

2017 - 2018 Annual Program Assessment Report

The Office of Academic Program Assessment
California State University, Sacramento

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or [contact us](#) for more help.

Please begin by selecting your program name in the drop down.

If the program name is not listed, please enter it below:

BA French

OR enter program name:

Section 1: Report All of the Program Learning Outcomes Assessed

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **did you assess?** [Check all that apply]

- 1. **Critical Thinking**
- 2. **Information Literacy**
- 3. **Written Communication**
- 4. **Oral Communication**
- 5. Quantitative Literacy
- 6. **Inquiry and Analysis**
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. **Intercultural Knowledge, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20A. Other, specify any assessed PLOs not included above:

a.

b.

c.

20B. **Check here if your program has not collected any data for any PLOs.** Please go directly to Q6 (skip Q1.2 to Q5.3.1.)

Q1.2.

Please provide more detailed background information about **EACH PLO** you checked above and other information including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

For this report, our program assessment will focus and highlight our survey of French Literature class Fren 110 taught in Fall 2017. This course is not a complete survey of all of French literature; it is an introduction to French literature with excerpts from plays, novels and poetry from the whole of French literary history.

There are two strands to the class:

1. reading (fr. Lecture)
2. literary and historical analyses.

We work on understanding what we read and gradually develop techniques and tools for applying the skills and vocabulary for literary analysis. We do this both in our discussions and our written work. All written work, reading, discussions, role-play, and games in class are conducted in French and encourage students to practice all of their linguistic skills.

The course incorporates something from all of the 5 C's.

Language and communication are at the heart of the human experience. The goal of our program is to graduate students who are linguistically and culturally equipped to communicate successfully in a pluralistic society both at home and abroad. We develop student proficiency in French by focusing on the 5 C's as learning outcomes: Communication, Culture, Connections, Comparisons, Communities (see appendices)

For PLOs 3 and 4 (checked above in Q1.1) - Written and Oral Communication - we emphasize:

Communication

The communication standard stresses the use of language for communication in "real life" situations. It emphasizes "what students can do with language" rather than "what they know about language." Students are asked to communicate in oral and written form, interpret oral and written messages, show cultural understanding when they communicate, and present oral and written information to various audiences for a variety of purposes.

For PLO 6 - Inquiry and Analysis, the important learning outcome is:

Cultures

Cultural understanding is an important part of world languages education. Experiencing other cultures develops a better understanding and appreciation of the relationship between languages and other cultures, as well as the student's native culture. Students become better able to understand other people's points of view, ways of life, and contributions to the world.

For PLO 12 - Intercultural Knowledge, Competency, and Perspectives - we focus on two learning outcomes:

Connections

World languages instruction must be connected with other subject areas. Content from other subject areas is integrated with world language instruction through lessons that are developed around common themes.

Comparisons

Students are encouraged to compare and contrast languages and cultures. They discover patterns, make predictions, and analyze similarities and differences across languages and cultures. Students often come to understand their native language and culture better through such comparisons.

For PLO 15 - Global Learning and Perspectives - our French Program Learning Outcome is:

Communities

Extending learning experiences from the world language classroom to the home and multilingual and multicultural community emphasizes living in a global society. Activities may include: field trips, use of email and the World Wide Web, clubs, exchange programs and cultural activities, school to work opportunities, and opportunities to hear speakers of other languages in the school and classroom.

The PLOs under assessment in this report can be linked to the following CSUS BLGs:

Competence in the Discipline: The ability to demonstrate the competencies and values listed below is at least

Q1.2.1.

Do you have rubrics for your PLOs?

- 1. Yes, for all PLOs
- 2. Yes, but for some PLOs
- 3. No rubrics for PLOs
- 4. N/A
- 5. Other, specify:

Q1.3.

Are your PLOs closely aligned with the mission of the university?

- 1. Yes
- 2. No
- 3. Don't know

Q1.4.

Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

- 1. Yes
- 2. No (skip to **Q1.5**)
- 3. Don't know (skip to **Q1.5**)

Q1.4.1.

If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- 1. Yes
- 2. No
- 3. Don't know

Q1.5.

Did your program use the **Degree Qualification Profile** ("DQP", see <http://degreeprofile.org>) to develop your PLO(s)?

- 1. Yes
- 2. No, but I know what the DQP is
- 3. No, I don't know what the DQP is
- 4. Don't know

Q1.6.

Did you use action verbs to make each PLO measurable?

- 1. Yes
- 2. No
- 3. Don't know

(Remember: **Save your progress**)

Section 2: Report One Learning Outcome in Detail

Question 2: Standard of Performance for the Selected PLO

Q2.1.

Select **OR** type in **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you checked the **correct box** for this PLO in Q1.1):

Inquiry and Analysis

If your PLO is **not listed, please enter it here:**

Q2.1.1.

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

Inquiry and analysis are central to reading literature in any language. However, when the reading is done in a second language or target language, some specific obstacles, barriers, or complications have to be overcome. For inquiry to begin when reading, students' curiosity and attraction to a text have to be engaged, so we have to begin by focusing on students' confidence in themselves and their ability to read and understand a text in the target language. Later on, for the analysis part, we need to build trust so that students can feel that their ideas about the text will be listened to despite their having a lower proficiency than the instructor or other students. So, we follow a particular procedure:

Each student will enter this world of reading and literature at her/his own pace and learn how to act, interact, function, debate, and think as a speaker and reader of French. Our approach is designed to allow everybody the opportunity to learn and use vocabulary, expressions, and turns of phrase in everyday functional situations and more involved, intricate discussion. Our framework allows for much revision, and critical review by professor and classmates: individual and group activities, discussion, conversation, formal presentations and written compositions.

Our variety of literary texts comes from contemporary and historical periods. The texts will help students grasp:

- Literary language and culture in context
- A variety of approaches to reading and discussion
- Naturally recycled structure and vocabulary

Extensive practice will help students express themselves and understand French in a variety of situations. So, we begin by gradually introducing reading, interpretation and discussion of what we have understood in terms simply of the storyline, but then we will build towards a more complex discussion.

Although in Question 1.2 (above), I related Inquiry and Analysis most closely to our French Program Outcomes of Cultures, reading is of course a question of Communication and clearly relates to Standards 1.1 and 1.2. As they read students are engaging in standard:

- 1.2: Students understand and interpret written and spoken language on a variety of topics.

However, once we get into discussion of texts then we are definitely in the realm of Standard:

- 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Then, when students make presentations or engage even in brief discussion about texts, they are then in the domain of Standard

- 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

As our discussions become more involved and go into more depth, then we will be incorporating the standards of three other C's: Cultures, Comparisons, and Connections

CULTURES - Gain Knowledge and Understanding of Other Cultures

Standard

2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

Standard

2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

CONNECTIONS - Connect With Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

COMPARISONS - Develop Insight Into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

Q2.2.

Has the program developed or adopted **explicit program standards of performance/expectations** for this PLO? (e.g. "We expect 70% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q2.3.

Please **1) provide and/or attach the rubric(s) AND 2) the standards of performance/expectations** that you have developed for *the selected PLO* here:

We use ACTFL (American Council for the Teaching of Foreign Languages) guidelines for most of our courses. For reading we aim for our students to be **at least** at the Advanced mid-level in order to pass the class. The advanced mid-level guidelines read:

Advanced readers are able to fully understand a text, of paragraph length, dealing with a current event of general interest. They comprehend the main ideas as well as supporting details of this report presenting both past and present narration. Readers can handle texts that reflect the standard linguistic conventions of the written form of the language. The comprehension of this text derives not only from the readers' knowledge of the topic but also from their knowledge of the language itself.

At the Advanced Mid sublevel, readers are able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things⁹ and narrations about past, present, and future events. These texts reflect the standard linguistic conventions of the written form of the language in such a way that readers can predict what they are going to read. Readers understand the main ideas, facts, and many supporting details. Comprehension derives not only from situational and subject-matter knowledge but also from knowledge of the language itself. Readers at this level may derive some meaning from texts that are structurally and/or conceptually more complex.

See Rubrics in attachment below

The Standards used for this class are those of the 5 C's sections 1-4

1. Communication - Communicate in Languages Other Than English

Standard 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken languages on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

2. Cultures - Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the perspectives and practices of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the perspectives and products of the culture studied.

