The Trinity University Languages Across the Curriculum Program **Courses 1996-2012**

▲ Spanish

- △ La economía mexicana [The Mexican Economy] (1 credit companion course)
- A Perpectivas contemporáneas de América Latina [Contemporary Latin American Perspectives] (1 credit companion
- △ Ecología en América Latina [Ecology in Latin America] (1 credit stand-alone course)
- La telenovela en América Latina [The Latin American Soap Opera] (1 credit stand-alone course)
- Movimientos campesinos e indígenas en América Latina [Peasant and Indigenous Movements in Latin America] (1
- La experiencia latina en los Estados Unidos [The U.S. Latino Experience] (1 credit companion course)
- Las Casas e La destrucción de las Indias [Las Casas and The Destruction of the Indies] (1 credit companion course)
- A Relaciones Fronterizas México-EE.UU [Mexico-United States Border Relations] (1 credit companion course)
- La música popular en América Latina [Latin American Popular Music] (1 credit stand-alone course)
- A Grupos indígenas y destrucción ambiental en América Latina [Indigenous Peoples and Ecological Destruction in LatinAmerica] (1 credit stand-alone course)
- La historia cultural del baile latinoamericano [The Cultural History of Latin American Dance] (1 credit companion
- Las Matemáticas en las Ciencias Sociales [Mathematics in the Social Sciences] (1 credit stand-alone course) A Haciendo negocios en latinoamérica [Doing Business in Latin America] (3 credit stand-alone course)
- A Relaciones fronterizas: México-Estados Unidos (bilingüe) [Mexico-United States Border Relations: A Bilingual
- Course (3 credit stand-alone course)
- La República Dominicana: una introducción [An Introduction to the Dominican Republic] (1 credit companion course)
- △ Una breve historia de América Latina en el siglo XX a través de su música popular [A Concise 20th Century History of
- Latin America through its Popular Music] (1 credit stand-alone course) A Práctica profesional en España [Internship in Spain] (3 credit internship)
- La economía española y la Unión Europea [The Spanish Economy and the European Union] (3 credit stand-alone
- La opinión pública del inmigrante: Trabajo de campo sobre migración mexicana [Public Opinion of Immigrants: Fieldwork on Mexican Migration (1 credit stand-alone course)
- ▲ Identidades juveniles en Latinoamérica: Música contemporánea y expresiones artisticas urbanas [Youth Identities in
- Latin America: Contemporary Music and Urban Artistic Expression (1 credit stand-alone course) △ Cultura, identidad y lengua en Brasil contemporáneo [Culture, Identity and Language in Contemporary Brazil] (1 credit
- Teaching in the Bilingual (English/Spanish) Classroom (3 credit stand-alone course)
- Historia, resistencia, y rebellion en la musica chicana [History, Resistance, and Rebellion in Chicana/o Music] (1 credit stand-alone course)
- △ Los Cubanoamericanos [The Cuban-Americans] (1 credit stand-alone course) Español para medicos [Medical Spanish] (1 credit stand-alone course)
- La Biodiversidad y Conservación de México [Biodiversity and Conservation in Mexico] (3 credit stand-alone course)
- △ Contemporary Popular Spanish Culture (1 credit stand-alone course)
- Arte latino: Muralismo, mujeres y museos [Latina/o Art: Murals, Women & Museums] (1 credit stand-alone course)
- A Pre-Columbian Art of Mesoamerica (3 credit Anthropology course with optional LAC Spanish readings)

Mexico City (3 credit Art History course with optional LAC Spanish readings and research sources)

A Readings in Arabic Texts (1 credit stand-alone course)

△ Chinese

- A Shangye Zhongwen [The Practice of Business in China] (1 credit companion course)
- A Zhongguo Gudai Sixiang [Classical Chinese Thought] (1 credit companion course)
- A Quanqiu Shangwu Wenhua-Zhong-Mei Jiaodian [Global Business Culture] (1 credit companion course)
- △ Gender in Modern Chinese Literature (1 credit stand-alone course) A Chinese Buddhism (1 credit stand-alone course)
- A Chinese Religions (3 Credit Religion course with optional LAC Chinese readings and assignments)

A Zhongguo Liuxing Gequ [Chinese Popular Songs] (1 credit bilingual stand-alone course)

