

Lingua Franca

News from School of Languages and Cultures

GSC Newsletter Purdue University Vol. 7 Spring 2014



TABLE OF CONTENTS

- ◆ Tracking Alumni 2
- ◆ Graduate Symposium 3
- ◆ Technology in the Classroom 4
- ◆ Faculty News 5
- ◆ Job Market 7
- ◆ Community Outreach Programs 9

SCHOOL OF LANGUAGES AND CULTURES NEWS

Purdue trustees approve faculty promotions effective with the 2014-15 academic year.

To Associate Professor

Dr. Alejandro Cuza-Blanco
Dr. Antonia J. Syson

To Full Professor

Dr. Atsushi Fukada

Congratulations!

TRACKING ALUMNI

By Tatevik Gyulamiryan

Graduate school is the first milestone toward an academic career. It requires a lot of preparation and effort in order to be an outstanding graduate student, a successful job applicant, as well as a professional and a knowledgeable junior faculty. The transition from a graduate student to junior faculty can be long and stressful, but thanks to the advice of our successful alumni who now teach at various institutions, we can better understand and prepare for the application and the transition process. "The easiest thing is to send the application. The hardest is to modify/personalize the application in order to fit it into the job requirements," suggests Ager Gondra, a former SLC graduate student in Linguistics, now Assistant Professor of Spanish at State University of New York at Purchase.

Ager interviewed at a number of institutions, and we asked him if there is any secret to being successful. His response was that applying for jobs requires a lot of work and time, and in order to focus 100% on each job application, he did not apply to all the jobs that came out. Instead, he applied to those for which he thought he was a strong candidate. He says: "I believe I was relaxed enough to be myself and even to enjoy the whole process I had to go through - especially the interview and the campus visit. This way, they could see not only my academic facet but also the real Ager, that is, my personality. You must not forget that the faculty that are interviewing you want to see if you are easy to collaborate and work with." Furthermore, Ager believes that being true to oneself is crucial. Although it might seem difficult, it is helpful to relax and act naturally. It is important to listen and not to talk all the time at the interviews, since it might make a candidate look pretentious.

After successfully completing the application process, and landing the desired job, a junior faculty member now has to face the challenges that come with professional life. Ana Foteva, a Visiting Assistant Professor of German at St. Lawrence University shares her experience post graduate school: "I am still a visiting faculty holding a position with slightly more security than my previous job, but without a tenure commitment. I have been dealing with the stress by turning to my research and remaining productive. Although doing research under these circumstances is itself a stressful process, for me it has worked as the best remedy."



Each job brings its challenges, but those also vary from language to language. "I am certain that these differ from language to language, while still retaining some similarities," says Ana." The German programs throughout the country have been threatened by extinction. It is, therefore, very likely for a junior faculty in German to land at a college where there is one or no German faculty left and to try to salvage the program from the threats of being cut. This includes recruiting new German Majors and Minors as quickly as possible as well as offering interdisciplinary content courses in English for other majors and minors."

Also, it is important to keep in mind that job requirements at different institutions may vary. It depends on rank, teaching load, and research requirements. Kayo Yoshida, Lecturer of Japanese at the University of Massachusetts says that her experience adapting to her new job has been very smooth. Although at times it seemed hard, because of her responsibilities: creating syllabi, deciding her class schedule, creating grading criteria, she saw it as a good opportunity to challenge herself and try to find the best possible way to teach her courses. Kayo mentions that the difference between being in grad school and an independent instructor is the opportunity to get help and advice from professors. "I really liked being a graduate student at Purdue University. The best thing about being in grad school for me was that I always had someone to ask for advice or help whenever I needed such as professors, fellow TAs, and classmates." However, designing her own classes without a coordinator's help has its own advantage. "I currently teach the first year Japanese. Almost all the students started with zero knowledge last semester, and I already can see the students' improvement. It is rewarding. I think that is the best thing about being a lecturer," says Kayo. All of our career paths will diverge at some point. However, keeping in mind the successful stories and the valuable advice from our former colleagues and our professors will always provide a rich contribution to our academic endeavors.

