

Department of Foreign Languages and Literatures
Missions and Goals for the BA in French
(Approved 3/18/05)

The mission of the Bachelor's Degree Program in French and the Single Subject preparation program in French is to prepare students to participate appropriately in oral and written communication in French at the advanced level, gain knowledge and understanding of the cultures of the French-speaking world, appreciate literature in French, and understand the structure of the French language.

Goal 1 Language Proficiency.

All students graduating from CSUF with a BA in French are expected to have achieved at least an advanced level in listening/speaking, writing/language analysis, reading, in French.

NOTE: "Advanced" is equivalent to level three on the scale developed by the American Council on the Teaching of Foreign Languages (ACTFL). The scale consists of five levels: novice, intermediate, advanced, superior and native. For the purposes of the portion of this document concerning undergraduate program assessment, lengthy ACTFL descriptions of advanced level skills have been abbreviated, summarized, or paraphrased. It should be noted that the ACTFL description of the advanced standard has in some areas been strengthened to accurately describe the department's goals in speaking, listening and reading.

A. Listening and Understanding

Advanced-Level: BA French	
Can understand main ideas and details of connected discourse on a variety of topics, although topic familiarity is prominent; passive awareness of cohesive devices. Emerging awareness of culturally implied meanings beyond the surface meanings. May not be able to sustain comprehension in extended discourse which is propositionally and linguistically complex.	

B. Speaking (Conversation)

Advanced-Level; BA French	
Can converse in a clearly participatory fashion; can initiate, sustain, and bring to closure a wide variety of communicative tasks, using diverse language strategies to handle a complication or an unforeseen turn of events; can satisfy the requirements of school and work situations; can narrate and describe with paragraph-length connected discourse.	

C. Reading

Advanced-Level: BA French	
Can understand main ideas and facts (although missing some details) of longer texts, including simple short stories,	

new items, personal correspondence and simple technical material written for general readers; decreasing reliance on context; can follow essential points in ideas of special interest or knowledge in conceptually abstract and linguistically complex material and make appropriate inferences. Emerging awareness of aesthetic properties. Misunderstandings may occur.
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D) Writing

Advanced-Level: BA French

Can write routine social correspondence, cohesive summaries, and resumes as well as narratives and descriptions of several paragraphs; can write on a variety of topics, including informational business correspondence. Lack of vocabulary (or its control) leads to some unusual circumlocutions of miscommunications. Uses increasing number of cohesive devices (e.g., pronouns) accurately. Generally strong in vocabulary or grammar, but not in both. Style may still be obviously foreign.

Goal 2: Cultural Knowledge*

All students graduating with a BA in French are expected to acquire knowledge of the culture of the Francophone world in their Literature and Civilization classes. The specific objectives of the cultural knowledge goal are:

- A. Cultural history of the Francophone world from the Middle-Ages to present, including Canada, Africa, and other regions where French is spoken.
- B. Diverse Perspectives: gender and ethnicity.
- C. Other artistic media from diverse areas: film, music, art.

Goal 3: Literature

All students graduating with a BA in French are expected to have an appreciation for and knowledge of French literature. Students are to meet three of the following four objectives for the literature goal:

- A. Theater.
- B. Novel.
- C. Prose: Essay and Short Story.
- D. Poetry.

Goal 4: Structure of the French language

All students graduating with a BA in French are expected to have knowledge of French language and structure. Specific objectives for the French language and structure goal are:

- A. Sentence structure of written French language
- B. Structure of written French discourse and composition

*Curricular Change required by this Mission and Goals Statement. At present, FREN 120T, Feminine Voices in French Literature, is scheduled. This will be proposed as a new course in French next academic year.

