

# Program Learning Objectives and Assessment Plans

## (Updated March 2013)

### *B.A. in Languages, Literatures and Cultures – French*

The student will demonstrate:

1. competency in speaking, writing, listening, and reading French;
2. knowledge in the culture of a country or region speaking French and of the culture's global context;
3. competency in using critical thinking, particularly from a cross-national perspective;
4. knowledge of French and/or Francophone literature in its socio-historical context;
5. knowledge of the structure of the French language;
6. In the case of teacher education majors knowledge of current theories, methods and issues in foreign language education and professional journals and organization/sources; competency in critical thinking about those theories, methods and issues; and successful practical application of their knowledge and skills in classes, clinical experiences and student teaching.

### **Assessment Plan for B.A. in French**

The B.A. in French provides students with advanced language skills and knowledge of French culture, literature, language, and pedagogy. These skills and knowledge will enable them to be intelligent and responsible citizens of a globalized world and to successfully pursue careers in teaching, business, government, or non-governmental organizations.

A. The specific learning objectives of the B.A. in French, including the Teacher Certification Sequence, are:

1. Competency in speaking, writing, listening, and reading French;
2. Knowledge of the culture of a country or region speaking French and of the culture's relation to its global context;
3. Competency in using critical thinking, particularly from a cross-national perspective;
4. Knowledge of French and/or Francophone literature in its socio-historical context;
5. Knowledge of the structure of the French language;
6. The additional objectives for teacher-education majors are:
  - knowledge of current theories, methods, and issues in foreign language education and professional journals and organization/sources;
  - competency in critical thinking about those theories, methods, and issues; and
  - successful practical application of their knowledge and skills in classes, clinical experiences and student teaching.

B. In order for the student to achieve outcomes that are consistent with the program's learning objectives and the departmental, college, and university missions:

1. Each course uses the assessment tools listed in French B.A. Curriculum Maps.
2. The French section requires all majors to take an oral proficiency interview, one for non-teacher-education majors and one for teacher education majors.
3. The French section periodically assesses the success of the overall program based upon the learning objectives, responses from student evaluations, student feedback, professors' evaluations of courses and overall curriculum, and program review and it regularly makes improvements in the program by modifying the:

- courses offered by the program,
- courses required for each degree,
- frequency with which courses are offered over a period of several years,
- general content of courses offered,
- the oral proficiency interviews,
- extra-curricular activities and study abroad programs,
- internal assessments in listening, speaking, writing and linguistics for the NCATE report.

### Curriculum Map – French B.A.

Course	Competency in speaking, writing, listening, & reading French	Knowledge of the culture of a French-speaking country or region and of the culture's global context	Competency in using critical thinking, particularly from a cross-national perspective	Knowledge of French and/or Francophone literature in its socio-historical context	Knowledge of structure of the French language
111-112	A, B, C, E, F, G	B, D, E, F, G			B, F, G
115-116	A, B, C, D, E, F, G	B, D, E, F, G	B, D, F, G	B, D, F, G	B, D, F, G
209	A, B, F, G				B, G
213	B, D, F, G				B, G
214	A, B, E, F, G	A, B, E, F, G	A, B, E, F, G		
220	B, D, F, G		B, D, F, G	B, D, F, G	B, G
223	B, D, F, G		B, D, F, G	B, D, F, G	
235	B, F, G				B, F, G
305	B, D, E, F, G	B, D, E, F	B, D, E, F		
314	B, D, E, F, G	B, D, E, F, G	B, D, E, F, G	B, D, E, F, G	
325	B, D, E, F, G	B, D, E, F, G	B, D, E, F, G	B, D, E, F, G	
327	B, D, E, F, G	B, D, E, F, G	B, D, E, F, G	B, D, E, F, G	
328	B, D, E, F, G	B, D, E, F, G	B, D, E, F, G	B, D, E, F, G	
335	B, D, F, G		B, D, F, G		B, D, F, G
340	B, D, E, F, G		B, D, E, F, G		B, D, E, F, G
385	B, D, E, F, G	B, D, E, F, G	B, D, E, F, G	B, D, E, F, G	

**Key:** A = Oral and/or aural exams  
B = Written exams  
C = Dictées  
D = Papers  
E = Oral presentations

F = Class participation  
G = Written homework  
H = Portfolios  
I = Technology projects

## Curriculum Map for the B.A. in French Teacher Education

The following chart outlines the additional goals of the B.A. French Teacher Education beyond those outlined above for the regular B.A. in French and the extent to which the specialized courses in pedagogy meet those goals.