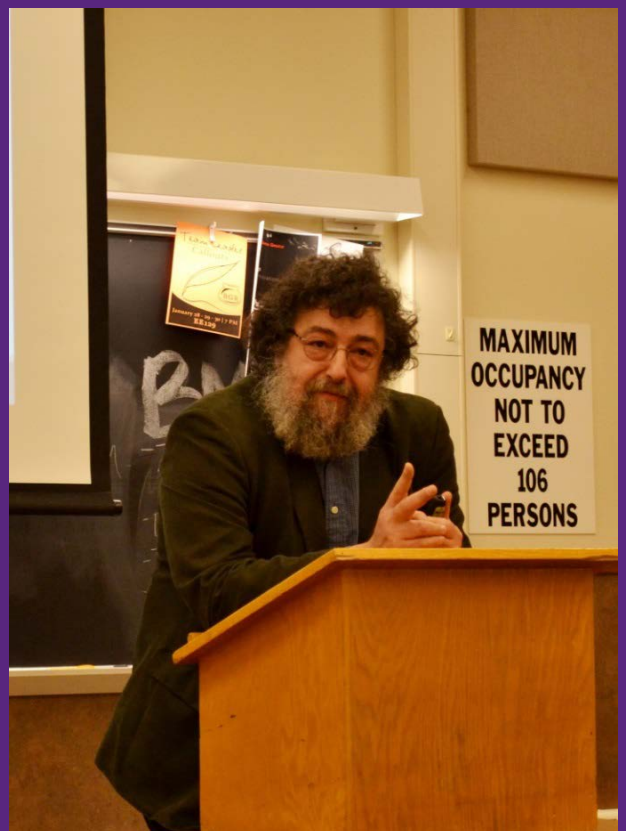
PURDUE GRADUATE STUDENT SYMPOSIUM

By Liana Hakobyan

The 14th Annual Graduate Symposium brought together students from across the country and a variety of disciplines to discuss how cultural, linguistic and literary phenomena emerge and evolve in today's globalized world. This year's theme was "Merging Borders: Language, Literature and Communication in Cross-Cultural Contexts." As observed by Jen William, Assistant Head of SLC and Professor in the German department, who delivered the opening remarks, the theme of the symposium perfectly resonates with the mission of our school to traverse borders and create a global community for the future.

This year, we were honored to host Dr. Dov-Ber Kerler from Indiana University as the keynote speaker who gave an excellent talk on the history and development of the Yiddish language. The symposium also featured a presentation by Dr. Muriel Gallego, a Purdue alumnus and currently an Assistant Professor at Ohio University, who presented her research on the Spanish Subjunctive among monolingual native speakers. The symposium welcomed participants from Wisconsin-Madison University, Ohio State University, Eastern Michigan University, University of Illinois at Urbana-Champaign, University of Cincinnati, Indiana University, St. Cloud State University, University of Pennsylvania, University of Florida, and, of course, Purdue. From Language Pedagogy to studies in Tatar and Chiwere, and from Francophone Film to the Chinese Cultural Revolution, this year's symposium provided a culturally and academically diverse hub for students from a variety of fields to share insights, become informed about each other's research, and most importantly, merge different cultural, linguistic and literary borders.

The 14th Annual Graduate Symposium was a success. The organizing committee is thankful to the School of Languages and Cultures, all the sponsors and the SLC faculty who showed enormous support and cooperation throughout the preparation of the symposium.



TECHNOLOGY IN THE CLASSROOM: ONLINE RESOURCES, FREE AND ENGAGING

By Miguel Ángel Rincón

Are you ever in need of finding new ideas for teaching? How about refreshing and engaging activities or materials? This section provides a list of some available online resources for language instructors. It is worth noting that there is more out there than YouTube! (taken from the Language Educator)

French Language, Culture, and History

http://french.lovetoknow.com/Main_Page

For travelers interested in learning about France. This website contains basic French lessons and phrases for tourism and business. For instructors of French, it also includes interesting articles on history and culture.

Podcasts for Learning Russian

www.russianchat.podbean.com

This website contains a series of podcasts based on real-life situations intended to help language learners to acquire skills for chatting in Russian. The podcasts include a wide range of activities such as cartoons, songs, culture, sports, recipes, etc.

Angelika's German Learning Blog

www.angelikasgerman.co.uk/blog/

Angelika Davey shares in this blog articles, videos, websites, lesson ideas and information about technology. Blog post categories include language, culture, infographics, German translations, Business German, and German teaching.

