

Undergraduate Academic Assessment Plan 2012 2013

Program Name:

French and Francophone
Studies

College Name:

Liberal Arts and Sciences

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French and Francophone Studies

Undergraduate Academic Assessment Plan

Mission Statement

French is an official language of over forty countries and is the first or second language of over two hundred million people worldwide. Our faculty in French and Francophone Studies strive to connect students at the University of Florida with these people and places, providing them access to the cultural and professional possibilities of today's global reality. We accomplish this through the study of the history, culture, literature and language of the Francophone world, while also relating to cultural production in the fine arts, architecture, music, philosophy, and history. One goal is to form students with critical and analytical skills grounded in the humanistic experience of great works of literature and the disciplines of modern linguistics. We also work with our students to help them develop the communication skills and cultural sensitivity essential to good citizens of the campus and also of the world. In so doing, we uphold the international mission of the College of Liberal Arts and Sciences and the University of Florida.

Student Learning Outcomes (SLOs)

Existing SLOs in the 2012-13 undergraduate catalog:

1. Language competence in French; knowledge of grammar and vocabulary.
2. Knowledge of cultural correlates, literary production and/or linguistic structure of French.
3. Ability to interpret French-language texts according to their cultural, literary and/or linguistic content.
4. Communicative competence in French.

Revised SLOs for the 2013-14 undergraduate catalog:

Content

1. Identify, describe and translate French grammar and vocabulary.
2. Define and examine cultural correlates, literary production and/or linguistic structure of French.

Critical Thinking

3. Interpret French-language texts according to their cultural, literary and/or linguistic content.

Communication

4. Engage effectively in spoken and written French, including the ability to understand the spoken language, speak with correct grammar, vocabulary and pronunciation.

New/Revised SLOs, 2013-14*	Link to 2011-12*, 2012-13* SLOs
Content	
Identify, describe and translate French grammar and vocabulary.	Language competence in French; knowledge of grammar and vocabulary.
Define and examine cultural correlates, literary production and/or linguistic structure of French.	Knowledge of cultural correlates, literary production and/or linguistic structure of French.
Critical Thinking	
Interpret French-language texts according to their cultural, literary and/or linguistic content.	Interpret French-language texts according to their cultural, literary and/or linguistic content.
Communication	
Engage effectively in spoken and written French, including the ability to understand the spoken language, speak with correct grammar, vocabulary and pronunciation.	Communicative competence in French.

*undergraduate catalog date

Curriculum Map

Curriculum Map for:

Program: French and Francophone Studies College: CLAS

Key: Introduced

Reinforced

Assessed

Courses SLOs	Course1 FRE 3300	Course2 FRE3320	Course3 FRW3100 or FRW 3101	Course4 FRW4932	Assessments
#1	IR	IR	IR	RA Final Paper	Oral presentation and Final paper in the Senior Seminar (FRW 4932)
#2	IR	IR	IR	RA Final Paper	Oral presentation and Final paper in the Senior Seminar (FRW 4932)
#3	IR	IR	IR	RA Final Paper	Oral presentation and Final paper in the Senior Seminar (FRW 4932)
#4	IR	IR	IR	RA Final Paper	Oral presentation in the Senior Seminar (FRW 4932)

Assessment Cycle

The SLOs will be assessed in the context of the Senior Seminar (FRW 4932) offered during the Spring Semester each year. The instructor responsible of the course will communicate the results of the Assessments to the Undergraduate Coordinator.

As the beginning of each Academic year Faculty will review, analyze and interpret the results. At that point, improvement Actions will be taken and disseminate.