DRAFT

B.A in French
Student Outcomes Assessment Schedule

Academic Year	Assessment	Assessor	Reporting
2004-2005	Anonymous surveys of graduating seniors in all French upper division classes (all objectives)	Student proctor SPRING	Items analyzed by institutional research office reported to Chair and faculty
2005-2006	Listening and spoken language proficiency of students in French 150 evaluated in oral presentations (1A-B)	French 150 instructor FALL	Instructors report to French section faculty and Chair
2006-2007	Sentence structure and composition evaluated by writing assignment in French 103 (1D, 4A-B)	French 103 instructor SPRING	Instructors report to French section faculty and Chair
2007-2008	1. Reading proficiency evaluated in French 109 (1C)	French 109 instructor FALL	Instructor report to French section faculty and Chair
2008-2009	Knowledge of poetry evaluated by assessment of exam in French 113 (3D)	French 113 instructor SPRING	Instructor report to French section faculty and Chair
2009-2010	1. Knowledge of culture evaluated by exam in French 109. (2A)	French 109 instructor FALL	Instructor report to French section faculty and Chair

**Response to Recommendations of the Review Team
based on 2005 Mission, Goals, and SOAP**

1. Re: the Foreign Language Skills Evaluation Document: "...a separate instrument for each (ACTFL) goal could be created, i.e., there should be one instrument for speaking and listening comprehension, another for writing and language analysis, etc..."

The various skill areas are now separately assessed using course specific rubrics to be developed by the instructor based on ACTFL standards.

"...the five language skills (listening, speaking, reading, writing and culture) and literature should be separated rather than left together as listening and speaking, etc."

The various skill areas and other goals are separated in the Mission, Goals, and SOAP. They are assessed separately as part of various course contents.

2. Culture and Literature: "Unlike the criteria listed for language skills, in our opinion those for culture and literature are far too general to produce useful data. We recommend that the Department specify what it wants its students, both undergraduate and graduate, to know and to be able to do."

The goals and objectives are more specific and are tied to courses in the program.

3. Time Frame: "We have noticed that the Department has misunderstood the concept of time frame. We refer to the "Guide to Outcomes Assessment of Student Learning," which says that departments must carry out one or two assessment activities each year during the five-year self-study."

The 2005 SOAP specifies one assessment in the French B.A. program per year. (Given that we will also be assessing the Spanish B.A. and M.A. programs each year, the total will be three assessments per year.)

(1999
original)

Department of Foreign Languages and Literatures

Student Outcomes Assessment Plan

BA French

I. SPEAKING/LISTENING

1. GOAL

All students graduating from CSUF with a BA in French achieve at least an Advanced Level in speaking, listening, reading, writing, including knowledge and understanding of the structure of the Spanish language, and also possessing cultural and literary knowledge. "Advanced Level" is equivalent to level 3 on the scale developed by the American Council on the Teaching of Foreign Languages (ACTFL). The scale consists of five levels: Novice, Intermediate, Advanced, Superior and Native.

According to the Advanced Level oral proficiency standard, students speak French with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. They discuss their particular interests and special fields of competence with reasonable ease. Their comprehension is quite complete for a normal rate of speech. Their vocabulary demonstrates sufficient breadth so that they rarely grope for a word; their accent may somewhat foreign, although they have good control of grammar, and their errors virtually never interfere with understanding and rarely disturb the native speaker of French. Students demonstrate their knowledge of French grammar, and apply effectively this knowledge of the language, explain its basic structures, and use them correctly in speaking.

2. OBJECTIVES: SPEAKING and LISTENING COMPREHENSION

ACTFL Advanced Level speaking skills include:

- a. Converse in a clearly participatory fashion.
- b. Initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events.
- c. Satisfy the requirements of school and work situations.
- d. Narrate and describe with paragraph length connected discourse.
- e. Demonstrate use of conversational skills by:

- Interacting with a fluent speaker on everyday topics.
- Exchanging factual information.
- Providing information on an event.

f. Describe and provide information using a variety of discourse strategies.

g. Narrate an event that has already taken place.

ACTFL Advanced level listening comprehension skills include:

- Understand most face-to-face speech in standard French spoken at a normal rate;
- Understand main ideas and details on a variety of everyday topics beyond the immediate situation;
- Understand description and narration, including interviews, short lectures on familiar topics, news items and reports dealing with factual information.
- Demonstrate understanding of a variety of spoken texts on familiar topics related to radio, television, film and music:
 - Current events--familiar topics joined together, continuous speech when points of reference are changed (time, place, perspective).
 - Understand normal speech of class lectures (of a fluent guest speaker) on most general topics, casual current events, everyday survival topics.

