

Outcome II – Global Awareness

Students should recognize and articulate an understanding of the increasing interdependence of world cultures and their consequences.

Outcome III – Group Participation/Social Interaction

Students should learn to achieve group goals in a variety of social contexts.

Outcome IV – Professional Effectiveness

Students should demonstrate responsibility and accountability in accomplishing goals.

Outcome V – Communication

Students should be able to communicate effectively in a variety of ways with varied audiences. Application of the LAS program outcomes for FRE 101-103 are:

- Use analysis/synthesis to form syntactically correct expressions.
- Recognize, through observation of idioms and vocabulary, that language is indeed a reflection of culture.
- Become aware of the creativity in humankind and appreciate its diversity.
- Demonstrate at the end of the sequence (through rigorous study and habitual critical thinking) an academic proficiency comparable to students completing the sequence within a baccalaureate degree program.
- Participation/peer team work in class
- Students demonstrate leadership skills while participating in group work

b. End-of-sequence Learning Outcomes

The end-of-sequence learning outcomes for FRE 101-103 are:

- Apply rules of pronunciation, grammar, and lexicon to unfamiliar material.
- Use basic spoken communications.
- Read and comprehend short passages.
- Demonstrate a working knowledge of the culture of all French speaking countries.
- The content in the French 101, 102, and 103 sequence is identical to that at four-year institutions of higher education and textbooks used are similar.
- Specific learning outcomes (guided by content) are required of students for each course in the sequence.

In addition, students will be able to:

I. Grammar—use various tenses such as the present tense, immediate future, past tenses (imparfait, passé composé), the future and conditional tenses, common reflexive verbs, pronouns and common idiomatic expressions

Writing— Express their own ideas in writing creatively. The student is able to write simple paragraphs related to everyday life in a culturally appropriate way.

Reading— read recombined short narrations and dialogues using learned material as basis and derive meaning from textual passages using reading skills, such as schema, prereading and scanning skills for comprehension. Also to be able to read and comprehend informational texts from authentic French sources

II. Speech— to converse in simple, basic level sentences on topics of everyday life and needs. Examples of topics include family, study, work, social requirements, everyday travel, food and survival. To understand French when spoken by authentic speech patterns and speed. To communicate orally in natural sounding French and in culturally appropriate ways.

Audio/Visual— understand most of the general topics, such as news programs, and commercials (available in language lab) while engaging in listening, speaking activities. In these examples, students can pick out the main themes and ideas.

Culture—have a basic knowledge of the culture through readings, class discussions and internet research topics. Cultural knowledge is transmitted in the teaching of the above skills, by using cultural themes in the lessons. To be aware of culturally determined patterns of behavior. To develop critical thinking skills as they apply to language learning.

III. **Assessment Method(s)**: A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

a. Formative Assessment Method(s) and Description: a measurable indicator of student in-progress in attaining the stated learning outcome(s).

The assessment methods remain the same in the French sequence. Quizzes in diverse forms (i.e. listening comprehension, speaking, reading, writing...) are administered every two weeks throughout each French course in the sequence. Thus, there is continuous and on-going formative assessment occurring throughout the French 101, 102, and 103 sequence.

After taking the comprehensive final examination at the conclusion of the Elementary French sequence in French 103, students are encouraged to participate in the end-of-sequence assessment to assist the department in determining if students are achieving the overall objective in the French first year university parallel sequence. The objective of this assessment is to determine the proficiency or competency level of the students. It goes beyond testing the knowledge of syntax and vocabulary to assess the performance in real life situations. Thus, the students are not given any specific study plans and are advised to view the experience as a proficiency test that could be administered for placement in a course in another institution or for filling a particular job requirement. Keeping in mind the level of competency that a student in French would attain after one year of study, the faculty tests the students in the four skills of language learning (i.e., listening, speaking, reading, and writing). There is a capstone exam given to students at the end of FRE 103, which assesses grammar knowledge and writing. In addition, the department is researching a variety of testing options, one of which is the Brigham Young Web CAPE, which gives a numerical score to indicate skill

level for placement. Listening comprehension of expressions with diverse vocabulary and verb tenses/modes.

- Reading out-loud (on tape) an unfamiliar passage in French.
- Writing simple sentences using free expression in correct form.

Since spring of 1998, the students in FRE 103 are tested in a more integrated, comprehensive/affective fashion. For example, the students read their own original sentences in French to the class who in turn showed their comprehension by writing them down in French while taking part in the critique of the presentation. The emphasis is not on “right” or “wrong;” participation is more important for the oral work in French. Determination of “right” and “wrong” is more important in the written work.

In addition, pre- writing tasks are assigned which utilize French videos and newspapers, French journal texts to promote student acquisition of vocabulary, discourse forms and background information needed to improve writing in French.

- a. Summative Assessment Method(s) and Description: a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

This section is not applicable to end-of-sequence assessment in LAS. Refer to the section on summative assessment of the program learning outcomes for Liberal Arts and Sciences.

IV. Results: A description of the actual results of overall student performance gathered from the assessment(s). (see III.a.)

End-of-sequence assessment in French 103 began as a pilot in 1994. Based on the results of this experience the end-of-sequence assessment was formally included in French 103 in the spring of 1995. In the spring of 1997, the assessment, although maintaining the same format and objectives, introduced new content and emphasized more speaking/pronunciation (weak in students who had not studied French in high school); this new content includes current reading materials such as newspaper articles and materials pertaining to the various French cultures of all French speaking countries. Students are tested for speaking comprehension rigorously within the course. Students who use the language lab show a positive difference in pronunciation. This is especially true with beginners.