3. Connections - Connect With Other Disciplines and Acquire Information


Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.


Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

4. Comparisons - Develop Insight Into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

 FrenReadingACTFL.pdf
618.26 KB

 InquiryAnalysis.pdf
91.1 KB

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard (stdrd) of performance, and the rubric that was used to measure the PLO:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	2. In ALL course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1.

Was assessment data/evidence **collected** for the selected PLO?

1. Yes
 2. No (skip to **Q6**)
 3. Don't know (skip to **Q6**)
 4. N/A (skip to **Q6**)

Q3.1.1.

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

Q3.2.

Was the data **scored/evaluated** for this PLO?

1. Yes
 2. No (skip to **Q6**)
 3. Don't know (skip to **Q6**)
 4. N/A (skip to **Q6**)

Q3.2.1.

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

All of the assessment data came from the assignments in Fren 110 in Fall 2017 - all of the assignments were included in the assessment data. The class is reasonably small 15-23 students typically all majors and minors. The data was collected and analysed by the instructor - Professor Kevin Elstob.

(Remember: **Save your progress**)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- 1. Yes
- 2. No (skip to **Q3.7**)
- 3. Don't know (skip to **Q3.7**)

Q3.3.1.

Which of the following direct measures (key assignments, projects, portfolios, course work, student tests, etc.) were used? [**Check all that apply**]

- 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- 2. Key assignments from required classes in the program
- 3. Key assignments from elective classes
- 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
- 5. External performance assessments such as internships or other community-based projects
- 6. E-Portfolios
- 7. Other Portfolios
- 8. Other, specify:

Q3.3.2.

Please **1) provide and/or attach the direct measure** (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, **THEN 2) explain here** how it assesses the PLO:

In Fren 110 - the introduction to Fren Literature class - there were a variety of assessment tools ranging from discrete and ongoing (class participation and attendance you can't speak or hear if you're not in class) through reading comprehension activities, to individual short projects, personal short-story-reading project, to mid-term and finals both done in the form of short answer followed by a longer paper (1-2 pages in mid-term and 3-4 pages in Final) These varied assessments gave us data to evaluate our program through the lens of this particular course that will help us chart our progress in the areas of: Communication, Culture, Connections, and Comparisons. **SEE the Rubric for Integrated Performance Rubrics in the uploads/apendices at the end of the questionnaire**

A. Discrete and Ongoing Assessment Tools

These short assignments engage students' curiosity and attraction to the texts, with the goal of building their confidence in themselves and their ability to read and understand a text in the target language.

20 Devoirs (Homework Assignments -10 are online quizzes based on the readings)

Attendance 10 pts per week (5 pts per class) – you get 5 points credit each for the holidays

Participation – 25 In-Class assignments

B. Developing Analysis Skills

In the assessments that seek to develop analysis, we need to build trust so that students can feel that their ideas about the text will be listened to no matter their proficiency in the language and culture. So, we follow a particular procedure:

5 Short Projects - playful and beneficent development of analysis

Students make their own graphic interpretation – photo, drawing, sketch, cartoon, - of a part of a literary piece that they have read.

1. A still life (images and symbolism);
2. an anonymous letter in a detective story using letters and words cut from magazines (plasticity of written language);
3. a calligramme (connection between image and word);
4. a Proustian memory (connection between senses, image, and word);
5. a newspaper cartoon illustrating a poem distilling a literary piece in an image).

To give an example: Proustian memory

For this project students create a graphic with pictures and words that will communicate how a certain smell or taste brought to mind a souvenir or memory from their own past.

C. Deepening Analysis

- Short Story Reading Project

The Short Story Reading Project's objective is to empower students to read a complete text on their own thus improving their reading ability in French by improving reading understanding and confidence to complete a text.

The four-part reading project. With two pre-reading activities; one activity to do while reading; and one post-reading activity.

- Pre-reading

1. Before reading short story, take some time to study the vocabulary and references, and read the cultural explanations that will help you with reading



Fren110MidTerm.pdf
42.91 KB



Fren110FinalProject.pdf
34.36 KB

Q3.4.

What tool was used to evaluate the data?

- 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)
- 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
- 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
- 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
- 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
- 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
- 7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.

If you used other means, which of the following measures was used? [**Check all that apply**]

- 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
- 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
- 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
- 4. Other, specify:

(skip to **Q3.4.4.**)

Q3.4.2.

Was the **rubric** aligned directly and explicitly **with the PLO**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.4.3.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.4.4.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.5.

Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

Q3.5.1.

Please enter the number (#) of faculty members who participated in the **evaluation** of the assessment data for the selected PLO?

Professor Elstob did the evaluation

Q3.5.2.

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.6.

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

The samples of students' work are on a continuum going from their initial engagement with the literary texts to their own presentations - each piece of work is a stepping stone so to take the final without looking at the mid-term or any of the longer assignment without looking at the shorter assignments would not show student proficiency. So, all of the assignments are viewed as part of a development of proficiency.

Q3.6.1.

How did you **decide** how many samples of student work to review?

We have small classes with 15-23 students so I look at them all

Q3.6.2.

Please enter the number (#) of students that were in the class or program?

19

Q3.6.3.

Please enter the number (#) of samples of student work that you evaluated?

19

Q3.6.4.

Was the sample size of student work for the direct measure adequate?

- 1. Yes
- 2. No
- 3. Don't know

(Remember: **Save your progress**)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.

Were indirect measures used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q3.8**)
- 3. Don't Know (skip to **Q3.8**)

Q3.7.1.

Which of the following indirect measures were used? [**Check all that apply**]

- 1. National student surveys (e.g. NSSE)
- 2. University conducted student surveys (e.g. OIR)
- 3. College/department/program student surveys or focus groups
- 4. Alumni surveys, focus groups, or interviews
- 5. Employer surveys, focus groups, or interviews
- 6. Advisory board surveys, focus groups, or interviews
- 7. Other, specify:

Q3.7.1.1.

Please explain and attach the indirect measure you used to collect data:

N/A

 No file attached

 No file attached

Q3.7.2.

If surveys were used, how was the sample size **decided**?

N/A

Q3.7.3.

If surveys were used, how did you **select** your sample:

N/A

Q3.7.4.

If surveys were used, please enter the response rate:

N/A

Question 3C: Other Measures
(external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

1. Yes
2. No (skip to **Q3.8.2**)
3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.

Which of the following measures was used? [**Check all that apply**]

1. National disciplinary exams or state/professional licensure exams
2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
4. Other, specify:

Q3.8.2.

Were other measures used to assess the PLO?

1. Yes
2. No (skip to **Q4.1**)
3. Don't know (skip to **Q4.1**)

Q3.8.3.

If other measures were used, please specify:

N/A



Fren110ReadingRubric.pdf
433.13 KB



No file attached

(Remember: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.

Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our [Feedback Packet Example](#)):

In the Fall semester of 2017, assessment of the learning outcomes was carried out in the areas outlined above.

Using the "Integrated Performance Assessment (IPA) Rubric" (see attachment below), the students' conversations, presentations, and reading assignments were evaluated for completion of task, fluency, level of discourse, comprehensibility of message, vocabulary, and language control.'

Fren 110 was chosen as a site to directly evaluating student proficiency y in reading and interpreting literary texts since it is a required class for the major and iswell enrolled given that we are a small program.

Enrollment

This class had 19 total students: 13 Majors and 6 Minors; 6 students had spent a year or more in France or were native speakers; 8 students already spoke two other languages; 3 students were taking their first or second upper division class. It is common for our classes to have this variety in terms of previous practice of the language and, as we decide what standards to use to assess our classes, it is essential to take into account that we can have a broad spectrum of abilities in the class.

Conclusions (See tabulated results attached)



Fren110ReadingRubric.pdf
433.13 KB



Fren110Assessment.pdf
57.67 KB

Q4.2.

Are students doing well and meeting the program standard? **If not**, how will the program work to improve student performance of the selected PLO?

Areas in which students do well

The scores suggest that students improved over the course of the semester as they got used to the type of assignment given to them and the instructor's expectations. Students also completed the tasks, so we can reasonably conclude that the assignments were clear and understood and motivated the students.

