GELO 3: to write clearly and effectively. Writing shall be assessed for correctness, clarity, and conciseness.

Fall 2017 was the first semester that French 25A was offered completely online and as a 4-unit course instead of a 3-unit course.

In French 25A, students complete extensive and comprehensive online exercises in vocabulary, grammar, reading comprehension and composition in order to improve their proficiency and prepare for advanced French courses, such as French 101A, advanced grammar/composition. Even though there was significant writing produced through online workbook exercises and short paragraph writing assignments in their online workbook platform totaling 1,500+ words, the main tools and primary focus for assessing GELO 3 was the students’ writing proficiency in French and overall writing effectiveness as determined by: three (3) essays (300-500 words) based on *Le racisme expliqué à ma fille* and an end-of-semester summative GE assessment writing assignment (500-800 words) based on the French film *Michou d’Auber*.

The course focused on the writing of Tahar Ben Jelloun, a Francophone writer, who discusses in *Le racisme expliqué à ma fille* issues of racism and racial tensions in contemporary Western society (France) focusing on various cultural themes, such as family, childhood, cross-cultural contacts, gender studies, economic inequalities, rural and urban life, relationships, and love from their unique perspective. Students were correspondingly required to reflect on these themes in all of their writing assignments.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

The goal of French 25A class is to train second-year French learners to improve their writing skills in French while being introduced to French literature, culture and history. The organization of the class
and the materials used supported and encompassed very well GELO 3 goals. Students were aware of their progress in their writing as well as their understanding of French culture and history, and were able to reflect on the themes that touch on enduring human concerns. It gave them an opportunity to discover an author and to understand his work within the context of French society and society in general. Students were particularly interested in the comparison between the reading and the film *Michou d’Auber*. It allowed them to discover to a great extent how literature and cinema are a direct reflection of a time period, and how they mirror a particular culture and its societal changes.

Assessment of GELO 3 was based on the following writing assignments according to the grading rubric below.

Students were given more meaningful feedback through a more transparent grading rubric serving as an integrated assessment tool tied to the course student learning objectives to improve the quality of their future and overall written submissions.

1. Content: Description and commentary; use of appropriate vocabulary, ideas. (30%)

2. Writing skills (grammar, stylistics, etc.) (20%)

3. Structure and organization (20%)

4. Reference to GE learning objectives (30%)

**Overall class performance:** Out of 4 students enrolled the first week of class, 3 remained enrolled and 1 withdrew. 2 students received a passing grade (C or better). One student received a B+ and the other a B-. One student received a D-.

**Overall performance on assignments assessing GELO3 in Grading Rubric:**

Three (3) essays on assigned topic (300 to 500 words) relating to the assigned reading, *Le Racisme expliqué à ma fille*.

**Essay #1 Assessment**
Two (2) students A
One (1) student D-

**Essay #2 Assessment**
Two (2) students A
One (1) student D-

**Essay #3 Assessment**
Two (2) students A
One (1) student C-
Final summative GE assessment writing assignment (500 to 800 words) based on the French film *Michou d’Auber* assessment:

One (1) student A-
One (1) student B+
One (1) student C-

Based on student feedback, students enjoyed writing on themes outlined above in *Le racism expliqué à ma fille* which touch on enduring human concerns and to see their dramatic portrayal in the French film production *Michou d’Auber*. By the second half of the semester, students wrote better quality compositions in terms of more precise or appropriate content, organization, style, vocabulary, and grammar.

3) **What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)**

There is no specific recommendation to make. Even though heavy at times, the amount of online exercises was well received by students and allowed them to effectively improve their vocabulary, grammar, reading and writing skills.

**Part 2**

**To be completed by the department chair (with input from course coordinator as appropriate):**

(4) **Are all sections of the course still aligned with the area Goals, Student Learning Objectives (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?**

Yes, they are.  

*Chair, Department of World Languages and Literatures*

(5) **If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE GELOs for writing.**