment Plans. We have populated the matrix to the extent possible with the information we have available. Please complete the matrix.

**Assessment Method** - For each SLO, please enter the assessment method you are using – exam (course, internal, or external), project, paper, presentation, performance, etc.

**Measurement** – list the measurement procedure you use for this outcome. It can be a faculty-developed rubric with the minimum acceptable level identified, an exam score and the minimum passing score, or other measurement. **Required for 2012-13: Include at least one example of a rubric used to assess an SLO.**

of achievement below 70%, please provide a rationale for why this percentage is appropriate.

### SLO Assessment Matrix for 2012-13

2012-13 Student Learning Outcome	Assessment Method	Measurement Procedure
Interprets cultural correlates, literary production and/or linguistic structure of texts written in Portuguese.	Assignment in 4000 level course	Rubric
Writes Portuguese competently, with appropriate grammar, vocabulary, orthography and appropriate stylistic conventions.	Written Paper	Rubric
Engages effectively in spoken communication in Portuguese, including the ability to understand the spoken language, speak with correct grammar, vocabulary and pronunciation, and use appropriate registers.	Presentation	Rubric

In the semester in which a student plans to graduate s/he is required to complete the third ISA in one 4000-level course (excluding POR4420). Since this ISA must be completed only once, students choose the course in which they plan to satisfy this requirement and inform the course instructor by the end of the third week of classes. The student projects and oral presentations/discussions are assessed according to the rubric on the following page. In terms of indirect assessments, we keep track of the number of majors and minors enrolled each semester. We will continue to use these numbers to indirectly assess our programs.

## Evaluation of written project and oral presentation

Name \_\_\_\_\_

Term \_\_\_\_\_

Class \_\_\_\_\_

Assessed by \_\_\_\_\_

SLO	Excellent	Good	Basic	Rudimentary	Insufficient	POINTS
Interpretation and analysis (50%)	<i>Demonstrates profound knowledge of the cultural correlates, literary antecedents, and/or linguistic structures being studied; knowledge is applied to the chosen text(s) in an insightful way; provides well-structured arguments or accurately analyzed evidence to support conclusions</i> <b>[50-45 points]</b>	<i>Demonstrates considerable knowledge of the cultural correlates, literary antecedents, and/or linguistic structures being studied; knowledge is applied to the chosen text(s) competently; provides acceptable arguments or analyzed evidence to support conclusion</i> <b>[44-40 points]</b>	<i>Demonstrates some knowledge of the cultural correlates, literary antecedents, and/or linguistic structures being studied; knowledge is applied to the chosen text(s) with some accuracy; provides some arguments analyzed evidence but conclusions are only vaguely supported</i> <b>[39-35 points]</b>	<i>Demonstrates only piecemeal knowledge of the cultural correlates, literary antecedents, and/or linguistic structures being studied; knowledge is applied to the chosen text(s) in a hit-or-miss way; arguments or evidence lead only tangentially to conclusions</i> <b>[34-30 points]</b>	<i>Unable to demonstrate coherent knowledge of the cultural correlates, literary antecedents, and/or linguistic structures being studied; knowledge is inadequately applied to the chosen text(s); arguments or evidence presented do no lead to any coherent conclusion</i> <b>[29-0 points]</b>	
Written language (25%)	<i>Excellent command of the Portuguese language; near-native in terms of grammar and vocabulary; mastery of stylistic conventions of written Portuguese; free of orthographic or stylistic errors</i> <b>[25-23 points]</b>	<i>Good command of the Portuguese language; above average in terms of grammar and vocabulary; shows understanding of stylistic conventions of written Portuguese; minimal orthographical or stylistic errors</i> <b>[22-20 points]</b>	<i>Only moderate command of the Portuguese language; frequent errors in grammar and vocabulary; shows only basic knowledge of stylistic conventions of written Portuguese; some orthographical and stylistic errors</i> <b>[19-18 points]</b>	<i>Minimal command of the Portuguese language; deficient in terms of grammar and vocabulary; written Portuguese is lacking stylistic grace; considerable orthographical and stylistic errors</i> <b>[17-15 points]</b>	<i>Shows no command of the Portuguese language; excessive errors in terms of grammar and vocabulary; language errors interfere with meaning; shows no understanding of stylistic conventions of written Portuguese; numerous orthographical errors</i> <b>[14-0 points]</b>	
Spoken language (25%)	<i>Excellent command of the Portuguese language; near-native in terms of grammar, vocabulary, pronunciation and fluency; presents topic with confidence and ease; answers questions with ease and appropriate register</i> <b>[25-23 points]</b>	<i>Good command of the Portuguese language; above average in terms of grammar, vocabulary, pronunciation and fluency; presents topic with confidence but may falter on occasion; answers questions competently with appropriate register</i> <b>[22-20 points]</b>	<i>Only moderate command of the Portuguese language; frequent errors in grammar, vocabulary, pronunciation and fluency; occasionally lacks confidence in presenting topic; answers some questions but is flustered, may not maintain appropriate register</i> <b>[19-18 points]</b>	<i>Minimal command of the Portuguese language; deficient in terms of grammar, vocabulary, pronunciation and fluency; shows little confidence in ability to present topic; has difficulty answering questions on topic and does not use appropriate register</i> <b>[17-15 points]</b>	<i>Shows no command of the Portuguese language; excessive errors in terms of grammar, vocabulary, pronunciation and fluency; language errors interfere with meaning; unable to present to audience in coherent way; cannot answer questions related to topic</i> <b>[14-0 points]</b>	
<b>TOTAL</b>						<b>____/100</b>

Comments



## Assessment Oversight

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