Areas in which some improvement is needed

Students have reasonably good scores in all areas with gradual improvement as the semester progressed. They need to be immersed as much as possible in speaking, reading, hearing, and writing French in order to continue to improve.

Areas for improvement

In order to continue to improve, we will endeavor to implement the recommendations of ACTFL with regard to supporting the use of the Target Language

STRATEGIES FOR SUPPORTING THE USE OF TARGET LANGUAGE

Strategies that support using the target language in an immersive environment include:

PROVIDE A LANGUAGE-RICH ENVIRONMENT

When language proficiency is the goal of a program, instruction needs to occur in a language-rich environment. The language rich environment includes everything that the learners encounter: what the instructor says and uses; what is read and viewed; what learners access or produce; and online resources whether websites or videochats. When possible, the language-rich environment may also include authentic texts and realia around the classroom.

SUPPORT COMPREHENSION AND PRODUCTION THROUGH CONTEXT/GESTURES/VISUAL SUPPORT

Learners comprehension needs a beginning context, which may be provided through gestures, visuals, objects, connections with prior learning or experiences. When introducing students to the family, for example, teachers might point to pictures of various families from the target culture and describe. When students are supposed to write their names or fill out a certain part of a paper, the teacher models this with an actual or projected version. If students are to answer questions about their favorite sport, the teacher might have a projected or printed out handout with the various choices depicted in pictures so that he/she can point to and repeat the choices often to enable students to answer. When asking a yes/no question, the teacher might scaffold with a simple "thumbs up/thumbs down" as he/she repeats "yes or no?" All of these scaffolds assist students in being comfortable and successful in a target language classroom.

FOCUS ON MEANING BEFORE DETAILS

Learners at the Novice and Intermediate levels of proficiency need support to get a general understanding of what is heard, read, or viewed before digging in to figure out details or nuances. Whether listening, reading, or viewing, learners need a strong context, may need supporting visuals, and need a focused task such as finding out what is new information or figuring out the main idea. Meaning needs to precede form as the basis for comprehension: before looking at letters or characters, before looking for clues in grammatical forms or word order, before trying to figure out details, learners should search for overall meaning.

CONDUCT COMPREHENSION CHECKS TO ENSURE UNDERSTANDING

Learners benefit from showing their understanding frequently. Frequent comprehension checks help learners to feel that their efforts are valued and understand what they need to improve upon. They also give teachers necessary data to adjust instruction." Examples of comprehension checks include raising one or two fingers to indicate their answer to a question, writing responses on individual white boards, holding up the correct flashcard to match a statement, arranging a set of visuals to show comprehension, using an online response tool, selecting the best summary sentence from among several options, or having students correct their own work using a teacher-provided marker.

NEGOTIATE MEANING WITH STUDENTS AND ENCOURAGE NEGOTIATION AMONG STUDENTS

Educators introduce, model, practice, and encourage learners to use key phrases in order to negotiate meaning. Initially, this might be phrases such as "Really? Me too!" or "Wow! Cool!" Then, learners may expand their comments to "I like it too because..." or "I agree because I too ...". Then educators might encourage learners to discuss new words using phrases such as "that means almost the same as ____." During an interpersonal activity, learners may need certain phrases to make their interactions more natural and educators can provide these in the

Q4.3.

For the selected PLO, the student performance:

- 1. **Exceeded** expectation/standard
- 2. **Met** expectation/standard
- 3. **Partially** met expectation/standard
- 4. Did not meet expectation/standard
- 5. No expectation/standard has been specified
- 6. Don't know

Question 4A: Alignment and Quality

Q4.4.

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- 1. Yes
- 2. No
- 3. Don't know

Q4.5.

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- 1. Yes
- 2. No
- 3. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1.

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate **making any changes** for your program (e.g. course structure, course content, or modification of PLOs)?

- 1. Yes
- 2. No (skip to **Q5.2**)
- 3. Don't know (skip to **Q5.2**)

Q5.1.1.

Please describe **what changes** you plan to make in your program as a result of your assessment of this PLO.

We will continue to monitor and improve and expand opportunities for students to interact in the target language through consistent inclass use of French, but also through French club activities, and being involved with the French-speaking community of Sacramento.

Q5.1.2.

Do you have a plan to assess the **impact of the changes** that you anticipate making?

1. Yes, describe your plan:

We will continue to assess and progress as we have for the past many years - please refer to previous assessment documents.

2. No

3. Don't know

Q5.2.

To what extent did you apply **previous assessment results** collected through your program in the following areas?

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3. Improving advising and mentoring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
6. Developing/updating assessment plan	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
23. Other, specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Q5.2.1.

Please provide a detailed example of how you used the assessment data above:

We have used the data to improve our classes and align them as much as possible with our PLOs. This is also become an integral part of advising and orientation for new students so that they are aware of where they should expect to go and what to expect to do with our program. We continue to have faculty engage in quality matters workshops for improving teaching.

Q5.3.

To what extent did you apply **previous assessment feedback** from the Office of Academic Program Assessment in the following areas?

	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2. Standards of Performance	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Measures	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Rubrics	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Alignment	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Data Collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
9. Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Q5.3.1.

Please share with us an example of how you applied **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

I have endeavored to make the assessment reflect on the program as a whole through the assessment of one course rather than focusing on the outcomes of the class we are looking at for the assesement report. It is also not clear that the committee understands that the 5 C's are not a set of PLOs that are implemented one by one - all five of them apply all the time at all levels of language learning, but with a slightly different emphasis depending on the area of instruction. For example, culture does not disappear as we focus on communication, nor do connections stop being made because the focus maybe on comparisons.

(Remember: Save your progress)


Section 3: Report Other Assessment Activities


Other Assessment Activities

Q6.

If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

N/A

 No file attached

 No file attached

Q6.1.

Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

Q7.

What PLO(s) do you plan to assess next year? [**Check all that apply**]

- 1. **Critical Thinking**
- 2. **Information Literacy**
- 3. **Written Communication**
- 4. **Oral Communication**
- 5. Quantitative Literacy
- 6. **Inquiry and Analysis**
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. **Intercultural Knowledge, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20. Other, specify any PLOs not included above:

- a.
- b.
- c.

Q8.

Please explain how this year's assessment activities help you address recommendations from your department's last program review?

Q9. Please attach any additional files here:

FrRoadmap.pdf 72.43 KB	No file attached
No file attached	No file attached

Q9.1.

If you have attached **any** files to this form, please list **every** attached file here:

I attached five files to this form

Section 4: Background Information about the Program

Program Information (**Required**)

Program:

(If you typed in your program name at the beginning, please skip to **Q11**)

Q10.

Program/Concentration Name: [skip if program name is already selected or appears above]

BA French

Q11.

Report Author(s):

Kevin Elstob

Q11.1.

Department Chair/Program Director:

Curtis smith

Q11.2.

Assessment Coordinator:

Q12.

Department/Division/Program of Academic Unit (select):

Q13.

College:

Q14.

What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):

Q15.

Program Type:

1. Undergraduate baccalaureate major
 2. Credential
 3. Master's Degree
 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
 5. Other, specify:

Q16. Number of **undergraduate degree programs** the academic unit has?**Q16.1.** List all the names:**Q16.2.** How many concentrations appear on the diploma for this undergraduate program?**Q17.** Number of **master's degree programs** the academic unit has?**Q17.1.** List all the names:**Q17.2.** How many concentrations appear on the diploma for this master's program?**Q18.** Number of **credential programs** the academic unit has?

0

Q18.1. List all the names:

[Empty text box for listing names]

Q19. Number of **doctorate degree programs** the academic unit has?

0

Q19.1. List all the names:

[Empty text box for listing names]

When was your Assessment Plan...	1.	2.	3.	4.	5.	6.	7.	8.
	Before 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	No Plan	Don't know
Q20. Developed?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q20.1. Last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20.2. (Required)

Please **obtain** and **attach** your latest **assessment plan**:

No file attached

Q21.

Has your program developed a **curriculum map**?

- 1. Yes
- 2. No
- 3. Don't know

Q21.1.

Please **obtain** and **attach** your latest **curriculum map**:

No file attached

Q22.

Has your program indicated explicitly in the curriculum map where assessment **of student learning** occurs?

