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**Georgia Institute  
of Technology**

Office of the Provost and Executive Vice President for Academic Affairs

May 28, 2013

Dear Dr. Rogers and Esteemed Members of the Selection Committee:

It is my distinct honor to nominate Dr. Kelly Comfort for the 2014 Regents' Teaching Excellence Award. Kelly is a faculty member in Georgia Tech's School of Modern Languages and an outstanding teacher who motivates her students to become active, critical, and self-reflective participants in their education.

Kelly Comfort provides language, culture, and literature education both in and outside the classroom. Her ability to enhance both the language fluency and the multicultural understanding and competence of her students is noteworthy. This year Kelly Comfort received two campus awards for her teaching: (1) the W. Howard Outstanding Teaching Award, a prestigious award sponsored by the Georgia Tech Class of 1940 that is reserved for individuals whose extraordinary efforts have inspired students; and (2) the Innovation in Co-Curricular Education Award. In previous years Kelly has been a recipient of the Class of 1934 Course Survey Teaching Effectiveness Award (2011) and the CETL/BP Junior Faculty Teaching Excellence Award (2010).

Whether Kelly is teaching credit courses or leading non-credit programs (she is the Faculty Director of the International House and Faculty Advisor of Gringos y Latinos: Atlanta's Spanish Service Society), she uses a combination of experiential and service learning activities to engage students in authentic learning situations. Her students participate in community outreach projects, networking assignments, and intercultural case studies. They conduct interview and documentary projects in Atlanta's Latino community, and they engage in critical reflection of their study abroad experiences in the Spanish-speaking nations of the world. Kelly's overarching teaching philosophy includes the statement that "Rather than learn *about* speakers of the language, my students learn *with* speakers of language in a reciprocal relation that consciously and intentionally blurs the distinctions between serving and learning, giving, and receiving, experience and education."

An equally important aspect of Kelly's teaching philosophy is her emphasis on critical thinking and self-reflection. Wanting to develop "competent cultural navigators" in addition to fluent Spanish speakers, Kelly intentionally guides students in an exploration of human diversity and controversial issues. She challenges students to consider their own cultural platforms and assumptions, and she prompts them to reflect on what they are learning as well as the learning process itself. As she helps students "think globally" and "act locally," Kelly provides students "with the tools they need to take responsibility for their education—both in and out of the classroom, during and beyond the university years."

Georgia Tech considers Dr. Kelly Comfort the epitome of the excellent teacher—one who indeed makes it possible for our institution to achieve its Strategic Goal of preparing future world citizens and leaders who can pursue globally significant challenges. By integrating Atlanta's Latino community and the twenty-five Spanish-speaking nations of the world into her classroom, Kelly ensures that both her students and the community benefit from the process. I am pleased to offer my strongest recommendation for Kelly Comfort as recipient of the 2014 Regents' Teaching Excellence Award.

Sincerely,

Rafael L. Bras, Sc.D.

|Provost and Executive Vice President of Academic Affairs  
Georgia Institute of Technology

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C: Dr. Joyce Weinsheimer  
Deputy Director, CETL  
Georgia Institute of Technology

April 28, 2013

Dear University System of Georgia Board of Regents Teaching Excellence Award Selection Committee:

It is with great pleasure that I strongly support the nomination of Dr. Kelly Comfort for the University System of Georgia Board of Regents Teaching Excellence Award. Although this is only my first year as Chair of the School of Modern Languages, I am already familiar with the original and ground-breaking work that Kelly is doing in language, culture, and literature education.

Kelly is extremely dedicated to the concepts of experiential and service learning. In 2006, she co-founded the student organization “Gringos y Latinos: Atlanta’s Spanish Service Society” (GLASSS) and continues to serve as Faculty Advisor. The following year, Kelly planned and first taught SPAN 4150: “Spanish Service Learning in the Hispanic Community,” a course that requires students to complete thirty volunteer hours in the local Hispanic community. In 2011, Kelly created a new course, SPAN 4251: “Hispanic Community Internship,” which places students in internships with local businesses and organizations serving Atlanta’s Latino community. Currently, Kelly is teaching a revised version of SPAN 4500: “Intercultural Seminar,” a Senior Capstone course that integrates community outreach projects, roundtable discussions, and case study projects. Kelly’s commitment to service-learning prompted former Chair of the School of Modern Languages, Dr. Phil McKnight, to form the Service-Learning Committee with Kelly as Chair. Dr. Comfort also serves on the Westside Community Alliance and GO-STEM faculty advisory boards. Additionally, she engages in formal and informal interactions with students as a result of her role as Faculty Director of the International House, a ThinkBig Living Learning Community. She will also be co-directing the “Language for Business and Technology” Program in Spain this summer.

Owing to Dr. Comfort’s stellar teaching record and long list of educational awards (Class of 1940 W. Howard Ector Outstanding Teacher Award in 2013, the CETL Innovation in Co-Curricular Education Award in 2013, the Class of 1934 Course Survey Teaching Effectiveness Award in 2011, and the CETL/BP Junior Faculty Teaching Excellence Award in 2008), I have selected her to champion a new educational idea in global engagement: The Freshmen Seminar in Cross-Cultural Understanding (ML 2813). This Seminar will offer GT freshmen an in-depth understanding of cross-cultural issues by exploring a major concept of the human condition, namely “Marginalization and Nonconformity in World Literature and Culture.” The class—which will feature texts originating from seven languages (Chinese, English, French, German, Japanese, Russian, and Spanish) and nine national or regional areas (China, France, Francophone Africa, Germany, the Hispanic Caribbean, Japan, Latin America, Russia, and the United States)—is to be team-taught by eight stellar Modern Languages faculty specializing in the linguistic, cultural, and regional areas addressed. Kelly Comfort will serve as “master teacher” and “instructor on record” for the course and will be responsible for assuring the continuity of the course, framing the course by leading comparative discussions of the assigned texts, teaching two of the selected texts, and assessing students’ overall performance in class discussions as well as oral and written assignments. Kelly’s unique background in comparative literature, critical theory, and international studies qualify her for this role. We are very excited about the newly proposed Freshman Seminar in Cross-Cultural Understanding, especially since its objectives overlap so closely with the GT Mission and Strategic Plan’s goal of preparing good global citizens and world leaders while “pursuing globally significant grand challenges” that will help improve the “human condition.”