Assessment Cycle Chart

Assessment Cycle for:

Program: French and Francophone Studies College: CLAS

Analysis and Interpretation:

annual meeting: beginning of the academic year

Improvement Actions:

annual meeting: beginning of the academic year

Dissemination:

annual meeting: beginning of the academic year

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
#1		X	X	X	X	X	X
#2		X	X	X	X	X	X
#3		X	X	X	X	X	X
#4		X	X	X	X	X	X

Methods and Procedures

SLO Assessment Matrix

The SLO Assessment Matrix is new for the 2012-13 Academic Assessment Plans. We have populated the matrix to the extent possible with the information we have available. Please complete the matrix.

Assessment Method - For each SLO, please enter the assessment method you are using – exam (course, internal, or external), project, paper, presentation, performance, etc.

Measurement – list the measurement procedure you use for this outcome. It can be a faculty-developed rubric with the minimum acceptable level identified, an exam score and the minimum passing score, or other measurement. **Required for 2012-13: Include at least one example of a rubric used to assess an SLO.**

SLO Assessment Matrix for 2012-13

2012-13 Student Learning Outcome	Assessment Method	Measurement Procedure
Identify, describe and translate French grammar and vocabulary.	Oral presentation and Final paper in the Senior Seminar (FRW 4932)	Rubric
Knowledge of cultural correlates, literary production and/or linguistic structure of French.	Oral presentation and Final paper in the Senior Seminar (FRW 4932)	Rubric
Interpret French-language texts according to their cultural, literary and/or linguistic content.	Oral presentation and Final paper in the Senior Seminar (FRW 4932)	Rubric
Engage effectively in spoken and written French, including the ability to understand the spoken language, speak with correct grammar, vocabulary and pronunciation.	Oral presentation and Final paper in the Senior Seminar (FRW 4932)	Rubric

The program in French and Francophone Studies has guidelines regarding minimum grades and required courses. These are set out at: <https://catalog.ufl.edu/ugrad/current/liberalarts/majors/french.aspx>

Assessment oversight of French and Francophone Studies is built into the prerequisites of the program: the minimum grade requirement determines continuing progress in the program. Moreover, students must satisfactorily complete an assignment in a 4000-level course that includes (a) the written analysis of a text according to its cultural, literary and/or linguistic content (text analyzed and the analysis will be in French), (b) an oral presentation and discussion conducted in French as well as complete the

requirements for the baccalaureate degree, as determined by faculty. This assignment will be done in the context of the Senior Seminar in French (FRW 4932).

Essay and Research Paper Grading Rubric

FRW 4932

	Excellent	Good	Needs Improvement	Poor	F
Overall assessment	Student directly addresses main question or issue, and adds new insight to the subject not provided in lectures, readings, or class discussions. The student has retained most of the knowledge presented in class. He/She is able to synthesize this knowledge in new ways and relate to material not covered in the course.	Student competently addresses main question or issue, but does not add much new insight into the subject. That said, it is clear that the author has learned a great deal in class and is able to communicate this knowledge to others.	Student attempts to address main question or issue, but fails. The author has retained some information from the course, but does not fully understand its meaning or context and cannot clearly convey it to others.	Essay does NOT address main question or issue, and it is obvious that author has not retained any information from the course.	
Argumentation	Essay contains a clear argument— i.e., lets the reader know exactly what the author is trying to communicate.	An argument is present, but reader must reconstruct it from the text.	Student attempts, but fails, to make an argument (e.g., starts with a rhetorical question/statement or anecdote that is never put into context).	No attempt is made to articulate an argument.	
Evidence	Provides compelling and accurate evidence that convinces reader to accept main argument.	Provides necessary evidence to convince reader of most aspects	Not enough evidence is provided to support author's argument, or evidence is	Either no evidence is provided, or there are numerous factual mistakes, omissions or	