- 1. Yes
- 2. No
- 3. Don't know

Q23.

Does your program have a capstone class?

- 1. Yes, specify:

- 2. No
- 3. Don't know

Q23.1.

Does your program have a capstone project(s)?

- 1. Yes
- 2. No
- 3. Don't know

(Remember: Save your progress)

Save When Completed!

ver. 10.31.17

For this report, our program assessment will focus and highlight our survey of French Literature class Fren 110 taught in Fall 2017. This course is not a complete survey of all of French literature; it is an introduction to French literature with excerpts from plays, novels and poetry from the whole of French literary history.

There are two strands to the class:

1. reading (fr. Lecture)
2. literary and historical analyses.

We work on understanding what we read and gradually develop techniques and tools for applying the skills and vocabulary for literary analysis. We do this both in our discussions and our written work. All written work, reading, discussions, role-play, and games in class are conducted in French and encourage students to practice all of their linguistic skills.

The course incorporates something from all of the 5 C's.

Language and communication are at the heart of the human experience. The goal of our program is to graduate students who are linguistically and culturally equipped to communicate successfully in a pluralistic society both at home and abroad. We develop student proficiency in French by focusing on the 5 C's as learning outcomes: Communication, Culture, Connections, Comparisons, Communities (see appendices)

For PLOs 3 and 4 (checked above in Q1.1) - Written and Oral Communication - we emphasize:

Communication

The communication standard stresses the use of language for communication in "real life" situations. It emphasizes "what students can do with language" rather than "what they know about language." Students are asked to communicate in oral and written form, interpret oral and written messages, show cultural understanding when they communicate, and present oral and written information to various audiences for a variety of purposes.

For PLO 6 - Inquiry and Analysis, the important learning outcome is:

Cultures

Cultural understanding is an important part of world languages education. Experiencing other cultures develops a better understanding and appreciation of the relationship between languages and other cultures, as well as the student's native culture. Students become better able to understand other people's points of view, ways of life, and contributions to the world.

For PLO 12 - Intercultural Knowledge, Competency, and Perspectives - we focus on two learning outcomes:

Connections

World languages instruction must be connected with other subject areas. Content from other subject areas is integrated with world language instruction through lessons that are developed around common themes.

Comparisons

Students are encouraged to compare and contrast languages and cultures. They discover patterns, make predictions, and analyze similarities and differences across languages and cultures. Students often come to understand their native language and culture better through such comparisons.

For PLO 15 - Global Learning and Perspectives - our French Program Learning Outcome is:

Communities

Extending learning experiences from the world language classroom to the home and multilingual and multicultural

community emphasizes living in a global society. Activities may include: field trips, use of email and the World Wide Web, clubs, exchange programs and cultural activities, school to work opportunities, and opportunities to hear speakers of other languages in the school and classroom.

The PLOs under assessment in this report can be linked to the following CSUS BLGs:

Competence in the Disciplines: The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.

Knowledge of Human Cultures and the Physical and Natural World through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.

Intellectual and Practical Skills, including: inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.

Personal and Social Responsibility, including: civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges.

Our PLOs link up in the following ways.

- The communication strand is most closely linked to Competence in the Disciplines since our students do the following:

COMMUNICATION - Communicate in Languages Other Than English
Standard

1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

Standard

1.2: Students understand and interpret written and spoken language on a variety of topics

Standard

1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- The cultures strand is most closely linked to Knowledge of Human Cultures and the Physical and Natural Worlds since our students do the following:

CULTURES - Gain Knowledge and Understanding of Other Cultures

Standard

2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the

culture studied

Standard

2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

- The connections and comparison strands are most closely linked to Intellectual and Practical Skills since our students do the following:

CONNECTIONS - Connect With Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

COMPARISONS - Develop Insight Into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

- The communities strand is most closely linked to Personal and Social Responsibility and in particular to civic knowledge and engagement since our students do the following:

COMMUNITIES - Participate in Multilingual Communities at Home and Around the World

Participate in Multilingual Communities at Home & Around the World

Standard

5.1: Students use the language both within and beyond the school setting

Standard

5.2: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment

Inquiry and analysis are central to reading literature in any language. However, when the reading is done in a second language or target language, some specific obstacles, barriers, or complications have to be overcome. For inquiry to begin when reading, students' curiosity and attraction to a text have to be engaged, so we have to begin by focusing on students' confidence in themselves and their ability to read and understand a text in the target language. Later on, for the analysis part, we need to build trust so that students can feel that their ideas about the text will be listened to despite their having a lower proficiency than the instructor or other students. So, we follow a particular procedure:

Each student will enter this world of reading and literature at her/his own pace and learn how to act, interact, function, debate, and think as a speaker and reader of French. Our approach is designed to allow everybody the opportunity to learn and use vocabulary, expressions, and turns of phrase in everyday functional situations and more involved, intricate discussion. Our framework allows for much revision, and critical review by professor and classmates: individual and group activities, discussion, conversation, formal presentations and written compositions.

Our variety of literary texts comes from contemporary and historical periods. The texts will help students grasp:

- Literary language and culture in context
- A variety of approaches to reading and discussion
- Naturally recycled structure and vocabulary

Extensive practice will help students express themselves and understand French in a variety of situations. So, we begin by gradually introducing reading, interpretation and discussion of what we have understood in terms simply of the storylie, but then we will build towards a more complex discussion.

Although in Question 1.2 (above), I related Inquiry and Analysis most closely to our French Program Outcomes of Cultures, reading is of course a question of Communication and clearly relates to Standards 1.1 and 1.2. As they read students are engaging in standard:

- 1.2: Students understand and interpret written and spoken language on a variety of topics.

However, once we get into discussion of texts then we are definitely in the realm of Standard:

- 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Then, when students make presentations or engage even in brief discussion about texts, they are then in the domain of Standard

- 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

As our discussions become more involved and go into more depth, then we will be incorporating the standards of three other C's: Cultures, Comparisons, and Connections

CULTURES - Gain Knowledge and Understanding of Other Cultures

Standard

2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the

culture studied

Standard

2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

CONNECTIONS - Connect With Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

COMPARISONS - Develop Insight Into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

Assessment in French or any world language is a continual process of discrete daily critique and encouragement, group interaction, and also more formal tests, exams, or presentations. In Fren 110 (Spring 2017), students grades were broken down in the following way:

Graded Course Activities

Points Description – for full details see online schedule on SacCT

- 200 20 Devoirs (Homework Assignments -10 are online quizzes based on the readings)
- 150 5 Short Projects
- 150 Attendance 10 pts per week (5 pts per class) – you get 5 points credit each for the holidays
- 250 Participation – 25 In-Class assignments
- 50 Short Story Reading Project
- 50 Mid-Term: Oct 19
- 150 Final (Dec 12: 3-5 pm)
- 1000 Total Points Possible

We use ACTFL (American Council for the Teaching of Foreign Languages) guidelines for most of our courses. For reading we aim for our students to be **at least** at the Advanced mid-level in order to pass the class. The advanced mid-level guidelines read:

Advanced readers are able to fully understand a text, of paragraph length, dealing with a current event of general interest. They comprehend the main ideas as well as supporting details of this report presenting both past and present narration. Readers can handle texts that reflect the standard linguistic conventions of the written form of the language. The comprehension of this text derives not only from the readers' knowledge of the topic but also from their knowledge of the language itself.

At the Advanced Mid sublevel, readers are able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things⁹ and narrations about past, present, and future events. These texts reflect the standard linguistic conventions of the written form of the language in such a way that readers can predict what they are going to read. Readers understand the main ideas, facts, and many supporting details. Comprehension derives not only from situational and subject-matter knowledge but also from knowledge of the language itself. Readers at this level may derive some meaning from texts that are structurally and/or conceptually more complex.

See Rubrics in attachment below

The Standards used for this class are those of the 5 C's sections 1-4

1. Communication - Communicate in Languages Other Than English

Standard 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken languages on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

2. Cultures - Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the perspectives and practices of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the perspectives and products of the culture studied.