Sincerely,

Dina Khapaeva  
Chair of the School of Modern Languages

April 30, 2013

It is a great pleasure to write in support of Dr. Kelly Comfort for the University System of Georgia Board of Regents Teaching Excellence Award. Since her appointment in 2005, Kelly's style has been one of dizzying industry in research, in grantsmanship and in program development. She began her first year at Georgia Tech planting the seeds of what she has nurtured into an elaborate Spanish for Service Learning Program that connects advanced-level Spanish students to Latino community needs through course offerings as well as an active community-service organization of Spanish learners from throughout the Institute. Subsequent to that initiative, she developed in 2011 a "Hispanic Community Internship" course, which integrates experiential learning and professional development (CV writing in Spanish, guest speaker series, job shadowing, networking events). Indeed, Kelly and her students have become well connected to Atlanta's Latino community and her students frequently this community interaction as some of the most valuable experiences they've had at Georgia Tech. Kelly has not hesitated to seek grant support for these efforts as well and her proposal projects are always well thought out and clearly and persuasively presented.

Dr. Comfort was also one of the prime movers behind the initiation of the School of Modern Languages' Capstone Intercultural Seminars. These "senior seminars" are designed to integrate students' career paths with their coursework and experiences abroad in a deep and complex analysis of issues in intercultural communication. Kelly and I team-taught the first such course together in Spanish in 2008 and then again in 2012. For the Spring 2013 Capstone she has now integrated a 40-hour community outreach/fieldwork component that will allow students to conduct intercultural case study problem-solving projects within the local Latino community

Every time I work with Kelly I get new ideas, and team-teaching with her was no exception. She has what I can best describe as a "graceful" style, both as lesson planner and as classroom instructor. Kelly not only creates easy and immediate rapport with students but builds an atmosphere of trust, risk-taking and strong teamwork among the students, who are ever conscious both of their role as owners of their learning and of their professor's accessibility and commitment to their success. Her classroom is at the same time comfortable and exciting in its interaction and she displays great dexterity in opening minds and mouths in the constant challenge of new perspectives. In fact, the seeming ease and naturalness with which every aspect synchronizes in her classroom belies the careful planning that scaffolds each lesson to maximize the engagement and investment of each individual learner. Every lesson reflects a combination of wisdom and amazing diligence in the design and articulation of clear and innovative tasks that foster both critical thought and learner autonomy while constantly but painlessly stretching students' communicative abilities. In Kelly's learner-centered classroom, it is the students, by design, who have the insights and revelations. It is no surprise that she is recipient of several Georgia Tech teaching awards, including the CETL/BP Junior Faculty Teaching Excellence Award, the Class of 1934 Course Survey Teaching Effectiveness Award and, in 2013, the Class of 1940 Howard Ector Outstanding Teacher Award and the CETL Innovation in Co-Curricular Education Award. Dr. Comfort is one of the best teachers I've ever had the privilege of working with.

Sincerely,



Vicki Galloway, Professor

## Kelly R. Comfort

Associate Professor of Spanish ▪ School of Modern Languages ▪ Georgia Institute of Technology

### EDUCATION

- Ph.D.** University of California, Davis June 2005  
 Comparative Literature with a designated emphasis in Critical Theory  
 Dissertation Title: “Art(ist) for Art’s Sake or Art(ist) for Capital’s Sake: Aesthetic Production and Consumption in Turn-of-the-Century Literature.”
- B.A.** University of North Carolina, Chapel Hill May 1997  
 Comparative Literature and International Studies with a designated emphasis in Social Theory & Cross-Cultural Studies, concentration in Environmental Studies

### SELECTED PUBLICATIONS

*European Aestheticism and Spanish American Modernismo: Artist Protagonists and the Philosophy of Art for Art’s Sake.* Hampshire, U.K. and New York: Palgrave Macmillan, 2011.

*Art and Life in Aestheticism: De-Humanizing and Re-Humanizing Art, the Artist, and the Artistic Receptor.* Ed. Kelly Comfort. Hampshire, U.K. and New York: Palgrave Macmillan, 2008.

“The Artist as Impressionistic Critic in José Asunción Silva’s *De sobremesa*: Transatlantic Borrowings from Walter Pater, Oscar Wilde, and British Aestheticism.” *Revista de Estudios Colombianos* 41 (2013). (Forthcoming)

“The Clash of the Foreign and the Local in Martí and Carpentier: From ‘Misplaced Ideas’ to ‘Trasculturation.’” *Hipertexto* 11 (2010) 51-62.

“Masculinidad rechazada: El artista recluso y no productivo en Rubén Darío y José Asunción Silva.” *Latin American Literary Review* 37.73 (2009) 26-46.

“Colonial Others as Cuba’s Protonational Subjects: The Privileged Space of Women, Slaves and Natives in Gómez de Avellaneda’s *Sab.*” *MESTER: Journal of Spanish and Portuguese Studies* 32 (2003) 179-194. (Translation by Pedro Llanes to be reprinted in forthcoming issue n. 69 of the Cuban journal *Temas*.)

### TEACHING AWARDS AND GRANTS:

- Recipient of the Class of 1940 W. Howard Ector Outstanding Teacher Award (2013)
- Recipient of the CETL Innovation in Co-Curricular Education Award (2013)
- Recipient of Nine “Thank a Teacher Awards” from CETL (4 in 2013, 1 in 2012, 1 in 2011, and 3 in 2009)
- Recipient of the Class of 1934 Course Survey Teaching Effectiveness Award (2011)
- Finalist for the Goizueta Foundation Junior Faculty Rotating Chair position (2011)
- Recipient of the CETL/BP Junior Faculty Teaching Excellence Award (2010)
- Recipient of the Spring International House Internationalizing Faculty of the Semester Award (2010)
- Recipient of CIBER Faculty Curricular Development Awards in Spring 2011, Fall 2009, Summer 2008, Spring 2008, and Spring 2007 (\$15,000)
- Recipient of International Plan Course Development Funding in Fall 2007 (\$1,500)

- Outstanding Graduate Student Teacher Award. UC Davis, 1999-2000
- AmeriCorps Educational Award from the Corporation for National Service (1995-1996)

#### **TEACHING-RELATED SERVICE:**

- Co-Director of the Spain: Language for Business and Technology (LBAT) Summer Abroad Program for 2013.
- Member of the Faculty Advisory Board for the Goizueta STEM Initiative, which aims to improve the academic achievement of Latino students in STEM disciplines and to encourage their pursuit of STEM careers or higher education degrees.
- Faculty Director of the International House and Think Big Program, Fall 2010-Present
- 2010-2011 Secretary and 2011-2012 President of the American Association of Teachers of Spanish and Portuguese's annual panel at the South Atlantic Modern Languages Association
- Member of the Ivan Allen College Latin American Advisory Committee
- Member of the Ivan Allen College Westside Community Alliance Project
- Chair of the Modern Languages Service-Learning Committee
- Chair of the Modern Languages Student Awards Committee, 2009-2013
- Modern Languages Representative on the Study Abroad Committee, 2007-2009
- Founder and Faculty Advisor of Gringos y Latinos: Atlanta's Spanish Service Society (G.L.A.S.S.S.), a Georgia Tech student organization dedicated to providing community outreach services to Atlanta's growing Hispanic population, 2007 to present.
- Member of the Modern Languages Capstone Course Development Committee, 2006-07

