PROGRAM INFORMATION

Date submitted: May 25, 2012

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Note: Schedule is posted at: http://www.sjsu.edu/ugs/programplanning/

ARCHIVAL INFORMATION

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Assessment schedule is posted at http://www.sjsu.edu/ugs/assessment
Please send any changes to the schedule or to student learning outcomes to Jackie Snell
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Enter the number and text of the SLO in this box (we post reports by SLO)

SLO 2: Language & Communication. Reading Comprehension. Demonstrate advanced (ACTFL) skills in reading French. (I) [revised SLOS]

In FREN 101A-120B-140A, students were given periodical quizzes based on the class readings and discussions of French plays or novels. In addition to incorporating specific questions as to the content of the readings, such as the plot and the symbolic references, there were vocabulary questions because, based on assessment activities and data over several semesters and various course subjects, the students’ weak vocabulary knowledge was repeatedly identified as the main obstacle to improving the students’ reading comprehension skills. In FREN 120B the quizzes were administered after we had completed the study of the works. They were productive at motivating the students to actively participate in the discussions and to deepen their understanding of the texts before they wrote an analysis or took a more elaborate exam on those subjects.

The grading rubric (see page 6) was applied systematically to the evaluation of all of the students’ reading comprehension exercises in French 101A and to the two text analyses in FREN 120B. Initial results are encouraging because the implementation of the grading rubric has made students more aware of content
and organizational issues, such as their need to develop a more clearly defined plan and a logical progression of ideas leading to a conclusion in their assignments.

For the purpose of evaluating SLO #2 and the students’ ability to demonstrate advanced (ACTFL) skills in reading French, evidence that the actions taken and described above have impacted positively the students’ reading comprehension skills has been observed in their ability to integrate more successfully, for example, the vocabulary from their reading assignments into class discussions based on the readings and, more importantly, into their writing assignments, tests and quizzes targeting their vocabulary knowledge resulting in an overall improvement in their grades for these various activities based on the criteria outlined in the grading rubric below.

Reading comprehension was the main focus of learning outcome assessment in FREN 170. The emphasis was put on cultural as well as linguistic comprehension because this was identified as one major cause of lower reading comprehension. For this purpose, the texts to be translated were all taken from the same domain and covered closely related topics: they were articles from various French-speaking newspapers that covered for the greater part the French presidential election, and other news from Europe and the U.S. Having to translate these articles, the students realized how much the task of translators rests on their familiarity with the contexts and with specific styles. Even though they won't all choose to become professional press translators, the course allowed them to make tremendous progress in a relatively short amount of time in reading French newspapers, a domain which provides work opportunities to language majors everywhere in the world.

Reading comprehension remains an area of concern. The students need to set themselves as an objective to bring their reading proficiency at the superior level by the end of their program.

TEF RESULTS
Results from the TEF given this semester show that the program needs to incorporate more advanced and superior level multiple choice reading comprehension exercises and tests in the classes in order to reach its target of B2/C1 (advanced). This will ensure that our majors can better compete nationally and internationally.

Enter the number and text of the SLO in this box (we post reports by SLO)

SLO 4: Language & Communication. Listening Comprehension. Demonstrate advanced (ACTFL) skills in understanding French. (I) [revised SLOS]
The grading rubric was applied systematically to the evaluation of all of the students’ listening comprehension exercises in French 101B. For example, students were given periodically practice dictations, as well as dictations in their tests, stressing not only grammar and vocabulary, but words that have the same or nearly the same pronunciation so that students are required to distinguish at a more advanced level sounds and spelling on lexical, morphological and syntactic grounds.

For the purpose of evaluating SLO #4 and the students’ ability to demonstrate advanced (ACTFL) skills in understanding French, although students continue to struggle and voice opposition to doing dictations, they have impacted positively the students’ listening comprehension skills by making them more aware of differences, for example, in spelling and pronunciation.

**TEF RESULTS**

TEF results in oral comprehension are below target and could be raised to B2/C1. More exercises in discriminating sounds and phrases (au-dessus/au-dessous; deux cents/ deux ans, etc) and more vocabulary exercises seem needed.

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**Enter the number and text of the SLO in this box (we post reports by SLO)**

SLO 5: Literacy: Use appropriate terminology in linguistic, cultural, or literary analysis. (C, D) [revised SLOS]

In FREN 120B and 140A, early in the semester, the terminology students needed to master for the analysis of plays and novels and for close text readings was presented in class, and documents were distributed through Desire2Learn. The students also needed to make use of the glossaries and annotations included in the editions of the texts that were carefully chosen for this purpose in mind. Literary theory and terminology was the subject of quizzes and exam sections, and were encouraged to be used in class discussions, in the Desire2Learn forums, and in written text analyses. Frequent quizzes ensured that the terminology was being assimilated or needed to be reviewed in class.

