



**Learning Outcomes for the B.A in Spanish at the University of Rhode  
Island  
January 2007**

Students will demonstrate advanced skills in the four language modalities of speaking, reading, writing and listening. They will demonstrate critical thinking and collaborative problem-solving abilities through advanced task-based language activities.

**1. SPEAKING**

- a. Students will be able to satisfy the requirements of everyday situations and routine school and work requirements.
- b. Students can handle –at times with confidence and in some cases with facility– complicated tasks and social situations, e. g., elaborating, complaining and apologizing.
- c. Students can narrate and describe in past, present and future time, linking sentences smoothly.
- d. Students can talk casually about topics of current public and personal interest.
- e. Students can use communication strategies, e. g., circumlocution, paraphrasing, pauses and fillers, to smooth over linguistic shortcomings.
- f. Students show signs of an emerging ability to support opinions, explain in detail and hypothesize.
- g. Students can be understood by native interlocutors.

**2. LISTENING**

- a. Students are able to understand most standard (non-dialectical) speech on familiar topics, e. g, a classroom lecture on a familiar topic; the narration of an event; a video on a subject of personal interest.
- b. Students show an emerging ability to understand the gist of a propositionally and linguistically complex speech, e. g., a televised political debate, or a classroom lecture on an unfamiliar topic.

**3. READING**

- a. Students are able to read and demonstrate good comprehension of written texts in areas of the students' special interest. (e. g., a work of literature, a scholarly article, a technical document, a magazine or newspaper article)



- b. Students are able to understand parts of texts which are conceptually abstract and linguistically complex and/or texts which treat unfamiliar topics.
- c. Students are able to identify and analyze some of the aesthetic functions of language and of literary styles.
- d. Students are able to recognize the significance of cultural knowledge in comprehending a written text.

#### **4. WRITING**

- a. Students can write about a variety of topics with accuracy and in some detail.
- b. Students are able to state their opinions and provide some support for their points of view in written discourse.
- c. Students can narrate and communicate personal experiences with a reasonable degree of clarity and sophistication.
- d. Students are generally strong in grammar and/or vocabulary.
- e. Students are able to do basic analysis and research on a literary or cultural topic and present their findings in a research paper.

#### **5. CULTURES, LITERATURES and LINGUISTICS**

- a. Students demonstrate knowledge of Hispanic literatures, cultures and/or linguistics (e.g., through analysis of historical events, linguistic phenomena, or literary texts from different regions and literary periods of the Hispanic world).
- b. Students recognize the extent and diversity of the Hispanic world and can compare it to that of their own culture.
- c. Students are able to compare and contrast cultural practices and perspectives as they relate to diverse Hispanic cultures and their own native cultures and, based on that knowledge, can identify and discuss the importance of appreciating and respecting cultural differences.

#### **6. CRITICAL THINKING\* AND COLLABORATION**

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\* [critical thinking: ability to clarify or critique texts, generalize without oversimplifying, distinguish fact from opinion, compare and contrast, clarify issues, make interdisciplinary connections, compare perspectives, exercise fair-mindedness, think independently.]



University of Rhode Island

Students will demonstrate critical thinking and collaborative problem-solving abilities through advanced task-based language activities.

Sample benchmark tasks may include: student-created skits, videos, websites, curriculum vitae, summaries, research reports, internship reports, student-led classes, or oral presentations.