3. Connections - Connect With Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

4. Comparisons - Develop Insight Into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

In Fren 110 - the introduction to Fren Literature class - there were a variety of assessment tools ranging from discrete and ongoing (class participation and attendance you can't speak or hear if you're not in class) through reading comprehension activities, to individual short projects, personal short-story-reading project, to mid-term and finals both done in the form of short answer followed by a longer paper (1-2 pages in mid-term and 3-4 pages in Final) These varied assessments gave us data to evaluate our program through the lens of this particular course that will help us chart our progress in the areas of: Communication, Culture, Connections, and Comparisons. **SEE the Rubric for Integrated Performance Rubrics in the uploads/appendices at the end of the questionnaire**

A. Discrete and Ongoing Assessment Tools

These short assignments engage students' curiosity and attraction to the texts, with the goal of building their confidence in themselves and their ability to read and understand a text in the target language.

20 Devoirs (Homework Assignments -10 are online quizzes based on the readings)
Attendance 10 pts per week (5 pts per class) – you get 5 points credit each for the holidays
Participation – 25 In-Class assignments

B. Developing Analysis Skills

In the assessments that seek to develop analysis, we need to build trust so that students can feel that their ideas about the text will be listened to no matter their proficiency in the language and culture. So, we follow a particular procedure:

5 Short Projects - playful and beneficent development of analysis

Students make their own graphic interpretation – photo, drawing, sketch, cartoon, - of a part of a literary piece that they have read.

1. A still life (images and symbolism);
2. an anonymous letter in a detective story using letters and words cut from magazines (plasticity of written language);
3. a calligramme (connection between image and word);
4. a Proustian memory (connection between senses, image, and word);
5. a newspaper cartoon illustrating a poem distilling a literary piece in an image).

To give an example: Proustian memory

For this project students create a graphic with pictures and words that will communicate how a certain smell or taste brought to mind a souvenir or memory from their own past.

C. Deepening Analysis

- Short Story Reading Project

The Short Story Reading Project's objective is to empower students to read a complete text on their own thus improving their reading ability in French by improving reading understanding and confidence to complete a text.

The four-part reading project. With two pre-reading activities; one activity to do while reading; and one post-reading activity.

- Pre-reading

1. Before reading short story, take some time to study the vocabulary and references, and read the cultural explanations that will help you with reading

2. Find vocabulary words and phrases in the lists.

- During the reading

3. Read the text and find a good way to translate the 15 underlined sentences from French into English.

- Post-reading

4. Understanding questions

After reading the short story, answer the questions at the end of the text.

- Mid-Term - Students Become the Teacher

(See attached assignment sheet)

- Final - Student-Created Literary Exposition

(See attached assignment sheet)

The assignments are clearly linked to all four of the PLOs and offer ways to assess them: Communication, Cultures, Connections, and Comparisons.

1. Communication - Communicate in Languages Other Than English

Standard 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken languages on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

2. Cultures - Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the perspectives and practices of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the perspectives and products of the culture studied.

3. Connections - Connect With Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

4. Comparisons - Develop Insight Into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Areas in which students do well

The scores suggest that students improved over the course of the semester as they got used to the type of assignment given to them and the instructor's expectations. Students also completed the tasks, so we can reasonably conclude that the assignments were clear and understood and motivated the students.

Areas in which some improvement is needed

Students have reasonably good scores in all areas with gradual improvement as the semester progressed. They need to be immersed as much as possible in speaking, reading, hearing, and writing French in order to continue to improve.

Areas for improvement

In order to continue to improve, we will endeavor to implement the recommendations of ACTFL with regard to supporting the use of the Target Language

STRATEGIES FOR SUPPORTING THE USE OF TARGET LANGUAGE

Strategies that support using the target language in an immersive environment include:

PROVIDE A LANGUAGE-RICH ENVIRONMENT

When language proficiency is the goal of a program, instruction needs to occur in a language-rich environment. The language rich environment includes everything that the learners encounter: what the instructor says and uses; what is read and viewed; what learners access or produce; and online resources whether websites or videochats. When possible, the language-rich environment may also include authentic texts and realia around the classroom.

SUPPORT COMPREHENSION AND PRODUCTION THROUGH CONTEXT/GESTURES/VISUAL SUPPORT

Learners comprehension needs a beginning context, which may be provided through gestures, visuals, objects, connections with prior learning or experiences. When introducing students to the family, for example, teachers might point to pictures of various families from the target culture and describe. When students are supposed to write their names or fill out a certain part of a paper, the teacher models this with an actual or projected version. If students are to answer questions about their favorite sport, the teacher might have a projected or printed out handout with the various choices depicted in pictures so that he/she can point to and repeat the choices often to enable students to answer. When asking a yes/no question, the teacher might scaffold with a simple "thumbs up/thumbs down" as he/she repeats "yes or no?" All of these scaffolds assist students in being comfortable and successful in a target language classroom.

FOCUS ON MEANING BEFORE DETAILS

Learners at the Novice and Intermediate levels of proficiency need support to get a general understanding of what is heard, read, or viewed before digging in to figure out details or nuances. Whether listening, reading, or viewing, learners need a strong context, may need supporting visuals, and need a focused task such as finding out what is new information or figuring out the main idea. Meaning needs to precede form as the basis for comprehension: before looking at letters or characters, before looking for clues in grammatical forms or word order, before trying to figure out details, learners should search for overall meaning.

CONDUCT COMPREHENSION CHECKS TO ENSURE UNDERSTANDING

Learners benefit from showing their understanding frequently. Frequent comprehension checks help learners to feel that their efforts are valued and understand what they need to improve upon. They also give teachers necessary data to adjust instruction." Examples of comprehension checks include raising one or two fingers to indicate their answer to a question, writing responses on individual white boards, holding up the correct flashcard to match a statement, arranging a set of visuals to show comprehension, using an online response tool, selecting the best summary sentence from among several options, or having students correct their own work using a teacher-provided marker.

NEGOTIATE MEANING WITH STUDENTS AND ENCOURAGE NEGOTIATION AMONG STUDENTS

Educators introduce, model, practice, and encourage learners to use key phrases in order to negotiate meaning. Initially, this might be phrases such as “Really? Me too!” or “Wow! Cool!” Then, learners may expand their comments to “I like it too because...” or “I agree because I too ...” Then educators might encourage learners to discuss new words using phrases such as “that means almost the same as ____.” During an interpersonal activity, learners may need certain phrases to make their interactions more natural and educators can provide these in the moment, adding key phrases to a physical or virtual “word wall” for learners to access during future language activities.

ELICIT TALK THAT INCREASES IN FLUENCY, ACCURACY, AND COMPLEXITY OVER TIME

Asking simple yes/no questions keeps learners at the Novice level, since the natural response is not more than a single word. Educators need to carefully consider how they are expanding the types of questions, prompts, and descriptions they are modeling to identify how they are guiding learners to higher levels of performance. One step is simply to ask learners to add more details by adding who, what, where, when, how, and even why to a basic question. As learners practice asking such questions in interpersonal tasks, they help each other improve and expand their language over time.

ENCOURAGE SELF-EXPRESSION AND SPONTANEOUS USE OF LANGUAGE

It is important for learners to realize from the beginning that they can respond in the target language, albeit simply at the word-level or with comprehensive gestures. This can be supported by educators by giving lots of choices using visuals and repetitive phrases that can be easily modified. As confidence builds, learners should be encouraged to mix and match their language chunks to create their own messages. Learners who apply their learned vocabulary and/or structures in new contexts are beginning the transition from Novice to Intermediate.

TEACH STUDENTS STRATEGIES FOR REQUESTING CLARIFICATION AND ASSISTANCE WHEN FACED WITH COMPREHENSION DIFFICULTIES

To maintain target language use by both educator and learners, teach learners phrases needed to ask for help or clarification in the target language (What? Huh? What do you mean by ____? How do you say ____? I don’t understand. Can you repeat that?). These learning aids, as well as other common classroom phrases, can be included on a “word wall” or printed on a list that can be given to the learners or even taped to desks.

