**Task 1:** What are 5 ways in which a department can integrate literature and other content at the first year level?

1. Through the use of films, media, and popular culture
2. Through the integration of technology
3. By integrating content for reading/listening/viewing and having students engage in related interpretive, interpersonal, and presentational tasks that are aligned with the target proficiency level
4. By having common syllabi, texts, and exams across sections that account for the integration of literature/content
5. By assuring communication with and support for all instructors (i.e., listserv, video conferencing)
6. Emphasize the culture that is embedded within the language itself

Some issues involved with attempting to integrate literature and other content at the first year level include:

1. The large number of sections, adjuncts, students
2. The limited amount of time, resources, compensation
3. Individual instructors’ strengths, preferences, commitment, academic freedom
4. Overall staffing continuity for first year courses

**Task 2:** Find 5 ways in which faculty with different areas of expertise could contribute to more than one track.

1. Invite colleagues into classes as guest speakers to share their expertise.
2. Bring in outside resources (i.e., film) to enhance and/or expand their repertoire
3. Share scholarship/expertise with colleagues, formally or informally, to inform and inspire one another
4. Collaborate with allied programs such as global or international studies, business, etc.

Some issues involved with having faculty contribute to areas outside their expertise:

1. There is the potential for disservice to students.
2. There is a potential discomfort on the part of the faculty member
Task 3: What are 5 ways in which a department can enhance the study abroad experience for students and use study abroad to build enrollment?

1. Develop programs in places where little English is spoken.
2. Develop “living-learning” communities where there are regular interactions between target language speakers and target language learners.
3. Arrange formal conversational exchange partners.
4. Develop faculty-led quarter courses where students study on the home campus for half a semester and then spend an intensive one to two weeks in the target culture.
5. Provide pre-departure study abroad workshops that provide students strategies for maximizing the experience and language/culture learning.