Spoken Stories in Chinese

www.phonemica.net

This website contains lots of stories recorded in varieties different to Standard Mandarin as its purpose is to preserve cultural heritage and diversity. The wide selection of stories available in this site are transcribed into Chinese characters as well as a Romanized version, and the IPA, and are translated into English.

IntraText Digital Library

www.intratext.com

This website offers digital books and corpora as lexical hypertexts. Its reference and search tool can be used to read a work, to browse a text as hypertext, or to search for words and phrases.

Its alphabetical catalogue includes more than 9,000,000 works represented in 39 languages.

Teaching assistants share with us the websites they use

Christina Weiler

I recommend the following website:

http://www.goethe.de/ins/us/saf/prj/sig/enindex.htm?t_sc=stepintogerman.com

It contains songs with their corresponding videos and lyrics. It also features activities based on the songs.

Valentina Concu

<http://www.hueber.de/deutsch-als-fremdsprache/>

This website contains audio exercises that I use as supplemental material for the course textbook.

Christopher La Cross

www.lteacherstoolbox.blogspot.com

The Language Teacher's Toolbox is a collaborative effort among several Purdue language instructors to gather and share a wide variety of useful knowledge. We feature activities, news, downloads, music, videos, and pictures that fellow language teachers will find useful.

Meng Wang

www.nciku.com

Nciku is a great website. Chinese students find it very useful to practice character strokes. It is also a great supplement for class providing various types of content such as vocabulary, conversation, and picture word lists.

Yukie Kawakami

<http://nijjirokyozai.blog59.fc2.com/>

I recommend this website. It features different kinds of activities for beginners and intermediate learners of Japanese.

FACULTY NEWS

By Yasmina Vallejos

Dr. Beate Allert (German) is the Elected President of the International Herder Society (1/1/2013-1/1/2015) and she is organizing the next International Herder Conference on “Herder: From Cognition to Cultural Science” to take place at Purdue University Sept 8-10, 2014. She was awarded a Global Synergy Research Grant, and received support by the Dean of CLA and the Confucius Institute. Her essay, based on a lecture which she presented in Castle Beuggen (near Basel) in 2012 “Vom Augenblick zum Anblick: Herder und die Laokoondebatte,” is forthcoming as a refereed book chapter in *Herder & Rhetorics*, ed. by Ralf Simon, Synchron Publishers, spring 2014, 373-86.” She presented a talk “Ice Flowers. Art, and Textual Images in Ludwig Tieck’s *Des Lebens Überfluss*” at the 66th Annual Kentucky Foreign Language Conference,” University of Kentucky, Lexington, Kentucky, April 19, 2013. In summer 2013 she was invited by the Goethe Museum in Düsseldorf, Germany to present her lecture “Goethe zur Laokoon-Debatte”. Her review of “Pamela Currie. *Goethe’s Visual World*. Oxford: Legenda, 2013” was published in *Monatshefte* 105.4 (2013): 716- 18. She also presented a paper on “Herder, the Visual and the Performing Arts” in a Herder panel she organized for the 36th Annual German Studies Association Conference in Denver Colorado, October 3-6, 2013. She is planning to chair a panel on German drama in the next KFCL Conference in Lexington, Kentucky in April 2014. She is working on a book manuscript titled “G.E. Lessing: Ekphrasis and the Art of Understatement” and will be in Germany this summer spending some time in *Literaturarchiv Marbach*.

Dr. Becky A. Brown (French). Spring Break was an exciting time for the students of FR 380 French Food Culture. Part of their semester long class included a trip with their professor, Dr. Becky Brown, to the École des Trois Ponts near Lyon, France from March 16 to March 23. Since January, the students have been working hard in preparation for the demands of full French language immersion food and cooking classes and culinary excursions. The student leader, Amanda Van Camp, a senior majoring in Psychology, thought that it was an amazing immersion experience that taught the importance of French culture and language through cuisine. Through this experience, she learned how to communicate effectively with native French speakers abroad, describe the flavor and origin of many French food items, (cheese, wine, etc.), and also how to make a true French crème brûlée. Her advice to French students is to enroll in this course (FR 380) and take advantage of as many opportunities to speak French and learn different aspects of the culture. She says, “My French has improved immensely and I’m very confident in my speaking abilities now that I have both taken this class and attended the École des Trois Ponts during Spring Break. It’s truly the experience of a lifetime!”