DON’T USE ENGLISH (ONE’S NATIVE LANGUAGE) AS THE DEFAULT FOR CHECKING ON MEANING OR UNDERSTANDING:

Of equal importance is making careful instructional decisions about when NOT to use target language (keeping that to 10% or less of what students say, hear, read, write, or view), and reserving that for deeper processing of understanding in generally private exchanges between teacher and student, for reflection on the learning process or for explaining deeper understanding on an assessment. English is reserved for very strategic purposes, such as explaining why this approach is worthwhile and what learners should expect in this class (not knowing every word, but being able to guess at the meaning and show understanding in a variety of ways), to briefly explain a concept that would take too long to act out or demonstrate, or to allow for brief processing of an idea (e.g., from all the examples you have heard and used, discuss with a partner how you think Spanish expresses possession). English should not be an easy default choice – otherwise, learners simply wait to hear words given in English. When people are in a country where only the target language is heard or visible, learners from these immersion settings are the ones who will be comfortable figuring out a sign, understanding a store clerk, ordering in a restaurant because they have worked to “make meaning” in their classroom setting.

ACTFL

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES

READING

[Distinguished](#) | [Superior](#) | [Advanced](#) | [Intermediate](#) | [Novice](#)

PREFACE

The ACTFL Proficiency Guidelines 2012—Reading describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The [description](#) of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels. The subdivision of the Advanced level is new. This makes the Reading descriptions parallel to the other skill level descriptions.

Reading is an interpretive skill. Reading comprehension is largely based on the amount of information readers can retrieve from a text, and the inferences and connections that they can make within and across texts. By describing the tasks that readers can perform with different types of texts and under different types of circumstances, the Reading [Proficiency](#) Guidelines describe how readers read texts and retrieve information. These Guidelines do not describe how reading skills develop, how one learns to read, nor the actual cognitive processes involved in the activity of reading. Rather, they are intended to describe what readers are able to understand from what they read.

The written descriptions of reading proficiency are accompanied online by [authentic text](#) samples and the functional reading tasks associated with each major level.

The ACTFL [Proficiency](#) Guidelines 2012—Reading may be used for non-profit, educational purposes only, provided that they are reproduced in their entirety, with no alterations, and with credit to ACTFL.

DISTINGUISHED

At the Distinguished level, readers can understand a wide variety of texts from many genres including professional, technical, academic, and literary. These texts are characterized by one or more of the following: a high level of abstraction, precision or uniqueness of vocabulary; density of information; cultural reference; or complexity of structure. Readers are able to comprehend implicit and inferred information, tone, and point of view and can follow highly persuasive arguments. They are able to understand unpredictable turns of thought related to sophisticated topics.

Readers at the Distinguished level are able to understand writing tailored to specific audiences as well as a number of historical, regional, and colloquial variations of the language. These readers are able to appreciate the richness of written language. Distinguished-level readers understand and appreciate texts that use highly precise, low-frequency vocabulary as well as complex [rhetorical structures](#) to convey subtle or highly specialized information. Such texts are typically essay length but may be excerpts from more lengthy texts.

Distinguished-level readers comprehend language from within the [cultural framework](#) and are able to understand a writer's use of [nuance](#) and subtlety. However, they may still have difficulty fully understanding certain nonstandard varieties of the written language.

[VIEW SAMPLES](#)

SUPERIOR

At the Superior Level, readers are able to understand texts from many genres dealing with a wide range of subjects, both familiar and unfamiliar. Comprehension is no longer limited to the reader's familiarity with subject matter, but also comes from a command of the language that is supported by a broad vocabulary, an understanding of complex structures and knowledge of the target culture. Readers at the Superior level can draw inferences from textual and [extralinguistic](#) clues.

Superior-level readers understand texts that use precise, often specialized vocabulary and complex grammatical structures. These texts feature argumentation, supported opinion, and hypothesis, and use [abstract linguistic formulations](#) as encountered in academic and professional reading. Such texts are typically reasoned and/or analytic and may frequently contain [cultural references](#).

Superior-level readers are able to understand lengthy texts of a professional, academic or literary nature. In addition, readers at the Superior level are generally aware of the [aesthetic properties of language](#) and of its literary styles, but may not fully understand texts in which [cultural references](#) and assumptions are deeply embedded.

[VIEW SAMPLES](#)

ADVANCED

At the Advanced level, readers can understand the main idea and supporting details of authentic narrative and descriptive texts. Readers are able to compensate for limitations in their lexical and structural knowledge by using contextual clues. Comprehension is likewise supported by knowledge of the conventions of the language (e.g., noun/adjective agreement, verb placement, etc.). When familiar with the subject matter, Advanced-level readers are also able to derive some meaning from straightforward argumentative texts (e.g., recognizing the main [argument](#)).

Advanced-level readers are able to understand texts that have a clear and predictable structure. For the most part, the prose is uncomplicated and the subject matter pertains to real-world topics of general interest.

Advanced-level readers demonstrate an independence in their ability to read subject matter that is new to them. They have sufficient control of standard linguistic conventions to understand sequencing, [time frames](#) and chronology. However, these readers are likely challenged by texts in which issues are treated abstractly.

[VIEW SAMPLES](#)

ADVANCED HIGH

At the Advanced High sublevel, readers are able to understand, fully and with ease, conventional narrative and descriptive texts of any length as well as more complex factual material. They are able to follow some of the essential points of argumentative texts in areas of special interest or knowledge. In addition, they are able to understand parts of texts that deal with unfamiliar topics or situations. These readers are able to go beyond comprehension of the facts in a text, and to begin to recognize author-intended inferences. An emerging awareness of the [aesthetic properties of language](#) and of its literary styles permits comprehension of a wide variety of texts. Misunderstandings may occur when reading texts that are structurally and/or conceptually more complex.

ADVANCED MID

At the Advanced Mid sublevel, readers are able to understand conventional [narrative](#) and descriptive texts, such as expanded descriptions of persons, places, and things and narrations about past, present, and future events. These texts reflect the standard linguistic conventions of the written form of the language in such a way that readers can predict what they are going to read. Readers understand the main ideas, facts, and many supporting details. Comprehension derives not only from situational and subject-matter knowledge but also from knowledge of the language itself. Readers at this level may derive some meaning from texts that are structurally and/or conceptually more complex.

ADVANCED LOW

At the Advanced Low sublevel, readers are able to understand conventional [narrative](#) and descriptive texts with a clear underlying structure though their comprehension may be uneven. These texts predominantly contain high-frequency vocabulary and structures. Readers understand the main ideas, and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge. Readers at this level will be challenged to comprehend more complex texts.

INTERMEDIATE

At the Intermediate level, readers can understand information conveyed in simple, predictable, loosely connected texts. Readers rely heavily on [contextual clues](#). They can most easily understand information if the format of the text is familiar, such as in a weather report or a social announcement.

Intermediate-level readers are able to understand texts that convey basic information such as that found in announcements, notices, and online bulletin boards and forums. These texts are non-complex and have a predictable pattern of presentation. The [discourse](#) is minimally connected and primarily organized in individual sentences and [strings of sentences](#) containing predominantly high-frequency vocabulary.

Intermediate-level readers are most accurate when getting meaning from simple, straightforward texts. They are able to understand messages found in highly familiar, everyday contexts. At this level, readers may not fully understand texts that are detailed or those texts in which knowledge of language structures is essential in order to understand sequencing, time frame, and chronology.

[VIEW SAMPLES](#)

INTERMEDIATE HIGH

At the Intermediate High sublevel, readers are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. These readers are also able to understand some connected texts featuring [description](#) and narration although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.

INTERMEDIATE MID

At the Intermediate Mid sublevel, readers are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring [description](#) and narration, dealing with familiar topics.

INTERMEDIATE LOW

At the Intermediate Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.

NOVICE

At the Novice level, readers can understand key words and [cognates](#) , as well as [formulaic](#) phrases that are highly contextualized.

Novice-level readers are able to get a limited amount of information from highly predictable texts in which the topic or context is very familiar, such as a hotel bill, a credit card receipt or a weather map. Readers at the Novice level may rely heavily on their own background knowledge and [extralinguistic](#) support (such as the imagery on the weather map or the format of a credit card bill) to derive meaning.

Readers at the Novice level are best able to understand a text when they are able to anticipate the information in the text. At the Novice level, recognition of key words, [cognates](#) , and [formulaic](#) phrases makes comprehension possible.

[VIEW SAMPLES](#)

NOVICE HIGH

At the Novice High sublevel, readers can understand, fully and with relative ease, key words and [cognates](#) , as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or [extralinguistic](#) support.

NOVICE MID

At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including [cognates](#) and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.