#### **PEDAGOGICAL PUBLICATIONS AND PRESENTATIONS:**

- "What Should Teachers Do to Prevent Plagiarism?" *UC Davis TA Handbook*.
- "Giving Clear Presentations." *The Beginning TA's Guide to Instruction at UC Davis*.
- "The City as Classroom: Experiential Learning at Home and Abroad." Presentation given with Drs. Juan Carlos Rodriguez and Osvaldo Cleger at the Phil McKnight Memorial Event on January 15, 2013.
- "The Role of Poetry in the Modern World: Approaches to Teaching Poetry in Spanish and Portuguese Courses." AATSP Panel Organizer and Chair. 2011 South Atlantic Modern Languages Association (SAML) Conference on "The Role of Poetry in the Modern World" in Atlanta, GA. November 4-6, 2011.
- "Service-Learning and Second Language Acquisition: Increasing Linguistic and Cultural Competence, Improving Personal and Social Confidence." Workshop presented at the 10<sup>th</sup> Annual Hawaii International Conference on Arts and Humanities. Honolulu, Hawaii. January 9-12, 2011.
- Invitation to present on Spanish Service-Learning Course and participate in "Using Innovative Courses to Spark Learning" Panel at the Celebrating Teaching Day Event.
- "Preparing your Child for College: The Transition from High School to University," presented at the Latino Youth Leadership Conference, Georgia Tech, 2007
- Eight Teaching Workshops Delivered at UC Davis for TA Consultant Workshop Series and New TA Orientations between 2002 and 2006.

## **Reflective Statement on Teaching and Learning**

My teaching and learning philosophy is based on the premise that good teaching involves helping students become *active*, *critical*, and *self-reflective* participants in their own education. A mediator and helper, a challenger and questioner, I foster a community of learners and adopt a team-building approach to language, literature, and culture instruction.

### ***Becoming Active: Learning by Doing.***

Whatever the subject matter, I implement a variety of activities—individual and group presentations, dialogues and debates, creative projects and performances, group documentaries and roundtable discussions—designed to provide students with the opportunity to assume an active role in their own learning. To ensure that students come to class prepared and engaged with the material, I ask them to submit discussion questions, complete active-reading worksheets, or participate in on-line discussion boards or chats before each class meeting. I often include “reading quizzes” to hold students accountable for assignments and to guarantee an overall quality of class discussion. I prepare for my upper-level literature and culture classes by drafting a lengthy and carefully ordered list of provocative questions to which I don’t always know the “right” answers, namely because I find that the more open my mind is to multiple interpretations, the more in-depth and profound the student responses tend to be. As a result, my students know that they will be expected to participate in class and to generate—rather than merely receive—knowledge. I also encourage my students to choose their own topics for research projects, essays, debates, or documentaries so that they take ownership of the learning experience. The most concrete way in which I foster active learning is by integrating volunteer work, internships, community outreach projects, networking assignments, and intercultural case study projects into my traditional on-campus Spanish classes. My Intermediate Spanish and Spanish Conversation courses include interview and documentary projects in Atlanta’s Latino community; my Spanish Service-Learning course requires each student to complete 30 hours of volunteer work with native Spanish speakers; my Hispanic Community Internship course integrates 60 hours of professional work for course credit; my Intercultural Studies Spanish Capstone course combines 40 hours of Hispanic community outreach with roundtable discussions with local Latino leaders and cultural case study research projects; the 48 residents of the International House Living-Learning Community that I direct engage in weekly cultural comparison coffee hours and ongoing global outreach and exchange projects. Through these activities, learning becomes natural, rooted, and contextualized and students gain real-world experience with native speakers that leads to improved language fluency and increased intercultural competency. Simply put, rather than learn *about* speakers of the language, my students learn *with* speakers of the language in a reciprocal relation that consciously and intentionally blurs the distinctions between serving and learning, giving and receiving, experience and education.

### ***Being Critical: Scrutinizing Knowledge, Questioning Assumptions.***

In my upper-level literature courses, I get students to think critically, respect the complexities of a given “text,” and negotiate multiple interpretations of it. To this end, I introduce conflicting critical positions, constantly play the “devil’s advocate,” and point out dissension as often as I do agreement. One very successful activity involves assigning student presentations on literary critics’ interpretations of an assigned text. I ask students to find

conflicting readings of a story from published, peer-reviewed journal articles or book chapters. The group then leads the class in a discussion and debate of the critics' dissentious ideas. Once students realize that even "the experts" disagree with regard to literary interpretation, they begin to understand that multiple readings are possible as long as they can be supported with textual evidence and sound logic. In the foreign language classroom, I strengthen students' analytical skills through the use of current—often provocative and controversial—topics for class discussion. Whether debating the death penalty, gay marriage, abortion, or the right to bear arms, my students learn to express their ideas and defend them in the target language, which is much more challenging than doing so in one's native tongue. In my culture courses and informal intercultural discussions at the International House residence hall, I ask students to consider their own cultural platform and point out the errors and pitfalls of ethnocentrism. Students complete intercultural questionnaires to determine their own placement on various cultural continuums, (e.g. Universalism—Particularism, Individualism—Collectivism, Achieved Status—Ascribed Status, Small Power Distance—Large Power Distance, Low Uncertainty Avoidance—High Uncertainty Avoidance). Given that most Latin America countries are more particularist, collectivist, and ascriptive than the United States, while also having larger power distances and greater uncertainty avoidance, it is important that students understand these cultural concepts in order to make sophisticated cultural comparisons and to avoid fallible assumptions and false interpretations. Wanting not only fluent Spanish speakers, but so too competent cultural navigators, it is essential that my students learn to reflect critically on their abroad experience in any one of the twenty-five Spanish-speaking nations of the world.

