

Jean Marie Walls (1987). Professor of Language and Department Chair. B.A. and M.A., Mississippi State University; and Ph.D., Louisiana State University. Additional study, Northwestern University.

Julie Glosson (1995). Associate Professor of Spanish. B.A., Union University; M.A., and Ed.D., University of Memphis.

Cynthia Powell Jayne (1976). University Professor of Language and Associate Provost for International and Intercultural Studies. B.A., Mississippi College; M.A. and Ph.D., Louisiana State University; Additional study, Vanderbilt University, University of Kentucky, and the Summer Institute of Intercultural Communication.

Victoria Malone (2005). Instructor of Language. B.A. and M.A., Northern Illinois University

Karen Martin (2003). Associate Professor of Languages. B.A., Samford University; B.A., Union University; M.A., The University of Alabama; D.M.L., Middlebury College.

Phillip G. Ryan (1997). Associate Professor of Language and Coordinator of the ESL Program. B.A., Union University; M.A., University of Memphis; Ph.D. Indiana University of Pennsylvania.

The Department of Language provides a multifaceted, innovative curriculum in language, literature, culture and second language acquisition. The Department offers majors in French, Spanish and Teaching English as a Second Language with the option of teacher licensure in all. The Department's commitment to a strong interdisciplinary approach to the study of language and culture is reflected in the variety and scope of offerings, as well as the opportunities to enhance on-campus study with off-campus international and domestic programs.

The French and Spanish majors offer three options allowing students to meet career goals. All hours of the major are in one language unless the student has received prior written permission of the Chair. A minimum of 15 hours, including 490, of the major must be earned under the direct supervision of the faculty of Union University.

Students are strongly urged to complete the immersion experience required for the French and Spanish majors prior to the last semester of study at Union and to enroll in at least one language course after the experience. See Department guidelines for details about planning study abroad.

The Teaching English as a Second Language major, with its strong emphasis in applied linguistics and with its field experience opportunities, provides a supportive and substantive framework for participants to develop their understanding of language and to explore their own development as language teachers. The program is designed for those seeking employment teaching English as a second or foreign language.

I. Major, French or Spanish: Language and Culture Track—37 hours

- A. Select 6 hours: 211, 212, 213, 214 or any Upper level courses
- B. Select 6 hours: 311, 312, 316, 317, 411, 420, 421, 499, 395/495*
- C. Select 9 hours from one group and 12 hours from the alternative group
 - 1. 313, 325, 330, 430, 440, 395/495*
 - 2. 213, 320, 319, 419, 499, 395/495*
- D. Immersion course or study abroad as approved by department—3 hours
- E. 490—1 hour

II. Major, French or Spanish: Literature and Culture Track—37 hours

- A. Select 6 hours: 211, 212, 213, 214, or any Upper level courses
- B. Select 12 hours: 311, 312, 316, 317, 411, 420, 421, 499, 395/495*
- C. Select 9 hours: 313, 325, 330, 430, 440, 395/495*
- D. Select 6 hours: 213, 319, 320, 419, 499, 395/495*
- E. Immersion course or study abroad as approved by department—3 hours
- F. 490—1 hour

III. Major, French or Spanish: Teacher Education Track—37 hours

- A. 213 and 6 hours from: 211, 212, 214 or higher—9 hours
- B. 313, 325, 330 and either 430 or 395/495*—12 hours
- C. Select 6 hours of Literature, Survey or Genre
 - 1. FRE 311, 312, 317, 420, 421
 - 2. SPA 311, 312, 316, 411, 420
- D. 319 or 419; 350, 490—7 hours

- E. Immersion course or study abroad as approved by department—3 hours
- F. Professional Education: EDU 150, 250, 326, 423, 433; PSY 213, 318; SE 225
- G. Completion of applicable portions of the Praxis II.
- H. For additional information, see the Assistant Dean for Teacher Education and Accreditation.

IV. Major, Teaching English as a Second Language—34 hours

- A. TESL 210, 220, 315, 320, 410, 440
- B. ICS 320; EDU 423; LANG 350; ENG 450 or 460
- C. One of: PSC 332, PHL 349, SOC 419
- D. Language prerequisite: Intermediate proficiency in a 2nd language
- E. TESL 490—1 hour

V. Teacher Licensure in English as a Second Language

- A. Major requirements as shown above.
- B. Professional Education: EDU 150, 250, 326, 423, 433; PSY 213, 318, 324; SE 225.
- C. Completion of applicable portions of the Praxis II.
- D. For additional information, see the Assistant Dean for Teacher Education and Accreditation.