NOVICE LOW

At the Novice Low sublevel, readers are able to recognize a limited number of letters, symbols or characters. They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.

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INQUIRY AND ANALYSIS VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Framing Language

This rubric is designed for use in a wide variety of disciplines. Since the terminology and process of inquiry are discipline-specific, an effort has been made to use broad language which reflects multiple approaches and assignments while addressing the fundamental elements of sound inquiry and analysis (including topic selection, existing knowledge, design, analysis, etc.) The rubric language assumes that the inquiry and analysis process carried out by the student is appropriate for the discipline required. For example, if analysis using statistical methods is appropriate for the discipline then a student would be expected to use an appropriate statistical methodology for that analysis. If a student does not use a discipline-appropriate process for any criterion, that work should receive a performance rating of "1" or "0" for that criterion.

In addition, this rubric addresses the **products** of analysis and inquiry, not the **processes** themselves. The complexity of inquiry and analysis tasks is determined in part by how much information or guidance is provided to a student and how much the student constructs. The more the student constructs, the more complex the inquiry process. For this reason, while the rubric can be used if the assignments or purposes for work are unknown, it will work most effectively when those are known. Finally, faculty are encouraged to adapt the essence and language of each rubric criterion to the disciplinary or interdisciplinary context to which it is applied.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Conclusions: A synthesis of key findings drawn from research/ evidence.
- Limitations: Critique of the process or evidence.
- Implications: How inquiry results apply to a larger context or the real world.

INQUIRY AND ANALYSIS VALUE RUBRIC

for more information, please contact valu@aacu.org



Definition

Inquiry is a systematic process of exploring issues/ objects/ works through the collection and analysis of evidence that result in informed conclusions/judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Topic selection	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/ doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/ doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
Existing Knowledge, Research, and/or Views	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.
Design Process	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.	Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.
Conclusions	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupported conclusion from inquiry findings.
Limitations and Implications	Insightfully discusses in detail relevant and supported limitations and implications.	Discusses relevant and supported limitations and implications.	Presents relevant and supported limitations and implications.	Presents limitations and implications, but they are possibly irrelevant and unsupported.

Fren 110 – Mid-Term Exam
Due Date: In-Class October 24

Instructions

You can do this project individually or in a group (maximum participants: three) – please put each participant's name on the project.

Put yourself in the position of a teacher choosing and presenting to a group of students one of the texts we have read so far this semester. Use your skills in close reading and interpretation so that you could present the text in a class and guide your students through to a reasoned interpretation of the text.

Read the text with a pencil or pen in hand and take note of key components, incidents, sequences: things that strike you as surprising or significant, or that raise questions. In responding to a text in this manner, we make ourselves concentrate on what we are reading, and start to think alongside the writer about what is happening.

Pay attention to patterns in the things you've noticed such as contradictions, repetitions, or similarities between incidents, or things characters say, or objects that become a focus of our attention. Ask yourself (or yourselves if you're in a group) about the patterns you've observed—especially how and why. To answer your questions, you will need to have a look back at the text and see what else is happening. If you need more evidence, go back to the text and look for more clues.

By paying close attention to the evidence, asking questions, formulating interpretations, we engage in a process that is central to discussion and to the whole academic enterprise: in other words, we reason using evidence to move toward and to strengthen our own ideas and interpretations.

Vocabulary

If working individually pick out 12 (– if in a group find 20) important/key vocabulary words or expressions that you want your students to understand.

Informational/Observation Questions about the film

As a guide for students reading the text make a list of at least 12 informational questions (if working individually) or 20 questions (if working in a group). Have a mixture of some multiple-choice, some true-false, and at least five questions that are short answer.

Broader Issue Questions for Post-Reading Discussion

Put together a set of broader questions raised by the text (**at least three** questions for individual students and **six** if working as a groups)

FINAL PROJECT - A Literature Exhibition **A piece of literature that I would like to share**

For the final exam we will create a literature exhibition and share pieces of literature that we liked, appreciated, or simply found interesting. You will choose a text - poem (poetry books), play, novel, or short story. The text can be in French, English or another language. Write down the essentials on a paper before making the presentation - you will give this paper to the teacher at the end of the final. (30 points) Presentations will be given in French and in small groups 5-10 minutes.

The parts of the presentation

a. The text (15 points)

- Show the book - indicate title, name of author (and possibly illustrator)
- Who is its publisher, collection, number of pages, year of first publication

b. The author (15 points)

- Briefly present the life of its author (dates of birth and, if appropriate, death, biography), other books that they wrote

c. The characters (15 points)

- Present the main characters, the place, the time
- Summarize the beginning of the story, taking care not to reveal too much information that could spoil the pleasure of future readers (for example, do not say who is the culprit in a crime novel)

d. Reading an excerpt (50 points)

- Choose a passage, practice reading it (in 3 to 5 minutes) and check that you know the vocabulary well. Situate it in the story before reading it to the class. Then ask if the audience has questions and answer them.
- Ask your audience three questions about this excerpt to see if everyone understands it

e. Criticism and discussion (25 points)

- Say what you thought about the book (why you chose it, what you liked best, what you liked least) and ask the students if they would want to read it.
- Why is the text important to you?

For additional points

- Come disguised as the author or one of the characters (20 points)
- Provide visual aids (poster, powerpoint, illustration) (10 points)

Appendix F *Integrated Performance Assessment (IPA) Rubrics*

Interpretive Mode Rubric: A Continuum of Performance*

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
	Accomplished Comprehension	Strong Comprehension	Minimal Comprehension	Limited Comprehension
LITERAL COMPREHENSION				
Word Recognition	Identifies all key words appropriately within context of the text.	Identifies majority of key words appropriately within context of the text.	Identifies half of key words appropriately within the context of the text.	Identifies a few key words appropriately within the context of the text.
Main idea detection	Identifies the complete main idea(s) of the text.	Identifies the key parts of the main idea(s) of the text but misses some elements.	Identifies some part of the main idea(s) of the text.	May identify some ideas from the text but they do not represent the main idea(s).
Supporting detail detection	Identifies all supporting details in the text and accurately provides information from the text to explain these details.	Identifies the majority of supporting details in the text and provides information from the text to explain some of these details.	Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details.	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.
INTERPRETIVE COMPREHENSION				
Organizational features	Identifies the organizational feature(s) of the text and provides an appropriate rationale.	Identifies the organizational feature(s) of the text; rationale misses some key points.	Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or identifies the organizational feature(s) but rationale is not provided.	Attempts to identify the organizational feature(s) of the text but is not successful.
Guessing meaning from context	Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.
Inferences (Reading/listening/viewing between the lines)	Infers and interprets the text's meaning in a highly plausible manner.	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.	Makes a few plausible inferences regarding the text's meaning.	Inferences and interpretations of the text's meaning are largely incomplete and/or not plausible.
Author's perspective	Identifies the author's perspective and provides a detailed justification.	Identifies the author's perspective and provides a justification.	Identifies the author's perspective but justification is either inappropriate or incomplete.	Unable to identify the author's perspective.
Cultural perspectives	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.	Identification of cultural perspectives/norms is mostly superficial or lacking. And/or connection of cultural practices/products to perspectives is superficial or lacking.

Evidence of Strengths:

Examples of Where You Could Improve:

* The Interpretive Rubric is designed to show the continuum of performance for both literal and interpretive comprehension for language learners regardless of language level. See *Implementing Integrated Performance Assessment*, Chapter 2, for suggestions on how to use this rubric to assign a score or grade.