This course is taught every other spring, and if you are an interested student you could potentially catch this opportunity again during the spring 2016 semester.



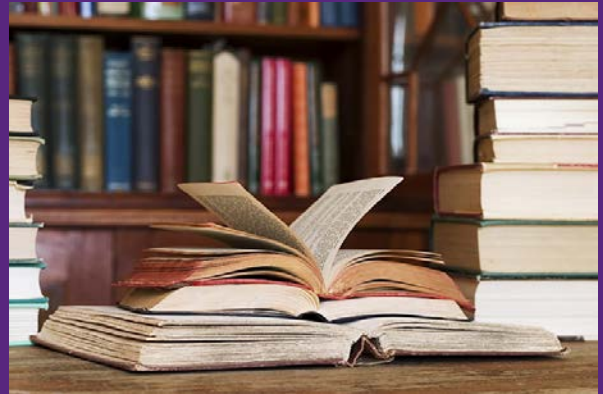
Dr. Lori Czerwionka (Spanish) presented with Barbosa, M. and Artamonova, T, “Intercultural Competence during Study Abroad: Accounting for Individual Variability” at the Fourth International Conference on the Development and Assessment of Intercultural Competence, University of Arizona, January 23-26, 2014 in Tucson, Arizona. In Fall 2013, she was awarded a Purdue Research Initiative Grant.

Dr. Wei Hong (Chinese) will be presenting in two conferences: “Developing on-line Chinese--Gains and Losses” at the 12th International Conference of Chinese Pedagogy, Harbin, China, June 27-29, 2014. Also, “Community Partnership through Service Learning” at the National Chinese Language Conference, Los Angeles, May 8-10, 2014. He also has a book chapter: “Cross-cultural Pragmatics of Chinglish - An Empirical Study,” In: Luo, Liu (eds.) *When Translating Languages Becomes Interpreting Cultures: Issues in Cross-Cultural Communication*. The Edwin Mellen Press, (2014), pp. 3-24.

Dr. Howard Mancing (Spanish) has an article that has just come out in print: "The Mind of a Pícaro: Lázaro de Tormes." In *Cognition, Literature, and History*. Ed. Mark Bruhn and Donald Whers. New York: Routledge Press, 2013. 262-88. This is also the subject for the departmental colloquium he gave on March 11th. He will be presenting a paper on "Embodied Cognition, Theory of Mind, and Narrative Technique in *Don Quijote*" at the National Cervantes Symposium in Chicago, April 24-26. He also has ongoing projects on *La Celestina*, *Amadís de Gaula*, Mateo Alemán, and topics related to embodied cognition and the study of literature. But his major project right now is related to the history of the novel in Spain and the rest of Europe up until 1700.

Dr. Daniel Olson (Spanish) has two publications: In 2013, "Bilingual Language Switching and Selection at the Phonetic Level: Asymmetrical transfer in VOT production." *Journal of Phonetics*, 41, 407-420. One accepted publication: "The Benefits of Visual Feedback on Segmental Production in L2 Classrooms." *Language Learning and Technology*, 1-23. He presented a poster in 2013 with Offerman, H, called: "The Effects of Visual Feedback on Learner Pronunciation: Speech analysis software in the L2 classroom." At *Pronunciation in Second Learning and Teaching*, Ames, IA. He also received two awards: the Research Initiative Grant (\$2,500) and the Instructional Equipment Grant (\$2,445) from The College of Liberal Arts Language.

Dr. Marcia Stephenson (Spanish) was on leave (Fall 2013) with a grant from the Center for Humanistic Studies (Purdue University). This current year (2014) she is on leave with a Research Grant from the National Endowment for the Humanities. Thanks to this grant she is able to work on finishing her book project "Natural and Unnatural Histories of Andean Camelids in the Transoceanic World, 1568-1970." She participated in the 7th Annual Meeting of the Association of Bolivian Studies that took place in Sucre, Bolivia, July 29-August 1, 2013. Also organized a panel on the topic of the Production of Science in 19th-Century Bolivia and read a paper on the transoceanic circulation of native Andean knowledge of quinine during the 19th century. Earlier in July she was invited to give a presentation on a portion of her book to faculty and graduate students of the School of Archaeology from the Universidad Nacional de Catamarca, the Museo Integral de la Reserva de Biósfera de Laguna Blanca, and the Instituto Interdisciplinario Puneño. She also carried out field research in Laguna Blanca (Catamarca) with faculty from the School of Archaeology (Universidad Nacional de Catamarca). In August she was invited to become a member of the international Editorial Committee of the Museo Nacional de Etnografía y Folklore (MUSEF), La Paz, Bolivia.