3. OUTCOMES CRITERIA: (HOW DO STUDENTS DEMONSTRATE OR COMPLETE THE SPEAKING/LISTENING OBJECTIVES?)

Students demonstrate their listening comprehension and speaking abilities by:

- Satisfactory completion of those courses whose content includes the development of listening comprehension and speaking skills in Spanish, according to the matrix.

French courses in which speaking and listening skills are developed.

Course Name	Oral Presentations	Class Lecture
Fren 103	X	X
Fren 109	X	X
Fren 110	X	X
Fren 111	X	X
Fren 112	X	X

Fren 113	X	X
Fren 120T	X	X
Fren 132	X	X
Fren 150	X	X
Fren 160T	X	X

b. Successful completion of a minimum of 30 units of upper-division French courses required in the major (Catalog, p. 174-175).

c. French faculty meet at least once each semester, as noted in *the BA French SOAP Calendar/Grid*, to confer on the progress of French majors with regard to speaking/listening comprehension skills.

4. ASSESSMENT METHODS AND MEASURES USED

Since the acquisition of listening and speaking is an integral part of any foreign language major's successful outcome, these skills are assessed at every stage of the educational process. At the beginning levels, students are continually assessed during class time, within tests and at the end of each course. As soon as feasible, students are required to conduct interviews of native speakers or to mimic real life situations. In the remaining intermediate and advanced courses, all lectures and activities conducted in the target language must be understood by the students in order for them to successfully complete the requirements. In general, the assessment used will include:

a. Formative assessment of speaking and listening ability occurs in each class. Such tasks include: mini-lessons (oral student presentations to teach or express concepts, judgment and opinions); role playing (skit activities discussing political affairs, and matters of personal concern); aural and video exercises (short radio or TV broadcasts in the target language). Individual instructors assess students' speaking/listening skills in their respective courses.

b. French faculty meet in a focus group at least once each semester, as noted in *the BA French SOAP Calendar/Grid*, to confer on the progress of French majors with regard to speaking/listening comprehension skills.

c. Additional assessment methods of speaking and listening are also listed on the *Seven-Year Calendar/Grid BA French SOAP Summary*.

5. TIME FRAME:

The acquisition of speaking and listening skills is a gradual process. Opportunities for and evaluation of speaking and listening occur in all courses. The faculty teaching in French meet at least once each semester, as noted on the *Seven-Year Calendar/Grid BA French SOAP Summary*, to receive a report from those currently teaching upper-division French courses and to review the performance of students

enrolled in upper-division French courses that semester, and whether modifications to the curricula are needed to assist those students taking courses earlier in the program.

6. WHO PERFORMS THE ASSESSMENT, COLLECTS AND ANALYZES DATA?

The formative evaluation of speaking and listening proficiency is conducted by individual instructors in the required courses of students in the French major program.

7. TYPE OF THE FEEDBACK:

In each class, students are given a written evaluation of their progress in meeting the speaking and listening skills. A list of students who need special attention is forwarded to the Section French Coordinator by each instructor.

8. HOW IS THE DATA USED TO IMPROVE/REVISE CURRICULA?

Based on information compiled and presented on each student by the instructors of French courses, individual cases of students are reviewed at least once each semester to gain insight into strengths and possible weaknesses in the curriculum. In addition, an anonymous student perception survey instrument concerning the curriculum is administered to all graduating students. Using such valuable input, course syllabi are revised if needed to incorporate and strengthen additional opportunities for a variety of appropriate speaking and listening activities.

II. WRITING AND LANGUAGE ANALYSIS

1. GOAL

Students graduating from CSUF with a BA in French achieve at least an Advanced Level in speaking, listening, reading and writing, including knowledge and understanding of the structure of the Spanish language, and also possessing cultural and literary knowledge. "Advanced Level" is equivalent to level 3 on the scale developed by the American Council on the Teaching of Foreign Languages (ACTFL). The scale consists of five levels: Novice, Intermediate, Advanced, Superior and Native.