- Les Paroles de la Révolution française (1 credit companion course)
- ▲ Transformation par conflit [Transformation through Conflict] (1 credit companion course) L'histoire française: un parcours cinématographique [French history through film] (1 credit stand-alone course)
- A Paris: La biographie d'une ville [Paris: the Biography of a City] (3 credit stand-alone course)
- La France de l'Ancien Regime a l'Epoque Contemporaine [History of France from the Old Regime to the Present] (3
- credit stand-alone course)
- △ The French and American Healthcare Systems (1 credit stand-alone course)

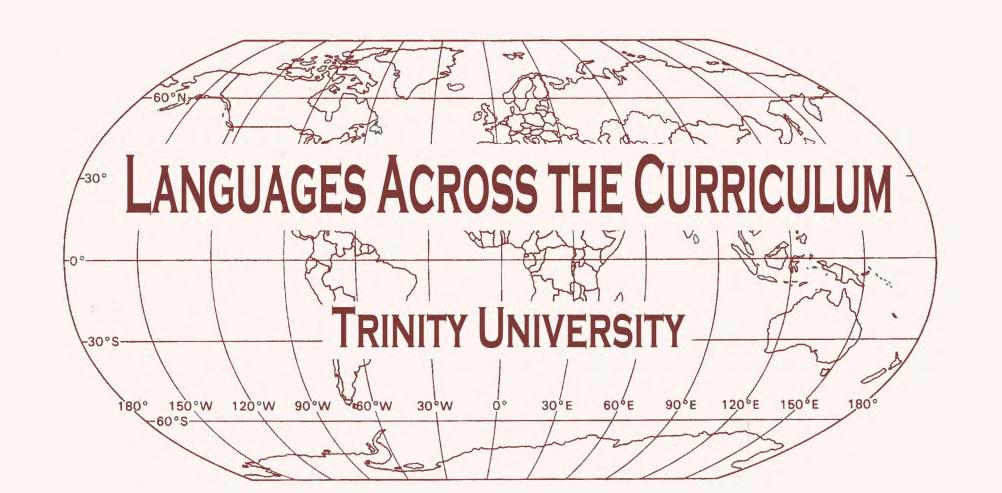
△ Deutsche Politik (German Politics) (1 credit stand-alobe course)

- △ Deutschland und die Europäische Union: Fakten, Hoffnungen und Ängste [Germany and the European Union: Facts, Hopes and Fears (1 credit companion cours)
- Faust-auf Deutsch (1 credit stand-alonbe course) USA aus der Perspektive der Deutschen [Europe—U.S.A. from a
- German Perspective] (1 credit stand-alone course)
- △ Biblical Hebrew (1 credit stand-alone course)

- △ Narody Rosii [The Peoples of Russia] (1 credit companion course) △ Teorii i iskusstvo russkogo avangarda [Theories and Art of the Russian Avant-Garde] (1 credit companion course)
- A Russian Basics: Language and Culture for Non-Specialists (1 credit stand-alone course)



WRITING SYSTEMS OF THE WORLD, KATE RITSON





CONVERSATION WITH MAGIC STONES, DAME BARBARA HEPWORTH

The Trinity University Languages Across the Curriculum Program

- A Our program is one of the oldest in the country. It was conceived during a Summer Seminar at Trinity in 1993, developed with grants from the American Council of Education and the National Endowment for the Humanities in 1993 and 1995, and launched in 1996 with several courses in Spanish
- A Our Program has received sufficient funding from the Trinity administration to fund the development of at least two new courses and a course revision every year, a workshop every other year, periodic social events to interest new faculty members in the program, and attendance at conferences by LAC committee members
- **▲** Student Achievement
- A Our students receive Spanish Across the Curriculum certification for taking three Spanish-language LAC courses; many of our classes count toward a variety of majors and minors; our students also combine LAC coursework with internships, service learning, and study abroad
- **△** National Recognition Thomas M. Adams of the National Endowment for the Humanities, which funded the development of our LAC program in 1996. praised the program in a recent assessment of the current state of LAC in the United States for the ADFL Bulletin (ADFL Bulletin 38 (2006-2007), 13-21)
- A Biennial Workshop A Our workshop has included faculty from various disciplines across campus, faculty from the Department of Modern Languages and Literatures, members of our administration, faculty from other universities in the Associated Colleges of the South, and members of the San Antonio Community.
- **△** A Variety of languages. A Spanish is our largest section, but we have also offered courses in Arabic, Biblical Hebrew, Chinese, French, German, Portuguese,
- **★** A Variety of Academic Disciplines
- A Our LAC courses are listed in the interdisciplinary International Studies Program and in some cases are cross-listed in other departments. They cover a variety of disciplines. The most popular at present include Anthropology, Art History, Business Administration, Communication, Economics, Education, History, Modern Languages & Literatures, Music, Political Science, and
- Sociology **▲ A Variety of Models**
- A Our program includes a variety of models that embrace both LAC, which generally means the use of L2 in departments across the curriculum, and CBI, which refers to the use of authentic multidisciplinary content in languages classes. Our repertoire of models includes the one-credit stand-alone L2 course; the three credit stand-alone L2 course; the L2 one-credit companion course to an L1 course; the three-credit stand-alone bilingual course; the one-credit introductory L2 course; Internships; Service Learning; the onecredit L3 course conducted in L2; and L1 course with optional L2 readings, assignments and research for LAC students.
- A Our biennial workshop has provided a forum for presenting research into course models in use around the country and, more recently, around the world. The findings of this research have been presented at academic conferences and are available at LanguagesAcrossTheCurriculum.com