She will be submitting an article on "Bezoar Stones in Peru" for the "Encyclopedia of the History of Science, Technology, and Medicine in Non-Western Cultures."

Dr. John D. Sundquist (German) is serving his last year of a five-year term as national Chair of the German Language and Culture Exam for College Board Advanced Placement. He is organizing the 20th Germanic Linguistics Annual Conference to be held at Purdue University on May 2-3 with approximately 80 participants. He is presenting a paper "Tracking the Dynamics of Change in Jespersen's Cycle in Middle English" with Fernando Llanos and Pablo Suarez at GLAC-20. In July, he will be presenting at the 21 LIPP Symposium on Language Innovation in Munich, Germany.

Dr. Antonia Syson's (Classics) first book, "Fama and Fiction in Vergil's *Aeneid*," was published by Ohio State University Press in November 2013. She is now starting work on a new book project: "The Poetics of *Pietas* in Roman Epic". This project explores the interaction between questions of fictionality, metaphor, and political ideology in the ways purity, dirt, and remembrance are imagined in *De Rerum Natura*, Vergil's *Aeneid*, Ovid's *Metamorphoses* and Lucan's *Civil War*. She presented "Fictive Knowledge and Dirt in *His Dark Materials*: Pullman's Harpies" at the March 2014 Conference of the International Society for the Study of Narrative, held at M.I.T. This summer (July 14-August 8) she will also teach a graduate seminar on "The Poetics of Dirt," which will include readings from Aeschylus, Charles Dickens, Mary Douglas, and Sophocles.

Dr. Mariko Moroishi Wei received the 2013 Outstanding Undergraduate Teaching Awards in Memory of Charles B. Murphy, and has been inducted to the Teaching Academy (October 2013).

JOB MARKET: GET READY FOR THE JOB MARKET, LISTEN TO EXPERIENCED PEOPLE ADVICE

By Sandra Úsuga

We all know that every little step in Graduate School takes a whole process, effort, time and energy. Well guess what! Job searching is not the exception. But don't you worry, JUST TAKE ACTION! And ... START EARLY! Dr. Gallego and Dr. Olson have some tips to share with us...

Daniel Olson, Assistant Professor of Spanish, Purdue University

I think that my two main suggestions to students are to start preparing early and know your competition.

Start preparing early - As early as your MA:

You can start building your CV, go to conferences, submit articles for publication, write book reviews, apply for grants, honors and awards, etc. This gives you a chance to show your scholarly credentials and a longer-term dedication to your field. If you start this process in the year before the market, you will be underprepared.

- ◆ Keep an eye on job calls. This will help you know what topics are “hot” in the field and generally what to expect from the market.

In the year before the job market:

- ◆ Compile all of the documents that you will need for your application file (CV, Cover Letter, Research Statement, Teaching Statement, etc.). This will give you time to have your materials read by faculty and friends, both in and outside your field. If you are writing your materials in the weeks before the job market, this may not give you enough time to ensure the best quality.

- ◆ Make sure to build good relationships with faculty (3-4) who will write letters of recommendation for you. Keep those people updated on all of your awesome scholarly achievements.

Know the competition

Students often ask questions like, “How many conferences should I attend?” or “Do I need publications before I am on the market?” The best way to judge what you need to do is by looking at the competition. This can take two forms: other PhD students and newly-minted assistant professors. Other PhD students: Many PhD programs put bios and mini-CVs for each of their graduate students on their website. Look at the other notable programs in your field and see what their average student looks like. These people will be your competition when you are on the job market. To make it to the first round of interviews, you'll want to ensure that your CV is comparable to, if not better than, your peers. (Did you know: SLC will post your very own mini-bios on our website? Contact Dave Dull to make it happen!)