Informal feedback indicates that students perform well after they transfer to four-year institutions. WSU faculty say that they see no difference between the native WSU students and those that started at Sinclair; in fact, WSU states that Sinclair students have a “seamless” transfer into Wright State University’s courses.

V. Analysis/Actions: From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

Student strengths with respect to the learning of a language continued to relate to the written and grammatical structures. Students continue to struggle when expected to speak in French. This is true of adults learning any language. More

individual practice in the Language Lab will have to be emphasized as a means of improving the language skills of learners. The program is also looking into community French clubs and groups that students may participate in to further improve their skills. Students are encouraged to seek out such opportunities. Students are encouraged to participate in a bi-weekly French Conversation Table on campus, which encourages learners of French to converse in French freely. To form study groups outside of class to drill new grammar concepts with peers.

It is important to continue administering the assessment at the end of the sequence in French 103. It is also important that students continue to read and interpret unfamiliar passages and write impromptu in French so as to keep in mind that knowledge has to be applied and transferred to performance.

Emphasis should be placed on living and using the language with observation and critical thinking. Faculty should make the end-of-sequence assessment process a more integral part of French 103. The test should be based more on general competency, such as adding French cultural knowledge into the teaching. For example, when students are studying the food section the class will also discuss etiquette rules in France.

Plans to use more collaborative learning experiences in the 200 series have been implemented. During class, students naturally pair up and share expertise by working in small groups in a friendly, informal manner.

The language lab has been in use since fall of 1999. The lab is an integral part of every French university parallel course making language learning more alive by providing an experience that takes the students beyond the classroom. The French language and culture of all French speaking countries are seen as an integral part of the multicultural world through the use of multimedia and the worldwide web. Students can listen to CDs, complete exercises and experience the French culture of all French speaking countries first-hand through access to real items such as French cartoons, movies, TV commercials, short news programs, and reading French newspapers and newsletters. The worldwide web gives students access to view and read French materials exactly as the natives do. This interactive experience appears to lead many students to an increasing level of interest and awareness. Students read about French culture and then analyze the differences and similarities between the two cultures.

Students are encouraged and/or required depending on the course, to spend at least one hour a week utilizing resources available through the language lab. Julie Hatton, the lab coordinator, works with students to assist them in accessing appropriate materials.

A college-wide movement toward learner-centered instruction has moved the faculty to develop a wide variety of instructional exercises and lessons tailored for individual student learning preferences.

- VI. **General Education**: Are you using any tool(s) to assess any of the three primary general education outcomes* (communication, thinking, and values/citizenship/community)? If so, describe.

Where within the major do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

1) Written communication skills are reinforced throughout the French curriculum which focuses on language study that forms the basis of communication. Also, English communication skills are called upon when giving correct and exact interpretations and translations of French sentences and expressions. Students often say they know English better after taking French.

2) Small and large group work, focus groups, and oral presentations.

3) French Conversation Table

- a. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

Oral communication skills are reinforced throughout the French curriculum through oral practice which focuses on language study that forms the basis of communication. Also, English communication skills are called upon when giving correct and exact interpretations and translations of French sentences and expressions.

Short, oral presentations in French in FRE 103 and 200 level courses. The presentations start initially at 3 minutes and build up to 10 minutes in each course. The purpose is to build skills of functional language.

French focus groups and presentations.

- b. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

1) Language learning is more than learning skills; it is also a process in which understanding of culture takes place. It involves understanding French culture and the student's own culture. Language is a reflection of culture, and many classroom activities and discussions use critical thinking and problem-solving skills to discover this relationship.

2) In reading and writing students have opportunities for hypothesis and analysis to compare cultural thinking and behavior. Students are encouraged to read and write their own paragraphs followed by discussions in French. Such activities promote the 'read/write/think cycle', and are based on the belief that reading input and writing input are interdependent.

3) Visiting French websites, cultural internet sites, and sharing new information and discoveries with the class.

- c. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, and service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

As the students compare and contrast the values and ways of thinking found in French-speaking countries and in the U.S., they become aware of the oneness of the human race and learn to appreciate at the same time its diversity and commonalities. Ample opportunities are provided in the French courses for cross-cultural comparisons and for students to explore the communities in the French speaking world. Students become aware of the big question of culture, encouraging them to consider matters that are of concern to all people. One goal is to link language study to broader and complementary discipline areas.

Computer and information literacy:

Students are required to utilize resources through the Language lab in Building 2. These resources included print, audiotape, multimedia based instructional tools, CDs, movies, and French news programs. In addition, web-based materials including streaming audio and video are offered to augment in-class instruction. Students are expected to be able to locate information and complete assignments utilizing resources off the web. Basic computer skills are a must and some more advanced skills are also required. Additionally, students benefit from the services of Julie Hatton, lab coordinator, whose skills and knowledge contribute to the success of French students as well as students not associated with the department computer and information literacy.

Students do web searches for assignments and visit particular websites to help build reading and writing skills in French.

- * Note: The oral communication checklist and the written communication checklist developed by the General Education Committee were adopted for college-wide use during the 1997-98 academic year by Academic Council. Thinking Guidelines developed by the General Education Committee are being piloted by faculty during the 1998-99 academic year.