For Further Information, contact Dr. Bruce Holl, Dept. of Modern Languages and Literature, Trinity University, One Trinity Place San Antonio, TX 78212 bholl@trinity.edu web.trinity.edu LanguagesAcrossTheCurriculum.com

CONTENT BY DR BRUCE HOLL, TRINITY UNIVERSITY. DESIGN BY MASHA HOLL, OTTER CREATIONS. PHOTOGRAPHS BY ANASTASIA HOLL, TRINITY UNIVERSITY.

The Trinity University Languages Across the Curriculum Program LAC Models in The United States and Elsewhere Findings by Dr. Bruce T. Holl, Trinity University

I American Models (from various sources)

- The one credit course in the target language, taught in conjunction with a three credit English-language course.
- The one credit course in a department other than Modern Languages **B Teacher Models** and Literatures, taught in conjunction with a three credit content-
- based course in the foreign language department ▲ The parallel (or interlocking) course model
- ▲ The three credit stand-alone course in the target language
- ▲ The three credit stand-alone bilingual course. A The one credit stand-alone course in the target language
- A The one credit introductory language course for students in other disciplines
- A The English-language course with optional readings and discussions
- in one or more target languages △ The English-language course in which everyone reads works in
- English that incorporate some elements of one or more target
- ▲ The English Literature course that employs foreign-language
- translations. ▲ Independent study
- ▲ The Foreign Language Immersion Program
- ▲ The Joint Degree program
- ▲ The Internship
- ▲ Service Learning ▲ The English-language course in which the teacher introduces some

II CBI models for language classrooms (from Stryker and Leaver, Content-Based Instruction and Kecht and von Hammerstein,

Languages Across the Curriculum) ▲ Textbook supplementation/replacement

target-language vocabulary

- ▲ Themed language classes
- ▲ Skills-based and content-based language tracks ▲ Content-specific proficiency tests
- ▲ The "preview-review" model

△ Content specialists give guest lectures

III LAC and Language Program Articulation (from Barrette and

Paesini, Language Program Articulation and Kecht and von Hammerstein, Languages Across the Curriculum)

▲ Instruction units to enhance museum and library visits

- △ Classes are articulated along disciplinary lines ▲ Language-learning portfolios
- IV European Models & Approaches (from Grenfell, Modern Languages Across the Curriculum)
- A Immersion Programs ▲ Specialist Language Colleges
- △ "Parity Structure": Half of the sessions are in one language, half in

Text is introduced at various points in a curricular sequence

- Trilingual Baccalaureate

- A Language pedagogy training for subject teachers ▲ Subject training for language teachers
- △ Content teachers teach vocabulary and grammar as part of the
- content course
- △ Content and Language teachers teach classes together ▲ LAC component in interdisciplinary courses with two or more
- subject specialists
- * "Role reversal": Qualified students receive training and help lead the
- ▲ Students are assessed for both content knowledge and language

- C Multilingual Classrooms Teach in the target language and repeat in the native language
- Allow "translanguaging," i. e., code-switching Language teacher visits once a week with 15-30 minute language
- A Outside lectures, films and seminars in the target language

△ LAC modules are distributed throughout the length of the course ▲ Varying degrees of target language use within a given lesson