Course	Knowledge of current theories, methods, & issues in foreign language education	Competency in critical thinking about those theories, methods, & issues	Practical application of knowledge & skills in classes, clinical experiences, & student teaching
319.11	A, B, C, D, E, F, G, TP	A, B, D, E, F, G	A, C, D, E, G, TP
320.11	C, D, E, F, G, TP	D, E, F, G, TP	C, D, E, G, TP
321.11	B, C, D, E, G, TP	C, D, E, F, G, TP	C, D, E, G, TP
350.11	A, B, D, E	A, B, C, D, E, F, G, TP	A, B, D, E
398.11			C, F, G, TP

- Key:**
- A = Exams (oral and written)
  - B = Papers (research/analysis of texts)
  - C = Oral presentations
  - D = Class participation (including Web Board discussions)
  - E = Written homework
  - F = Writing assignments such as journals, compositions, reviews and/or reports
  - G = Portfolios
  - TP = Technology projects (production of videos, web pages, Power Point presentations, evaluation of software, etc.)

## French Major Assessment Sheet (Revised March, 2013)

<b>Semester</b>	_____
<b>Class &amp; section</b>	_____
<b>Professor</b>	_____
<b>Student</b>	_____

Please indicate the level of achievement for each French major to be evaluated in your course.

The three numbers under each achievement level (novice, etc.) indicate low, medium, or high achievement at that level.

<b>LEARNING OBJECTIVES</b>												
<b>I. LANGUAGE SKILLS</b>	<b><i>Novice</i></b>			<b><i>Intermediate</i></b>			<b><i>Advanced</i></b>			<b><i>Superior</i></b>		
<b>A. Speaking</b>	Minimal communication about everyday events; minimal control of vocabulary, syntax, and pronunciation to convey meaning; formulaic and rote utterances, lists, phrases; many pauses; difficult to understand.			Simple dialogue on topics of personal interest or familiar situations; ability to ask & answer simple questions & go beyond rote utterances; partial control of syntax, vocabulary, & pronunciation to convey meaning; halting speech; often understandable.			Complex communication on situations & topics of general & personal interest; good control of syntax, vocabulary, & pronunciation to convey meaning; ability to narrate and describe in all major time frames; occasional groping; mostly understandable.			Discussion in abstract & concrete terms of complex ideas on wide range of topics; excellent control of syntax, vocabulary, & pronunciation to convey meaning; ability to hypothesize, support opinions, & handle linguistically unfamiliar situations; smooth flow; fully understandable.		
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
<b>B. Listening</b>	Able to understand isolated words and learned formulaic statements spoken by a native French speaker.			Able to understand simple statements spoken slowly by a native French speaker; ability to use context to fill in blanks & to understand some of the speaker's statements on topics of personal interest.			Able to understand connected speech spoken by native speakers at regular speed on topics of personal and general interest.			Able to understand both general & abstract ideas in lengthy connected speech spoken by native speakers at regular speed; able to understand different dialects and registers with figures of speech on many topics of personal and general interest.		
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.

<b>I. Language skills (cont'd)</b>	<b><i>Novice</i></b>	<b><i>Intermediate</i></b>	<b><i>Advanced</i></b>	<b><i>Superior</i></b>
<b>C. Reading</b>	Able to understand sentences in an elementary or intermediate level reading text by correct interpretation of common vocabulary, simple grammatical structures, and some complex grammatical structures; limited use of textual context to understand meaning.  1.    2.    3.	Able to identify the main point of a paragraph of expository prose by correctly interpreting high frequency, concrete, & personal vocabulary items, as well as common grammatical structures and some metaphors; substantial use of textual context to understand meaning.  4.    5.    6.	Able to construct cogent interpretation of a multi-page text of expository prose by correctly interpreting general vocabulary items, complex grammatical structures, & metaphors; substantial use of textual context & some use of cultural context to understand meaning; ability to identify main ideas & supporting details of these texts.  7.    8.    9.	Able to construct solid interpretation of a lengthy text of expository prose, including interpretation of the relationship between content & form by correctly interpreting abstract & some specialized vocabulary, complex and infrequent grammatical structures, and complex metaphors; substantial use of textual & cultural contexts to understand meaning. Able to weigh strengths and weaknesses of alternate interpretations these texts.  10.   11.   12.
<b>D. Writing</b>	Able to construct simple sentences conveying superficial ideas, but with weak organization & little development; frequent & persistent errors of basic grammar & sentence construction; extremely limited range & often incorrect use of vocabulary; persistent errors in spelling, accents, & punctuation.  1.    2.    3.	Some connected discourse through use of transitional phrases; superficial exploration of topic; below average organization; limited use of and uncertain control over a small range of grammatical structures; frequent grammar errors, especially in complex constructions; limited range and imprecise use of vocabulary and idioms; frequent errors in spelling, accents, and punctuation.  4.    5.    6.	Much connected discourse; some interesting ideas; main ideas stand out with adequate development, but topic not always fully explored; solid organization and argumentation; adequate use of & control over sufficient range of grammatical structures; meaning seldom obscured; accurate but somewhat limited vocabulary and idioms; occasional errors in spelling, accents, & punctuation.  7.    8.    9.	Fully connected discourse; interesting to read; topic well developed and carefully explored; excellent organization and argumentation; excellent use of and control over a wide range of grammatical structures; accurate use of vocabulary and idioms; very few errors in spelling, accents, and punctuation.  10.   11.   12.
<b>OVERALL (Average of skills A-D)</b>	1.    2.    3.	4.    5.    6.	7.    8.    9.	10.   11.   12.