VI. Minor, Language and Culture Track—21 hours

- A. Select 6 hours: 211, 212, 213, 214, or Upper level course
- B. Select 3 hours: 311, 312, 316, 317, 411, 420, 421, 499, 395/495*
- C. Select 6 hours: 313, 325, 330, 430, 440, 395/495*
- D. Select 6 hours: 213, 319, 320, 419, 499, 395/495*

VII. Minor, Literature and Culture Track—21 hours

- A. Select 6 hours: 211, 212, 213, 214, or any Upper level courses
- B. Select 6 hours: 311, 312, 316, 317, 411, 420, 421, 499, 395/495*
- C. Select 6 hours: 313, 325, 330, 430, 440, 395/495*
- D. Select 3 hours: 213, 319, 320, 419, 499, 395/495*

VIII. Minor, Teaching English as a Second Language—21 hours

- A. TESL 210, 220, 315, 320; ICS 320—15 hours
- B. TESL 410 or 440; EDU 423—6 hours

All language majors must have oral proficiency in the target language equivalent to an ACTFL rating of “Intermediate High.” This will be determined by the appropriate instructor through an individual interview to be conducted during the second semester of the junior year. Each student is responsible for scheduling the interview during the designated semester. See Department Chair for additional information.

Students presenting transfer or testing credit in language will be evaluated toward placement in the program and in possible application of those credits toward a language major or minor.

() Hours Credit; F–Fall, W–Winter; S–Spring; Su–Summer

111-2. Beginning French (3) 111—F; 112—S

Fundamentals of pronunciation, conversation, grammar, and composition. FRE 111 cannot be taken for credit by students who have had three or more secondary school units. Three hours lecture and one hour lab per week.

211. Intermediate Conversation and Grammar (3) Every Fourth Semester

Prerequisite: FRE 112, 2 years high school FRE or demonstrated proficiency.
Conversation, listening comprehension, introduction to phonetics, grammar review.

212. Composition and Grammar (3) Every Fourth Semester

Prerequisite: FRE 112, 2 years high school FRE or demonstrated proficiency.
Review of fundamental grammar and continued development of higher level communicative skills with particular focus on strengthening writing and compositional skills.

213. Introduction to Francophone Cultures (3) Every Fourth Semester

Prerequisite: FRE 112, 2 years high school FRE or demonstrated proficiency.
Readings and other materials on selected aspects of Francophone cultures.

214. Readings in Literature and Culture (3) Every Fourth Semester

Prerequisite: FRE 112, 2 years high school FRE or demonstrated proficiency.
Development of reading skills necessary for analyzing texts representing a broad range of written sources.

() Hours Credit; F–Fall, W–Winter; S–Spring; Su–Summer

111-2. Beginning German (3 and 3) As Needed

Fundamentals of pronunciation, conversation, grammar, and composition. GER 111 cannot be taken for credit by students who have had three or more secondary school units. Three hours lecture and one hour lab per week.

211-2. Intermediate German (3 and 3) As Needed

Prerequisite: GER 112 or demonstrated proficiency.

Review of grammar; reading of German texts; conversation and composition.

For major and minor requirements and course offerings in Biblical Languages (Greek and Hebrew), see the School of Christian Studies.

() Hours Credit; F–Fall, W–Winter; S–Spring; Su–Summer

101-2. Introduction to American Sign Language (3) 101—F; 102—S

Fundamentals of American Sign Language (ASL) including syntax, semantics, and pragmatics of signing as well as an introduction to deaf culture. These courses do not satisfy the core curriculum language requirement.

() Hours Credit; F–Fall, W–Winter; S–Spring; Su–Summer

111-2. Beginning Spanish (3) 111—F, S; 112—F, S

Fundamentals of pronunciation, conversation, grammar, and composition. SPA 111 cannot be taken for credit by students who have had three or more secondary school units. Three hours lecture and one hour lab per week.

211. Intermediate Conversation and Grammar (3) Every Fourth Semester

Prerequisite: SPA 112, 2 or more years high school Spanish or demonstrated proficiency.

Conversation, listening comprehension, introduction to phonetics, grammar review.

212. Composition and Grammar (3) Every Fourth Semester

Prerequisite: SPA 112, 2 or more years high school Spanish or demonstrated proficiency.

Review of fundamental grammar and continued development of higher level communicative skills with particular focus on strengthening writing and compositional skills.

213. Introduction to Hispanic Cultures (3) Every Fourth Semester

Prerequisite: SPA 112, 2 or more years high school Spanish or demonstrated proficiency.