Mid-Term- Majors

Student	LITERAL COMPREHENSION			INTERPRETIVE COMPREHENSION					OVERALL
	Word Recognition	Main idea detection	Supporting detail detection	Organizational features	Meaning from context	Inferences	Author's perspec	Cultural perspec	Level of Proficiency
1 - JB	Accomp	Accomp	Accomp	Accomp	Accomp	Accomp	Accomp	Accomp	5
2 - HB	Strong	Accomp	Strong	Accomp	Strong	Accomp	Accomp	Accomp	4
3 - RB	Accomp	Accomp	Accomp	Accomp	Accomp	Accomp	Strong	Strong	5
4 - FC	Strong	Accomp	Strong	Accomp	Strong	Accomp	Accomp	Accomp	4
5 - AF	Strong	Accomp	Strong	Strong	Strong	Accomp	Strong	Strong	4
6 - RH	Minimal	Strong	Minimal	Strong	Strong	Strong	Minimal	Minimal	2/3
7 - OH	Strong	Strong	Minimal	Strong	Accomp	Accomp	Strong	Accomp	4
8 - SM	Strong	Strong	Strong	Strong	Strong	Minimal	Strong	Strong	3
9. - CM	Strong	Strong	Strong	Accomp	Accomp	Strong	Strong	Strong	4
10- MN	Strong	Accomp	Strong	Accomp	Strong	Strong	Strong	Strong	4
11- SP	Accomp	Accomp	Accomp	Accomp	Accomp	Accomp	Strong	Strong	5
12-BV	Strong	Strong	Strong	Accomp	Accomp	Strong	Strong	Strong	4
13- EW	Strong	Strong	Minimal	Strong	Accomp	Accomp	Strong	Accomp	3

Final- Majors

Student	LITERAL COMPREHENSION			INTERPRETIVE COMPREHENSION					OVERALL
	Word Recognition	Main idea detection	Supporting detail detection	Organizational features	Meaning from context	Inferences	Author's perspec	Cultural perspec	Level of Proficiency
1 - JB	Accomp	Accomp	Accomp	Accomp	Accomp	Accomp	Accomp	Accomp	5
2 - HB	Accomp	Accomp	Strong	Accomp	Accomp	Accomp	Accomp	Accomp	5
3 - RB	Accomp	Accomp	Accomp	Accomp	Accomp	Accomp	Strong	Strong	5
4 - FC	Accomp	Accomp	Strong	Accomp	Accomp	Accomp	Accomp	Accomp	5
5- AF	Accomp	Accomp	Accomp	Strong	Accomp	Accomp	Strong	Accomp	5
6 - RH	Minimal	Strong	Minimal	Strong	Strong	Strong	Minimal	Strong	3

7 - OH	Accomp	Strong	Strong	Accomp	Accomp	Accomp	Strong	Accomp	5
8 - SM	Accomp	Accomp	Strong	Strong	Strong	Strong	Strong	Strong	4
9. - CM	Strong	Strong	Strong	Accomp	Accomp	Strong	Strong	Strong	4
10- MN	Accomp	Accomp	Accomp	Accomp	Strong	Accomp	Strong	Accomp	4/5
11- SP	Accomp	Accomp	Accomp	Accomp	Accomp	Accomp	Accomp	Accomp	5
12-BV	Accomp	Accomp	Strong	Accomp	Accomp	Accomp	Strong	Strong	4/5
13- EW	Accomp	Accomp	Strong	Strong	Accomp	Accomp	Accomp	Accomp	4/5

Mid-Term - Minors

Student	LITERAL COMPREHENSION			INTERPRETIVE COMPREHENSION					OVERALL
	Word Recognition	Main idea detection	Supporting detail detection	Organizational features	Meaning from context	Inferences	Author's perspec	Cultural perspec	Level of Proficiency
1 - VA	Strong	Accomp	Accomp	Strong	Accomp	Accomp	Accomp	Accomp	4
2 - CB	Strong	Accomp	Strong	Strong	Accomp	Accomp	Strong	Strong	4
3 - JK	Strong	Accomp	Strong	Strong	Strong	Accomp	Strong	Strong	4
4 - MM	Strong	Accomp	Strong	Strong	Strong	Accomp	Strong	Strong	4
5 - BS	Strong	Accomp	Strong	Strong	Strong	Accomp	Strong	Strong	4
6 - CV	Accomp	Accomp	Strong	Accomp	Accomp	Accomp	Strong	Accomp	5

Final - Minors

Student	LITERAL COMPREHENSION			INTERPRETIVE COMPREHENSION					OVERALL
	Word Recognition	Main idea detection	Supporting detail detection	Organizational features	Meaning from context	Inferences	Author's perspec	Cultural perspec	Level of Proficiency
1 - VA	Accomp	Accomp	Accomp	Strong	Accomp	Accomp	Accomp	Accomp	4/5
2 - CB	Accomp	Accomp	Accomp	Strong	Accomp	Accomp	Strong	Accomp	4/5
3 - JK	Accomp	Accomp	Accomp	Accomp	Accomp	Accomp	Accomp	Strong	5
4 - MM	Accomp	Accomp	Accomp	Strong	Accomp	Accomp	Strong	Strong	4/5
5 - BS	Accomp	Accomp	Accomp	Accomp	Accomp	Accomp	Accomp	Strong	5
6 - CV	Accomp	Accomp	Accomp	Accomp	Accomp	Accomp	Strong	Accomp	5

French Program Roadmap

REQUIREMENTS · BACHELOR OF ARTS DEGREE

Units required for Major: 36

Minimum total units required for BA: 120

A GPA of 2.75 is required in courses applied to the major.

A. Required Lower Division Courses

There are no specific lower division course requirements. However, students must demonstrate competency equivalent to successful completion of FREN 001A, FREN 001B, FREN 002A and FREN 002B before beginning upper division work.

B. Required Upper Division Courses (36 units)

The French Major is divided into four main areas: Language, Literature, Electives, and Required courses taught in English. The first area of concentration is language. We require that students take at least one language class before moving on to take literature classes. We encourage students to take more than one upper division French class per semester. By doing so, they will typically take either two or three French classes each semester. We strongly encourage this for two reasons. Pedagogically speaking, the more French they immerse themselves in, the more progress they will make. From a practical point of view, our small program and budget constraints allow us to do a full rotation of classes every two years.

Prerequisites appear in parentheses

Language (15 units)

FREN 100 - Phonetics & Pronunciation (Four semesters of French or equivalent) (3)

FREN 101 - Advanced Grammar (FREN 002B or equivalent) (3)

FREN 102 - Advanced Conversation (Four semesters of French or equivalent) (3)

FREN 103 - Advanced Composition (FREN 101 or instructor permission) (3)

Literature (9 units)

FREN 110 - Survey of French Literature (FREN 101, FREN 103, or instructor permission) (3)

FREN 111- Topics in Francophone Literature (FREN 110 or equivalent or instructor permission) (3)

FREN 170 - Seminar Conducted in French (FREN 110) (3)

Taught in English

FREN 120 - French Civilization

LING 130 (3) - Introduction to Language and Linguistics

Electives (9 units) Select three of the following:

FREN 104A - French-English Translation (upper division standing in French) (3)

FREN 104B - English-French Translation (FREN 101 and upper division standing in French) (3)

FREN 107 - Business French (2nd year college level proficiency or equivalent; or instructor permission) (3)

FREN 109- French Language Practice (FREN 002B) (3)

FREN 125 - Quebec and French North America (3)

FREN 196 - Experimental Offerings

Semester by semester:

Semester 1: one or two of the following language classes

FREN 100, FREN 101, FREN 102, FREN 103

AND

One or two of the following electives

FREN 104A, FREN 104B, FREN 107, FREN 109, FREN 125, FREN 196

Semester 2

FREN 100, FREN 101, FREN 102, FREN 103

AND/OR

One or two of the following electives

FREN 104A, FREN 104B, FREN 107, FREN 109, FREN 125, FREN 196

OR a literature class

FREN 110, FREN 111

The semester 2 pattern repeats for **semesters 3, 4 and 5 and 6** if necessary. Students should take FREN 170 in their third, fourth or fifth semester.

Because Ling 130 and Fren 120 are taught in English they do not demand a certain level of proficiency in French, and since they are offered every semester, we do not have a specific time at which student should take them. We encourage students to take the Introduction to Linguistics class in their first or second semester, since it will help them with the theory of language learning

Alternatives to the roadmap

Study Abroad: by taking a semester or year abroad, a student can take equivalents to the required and elective courses at CSUS.

Special Problems: for scheduling conflicts or due to class cancellations, we do our best to provide students with independent study options so that they can fulfill the requirements. Students can also do special problems for specific areas of study of French they would like to investigate that are not offered.

Tutoring: students can earn credit towards their major by tutoring lower division students in French.

Internship: students can earn credit by doing internships with local French organizations or businesses.

NB: Students may do a maximum of six credit hours in tutoring, internship, or special problem.