

Assessment Report  
Academic Year 2020-2021  
French Studies  
Major/Minor Aggregate Report

I. Logistics

1. The feedback should be sent to Matthew Motyka ([mjmotyka@usfca.edu](mailto:mjmotyka@usfca.edu)) and Karen Bouwer ([bouwerk@usfca.edu](mailto:bouwerk@usfca.edu)).
2. We file an aggregate report for the major and minor. We have evaluated the first PLO which is common to both the major and the minor.
3. Curricular Map (changes for FREN 195, 250, 260, and 340 are highlighted; these courses are all taught in English).

CURRICULUM MAP, FRENCH STUDIES: MAJOR  
(I=introductory, D=developing, M=mastery).

CURRICULUM MAP, FRENCH STUDIES: MINOR

PLOs	1	2	3	4	5	6
	Express info verbally	Write using disciplinary conventions	Comprehend oral discourse	Analyze cultural phenomena	Identify artistic & cultural figures	Appreciate social cultural diversity
FREN 133	D		D		I	I
FREN 195 (Cuisine)				I	I	I
FREN 195 (Congo)				I	I	I
FREN 250				I	I	I
FREN 260				I	I	I
FREN 340				I	I	I
FREN 202	D	D	D	I	I	D
FREN 255	D	I	D	D	I	D
FREN 265	D	I	D	I	I	D
FREN 275	D	I	D	I	D	D
FREN 312	D	D	D			I
FREN 313	D	D	D			I
FREN 315	D	D	D	D	D	D
FREN 320	D	D	D	D	D	D
FREN 322	D	D	D	D	D	D
FREN 324	D	D	D	D	D	D
FREN 330	D	D	D	D	D	D
FREN 332	D	D	D	D	D	D
FREN 440	M	M	M	M	M	M
FREN 450	M	M	M	M	M	M

(I=introductory, D=developing, M=mastery).

PLOs	1	2	3	6
	Express info verbally	Write using disciplinary conventions	Comprehend oral discourse	Appreciate social cultural diversity
FREN 133	D		D	I
FREN 195 (Cuisine)				I
FREN 195 (Congo)				I
FREN 250				I
FREN 260				I
FREN 340				I
FREN 202	D	I	D	D
FREN 255	D	I	D	D
FREN 265	D	I	D	D
FREN 275	D	I	D	D
FREN 312	D	D	D	I
FREN 313	D	D	D	I
FREN 315	D	D	D	D
FREN 320	D	D	D	D
FREN 322	D	D	D	D
FREN 324	D	D	D	D
FREN 330	D	D	D	D
FREN 332	D	D	D	D
FREN 440	M	M	M	M
FREN 450	M	M	M	M

## II. Mission Statement & Program Learning Outcomes

1. French Studies' mission statement derives directly from that of Languages, Literatures, and Cultures (the new name of Modern and Classical Languages). 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 (LLC)

Inspired by the Statement of Mission of the University of San Francisco, a Jesuit and Catholic university, the Department of Modern and Classical Languages 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 (**No** changes in the PLOs since the last report)

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 2021

PLO 1: Express information and opinions verbally in consistent, effective and clear French.

### III. Methodology

The method of assessment was direct. Professor Bouwer assessed recordings submitted to Professor Motyka's FREN 275 class. Professor Motyka read and approved the draft of the assessment.

Assessed here is the performance of three minors and one French Studies major.

#### **The students**

All students, given the number of hours of classes they have taken (the equivalent of between 162 and 254 contact hours at the university level), should fall in the Intermediate Mid ACTFL range. All the students had taken FREN 202 Fourth Semester French before signing up for FREN 275; a couple had also taken FREN 133 Intermediate French Conversation and/or FREN 313 Finesses de la langue (but in the case of one student with large gaps of up to a year in between). Therefore, despite the fact that one of the students is a major, they had had similar preparation and exposure and were at the early stage of the Major or Minor in French Studies.