### ***Teaching Self-Reflection: Evaluating and Editing One's Own Work.***

I strongly believe in the benefits of promoting self-reflection with regard to the learning process itself. I encourage students to become more critical of their own work by taking an active role in the editing process. Through peer-editing sessions, self-evaluation activities, and draft workshops, I make students aware of the relationship between a writer or speaker and his or her audience and ask students to maintain a dual perspective as both. I also encourage students to determine their individual learning style so as to develop personally-tailored study methods appropriate for language acquisition. In my Spanish conversation classes, I have students record their oral conversations, write a transcript, and then analyze the complexity and correctness—both in terms of style and grammar—of their spoken Spanish. After they grade their own work and attempt to make improvements, I offer my own comments and corrections and assign a partial grade for their ability to self-correct mistakes and improve their spoken Spanish. In my Spanish Service-Learning course, students write biweekly cultural reflection essays that ask them to synthesize out-of-class experiences with in-class content objectives to gauge overall learning. In my Hispanic Community Internship course, students write self-reflective final essays about the professional experience. In my "Intercultural Seminar" course, learners return to their initial reflection essays about the foreign culture observed during their abroad experience to revise previous assumptions, correct pitfalls in cultural stereotyping and generalization, and provide added sophistication and depth to cross-cultural comparisons.

Whether teaching literature, culture, or language, I show equal concern for *what* and *how* my students learn, for *how much* and *how long* they learn it. I provide students with the tools needed to take responsibility for their education—both in and out of the classroom, both during and beyond the university years.



May 13, 2013

To Whom It May Concern,

My name is Rachel Zisek. I am a recent graduate of Georgia Tech with a degree in International Affairs and Modern Languages (Spanish). It is my great pleasure to recommend Dr. Kelly Comfort, a Spanish professor in the School of Modern Languages, for the "University System of Georgia Board of Regents Teaching Excellence Award." I have been lucky enough to take three Spanish courses with Dr. Comfort. During my three and a half years at Georgia Tech, she has profoundly impacted my life through her dedication to the Spanish language. Her passion and patience has not only allowed me to improve my Spanish speaking and writing skills but also inspired me to be a more compassionate, inquisitive, globally-minded individual. In addition, she has devoted much of her time and energy towards creating unique, practical opportunities for foreign language students at Georgia Tech. For these reasons, I recommend her for this award with the highest regard, as she greatly impacted my undergraduate education and overall mindset.

One of the most unique experiences of my Georgia Tech career came as a result of Dr. Comfort's efforts. In the spring of 2012, I enrolled in her newly created "Hispanic Community Internship" course, which allowed me to intern with the immigration department of the Latin American Association (LAA). During my time with the LAA, I translated witness statements for Hispanic victims of domestic violence from Spanish to English. Because of Dr. Comfort's work, I was able to gain valuable work experience in a predominantly Spanish-speaking environment and was able to learn more about the plight of domestic violence victims. In addition, through invited speakers and other career-enhancing activities, I was able to explore potential career paths for the future that would include direct use of the Spanish language. Dr. Comfort's establishment of the course allowed me and the other enrolled students a uniquely tailored form of professional enrichment. I would not have had that opportunity without her tireless efforts.

In addition to the exceptional opportunities afforded to me by the "Hispanic Community Internship" course, Dr. Comfort has gone above and beyond to help me succeed. Although I graduated from Georgia Tech in December, I am still working alongside Dr. Comfort as a Research Assistant as she creates a textbook for the "Identity In Hispanic Literature" course she has also championed. While the research position is geared toward current students, she has allowed me to participate in the months after graduation so that I may continue to enrich and maintain my Spanish language abilities. The work required for the position tested and challenged my language and analysis skills invaluablely as I developed activities for the included texts under Dr. Comfort's direction. This degree of dedication and faith is indicative of Dr. Comfort's dedication to the post-graduate success and continued growth of her students, which is something I have rarely encountered in university professors.

As a result of Dr. Comfort's desire to help students develop an appreciation for other cultures, explore professional interests, and improve foreign language capabilities, I strongly endorse her for this "University System of Georgia Board of Regents Teaching Excellence Award." She is one of the greatest teachers I have ever had and deserves to be honored.

Thank you,  
Rachel Zisek  
Rachel Zisek

Dear USG Board of Regents' Teaching Excellence Award Selection Committee:

I would like to support Georgia Tech's nomination of Dr. Kelly Comfort for the Regents' Teaching Excellence Award. I have had the pleasure of interacting with Dr. Comfort in both her role as a Spanish professor and as the Faculty Director of the International House (I-House) for all four years of my college experience. I graduated from Georgia Tech this May and have secured a position at a well-known consulting firm. I would not hesitate to attribute much of my success to Dr. Comfort's instruction, advice and insight. Each class and I-House activity has left me more and more in awe of her talents as an educator in any and all settings.

As a first-semester freshman in 2009, I took Dr. Comfort's SPAN 3101 (Conversational Spanish) class. I knew from the first class session, where she asked us to come to the next class with a picture of ourselves so she could remember names/faces, that she would be an unforgettable professor. She challenged us to explore our beliefs through many different teaching methods such as debate, discussion, film, reflection, traditional lecture and community outreach. The out-of-class learning I have experienced under Dr. Comfort's instruction has been an amazing growth experience. She teaches us to do more than just react to our community, but rather learn to interact with and value it. In the Conversational Spanish class, we interviewed people in the Hispanic community on a specific topic and presented our findings to the class. This activity developed our Spanish-speaking skills, our interpersonal and intercultural skills and our presentation skills all in one. In Dr. Comfort's Spanish Service-Learning in the Hispanic Community class, I volunteered at Children's Healthcare of Atlanta. Through constant interaction with Hispanic patients and families, I learned vocabulary and context skills that are simply impossible to achieve in the traditional classroom setting. In her senior seminar class this spring, I again had the opportunity to better understand the Hispanic community through classroom lessons in intercultural communication and an out-of-class internship with an Atlanta anti-human trafficking organization. She guided us as we investigated social issues in the Hispanic community and made sure to constantly meet with us on an individual basis to measure our progress and comfort with our final projects. Thanks to her innovative methods of teaching there is never a boring day in her class!

As a member and former Resident Assistant of the living-learning community the International House, I have also seen how she teaches students outside of the traditional classroom setting (though her classes can hardly be labeled as "traditional"). Her dedication and support for the I-House community is incredible. Through weekly Coffee Hours where we discuss contemporary issues surrounding culture, politics, society and much more, she encourages the residents of I-House to explore their own cultures, the American culture and the cultures of their peers. She expertly carries out her adviser role while still giving us the independence to explore our interests through a myriad of cultural programs and events. These are experiences that I will carry with me for the rest of my life and that have already had considerable contributions to my success in other courses at Georgia Tech as well as in real-world experiences such as internships, study abroad and post-graduate career plans.

Dr. Comfort is the most supportive and innovative instructor I have had in my four years at Georgia Tech. She is the type of professor who constantly seeks feedback and advice from her students and who actually makes changes based on our opinions. It is amazing to learn from and work with someone who so greatly values the ideas of her students. Over the years, I have grown to greatly respect and admire her roles as mentor, adviser, professor, wife and mother. I wholeheartedly believe that she is the most deserving candidate for the University System of Georgia Board of Regents Teaching Excellence Award. Please do not hesitate to contact me if you require any additional information.