New Assistant Professors

I recommend that students watch the job market in the years *before* they actually start applying. If you see a job ad that seems to suit you and your interests, make sure to look it up later and see who got that job. Looking at their qualifications may give you a general idea of what sort of preparation you ought to have. Also, check out assistant professors at your target-like schools.

The job market takes time. Expect to lose 1-2 months of working time. This is especially painful as you are desperately pushing to finish your dissertation, so plan ahead. The job market takes money. Be prepared to spend money on “interview outfits,” postage/interfolio, printing, travel to the MLA conference, etc. Campus interviews will be paid for by the interviewing school, but you may have to pay up-front and get reimbursed later. A successful search may cost \$1000-\$2000. Consider this an investment, as you'll soon be making big bucks! (Disclaimer: You will likely make small to medium-sized bucks, but in comparison to your TA salary, it will feel like a lot!)

Consider why you are unique. Many applicants will have taught Language 101. Find what makes you uniquely qualified for a certain position, and make sure to highlight it. Learn to explain your research. My students often laugh when I ask them to explain complex ideas “as if they were explaining it to my grandma (or grandpa, mother, father, sister...)”. You should be able to explain to a non-expert audience what your research is about *and* why it's amazing. This will be handy on the job market and at cocktail parties.

Muriel Gallego, Assistant Professor of Spanish, Ohio University

I applied to 77 universities (even though I was not ready for many of the job descriptions), had 19 first round interviews (between MLA and phone/Skype), and was invited to 10 campus visits.

◆ What piece of advice would you give to graduate students in order to prepare themselves for the job market?

Start gathering job material EARLY. You might think you have plenty of time, you don't. Be ready to spend extra money (making copies, paying for postage, etc.) and also to have a credit/debit card because many campus visits have you pay and reimburse after your visit.

◆ What do you think made you different from other candidates? What outstanding qualities did you have that made the institution you work with to choose you?

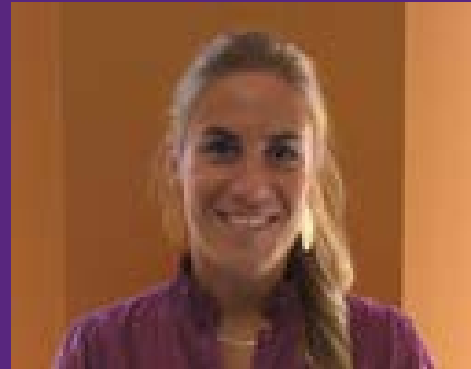
I think (this is just my hypothesis) that I got many interviews because I was seen as versatile, given that my MA is in Literature and my PhD in Applied Linguistics, plus I have an ESL certificate. They want somebody who can teach everything. In the case of my current position, one of the deal breakers for them was that I had a strong research agenda (unlike previous people who were in my position) and also, experience with course coordination.

◆ What other tips would you give graduate students to keep in mind in order to be successful in the job market?

When in the job search, you should think of yourself as a professional, not as a student, describe yourself as such, describe your research, own your research own your teaching.

Don't depict yourself as a student or "professional in training", you have now a new identity. Apply to ALL the job postings.

Notes: For more tips on this topic visit the following link: [http://chronicle.com/section/First-Time-on-the-Market-/146/taking the GRAD 59000 Preparing Future Faculty Class](http://chronicle.com/section/First-Time-on-the-Market-/146/taking-the-GRAD-59000-Preparing-Future-Faculty-Class) is also highly recommended.



SCHOOL OF LANGUAGES AND CULTURES: COMMUNITY OUTREACH PROGRAMS

By Alejandra Vela

The School of Languages and Cultures provides our students opportunities to participate in outreach programs that have an effect on the campus and Grater Lafayette communities. Three of the main programs are *Ayuda y Aprende*, *Aprendiendo a Leer*, and the services provided by the Confucius Institute.

Ayuda y Aprende

Julie Harrell is in charge of *Ayuda y Aprende* and she explains that “Spanish Service-learning, *Ayuda y Aprende* is a program that requires 20 hours of volunteer work either with the McCutcheon High School, Klondike Middle School, Burnett Creek Elementary, or the Lafayette Adult Resource Academy (L.A.R.A.), an adult community learning center. In addition, students must attend five hours of discussion groups outside of class, complete a composition written in Spanish, and present a Proyecto Cultural (Cultural Presentation) about their time in the program to fellow students in SPAN 301 or 302. In these 20 hours of visitation time, the equal exchange of English teaching and Spanish language learning occurs; Purdue students are exposed to not only language and teaching techniques, but also learn about the Hispanic culture.”