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**Enter the number and text of the SLO in this box (we post reports by SLO)**

SLO 6: Cultural Analysis and Comparison: Analyze and compare a wide variety of texts drawing upon their cultural knowledge of France and the Francophone world. (C, D) [revised SLOS]

In FREN 120B the students read and closely studied five classical (17th-18th centuries) plays, two novels, and six fables. They made short presentations on passages that illustrated the specificity of the culture of that period and compared to today's culture and social standards. The students were also
encouraged to make such comparisons in their written analyses. The students need to learn, however, to use comparisons to support or clarify their analyses rather than to trivialize the subjects they study.

In 140A, BA students read three full-length novels, one short story, and parts of a more difficult novel. The historical, social, and political context of each one of these works was presented in class before students began their readings. For each text, students were provided with a list of questions, themes, and subjects of analysis to think about and prepare before class. As the course was composed of BA and MA students, the latter were asked to prepare 15-minute research presentations on assigned topics that supplemented the cultural information. BA students had the opportunity to ask questions on these presentations and to discuss how they related to the novels they were reading. Cultural analysis and comparison was frequently the focus of class discussions as students were asked to compare the texts and relate them to the cultural context in which they were produced.

**Enter the number and text of the SLO in this box (we post reports by SLO)**

| SLO 7: Literary and Cultural Texts and Traditions: Demonstrate knowledge of major periods, genres, authors, movements of French and Francophone cultural history. (C, D) [revised SLOS] |

The students read texts representative of major authors and literary genres or movements. They also had the opportunity to acquaint themselves with the arts and to read articles and essays discussing the characteristics of these genres or movements. The readings were discussed in class in relation to their specific movements and genres. In FREN 140A throughout the semester, students were asked to analyze and present the novels as representative of the applicable literary movements and they had to demonstrate knowledge of the authors and their works within the cultural context of the period of study. Assimilation of this content was reinforced by formative assessment (frequent quizzes, class discussion and analysis of elements pertaining to each movement, and short oral presentations on these topics and summative assessment via one midterm and one final examination.

**Enter the number and text of the SLO in this box (we post reports by SLO)**

| SLO 8: Demonstrate advanced ability to connect with other disciplines and language communities. Demonstrate advanced translation skills. (C, D) [revised SLOS] |

Students were encouraged to connect the material they studied in FREN 120B and 140A with content learned in other courses, such as FREN 102A and 102C (French Culture) and other freshman seminars or general education courses they may have taken in their program. Mostly, these literature survey
courses call for the students to apply their knowledge of in history, English and American literatures, languages, and mentalities and values. The students this year had the opportunity to become more proficient at discussing the evolution of the French culture and society over three centuries. The students applied their knowledge and skills in information technology in the preparation of class research presentations.

The first part of this SLO should be more narrowly defined as a linguistic goal and as the ability to understand what English, French, and other languages have in common and what their differences are. At the B.A. level it seems necessary to stress grammatical and vocabulary accuracy.

**Change(s) to Curriculum or Pedagogy:**

[FALL/2012]

SLOs 2 and 4

TEF training exercises will be added to FREN 101C content in FALL 2012 as class activities, mid-semester and final tests. Demonstration of listening comprehension at the ACTFL advanced low and superior, and CEFRL\(^1\) C1-C2 should be set as 30% of the course grade. Specific listening comprehension tests/activities should be developed in order to evaluate this SLO.

**Additional modifications:**

1) Since the wording of the French BA SLOs were revised slightly. They are now stated as "outcomes", i.e. what the students are expected to accomplish after taking the courses, and how they will demonstrate they are able to meet the SLO.

2) The French faculty at its Fall 2010 assessment meeting modified and updated the original SLO schedule to reflect changes in course offerings during the program cycle (see newly revised schedule on Department and UGS website)

3) New criteria and requirements were implemented in the French BA beginning in Fall 2011 based on student performance in meeting language proficiency specific SLOS 1, 2 & 3 and reevaluating the newly revised SLOS in the French BA (see grading rubric below):

4) General, standardized requirements or guidelines across all undergraduate courses in regard to all formal written and reading assignments and oral presentations based on a common grading rubric to help students improve their reading skills, the quality of their writings and presentations

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\(^1\) Common European Framework of Reference for Languages.

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in French based on the following grading criteria, whenever applicable, of equal weight clearly spelled out in the green sheets:

· **25%** Content: Quality and accuracy/reliability of information, sufficient number of examples to support reasoning and conclusions; critical thinking skills

· **25%** Organization (clear and precise introduction, development paragraphs, conclusion, and logical progression of ideas)

· **25%** Compliance with MLA style guidelines

· **25%** Grammar, spelling, style

**Evidence of Student Learning after Change.**

[SPRING/2013]

French majors should be encouraged to take the TEF exam in Spring 2013. Expected scores should range between 600 (B2) and 900 (C2) with a majority of students scoring at C1. Furthermore, oral proficiency interviews should be implemented in FREN 101C as a tool to assess this SLO.

With the rubric implemented in all courses the quality of the students' papers in the areas of content, organization, style and grammatical accuracy should continue to improve.

Grammar and spelling: this area needs attention because French majors are professionals of the language. We should consider introducing dictation contests, short terminology, culture, and grammar quizzes outside of class, as club activities or via an asynchronous meeting program such as Elluminate, so that students have the opportunity to regularly assess their level and as preparation for the TEF.