Sincerely,  
Emnet Almedom  
emnet.almedom@gmail.com



## G.L.A.S.S.S. Gringos y Latinos: Atlanta's Spanish Service Society

In 2006, I co-founded the student organization “Gringos y Latinos: Atlanta’s Spanish Service Society” (G.L.A.S.S.S.) with five undergraduate students. G.L.A.S.S.S. is comprised of Spanish-speaking students who want to use their language skills to help Atlanta’s Hispanic community. The club was founded as a means for students to practice and maintain their Spanish skills and to make a positive impact within the greater Atlanta community. I have served as Faculty Advisor of the club for the past seven years and estimate that more than 120 students have been members.

Our first volunteer project was to work with the predominantly Latino student population at Woodward Elementary School. Pictured here are G.L.A.S.S.S. founding members Margaret



Burgess, Keegan Dum, Lauren Danz, and Carina Orraca together with Dr. Kelly Comfort and Ms. Gloria Guice in the International Center Classroom at Woodward Elementary. These four students together with Hayley Rhodes enrolled in an Undergraduate Research class with me during the semester prior to launching the club on campus. In the final course evaluation for that class, the students offered the following comments on the experience:

- *Rarely have I taken a course that has made me more passionate and excited about a subject than this one. Kelly, thank you so much for pouring your time and instruction into each of us. I learned a great deal about not only the Hispanic community and the opportunities within it, but also about the leadership and dedication required to start a new organization on this campus.*
- *Kelly was an amazing faculty advisor for G.L.A.S.S.S. She helped us in every way possible and encouraged us to dream big with our new organization. She also maintained an enthusiastic attitude throughout the semester and taught us through sharing her volunteer experiences.*

G.L.A.S.S.S. members have since volunteered at various local schools, afterschool programs, non-profits, and hospitals. They have also championed fundraising drives and been instrumental in organizing volunteer teams for the annual Latino Youth Leadership Conference, the College Access Fair, and the Copa Latina de Atlanta: Fútbol, Familia y Fiesta Event. Faculty and staff across campus have also commented on the importance of G.L.A.S.S.S.:

- *I think GLASSS not only serves an important and growing community in the Atlanta area, but it brings together a diverse group of Tech students to serve that community. Unlike many GT groups, GLASSS also reaches beyond campus to make a contribution to the wider community. – Dr. Michelle Dion, Sam Nunn School of International Affairs*
- *GLASSS is an amazing and original initiative that promotes mixing and learning, hands-on experience, and giving back to the community. -Dr. Cecilia Montes-Alcalá, Modern Languages*
- *GLASSS provides a crucial service not only for Tech community but for the whole Atlanta community. Since the Hispanic population is the biggest and fastest growing minority in the states, an organization like GLASSS will help bring together not only different populations but various community-based organizations to provide the Latino population the tools to succeed in our society. -Beatriz Hegidio, Hispanic Student Recruitment Admissions Officer*

## Spanish Conversation I and II Courses

I am extremely dedicated to teaching the Spanish Conversation I and Spanish Conversation II courses, namely because I enjoy the challenge of improving students' oral fluency and fluidity, on the one hand, and grammatical and stylistic accuracy, on the other hand. These classes emphasize oral production through presentations, debates, extemporaneous speaking, and dialogues on contemporary issues in the U.S. and throughout the Spanish-speaking world. Overall, students have rated my performance as instructor of this course with 4.9 out of 5 on CIOS evaluations for the eleven times I have offered them. Students' overall enthusiasm for the course is summed up in the following statements:

- *I loved this course. I feel that my main weakness in Spanish was not the grammar, but my ability to interpret and respond quickly. I feel that this class helped me greatly in my conversational skills and I will be a much better and more confident speaker now.*
- *This class was great! I learned so much Spanish through this course, especially in how to carry on a conversation. The topics covered were very broad and helped to increase my vocabulary. The number of presentations required for the semester seemed to be too much, but the number was actually perfect! The "surprise" debates also helped in learning how to communicate in Spanish when you're "put on the spot" and don't have time to do research new vocabulary.*

To ensure that students get a sense of their own communicative abilities, I use voice-recording technology in these classes to document their spoken dialogues. In pairs, students discuss given topics spontaneously in class and record each conversation. They then select a four-minute segment of the recorded conversation to transcribe in written format. When completing the transcription, students are asked not to change anything, but simply to record each word said in the dialogue and also to indicate long pauses with the inclusion of ellipses. Each student then analyzes his/her spoken Spanish through the use of the transcript. Focusing on the style and structures used as well as the correctness of the vocabulary and grammar employed, students complete a worksheet that asks them to note repetitive wording and structures and to rate themselves on their linguistic diversity and use of transitional phrases. In the next step, students self-correct their own mistakes and improve the overall style, structure, and grammar of their transcribed dialogue. Following this self-analysis, I read their transcript while listening to the spoken dialogue, so as to be able to indicate errors in pronunciation and intonation. I also correct the grammar and vocabulary mistakes and rate each student's ability to self-correct mistakes by comparing my corrected version with theirs. One student explained in the end-of-the-semester evaluation:

- *"By far, the most helpful experience [of this class] was listening to our recorded 'charlas,' writing a transcript, and assessing our performance. It made me realize that I had to vary my sentences. (It's amazing how boring I sounded!) The process was unbelievably useful."*

## Latin American Short Story / Identity in Hispanic Literature

As a trained literary scholar whose own research centers primarily on Latin American literature, it should come as no surprise that I also teach two advanced literature courses at Georgia Tech. This

opportunity to combine my research and teaching is invaluable to me, and I greatly enjoy the challenge of supplementing the traditional Georgia Tech student's STEM education with literary and humanistic content.

My class on the "Latin American Short Story" covers seventeen texts spanning the last 120 years of Latin American literary history. Students examine the evolution of the genre of the short story through various literary periods—romanticism, realism, naturalism, modernism, existentialism, postmodernism or "el boom," and contemporary experimental fiction. The goals of the class are to improve students' formal reading and writing skills, teach in-depth literary and cultural analysis, and explore topics relevant to contemporary Latin American history.

➤ *"I really enjoyed taking this class with Kelly. She was extremely knowledgeable on the topic, and made it extremely interesting. Also, she helped make the stories more understandable. Taking this class really helped my reading skills and reading analysis. Also, she helped me with writing thesis statements and other essay components with our essays that we had to write."*

Upon completing the course readings, students work in small groups to write their own short stories and an analysis of their short story. The class then reads each group's story and participates in a literary conference. During the conference each group gives a brief oral presentation about the creation of its fictional text and then answers questions from the rest of the class and the instructor. The goal of this three-pronged assignment—writing a story, analyzing the story, participating in a discussion of the story—is to underscore the material learned regarding the short story genre and the various literary epochs and stylistic movements.

