

Assessment Report
Academic Year 2023-2024
French Studies
Major/Minor Aggregate Report

I. **Logistics**

1. The feedback should be sent to Matthew Motyka, Program Director, mjmotyka@usfca.edu
2. I file an aggregate report for the major and minor. I have evaluated the PLO which is common to both the major and the minor (#4 for minors and #6 for majors): Appreciate the linguistic, ethnic, racial, religious, cultural and social diversity of the French-speaking world.

Mission Statement & Program Learning Outcomes

1. French Studies' mission statement derives directly from that of MCL. There has been **no** change in the mission statement since the last assessment. The major and the minor don't have a separate mission statement.

Mission Statement (MCL)

Inspired by the Statement of Mission of the University of San Francisco, a Jesuit and Catholic university, the Department of Languages, Literatures, and Cultures states as its essential objective to "offers students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others." The Department promotes language acquisition for academic and professional needs and promotes the multidisciplinary study of cultures and societies within our increasingly multicultural communities in order to foster sensitivity and openness to be of service to others.

The objective of the French Studies major is to provide oral and written competence in the language and a solid background in the literature and culture of the countries of the French-speaking world.

2. PLOs:

Major:

1. Express information and opinions verbally in consistent, effective and clear French.
2. Write in French using the disciplinary conventions and methodologies of literary and cultural analysis.
3. Comprehend oral discourse produced by native speakers of French.

4. Analyze the main ideas of various cultural phenomena, such as literature, art, music, film and popular media.
5. Identify major artistic and cultural figures of the French-speaking world in the context of their historical, cultural, and/or aesthetic traditions.
6. Appreciate the linguistic, ethnic, racial, religious, cultural and social diversity of the French-speaking world.

Minor:

1. Express information and opinions verbally in consistent, effective and clear French.
2. Write in French using the disciplinary conventions and methodologies of literary and cultural analysis.
3. Comprehend oral discourse produced by native speakers of French.
4. Appreciate the linguistic, ethnic, racial, religious, cultural and social diversity of the French-speaking world. (#6 for the major)

FRENCH STUDIES ASSESSMENT FALL 2024

Curriculum Map for FREN 360

(I-introductory, D-developing, M-mastery)

Note: We are in the process of readjusting curriculum map for the revised French Studies minor in which we will offer more courses in English at the upper division level.

The map reflects a course taught in English, therefore, PLO's 1 and 3 don't apply.

PLOs	1	2	3	4	5	6
	Express info verbally	Write using disciplinary conventions	Comprehend oral discourse	Analyze cultural phenomena	Identify artistic and cultural figures	Appreciate social cultural diversity
FREN 360		D		D	D	D

This fall I used final papers from FREN 360 African Literature and Film ((Spring 2024), a class that had a mix of majors and minors, in order to assess PLO #6 for majors (which is numbered as 4 for the minor): "Appreciate the linguistic, ethnic, racial, religious, cultural and social diversity of the French-speaking world." The course was conducted in English; however, the French majors could choose to write their papers in French while the minors in French or in English.

The prompt for the final paper was

- The final project will consist of a discussion of the literary work of your choice (novel, play, collection of poems, epic, or film produced by an author from the African continent), or one included in the syllabus.
- You will be expected to form a thesis that will guide your further discussion.
- You should include at least two external academic sources related to the topic you choose (ex. an article, or a book, or a book chapter).
- The paper should include a title (you propose), a clear thesis, some quotations (they should not go beyond three lines at a time leaving space for your personal commentary), external references should follow preferably the MLA conventions.
- The length of the paper should be about 5 pages or about 1500 words.

II. Methodology

The method of assessment was direct. Matthew Motyka received the materials from Karen Bouwer and drew up the rubrics and to evaluate the student responses.

Thesis focused on cultural and social diversity/alterity in the selected work				Use of academic conventions for primary and external sources		
	Sup.	Adeq.	Inadeq.	Sup.	Adeq.	Inadeq.
Majors						
1	x			x		
2	x			x		
3	x			x		
Minors						
4	x			x		
5		x			x	
TOTAL	4 80%	1 20%	0	4 80%	1 20%	0

Appreciate the linguistic, ethnic, racial, religious, cultural and social diversity of the French-speaking world.

Superior: The writer shows the appreciation of the text of their choice, provides a clear thesis, and builds their argument based on the primary material supported by secondary sources referred to in the recommended scholarly convention.

Adequate: The writer shows the appreciation of the material but provides a broad thesis and the argumentation that does not flow from the thesis.

Inadequate: The writer has difficulty constructing an argument, the thesis is lacking, the work shows poor use of the sources both primary and secondary.

III. Results and Major Findings

The majority of the students received the evaluation of “Superior” on the question of the appreciation of francophone diversity, indicating that the learning outcome is being met. It should be noted, that given the small number of classes that we are able to offer, the students come with mixed levels of proficiency, and the program is compelled to teach in English while offering the motivated students the opportunity to do their projects in French. All our classes require extensive writing so this is an outcome that gets addressed across our curriculum.

IV. Closing the Loop

Our assessment efforts have consistently shown that both our major and minor students are meeting the PLOs. This despite the fact that enrollments impose constraints on the number of courses we can offer. The small number of classes also means that students sometimes have to take courses out of the ideal, graduated order (i.e., students will sometimes take a 200-level course after having completed a 300-level course). We work with students individually in order to provide extra support or extra challenges, depending on what is required, thereby mitigating the effects of the modest offerings of our program. By the way, our French major recently underwent “sunsetting.” So, it is the last instance of assessing our major in French Studies at USF. We are in the process of revising the curricular map given the deactivation of the major.