General Education Annual Course Assessment Form

Course Number/Title _______ FREN 102B _______ GE Area _______ SJSU Studies Area V ________

Results reported for AY _______ 2014/2015 _______ # of sections _______ 1 _______ # of instructors _______ 1 _______

Course Coordinator: _______ Jean-Luc Desalvo _______ E-mail: _______ jean-luc.desalvo@sjsu.edu ________

Department Chair: _______ Damian Bacich _______ College: _______ Humanities and the Arts ________

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) **What SLO(s) were assessed for the course during the AY?**

SLO 7: Literary and Cultural Texts and Traditions: Develop knowledge of major periods, genres, authors, movements of French and Francophone cultural history.

SLO 8: Connections to Other Disciplines and Language Communities.

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

SLO 7

Students in French 102B are assessed for their knowledge of cultural texts and traditions primarily by completing readings in three works: Christopher Miller’s *Blank Darkness*, V.Y. Mudimbe’s *The Invention of Africa*, and Edward Said’s *Orientalism*. Students are given a theoretical base or framework at the beginning of the semester through online lecture presentations, readings and completion of reading assignment questions based on these readings. Students are required to apply their critical thinking skills by answering a series of extensive and exhaustive comprehension questions on these texts. The three essays, as well as the exercise activities, the midterm, final, and research paper also call upon the students' theoretical knowledge obtained from these readings to recognize, analyze and critique all forms of printed and visual discourse. Based on the writing assignments, such as the three essays, a sufficient number of students continues to struggle in making these connections or comparisons because of insufficient knowledge of historical contexts of ideas and cultural traditions or an inability to implement critical thinking skills in their writing and reasoning. Even though results or assessment data of the three writing assignments and the midterm exam are encouraging, activities need to be further tweaked to get a clearer and more accurate evaluation of the students’ ability to satisfy 102B SLO 7. One of the lessons learned from the assessment was that students needed to be asked in no ambiguous or uncertain terms in their assignments to demonstrate through more concrete examples
and cultural comparisons how they relate or correspond to the course SLOs. Although a small number of students is incapable or still does not adequately make the historical and cultural connections, as the data assessment below illustrates based on the newly, reworded questions, a greater percentage of students are drawing meaningful conclusions and comparisons with regard to SLO 7. This was also a result of the creation and implementation of a more detailed grading rubric as of Fall 2011 to help students to more clearly identify how well these assignments addressed SLO 7 and the other course SLOs.

The assessment data from the reading comprehension questions in modules 2, 3 & 4, three writing assignments and midterm was used as an assessment tool in Fall 2014 in addition to the final exam to assess the students’ ability to address SLO 7. Grading rubric category #1, critical thinking skills, is the heart of French 102B and all SJSU Studies courses in general. Furthermore, 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 submissions. Detailed feedback for each category was emailed to each individual student.

*Overall class performance*: Out of 17 students enrolled the first week of class, 13 remained enrolled and completed all or most assignments. 12 students received a passing grade (C or better), 2 students received A or A-, 7 received B+, B or B-, 3 received C+ or C and 1 received an F. The number of grades in the lowest grading range was higher than in previous semesters because most of these students just stopped turning in assignments or were subject to a late submission penalty.

*Overall performance on assignments assessing SLO 7:*

Reading comprehension questions (modules 2, 3 & 4): 90.7% (10 A, 2 B, 1 C)

Writing assignment #1: 86.4% (1A, 12 B)

Writing Assignment #2: 82.3% (1 A, 7B, 5 C)

Writing Assignment #3: 84.9% (4 A, 7 B, 2 C)

Midterm: 85.2% (3 A, 8 B, 2 C)

Final exam: (5 A, 6 B, 2 C)

General comments: Improvements were the most noticeable in the critical thinking category versus, for example, writing skills. One of the greatest challenges for students has been turning in on time their assignments, especially their writing assignments. As a means of helping students to turn in on time their assignments, the course schedule or calendar will be modified next time French 102B is offered so that students are afforded more time between major writing assignments, such as the essays and the midterm exam. This will be accomplished by requiring earlier module assignments to be turned in earlier in the semester so that the major writing assignments are spaced out more throughout the semester.

SLO 8

Students in French 102B are assessed for making connections to other disciplines and language communities primarily by completing the film review worksheets and the GE assessment worksheets in
modules 2 through 10. The three essays, as well as the exercise activities, the midterm, final, and research paper also call upon the students' theoretical knowledge obtained from completing the various activities to make these connections and see their relevance to other language communities. As noted above, a sufficient number of students continues to struggle in making these connections or comparisons because of insufficient knowledge of historical contexts of ideas and cultural traditions or an inability to implement critical thinking skills in their writing and reasoning. Even though results or assessment data of the three writing assignments and the midterm exam are encouraging, activities need to be further tweaked to get a clearer and more accurate evaluation of the students’ ability to satisfy 102B SLO 8.

*Overall performance on assignments assessing SLO 8:

Film review worksheets: 88.8% (8 A, 4 B, 1 C)

GE assessment worksheets: 89.2% (7 A, 5 B, 1 C)

Writing assignment #1: 86.4% (1A, 12 B)

Writing Assignment #2: 82.3% (1 A, 7 B, 5 C)

Writing Assignment #3: 84.9% (4 A, 7 B, 2 C)

Midterm: 85.2% (3 A, 8 B, 2 C)

Final exam: (5 A, 6 B, 2 C)

(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.)

As a means of improving student performance, the course schedule or calendar will be modified next time French 102B is offered so that students are afforded more time between major writing assignments, such as the essays and the midterm exam. Otherwise, no other modifications are planned in regards to SLO 7 and SLO 8 and the overall French 102B class structure, content and delivery. That said, given French 102B is a culture class focusing especially on cinema, the course is constantly evolving based, for example, on geopolitical events taking place throughout the world impacting Francophone cultures, as well as U.S. society. The conflicts in the Middle East serve as clear examples. I am also constantly on the lookout for new films and other media that better illustrate the cultural connections between Francophone cultures and U.S. society in order to make substitutions whenever possible. For example, a recent TV interview with distinguished historian David McCullough drawing a parallel between French and American history has been added to Module 1 as of Fall 2013.

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 (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?