➤ *"Writing our own short stories in groups was a really neat idea. I enjoyed writing mine and reading others."*

My course on "Identity in Spanish American Literature" explores existential, temporal, spatial, cultural, national, regional, sexual, gender, racial, ethnic, and political identity in the last century of Latin American literature. Students have enjoyed the discussion-based approach to literary study:

➤ *"I thoroughly enjoyed this course! It's rare to really study literature of any kind at a technical institute, so this class was a special treat. I learned so much!"*

➤ *"This is my favorite Spanish class that I have taken at Georgia Tech so far. Although it was more work than I expected, I think my Spanish has greatly improved. I am now more comfortable speaking the language and can better communicate my opinions and ideas."*

I am currently working with five undergraduate students on a Spanish textbook based on this class. One of my research assistants said this about the experience of collaborating on the book:

➤ *"Working with Dr. Comfort on her book has been one of the best experiences of my college career thus far. She actively engaged us in both the research and creative processes of the book, allowing us flexibility in terms of our specific areas of interest. In being so considerate of input from former students who enjoyed and benefited from her class on Identity in Hispanic Literature, I believe that her book will set itself apart from similar texts in terms of quality and content. I am very glad to have had the opportunity to work with Dr. Comfort on her literary endeavor, and I look forward to its completion as well as her well-deserved recognition as a gifted writer and contributor to her area of study." – Aureen Richardson.*



## **Experiential Learning Courses: Spanish Service-Learning / Hispanic Community Internship**

Beginning in fall 2007, I planned and first taught **SPAN 4150: “Spanish Service Learning in the Hispanic Community.”** Students in this course design their own community service projects and commit to thirty volunteer hours throughout the semester. The course content centers on the Hispanic immigrant experience and examines immigration statistics, trends, and developments, immigration law on both federal and state levels; the Hispanic immigrant experience as captured through songs, documentaries, literature, and comedy. Students also explore the presence of stereotypes and discrimination—both of and by Hispanics as well as of and by Anglos. Participants in the class are required to maintain a Cultural Reflection Journal, complete group documentary projects, lead the class in a debate on a relevant policy issue, and end the semester with a creative final project that captures the volunteer experience in a non-traditional form or medium. I also require students to complete a self-assessment questionnaire and supervisors to complete an evaluation of the student.



In spring 2011, I created a new course, **SPAN 4251: “Hispanic Community Internship,”** which places students of Spanish in 60-hour internships with local businesses and organizations serving Atlanta’s Latino community and asks them to complete job shadowing and networking activities, to organize a guest speaker series, and to maintain a blog about the professional experience. This course also incorporates site visits to various internship settings such as the Latin American Association or CNN en Español. Supervisors and mentors are asked to evaluate the student interns and students also write a final reflective essay and a Spanish-language resume. Overall, this course strives simultaneously to offer students the opportunity for experiential learning and to incorporate concrete professional development tasks in the target language.

These two courses provide students with opportunities to hone their foreign language skills and intercultural communication abilities in real-life settings with native speakers and to mimic, albeit on a smaller scale, the overseas immersion setting right here in Metro Atlanta. By taking advantage of



Atlanta’s growing Latino population and Georgia Tech’s urban location, I have created university-community partnerships with more than twenty-five entities: the Latin American Association, the Georgia Hispanic Chamber of Commerce, Hope for Atlanta, NightLight, La Amistad, Catholic Charities of Atlanta, Hapeville Elementary School, Woodward Elementary School, North Atlanta High School, Children’s Healthcare of Atlanta, Grady Hospital, the Good Samaritan Health Center, Buckhead Creek Apartments, Seniors Club, the Georgia Association of Elected Latino Officials, CNN en Español, Turner Broadcasting International, Taylor Lee and Associates Law Firm, the Violence against Women’s Act, Tapestri, Salvation Army, Girls Inc., Big Brothers Big Sisters, Girl Scouts, the American Red Cross, and GT’s Go Stem Project. GT Spanish students in my service-learning and internship courses have served all of these organizations.

### Selected Student Comments -- Spanish Service-Learning in the Hispanic Community

- *"I loved the class. Volunteering was really fun, and I loved how Spanish was able to tie into that. Thanks for an amazing semester. I hope you can continue teaching this class and that other departments are inspired to continue the push towards service-learning. Tech needs more of this!"*
- *"Dr. Comfort is probably one of the best Spanish professors I have ever had. She was very approachable and understanding. She challenged the class to strengthen not only our Spanish skills but our characters by serving in the community."*
- *"When I first started [volunteering with the after-school program], I only thought about helping the kids, but getting to know them and their story deepened my own understanding of the problems and triumphs of immigrant families."*
- *"I learned so much about the problems that immigrants face here in Atlanta, from language barriers that limit access to hospital services to prejudice and discrimination."*
- *"I have gained so much from this opportunity to work with the Hispanic senior citizens or 'abuelitos'—new friendships, practice with the Spanish language, and a greater understanding of the Hispanic culture."*

### Selected Student Comments -- Hispanic Community Internship

- *"Most amazing class ever. Relevant to current events. Resume builder. Made you think, learn, be creative. Every professor should aspire to create a class this unique, challenging, and successful."*
- *"You are such a joy to have as a professor! You were so encouraging and helpful during the stressful process of trying to find an internship and throughout the internship as a whole!"*
- *"ALL the assignments were designed for IDEAL career preparation. It was a memorable experience under which I've developed many lasting relationships with colleagues, professionals, and students."*
- *"Thank you so much for offering this course! It has really meant a lot being able to intern with this organization that I otherwise would not have known existed. I have loved working with them! It was also great to hear from other Hispanics working in Atlanta and see how involved they are with their communities. You have been a wonderful instructor, and it shows that you care about your students."*

### Selected Community Partner Comments

- *"Leah met our needs and exceeded our expectations. Having her as an intern helped us complete an astounding volume of translations, which permitted staff to focus on other tasks that needed to be completed. Thanks to Leah, we were productive this semester, and we were able to serve more clients – which is always our goal." – Jennifer Hamamoto, Lead Violence Against Women Act Attorney, Latin American Association*
- *Joana met my expectations unquestionably. Her Spanish proficiency, organization skills, and efficiency in completing assigned tasks benefitted us at La Amistad tremendously. She hindered our organization in no way at all. Being such a small organization with so many programs, we love, need, and rely on interns like Joana. – Michelle Maziar, Assistant Director of La Amistad.*

A total of 112 undergraduate students have taken my SPAN 4150 class and all have completed a self-assessment questionnaire upon course completion. The data below quantifies students' self-reporting about what they learned in the course. The scale used is 1-5, with 1 representing areas with the least learning or growth and 5 representing areas with the most learning or growth. The results suggest that the benefits of the Spanish Service-Learning class are greatest with regard to promoting an understanding and appreciation of the Hispanic immigrant cultures, improving linguistic competence and confidence, and encouraging the continued study of Spanish language and Hispanic cultures. I have highlighted the ten highest scores.