<b>INTERPRETIVE SKILLS &amp; KNOWLEDGE</b>	<b><i>Novice</i></b>	<b><i>Intermediate</i></b>	<b><i>Advanced</i></b>	<b><i>Superior</i></b>
<b>II. Cultural knowledge of a French-speaking region or country and its relation to global context</b>	Able to cite facts from several areas of culture.  1.    2.    3.	Able to summarize several areas of culture & suggest links to their context.  4.    5.    6.	Able to analyze representative areas of culture & make multiple links to their global context.  7.    8.    9.	Able to produce an overall synthesis of culture within its global context.  10.   11.   12.
<b>III. Competency in using critical thinking</b>	Limited competency in interpreting the significance of facts or cultural artifacts from French or Francophone language, literature, & culture and their relations to other world cultures.  1.    2.    3.	Some competency in interpreting the significance of facts or cultural artifacts of French or Francophone language, literature, & culture and their relations to other world cultures.  4.    5.    6.	Competency in interpreting critically and in depth the significance of facts or cultural artifacts of French or Francophone language, literature, & culture and their relations to other world cultures.  7.    8.    9.	Superior competency in interpreting critically and in depth the significance of French or Francophone language, literature, & culture their relations to other world cultures.  10.   11.   12.
<b>IV. Knowledge of French and/or Francophone literature in its socio-historical context</b>	Able to summarize plot of several texts of French or Francophone literature.  1.    2.    3.	Able to summarize & interpret plots of representative texts from several periods of French or Francophone literature & to suggest links between individual texts & their socio-historical context.  4.    5.    6.	Able to analyze & compare texts from different periods of Francophone or French literature & to make multiple links between these texts & their socio-historical context.  7.    8.    9.	Able to produce an overall synthesis & critical comparison of texts from all representative eras of French or Francophone literature within their socio-historical context.  10.   11.   12.
<b>V. Knowledge of the structure of the French language</b>	Elementary knowledge of the basics of French grammar.  1.    2.    3.	Intermediate knowledge of French grammar.  4.    5.    6.	Advanced knowledge of French grammar.  7.    8.    9.	Superior knowledge of French grammar & its many nuances.  10.   11.   12.
<b>OVERALL (Average of sections I-V)</b>	1.    2.    3.	4.    5.    6.	7.    8.    9.	10.   11.   12.

## Assessment of French Majors in the Teacher-Education Program

<b>Semester</b>	_____
<b>Class &amp; section</b>	_____
<b>Professor</b>	_____
<b>Student</b>	_____

Please indicate the level of achievement for each French teacher education major to be evaluated in your course. The three numbers under each achievement level (novice, etc.) indicate low, medium, or high achievement at that level.

INTERPRETIVE SKILLS & KNOWLEDGE	<i><u>Novice</u></i>	<i><u>Intermediate</u></i>	<i><u>Advanced</u></i>	<i><u>Superior</u></i>
<b>Knowledge of current theories, methods, &amp; issues in FL education; successful practical application of the above in classes, clinical experiences, &amp; student teaching.</b>	Minimal knowledge of foreign-language pedagogy & minimal ability to apply this method in the classroom.	Ability to summarize several theories and methods of FL teaching & some ability to apply them in the classroom.	Knowledge of several theories, methods, and issues of FL teaching; competence in comparing them critically; substantial ability to apply them in classroom.	In-depth knowledge of current theories, methods, & issues of FL teaching; advanced competence in comparing them critically to create one's own coherent teaching approach; ability to apply this approach successfully in the classroom.
	1.    2.    3.	4.    5.    6.	7.    8.    9.	10. 11. 12.