Each semester between 80 and 120 undergraduate students in 300 level Spanish classes participate. Also, students from SPAN 429, a special class designed by Harrell for students who want to continue in the program, collaborate in several projects such as “the health and resource fair, studies of bilingualism, two students are studying food culture, one is studying civic involvement in the immigrant community, and another has made an English/Spanish medical booklet.” This is a great opportunity for students to get involved in the Hispanic community and use the language in informal settings.

Aprendiendo a Leer

The second program is *Aprendiendo a Leer*, directed by Prof. Alejandro Cuza in the department of Spanish and Portuguese and coordinated by PhD student, Lauren Miller. Miller explains: “Does maintaining children’s minority language and bilingual ability matter? The short answer from any parent would probably be yes. The longer answer from a scientific perspective is a definite yes as well. Research shows significant cognitive and educational advantages for bilingual children including higher working memory, better problem solving skills and higher levels of academic achievement. These issues are of the utmost importance in a country like the United States where one of every four children born is from Hispanic background.

The *Aprendiendo a Leer* literacy program achieves this goal by working with 50 bilingual elementary school students at Wea Ridge Elementary in Lafayette, Indiana. These children attend weekly classes where they work on reading in Spanish, developing academic vocabulary and understanding the importance of their heritage. We have developed standards-based as well as innovative research-based curricula for developing literacy in Spanish as a heritage language that vary based on grade level. In addition, we coordinate between 10 and 15 undergraduate students with academic interests in Spanish, linguistics, education and community service each semester, train them in child heritage language pedagogy, monitor their progress in the classroom, and aid in their development as bilingual teachers, researchers and community experts. This program is now in its third year, and is looking to expand in the future to include more elementary schools as well as more departments of Purdue. Specifically, this semester we have endeavored to bring STEM education in Spanish to the school through collaboration with Dr. Sandra San Miguel in the Purdue School of Veterinary Medicine.”

So far the program has yielded “incredibly positive results across the board. Students who, one year ago, were hesitant to read simple words in Spanish, now attack grade-level novels in Spanish with the same interest as they do English books... The opportunities for expansion combined with the overwhelmingly positive feedback suggest that *Aprendiendo a Leer*, a once experimental new program, has found a way to serve the bilingual community’s needs in a way that is beneficial for all.”



Picture provided by Lauren Miller

The Confucius Institute

Finally, the Confucius Institute at Purdue, directed by Prof. Wei Hong, began in 2007. Its main purpose is to initiate and foster “Chinese language and cultural programs to serve Purdue University, the Greater Lafayette community and the State of Indiana by providing value-added information and expertise on Chinese culture and language education in business, global engineering and tourism for academic programs, research project teams, community outreach and K-12 schools.” The Institute fosters several programs on campus and in the Greater Lafayette area.

Around 200 students from different majors participate in the program taking Chinese language and culture classes. In addition, business classes are also offered to open opportunities for students to work for companies that have Chinese partners, enhancing their CV’s potentiality. Other important service to the community is official translations of driver licenses, diplomas, and medical documents. From the several events organized by the Institute, the one that has the biggest impact on the community, mainly on campus, is the Chinese New Year Celebration reception (celebration of the lunar New Year and coming of spring) hosted in the Purdue Memorial Union. During this annually Spring event, many activities go on with the support of other Chinese organizations on campus like the Undergraduate Chinese association. For instance, they offer activities for children to learn about different parts of Chinese culture. In addition, this semester, the Confucius Institute organized on April, the 13th “China Bridge” Speech Contest, in which students across the US Midwest came to Purdue to share their interest in Chinese culture.



CREDITS

Newsletter Chair: Yasmina Vallejos
Design: Yasmina Vallejos
Writers: Tato Gyulamyrian, Liana Hakobyan, Alejandra Vela,
Sandra Úsuga, Miguel Ángel Rincón, and Yasmina Vallejos
Proofreading: Robert Vest