#### **Personal Growth and Development:**

- Self-esteem, sense of personal worth and competence (4.3)
- Independence, autonomy, assertiveness, self-reliance (4.5)
- Sense of usefulness, satisfaction in doing something worthwhile (4.8)
- Personal power, belief in ability to make a difference (4.6)
- Openness to new experiences, to take risks and accept challenges (4.5)

#### **Social Growth and Development:**

- Concern for the welfare of others (4.6)
- Understanding and appreciation of people with diverse backgrounds/life situations (4.8)
- Increased sense of civic and social responsibility (4.4)
- Realistic ideas about the so-called "real world" / world of work (4.0)

#### **Linguistic Competence:**

- Increase in motivation to study foreign language (4.4)
- Increase in awareness of practical application of language study (4.8)
- Increase in willingness to take risks when speaking foreign language (4.7)
- Increase in foreign-language confidence (4.6)
- Increase in reading proficiency (3.6)
- Increase in speaking proficiency (4.3)
- Increase in writing proficiency (3.6)
- Increase in listening comprehension (4.7)
- Expanded foreign language vocabulary (4.5)
- Improved ability to use more complex language structures (3.8)
- Improved ability to duplicate native pronunciation and intonation patterns (4.0)
- Improved ability to self-correct language errors (4.4)

#### **Cultural Competence:**

- Increase in motivation to study Hispanic cultures (4.5)
- Greater awareness/understanding of social problems/challenges for US Hispanics (5.0)
- Increase in empathy for the local Hispanic community (4.8)
- Increase in cross-cultural understanding / breakdown of cultural barriers/stereotypes (4.9)
- Positive change in perception of the Hispanic community (5.0)

#### **Overall Course Evaluation:**

- The community service helped me understand and apply class concepts. (4.5)
- The service aspect made this course more intellectually challenging. (4.2)
- The service activities I performed made me more interested in the class. (4.1)
- This class motivated me to continue studies of Spanish language / Hispanic cultures. (4.8)



## “Intercultural Seminar” Spanish Capstone Course

This past spring semester, I taught a revised version of SPAN 4500: “Intercultural Seminar,” a Senior Capstone course for Spanish majors (IAML, GEML, and ALIS) that integrates community outreach projects (40 hours), roundtable discussions with Hispanic community leaders, and case study research projects about the problems and challenges faced by the local Hispanic immigrant community. The roundtable discussions are organized by student teams and dedicated to specific topics such as: (1) “Domestic Violence, Prostitution, and Human Trafficking: The Struggles of Latina Women,” (2) “Cooperation vs. Competition, Adscription vs. Achievement: How to Teach Effectively to Hispanic K-12 Students,” (3) “Hispanics and Healthcare: Two Case Studies on Type II Diabetes and Prenatal Care in Latino Patients,” (4) Immigration Law and Its Effects on Latino Youth. The capstone course also integrates case study identification and intercultural problem solving research projects that require synthesis of in-class readings on culture and intercultural comparison with out-of-class fieldwork, outreach, and observations about the challenges faced by local Latinos in the U.S. in general and Atlanta in particular.

**Taylor:** I really enjoyed my experience with GALEO and would recommend it to others. I learned the importance of being bilingual and practicing Spanish and also to respect all cultures and political identities.

**Anna:** This project allowed me to triumph over my fear of using Spanish with native speakers and gave me increased confidence.

**Allison:** I learned a lot as an intern at the Carter Center and through my research. The class and its activities provided me with the opportunity to combine and synthesize my knowledge and experiences.

**Sofia:** Overall, I learned so much and loved the experience of doing a cultural comparison study.



**Kristina:** My experience during this research project was transformative. I really liked how the class focused on the project and how the majority of work was independent and in the community.

**Brittany:** What I gained most from this experience was a greater understanding of Hispanic cultures and how differences in power distance and gender roles affect Latina women in the sex industry.

**Caitlin:** My experience with this project demonstrated the importance of understanding other cultures in order to serve better. It is important to recognize and understand cultural barriers to provide proper healthcare.

**Georgiana:** This cultural investigation project made me very satisfied with my decision to study Spanish and I am happy to have been able to use Spanish to help others. Instead of only doing bibliographic research, we had to become involved in the project, and the effect was that I felt more connected as a result of seeing it first hand.

**Leah:** I think I learned more with the experience of this internship and research project in the “real world” and in this course than I did in all of my other classes at Georgia Tech. I can confidently say that taking SPAN 4500 was the best decision.

**Emnet:** I learned so much about Hispanic cultures in the contact of human trafficking. I am very grateful for this opportunity to learn about the journey and personal histories of victims of human trafficking and the ways culturally-defined gender roles impact this experience.



## International House - ThinkBig Living/Learning Community

In addition to my course offerings in the School of Modern Languages, I have served as the Faculty Director of the International House for the past three years. The International House is a ThinkBig Living-Learning Community that promotes non-traditional learning through informal interactions between students and a faculty member. As part of my role of Faculty Director, I facilitate a weekly coffee hour that combines foreign language exchange with intercultural dialogue and current event discussion for forty-eight students from around the world. I also organize bimonthly events, facilitate monthly Steering Committee meetings, and oversee seven planning committees related to



international literature, film, cuisine, culture, sports, events, and outreach. Among the most moving, impactful, and memorable events have been our “Hunger Awareness Banquet” and “Human Trafficking Awareness Event.” During my first semester as faculty director, I taught the course INTA 4811, “Special Topics in International Affairs” for a select group of International House residents, which examined global responses to the economic and energy crises, immigration reform, and government structures and election procedures.