D Inclusive Courses

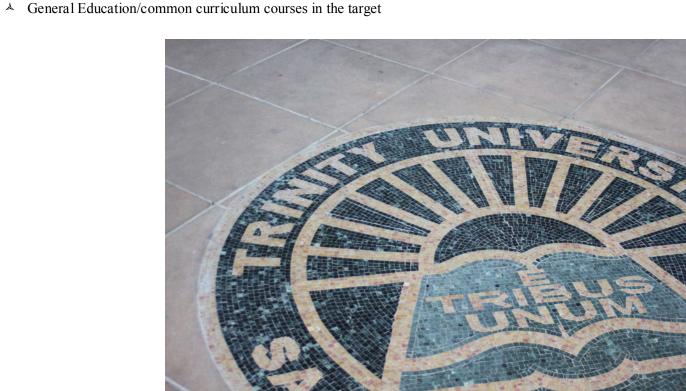
- △ Include all levels, not just top language-learners (66, 80, 122, 126)
- △ Design "Feel-good, can-do" courses to promote self-esteem and
- language awareness (91) △ Group projects, independent study (84)

▲ Students help to plan the course (123)

- V LAC and Citizenship Education (from Oster and Starkey, Citizenship and Language Learning)
- ▲ Use "human rights instruments" in the target language ▲ Teachers promote controversy in the language classroom Teachers add a political dimension to traditional language-teaching
- A multi-topic world cultures course in the target language
- ▲ Students attend seminars and other out-of-class activities
- Language is taught not as a language of commerce but as an instrument for "talking back and in reclaiming agency as the right to
- co-write history" A Students complete projects or tasks in the target language.

VI New Developments

- ▲ Trinity University has a new LAC model: foreign-language
- instruction (Portuguese) in a Spanish-language course A Goucher College has developed a number of courses that combine
- several LAC models



TRINITY UNIVERSITY SEAL, NORTHRUP HALL

Works Cited

Adams, Thomas M. "Beyond Language and Literature Departments: History, Culture, and International Study." ADFL Bulletin 38 (2006-2007), 13-21. Barrette, Catherine M. and Kate Paesani. eds. Language Program Articulation: Developing a Theoretical Foundation. Boston: Thomson Heinle, 2004. Fichera, Virginia M. and H. Stephen Straight, eds. Translation Perspectives X. Using Languages Across the Curriculum: Diverse Disciplinary Perspectives. Binghamton: Center for Research in Translation, SUNY-Binghamton, 1997.

Grenfell, Michael, ed. Modern Languages Across the Curriculum. London: Routledge Falmer, 2002. Kecht, Maria-Regina and Katharina von Hammerstein. Languages Across the Curriculum: Interdisciplinary Structures and Internationalized Education.

Krueger, Merle and Frank Ryan, eds. Language and Content: Discipline- and Content-Based Approaches to Language Study. Lexington, MA: D. C. Heath & Co.,

MLA Ad Hoc Committee on Foreign Languages. "Foreign Languages and Higher Education: New Structures for a Changing World." May 2007. Moreno-Lopez, Isabel, Cristina Saenz-de-Tejada and Tami Kopischke Smith. "Language and Study Abroad Across the Curriculum: An Analysis of Course

Development." Foreign Language Annals 41 (2008), 674-686. Osler, Audrey and Hugh Starkey, eds. Citizenship and Language Learning: International Perspectives. Stoke on Trent: Trentham Books, 2005. Shoenberg, Robert E. and Barbara Turlington, eds. Next Steps for Languages Across the Curriculum: Prospects, Problems and Promise. Washington: American

Council on Education, 1998. Shoenberg, Robert E. and Barbara Turlington, eds. Spreading the Word II: Promising Developments for Undergraduate Foreign Language Instruction.

Washington: American Council on Education, 1996. Spinelli, Emily. "Languages Across the Curriculum: A Postsecondary Initiative." ACTFL Newsletter (Fall 1995), 5-8.

Straight, H. Stephen, ed. Translation Perspectives VII. Languages Across the Curriculum: Invited Essays on the Use of Foreign Languages Throughout the Postsecondary Curriculum. Binghamton: Center for Research in Translation, SUNY-Binghamton, 1994. Stryker, Stephen B. and Betty Lou Leaver, eds. Content-Based Instruction in Foreign Language Education. Washington: Gerogetown UP, 1997. Suderman, David P. and Mary A. Cisar. "Foreign Language Across the Curriculum: A Critical Appraisal." Modern Language Journal 76 (1992), 295-308.

"Syllabus: Food Science and Nutrition 222 French 222 Cal Poly at San Luis Obispo 'French Food in French." Chronicle of Higher Education 46, no. 33 (April 21, Trinity University International Studies Program. http://web.trinity.edu/x10494.xml

Columbus: National East Asian Resource Center, 2000.