In writing, students at the Advanced Level use accurate spelling and punctuation (including diacritical marks) appropriate to French. They use the MLA handbook format for research papers, including bibliographical references and notes. They employ the language style appropriate for research papers, formal letter writing, description, narration, exposition, and persuasion. They demonstrate good control of French grammar, so that occasional errors do not interfere with understanding. They correctly use French syntax with little influence of English syntax. They demonstrate their knowledge of French grammar. They apply effectively this knowledge of the French language, are prepared to explain its basic structures, and to use them correctly in writing. Knowledge of the basic structures of

the French language means that the student not only knows the structure of the target language, but also can demonstrate knowledge of syntax, semantics, morphology, phonology, and phonetics.

2. OBJECTIVES: WRITING AND LANGUAGE ANALYSIS

ACTFL Advanced level writing and language analysis skills include:

- a. Write routine social correspondence, cohesive summaries, and resumes as well as narratives and descriptions;
- b. Take notes;
- c. Write on a variety of topics, including informational business correspondence;
- d. Demonstrate the use of integrative skills by being able to:
 - Recount or report an incident or event in broad outline;
 - Based on oral or written instructions, compose a note or simple letter consisting of several paragraphs;
 - Explain the structural aspects of the target language, relating them to the structure of English.
 - Demonstrate knowledge of the formal structure of the French language in written and oral communication.

3. OUTCOMES CRITERIA (How do students demonstrate or complete the writing objectives?)

- a. Distinguish between colloquial and 'standard' uses of the target language and demonstrate that they know when one is more appropriate than the other;
- b. Write papers and other written work using 'standard' forms of the target language;
- c. Complete successfully the 36 units of upper-division coursework required in French in the major (Catalog, p. 174-175) to include courses from the following matrix:

French courses in which writing and language analysis are developed.

Course Name	Formal Writing	Informal Writing
Fren 103	X	X
Fren 109	X	X
Fren 110	X	X
Fren 111	X	X

Fren 113	X	X
Fren 120T	X	X
Fren 160T	X	X

4. ASSESSMENT METHODS AND MEASURES USED

- a. Written assignments, examinations in each course undertaken.
- b. French faculty meet in a focus group at least once each semester, as noted in *the Seven-Year BA French SOAP Calendar/Grid*, to confer on the progress of French majors with regard to writing skills.
- c. Additional assessment methods are listed on *the Seven-Year Calendar/Grid BA French SOAP Summary*.

5. TIME FRAME (When will the assessment be done?)

The acquisition of grammar and writing skills is a gradual process. Opportunities for and evaluation of writing occur in all French courses. The faculty teaching in French meet at least once each semester, as noted on the *Seven-Year Calendar/Grid BA French SOAP Summary*, to receive a report from those currently teaching French courses and to ascertain and discuss the performance of students enrolled in French courses that semester, and whether modifications to the curriculum are needed to assist students taking courses earlier in the program to acquire Advanced Level writing skills early on.

6. WHO PERFORMS THE ASSESSMENT, COLLECTS AND ANALYZES DATA?

In each class, the instructors are responsible for assigning written work and administering exams that assess writing and grammar proficiency. An evaluation focus meeting is scheduled at least once each semester as noted earlier.

7. TYPE OF FEEDBACK (DATA)

In each class, students are given a written evaluation of their progress in meeting the writing and grammar proficiency goal. A list of students who need special attention is forwarded to the Section Coordinator by each instructor.

8. HOW IS DATA USED TO IMPROVE PROGRAM OR REVISE CURRICULA?

Based on information compiled and presented on each student by the instructors teaching French courses and shared with colleagues at one meeting, at least, each semester, as noted earlier, individual cases of students are reviewed to gain insight into strengths and possible weaknesses in the curriculum. In addition, an anonymous student perception survey instrument concerning the curriculum is administered to all graduating students. Using such valuable input, course syllabi are revised if needed.

to incorporate and strengthen additional opportunities for a variety of appropriate writing and language analysis.

III. READING

1. GOAL

Students graduating from CSUF with a BA in French achieve an Advanced Level in speaking, listening, reading, writing, including knowledge and understanding of the structure of the French language, and also possessing cultural and literary knowledge. "Advanced" is equivalent to level 3 on the scale developed by the American Council on the teaching of Foreign Languages (ACTFL). The scale consists of five levels: Novice, Intermediate, Advanced, Superior and Native.