Readings and other materials on selected aspects of Spanish and Spanish American cultures.

214. Readings in Literature and Culture (3) Every Fourth Semester

Prerequisite: SPA 112, 2 or more years high school Spanish or demonstrated proficiency.

Development of reading skills necessary for analyzing texts representing a broad range of written sources.

Upper level courses are offered on a 2 or 3-year rotation:

311. Survey of Spanish Literature (3)

Prerequisite: One 200-level Spanish course or equivalent proficiency.

Study of the literature of Spain from Poema de Mio Cid through the 17th century.

312. Survey of Spanish Literature (3)

Prerequisite: one 200 level Spanish course or equivalent proficiency.

Study of the literature of Spain from the beginning of the 18th century to the present.

313. Advanced Conversation (3)

Prerequisite: 6 hours of Spanish at the 200 level or demonstrated proficiency.

Advanced oral communication with emphasis on recognizing and using appropriate register, interpersonal skills for different contexts, and non-verbal communication.

316. Survey of Spanish American Literature to the 19th Century (3)

Prerequisite: One 200-level Spanish course or equivalent proficiency.

Representative Spanish American authors from the Conquest to the 19th Century.

317. Survey of Spanish American Literature from the 19th Century (3)

Prerequisite: One 200-level Spanish course or equivalent proficiency.
Representative Spanish American authors from the 19th Century to the present.

319. Historical Perspectives of the Hispanic World (3)

Prerequisite: any 200-level course
Advanced study of Hispanic perspectives on the historical development of the cultures of the Spanish-speaking world.

320. Spanish for Business (3)

Organization and practices of the Hispanic business world which examines the geo-political and socio-economic factors that affect business procedures in areas such as finance, marketing, advertising and management; and language appropriate to business environments.

325. Phonetics and Diction (3)

Prerequisite: One 200-level course.
Pronunciation, intonation, language patterns and use of the International Phonetic Alphabet.

330. Advanced Grammar I (3)

Prerequisite: One 200-level course.
Comprehensive review of grammar with attention to advanced concepts and structures not covered in lower level courses. Development of writing skills and application of grammar concepts through composition.

411. Introduction to Hispanic Drama (3)

Prerequisite: One 300-level course.
Reading and analysis of selected Hispanic plays. Study of drama as a literary genre.

417-8. Advanced Spanish Studies (3)

Prerequisite: Six hours of advanced Spanish (or three hours and concurrent enrollment in three advanced hours other than 417-8) and approval of the department.
Supervised independent work specially designed for individual student with content determined by the scope and quality of the student's prior work in Spanish.

419. Hispanic Cultural Studies (3)

Prerequisite: 213 or 319.
An examination of underlying causes of cultural phenomena of the Hispanic world.

420. Introduction to the Hispanic Novel (3)

Prerequisite: One 200-level SPA or equivalent proficiency and instructor's consent.
Reading and analysis of representative novels in Spanish.

430. Advanced Grammar II (3)

Prerequisite: SPA 330.
An advanced study of Spanish grammar with primary focus on the theoretical concepts that govern grammatical structures.

() Hours Credit; F-Fall, W-Winter; S-Spring; Su-Summer

210. Language & Content Tutoring (3) F

Considers such variables as memory, motivation, language skill, informal needs assessment and collaboration in developing an effective tutoring approach. Twenty-five clock hours of supervised tutoring are required at varying level and tutoring needs.

220. Principles of Language & Acquisition (3) S

Survey of language development, linguistics of English and other languages, psycholinguistic and sociolinguistic variables, and the differences between first and second language acquisition.

310. The Limited English Proficient Student in PreK-12 (3) As Needed

Prerequisite: TESL 210 & 220.
ESL theory and practice for incorporating LEP students of varying abilities into bi- and multilingual classrooms with focus on methods, approaches, strategies, learning styles and culture, and state/federal requirements for non-English background students. Examines the interaction between teacher, student, parent, and administration.

315. Critical Context of Literacy (3) F

Exploring 2nd language literacy from the critical perspective of linguistics, pedagogy, and language teacher education toward the design and teaching of literacy skills to language learners.

320. ESL Assessment (3) S

Prerequisite: TESL 210 & 220.

Examines issues in testing, assessment of language aptitude and competence, and use of results as well as the development of assessment tools.

410. Curriculum and Materials Development in PreK-12 (3) F

Prerequisite: TESL 310 and CSC 105.

Choosing and creating materials for developing curricula for bi- and multilingual classrooms incorporating theories and principles into an electronic and print manual of materials for classroom use.

Available in multiple departmental pre