	<p>The importance/relevance of all pieces of evidence is clearly stated. There are no gaps in reasoning—i.e., the reader does not need to assume anything or do additional research to accept main argument.</p>	<p>of the main argument but not all. The importance/relevance of some evidence presented may not be totally clear. Reader must make a few mental leaps or do some additional research to fully accept all aspects of main argument.</p>	<p>incomplete, incorrect, or oversimplified. Information from lectures and readings is not effectively used.</p>	<p>oversimplifications. There is little or no mention of information from lectures and readings.</p>	
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	Excellent	Good	Needs Improvement	Poor	F
Organization	<p>Essay contains an intro, main body, and conclusion. Introduction lays out main argument and gives an outline of what the reader can expect in the essay. The conclusion brings everything together, acknowledges potential shortcomings of the paper, and gives the reader a sense of what further work might be done to advance the subject matter described in the paper.</p>	<p>Essay contains an intro, main body, and conclusion. The introduction lays out the main argument but gives the reader little idea of what to expect in the essay. The conclusion nicely summarizes the main argument and evidence, but does not move beyond what has already been presented in the paper.</p>	<p>Essay contains an intro, main body, and conclusion. The introduction gives the reader an idea of what to expect in the paper, but does not effectively lay out the main argument. It may begin with a set of rhetorical questions, or an anecdote that is never fully explained. The conclusion does little more than restate the problematic introduction. Intro and/or conclusion may be too wordy or short.</p>	<p>Essay has no clear organizational pattern.</p>	
Clarity and Style	<p>All sentences are grammatically correct and clearly written. No words are misused or unnecessarily fancy. Technical terms, words from other languages, and words from other historical periods are always explained. All information is accurate and up-to-</p>	<p>All sentences are grammatically correct and clearly written. An occasional word is misused or unnecessarily fancy. Technical terms, words from other languages, and words from other historical periods are usually, but not always,</p>	<p>A few sentences are grammatically incorrect or not clearly written. Several words are misused. Technical terms, words from other languages, and words from other historical periods are rarely</p>	<p>Paper is full of grammatical errors and bad writing. Several words are misused. Technical terms, words from other languages, and words from other historical periods are rarely explained. Not all information is accurate and up-</p>	

	date. Paper has been spell-checked, and contains no errors.	explained. All information is accurate and up-to-date. Paper has been spell-checked, and contains no more than a few minor errors, which do not adversely affect the reader's ability to understand the essay.	explained. Not all information is accurate and up-to-date. Paper has been spell-checked, but still contains several errors. Reader's ability to understand essay may be compromised by these errors.	to-date. Paper has not been spell-checked, and contains numerous errors. Reader has a difficult time understanding essay because of errors.	
	Excellent	Good	Needs Improvement	Poor	F
Mastery of the French Language (<i>Grammar & Vocabulary</i>)	Excellent control of the French grammar. Accuracy and precision in the vocabulary	Good control of the French grammar Good master of the vocabulary	Some problems with the French grammar Some inaccuracy in the vocabulary	Many problems with the French Grammar Lack of vocabulary	
Sources Note: You should always consult the assignment description to find out what kinds of sources are required (differences between requirements in Linguistics and in Literatures)	Evidence is used from a wide range of sources, including lectures and course readings. Author also consults scholarly books, websites, journal articles, etc. not explicitly discussed in class.	Evidence is used from many sources, but author relies heavily on a more limited set of sources. Some effort is made to go beyond material presented in class when required, but not much. If outside sources are used, they are primarily non-scholarly (i.e., intended for a general audience) and/or web-based.	Uses only a few of the sources provided in class, or does not go beyond what has been provided by professor when required to do additional research.	Does not use sources, only minimally uses sources provided by instructor, or relies exclusively on non-scholarly outside sources.	
Citations	All evidence is properly cited in footnotes or	All evidence is cited in footnotes or endnotes, but	Some pieces are unreferenced or inaccurately	No attempt is made to cite evidence.	

	endnotes.	there are some minor problems with completeness or format of some citations.	referenced, and there are problems with completeness and format of citations.		
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Indirect assessment includes number of students accepted and retained in the major. Awards and special honors of students within the program are also indirect assessments.

Assessment Oversight

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