In reading, students at the Advanced Level understand written language that varies in levels of style and discourse: formal literature, magazine and newspaper articles, advertising, textbooks, and other printed resources depending upon student interest and/or needs, such as technical texts in scientific, medical or legal fields.

2 OBJECTIVES: READING

ACTFL Advanced-Level French reading skills include:

- a. Understand main ideas and facts of longer texts, including short stories, news items, personal correspondence and simple technical material written for general readers;
- b. Follow essential points in ideas of special interest or knowledge;
- c. Comprehend facts in texts, such as those mentioned above, and make appropriate inferences;
- d. Demonstrate accurate reading comprehension of material of a cultural and/or literary nature;
- e. Answer content questions in Spanish;
- f. Demonstrate awareness of strategies for vocabulary expansion/acquisition in topical/semantic areas
of
vocabulary including:

- | | |
|--|----------------------------------|
| • Time concepts | • Professions and occupations |
| • Family members | • Transportation |
| • Descriptions | • Weather |
| • Motions and states | • Important events, celebrations |
| • Forms of greeting | • Shopping |
| • General feelings and characteristics | • Travel arrangements |

- Food/food rituals
- Entertainment, sports, games, hobbies
- Daily activities/routines
- Measurements
- Geographical terminology
- Numbers, dates, years
- Simple business transactions
- Traditions, customs, habits
- Basic literary terms
- Visual and verbal arts
- History and civilization
- Basic linguistic terminology

3. OUTCOME CRITERIA (HOW DO STUDENTS DEMONSTRATE OR COMPLETE THE OBJECTIVES?)

Students will demonstrate their reading ability by successfully completing the coursework in the 30 upper-division major (Catalog, p.174-175) that contains a significant reading component. Written and/or oral analysis of reading assignments is a prominent component of courses in the French major.

French courses in which reading skills are further developed:

Fren 109
Fren 110
Fren 111
Fren 112
Fren 113
Fren 160T

4. ASSESSMENT METHODS AND MEASURES USED

a. Reading assignments: written work and examinations are based on the content of the reading assignments which constitute a regular and highly significant part of each course undertaken by the French major.

b. Reading evaluation and critique occur as an important component of each course. French faculty meet in a focus group at least once each semester, as noted in *the Seven-Year BA French SOAP Calendar/Grid*, to confer on the progress of French majors with regard to reading.

Using the results of this examination, the instructor counsels each student and establishes a plan to remove any deficiencies in reading during the remainder of the semester.

c. Additional assessment methods are listed on *the Seven-Year Calendar/Grid BA French SOAP Summary*.

5. TIME FRAME (When is the Assessment be Done?)

Progress toward the acquisition of Advanced Level reading proficiency is a gradual process. Opportunities for and evaluation of reading occur in all courses undertaken by French majors. The faculty teaching in French meet at least once each semester, as noted in the *SOAP Seven-Year SOAP Calendar/Grid for the BA French* program, to receive a report from those currently teaching French courses regarding the reading performance of students enrolled in French courses that semester, and whether modifications to the curricula are needed to assist students taking courses earlier in the program.

6. WHO PERFORMS THE ASSESSMENT, COLLECTS AND ANALYZES DATA?

The formative assessment of reading proficiency is conducted by individual instructors through the assignment of appropriate reading material in French as fits the needs of the course, including texts, novels, poetry, literary criticism, journal and magazine articles. Formative assessment of reading skills also includes the administration of reading exams in each of the required courses in the French major program. As noted earlier, the faculty has scheduled regular evaluation meetings held at least once each semester.

7. TYPE OF FEEDBACK (DATA)

In each class, students are given a written evaluation of their progress in meeting the reading proficiency goal. A list of students who need special attention is forwarded to the Section Coordinator by each instructor.

8. HOW IS THE DATA USED TO IMPROVE/REVISE CURRICULA?

Status and progress information is compiled on each student in courses taught by the faculty. This information is shared with colleagues at one meeting, at least, each semester. Individual cases of students are reviewed to gain insight into strengths and possible weaknesses in the curriculum. In addition, an anonymous student perception survey instrument concerning the curriculum is administered to all graduating students. Using such valuable input, course syllabi are revised if needed to incorporate and strengthen additional opportunities for a strengthening the reading component of the program.