#### **Presentational speaking assignment**

As part of FREN 275 Cultures de France (Spring 2021), students submitted recordings based on news items (Actualités) that they had read. We are assessing only the majors and minors. In their brief reports (averaging 2.5 minutes), they reported the main ideas of the article they had consulted. This was a prepared presentation. Students had been directed to digest the material read and to present the key takeaways without heavy reliance on notes. Based on the audio recordings, some students were speaking more spontaneously than others.

We are drawing on descriptors developed by the Ohio Department of Education using ACTFL guidelines to assess the recordings.

[https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Scoring-Guidelines-for-World-Languages/Intermediate-Presentational-Guidance\\_april-2018.pdf.aspx?lang=en-US](https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Scoring-Guidelines-for-World-Languages/Intermediate-Presentational-Guidance_april-2018.pdf.aspx?lang=en-US)

<https://www.actfl.org/resources/actfl-proficiency-guidelines-2012/english/speaking>

The most relevant sections to of the descriptions to the present exercise are highlighted.

## Comprehension

At the Intermediate level, the learner's ability to make himself understood increases. •

Intermediate Low learners are understood by a sympathetic speaker, e.g., a teacher or someone accustomed to dealing with language learners.

• Intermediate Mid 1 and 2 learners are understood by a native speaker accustomed to language learners, e.g., a travel agent or hotel clerk.

• Intermediate Mid 3 learners are generally understood by most native speakers. Contributing factors include vocabulary, language control, pronunciation and fluency.

Student	Vocabulary	Language Control	Pronunciation	Fluency
1	A	A	A	A
2 (Maj.)	S	S	S	S
3	S	A	A/I	A
4	S	A	S/A	S

S = Superior (students exceed requirements)

A = Adequate (students meet requirements)

I = Inadequate (students do not meet requirements)

## Vocabulary

Intermediate learners use a range of vocabulary that has been introduced in class and acquired from authentic resources and other sources.

- Vocabulary includes familiar topics, topics of personal interest and topics studied in class.
- Vocabulary is used in the correct context.

## Language control

Intermediate learners are mostly accurate when using structures, word order and mechanics that have been introduced and practiced in class [or that they're getting from the sources they consulted].

- Learners show mostly consistent control of structures from Novice levels. These may include present time frame, subject/verb agreement, negation or use of articles.
- Learners show some control of Intermediate structures. These may include the use of various time frames, complex sentences, moods and declensions.
- Word order may include question formation, positioning of adjectives or use of pronouns.
- Errors in elements not introduced and practiced should not adversely affect the assessment. • In a prepared presentation, learners may show consistent control of practiced structures.

\* In a spontaneous presentation, learners may show some control of practiced structures

## Pronunciation

Intermediate learners imitate native-like sounds, intonation in spoken language.

- Pronunciation refers to the speaker's ability to approximate the sounds of another language.

- Intonation refers to a variation in pitch used to indicate a function such as a question or a statement.

### Fluency

Intermediate learners will become more fluent as they progress through this level. When first faced with an increasing amount of new vocabulary and structures, **the rate of speech will be interrupted by pauses, hesitations, stumbling** and occasionally reversion to native language. As learners gain more control over structures and vocabulary, their **flow of speech** will show fewer interruptions.

- Natural pauses occur at the end of a complete idea and are an acceptable way for a speaker to gather his or her thoughts.
- Unnatural pauses or hesitations occur when the speaker pauses and searches for forms in the middle of a thought.
- Spontaneous speech will have more hesitations than a prepared presentation.
- Stumbling occurs when the learner verbalizes different forms or words while trying to express the message

## IV. Results and Major Findings

As is evident in the table above, all students met or exceeded the requirements, thereby fulfilling the learning outcome. There were moments where pronunciation interfered a bit with clear comprehension of Student 3.

This assessment was conducted at the 5<sup>th</sup> semester mark rather than at the end of the Major or Minor. It provides valuable information that students are reaching the required language acquisition benchmarks as they move through their courses.

## V. 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, gradated 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.