- *Under the excellent leadership of Ms. Comfort, I saw the International House experience increased recognition amongst the student body and become a highly desired place to live on campus. As director of the community Ms. Comfort frequently aided us in organizing cultural events where students from various regions of the world had the chance to share their customs, background, and food with others in the community. The experience of living with students from all over the world and learning about their respective backgrounds was a unique experience that will forever remain a memory of my time at Georgia Tech. – Rohan Dalvi, former resident.*
- *Dr. Comfort hosts weekly coffee hours every Thursday night where all of the residents of the I-House get together, eat snacks and drink coffee, and learn about each other's cultures. Dr. Comfort brings topics of discussion and encourages all of us to participate and share our own unique experiences. Because Dr. Comfort creates a comfortable and open environment, we are able to learn about and gain respect for the many cultures living in the International House, as well as share our own cultures. With Dr. Comfort's support and encouragement, we have created a very strong and tight-knit community. – Juliana Crim, current resident.*
- *Thank you for being not only an excellent adviser for I-House, but also for always being willing to write excellent recommendations when I need them. Without your help, I-House would without a doubt be less dynamic, fun, and involved than it is now. Your willingness to support and take part in all the events we plan further makes our dorm the coolest on campus. I can also admit that the main part of my success in garnering awards and fellowships is due to your amazing recommendations and encouragement. Thank you! – Ayanda Francis, current resident in a “Thank a Teacher” Email from April 2013.*



## **Think Globally, Act Locally: Freshman Seminar in Cross-Cultural Understanding Course**

In the fall 2013 semester, I will be the **lead teacher** and **instructor of record** for a new team-taught Modern Languages' course. The proposed **Think Globally, Act Locally: Freshman Seminar in Cross-Cultural Understanding (ML 2813)** will introduce freshmen to reflective processes of cross-cultural understanding and exploration of human diversity in the world and at home. The course's two integrated components--the in-class "**think globally**" and the extra-classroom "**act locally**" portions—are designed to contribute to GT's strategic goal of preparing future world citizens and leaders to pursue "globally significant grand challenges" toward improvement of the "human condition."

### **1. Think Globally**

The weekly two-hour "think globally" seminar of this course will feature a multi-genre array of literary texts from 9 languages (Arabic, Chinese, English, French, German, Japanese, Korean, Russian, and Spanish) and 11 world regions (China, Egypt, France, Francophone Africa, Germany, Hispanic Caribbean, Japan, Korea, Latin America, Russia, and the U.S.). The selected texts, taught in English translation by a stellar team of eight ML faculty, will be united by the theme of "marginalization" or "otherization" and will serve to engage students in sophisticated discussion, critical analysis and reflection on the culture-specific phenomena of inclusion/exclusion, the process of culture characterization and "othering", and the formation of personal in-group/out-group mindsets. The course goes beyond the traditional literature course in three important ways: (1) it is comparative in nature; (2) it is culture driven; and (3) it emphasizes the ways in which the translated text is already a hybrid product of cultural processing that differs from the original foreign-language text.

### **2. Act Locally**

The "act locally" component of the course requires students to engage in three hours per week of out-of-class activities and group projects designed to complement the in-class, "think globally" portion of the seminar. For a total of 45 hours during the semester, students will participate in extra-classroom interactive tasks with GT's international student community, which are intended to personalize and contextualize the classroom learning, promote a diversity of perspectives in dialogue, and engage learners in cross-cultural simulation activities that allow them to reflect on observations of difference and the feeling of both "otherness" and "community" from various angles in written and oral form. Some of the "act locally" activities include but are not limited to: participating in an on-campus student organization related to the one's linguistic, cultural, regional, or international interests, being paired with an international exchange student to participate in biweekly language and culture exchange events in conjunction with the GT Language Institute, attending a guest speaker series featuring prominent authors and translators whose work addresses the seminar topic, conducting and taking part in in-group and out-group simulation activities that underscore the effects of marginalization and otherization, and creating filmed documentaries that examine cultural conflicts and encourage intercultural dialogue by asking participants to "cross borders" collectively and examine differing points of view in conjunction with "the other."

### CIOS Student Evaluation Scores: #10 - Teaching Effectiveness

Semester Taught	Course Number / Name	Number Enrolled	Respond-ed	Item 10 #
Spring 2013	SPAN 3260 / Identity in Hispanic Literature	18	11	4.7
Spring 2013	SPAN 3260 / Identity in Hispanic Literature	13	7	5.0
Spring 2013	SPAN 4500 / Intercultural Seminar	10	6	4.8
Fall 2012	SPAN 3260 / Identity in Hispanic Literature	17	17	4.7
Fall 2012	SPAN 4150 / Spanish Service-Learning	13	5	5.0
Sum. 2012	SPAN 2001 / Intermediate Spanish I	16	14	4.9
Sum. 2012	SPAN 3102 / Conversation II	12	11	4.8
Sum. 2012	SPAN 4251 / Hispanic Community Internship	6	2	4.5
Spring 2012	SPAN 4500 / Intercultural Seminar	13	7	4.6
Spring 2012	SPAN 4251 / Hispanic Community Internship	11	5	4.8
Spring 2011	SPAN 4150 / Spanish Service-Learning	19	18	4.9
Spring 2011	SPAN 4251 / Hispanic Community Internship	12	9	4.9
Fall 2010	SPAN 3101 / Conversation I	19	18	4.9
Fall 2010	SPAN 4150 / Spanish Service-Learning	18	12	4.9
Fall 2010	INTA 4811 / Special Topics in Intl. Affairs	9	3	4.8
Fall 2009	SPAN 3101 / Conversation I	24	9	5.0
Fall 2009	SPAN 4150 / Spanish Service-Learning	20	5	5.0
Sum. 2009	SPAN 3102 / Conversation II	16	7	4.9
Spring 2009	SPAN 3102 / Conversation II	24	19	4.9
Spring 2009	SPAN 4150 / Spanish Service-Learning	22	20	4.9
Spring 2008	SPAN 3101 / Conversation I	23	11	5.0
Spring 2008	SPAN 4813 / Intercultural Seminar	5	3	4.8
Fall 2007	SPAN 4152 / Latin American Short Story	23	22	4.8
Fall 2007	SPAN 4813 / Spanish Service-Learning	20	15	5.0
Spring 2007	SPAN 3102-C / Conversation II	18	16	5.0
Spring 2007	SPAN 3102-D / Conversation II	20	18	5.0
Fall 2006	SPAN 3101-B Conversation I	23	23	4.8
Fall 2006	SPAN 4152-F / Latin American Short Story	21	19	4.8
Spring 2006	SPAN 4152-H / Latin American Short Story	23	18	4.8
Spring 2006	SPAN 3102-A / Conversation I	27	27	4.8
Fall 2005	SPAN 2001-A / Intermediate Spanish I	21	20	4.8
Fall 2005	SPAN 2001-C / Intermediate Spanish I	23	23	4.7
Fall 2005	SPAN 3101-H / Conversation I	23	21	4.5
<b>Average Item 10 #</b>				<b>4.84</b>