Expected Outcomes: Written communication

By the time students complete the BA in French, they will be able to communicate coherently in writing.

Related typical general education outcomes:

7  Written Communication

Assessment methods

Method: Writing samples

Students will submit a minimum of six typed pages of their written work. During the 2011-2012 academic year, students submitted their written work to the on-line Blackboard course site that was created for the Senior Capstone course. All French professors have access to this site where they can find the students’ submissions and independently evaluate them according to a rubric of standards that is also posted on this site. These writing samples are evaluated on a scale of 0 to 4. The results are tabulated, summarized and reported to the French faculty and to OIRA.

Findings:

Two students were assessed in Fall 2011 and six students were assessed in Spring 2012. The evaluation scale used to assess student performance ranged from 0 to 4. The students in the fall semester received an overall average evaluation of 2.465 and an average evaluation of 2.4 in writing skills. The group of students in spring semester received an overall average evaluation of 3.15 and an average evaluation of 3.17 in writing skills. The same faculty evaluated the students in both semesters.

How did you use findings for improvement?

Based on these findings, the French faculty will need to continue (and perhaps increase) regular writing assignments in all French courses. For example, faculty will continue to require essays and, in some courses, research papers.

Additional comments:

The undergraduate director of French will also encourage French faculty to implement other writing activities in their courses such as weekly journals and/or weekly film, art or literature reviews that focus on cultural events in France and the francophone world.

Expected Outcomes: Oral communication

At the completion of this program, students will be able to communicate orally by speaking French that is understandable to native speakers of French and by responding appropriately in spoken French.

Related typical general education outcomes:

8  Oral Communication

Assessment methods
**Method**: Oral samples

Students submit two five-minute voice recordings. During the 2011-2012 academic year, students created a Voice Board in the Senior Capstone Blackboard course site. For the first recording, students read from a selected literary or cultural text. For the second recording, students speak extemporaneously, without the use of notes or a written script, on a topic of their choosing. For instance, students may speak about their experiences living or working abroad, their courses at Auburn or about their plans for the future. All professorial French faculty have access to these recordings and independently listen to and evaluate each student’s recordings. The evaluations are made according to a rubric of standards that is also posted to this site. The oral samples are evaluated on a scale of 0 to 4. The results are tabulated, summarized and reported both to the French faculty and to OIRA.

**Findings**:

Two students were assessed in Fall 2011 and six students were assessed in Spring 2012. The evaluation scale used to assess student performance ranged from 0 to 4. The students in the fall semester received an overall average evaluation of 2.465 and an average evaluation of 2.6 in oral communication skills. The group of students in spring semester received an overall average evaluation of 3.15 and an average evaluation of 3.13 in oral communication skills. The same faculty evaluated the students in both semesters.

**How did you use findings for improvement?**

Based on these findings, professors will continue to use French language when teaching courses at all levels. The French faculty will also need to continue (and perhaps increase) student-produced oral expression in all French courses. The undergraduate director of French will also encourage French faculty to create projects and or other oral assignments that would encourage students to communicate orally in class with more frequency. Some of these oral activities should include: an oral presentation and oral recordings in all classes instead of just at the elementary and intermediate levels and in the courses that focus on oral communication, namely French Conversation and Phonetics and Diction.

**Additional comments:**

Faculty will continue to encourage students to attend the weekly French conversation table and the monthly free screenings of French films offered by the Department of Foreign Languages and Literatures. Faculty will continue to encourage students to participate in the month-long summer study abroad program in Paris led by French professorial faculty.

**Expected Outcomes**: Reading comprehension

Upon completing this program, students will be able to read and to demonstrate comprehension and appreciation of literary and cultural texts written in French.

**Related typical general education outcomes**:

1  Information Literacy  
7  Written Communication  
10  Intercultural Knowledge and Diversity Awareness  
12  Aesthetic Appreciation and Engagement

**Assessment methods**
Method: Writing samples and voice recordings

Students demonstrate their capacity to read, comprehend and appreciate literary and cultural texts by submitting samples of their writing on various topics that were covered during the course of their studies for the French degree and by addressing some of these topics during their voice recordings. French faculty access these submissions and evaluate them independently according to a rubric of standards that is also posted to this site. Reading comprehension is assessed on a scale of 0 to 4. The results are tabulated, summarized and reported to the French faculty and to OIRA.

Findings:

Two students were assessed in Fall 2011 and six students were assessed in Spring 2012. The evaluation scale used to assess student performance ranged from 0 to 4. The students in the fall semester received an overall average evaluation of 2.465 and an average evaluation of 2.4 in reading comprehension of cultural and/or literary texts. The group of students in spring semester received an overall average evaluation of 3.15 and an average evaluation of 3.15 in reading comprehension of cultural and/or literary texts. The same faculty evaluated the students in both semesters.

How did you use findings for improvement?

French faculty will continue to require reading activities in French at all levels of instruction and will create assignments (both written and oral) that focus on these readings and will allow for more regular assessment of individual student’s reading abilities. Special topics courses are offered at lease once per academic year. These topics courses allow professors to introduce focused cultural topics to students to broaden their understanding of French and francophone culture. Efforts are made at all levels to integrate knowledge of French and francophone culture into French courses.

Additional comments:

It would be helpful to further encourage student reading by making available to them a suggested reading list of literary texts spanning various centuries and including literature from other francophone countries beyond France. In the future, this reading list may be a source for additional means of assessing students’ acquired cultural and literary awareness and understanding. Additionally, the Spanish section will be implementing a cultural test that consists of 50 questions selected at random from a bank of 100 questions. Based on these findings, the French faculty would be interested in creating a similar set of cultural questions that could be used next year to assess our graduating students. Specifically regarding the FLFR major, some of these questions would need to apply to two specific courses that are required for the French major: French civilization and French literature. These questions would be in French to assess both cultural and reading fluency.