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Fall 2016

French Discipline 5-Year Assessment Plan 2015-2020

French Discipline

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Academic Program: French

Academic Division: Humanities

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In the space below, list your Program Student Learning Outcomes (PSLOs):

The French curriculum is designed to ensure that students:

1. Develop their reading, writing, speaking, and listening skills in French;
2. Refine their intercultural and problem-solving skills;
3. Expand research and career opportunities in a global and interconnected world;
4. Discover the traditions, literatures, arts, and histories of French-speaking peoples;
5. Explore the contributions of French-speaking peoples to education, the humanities, social sciences and/or STEM fields;
6. Engage in research in French;
7. Prepare for a career serving French-speaking people in the United States and abroad in the sciences, commerce, diplomacy, economic development, healthcare, teaching, or community outreach.

Enter Academic Program Name: French

Program Student Learning Outcome(s) to be assessed	How will you measure the outcome?	Where will the data be collected and by whom?	When will the data be collected?	Overlap with CSLOs?* If yes, which CSLO?
<p>[Year I] 2015-16 #1- Develop their reading, writing, speaking, and listening skills in French</p> <p>#4- Discover the traditions, literatures, arts, and histories of French-speaking peoples</p>	<p>The French discipline recently revised its curriculum to include, in the third year, a 6 cr. introduction to the histories comprising the francophone world and the tools needed to study them. 3002, 3003, and 3004 are prerequisites to advanced courses in the Medieval and Early Modern, Modern, and Francophone Studies clusters, respectively.</p> <p>This year's assessment is dedicated to gauging the acquisition of knowledge in these courses. Pre- and post-tests will be administered in these courses to gauge the acquisition of knowledge that serves as a foundation to upper-division electives in the clusters. Tests will be administered and data collected by the instructors teaching each course.</p>			<p>I, 1: core studies in the liberal arts (languages, histories)</p> <p>II,1 inquiry and analysis</p> <p>II, 4 written, multimedia, and oral communication</p>
<p>[Year II] 2016-17 NB. Assessment report DUE 09/2017 on years I & II</p> <p>#2-Refine their intercultural and problem-solving skills;</p> <p>#6-Engage in research in French;</p> <p>#1- Develop their reading, writing, speaking, and listening skills in French</p>	<p>Fren 2002 (4 cr.) and Fren 4902 (2 cr.)</p> <p>We are applying the AAC&U rubric for intercultural competence to writing samples in English in 2002 (Intermediate French II) and French 4902, French Capstone in an effort to gauge the development of intercultural competence over the course of the French major.</p> <p>In 2002, students will respond to the novel, <i>Monsieur Ibrahim</i>; in 4902, students will draft a three-page abstract of their capstone projects, for distribution to Anglophone members of the audience. Artifacts will be collected by Sarah Buchanan (2002) and Lisa Bevevino (4902).</p> <p>Students will also complete placement mechanism at the end of 2001 and the end of 4902 in order to gauge the improvement of French skills over the course of the major.</p>			<p>I, 1 core studies in the liberal arts</p> <p>I, 2 in-depth study of a particular field, advanced theories, language, and methods of inquiry</p> <p>III, 2 Intercultural knowledge and competence</p>

<p>[Year III] 2017-18</p> <p>#5-Explore the contributions of French-speaking peoples to education, the humanities, social sciences and/or STEM fields;</p> <p>#7-Prepare for a career serving French-speaking people in the United States and abroad in the sciences, commerce, diplomacy, economic development, healthcare, teaching, or community outreach.</p> <p>#3 Expand research and career opportunities in a global and interconnected world;</p>	<p>Integral to the textbook currently being used in 2001-2002 is a focus on people of remarkable success in various professions, from fashion to aeronautics and beyond. Students present on these various figures and their professions over the course of the academic year. We will develop an individual project at the end of 2001 that prompts intermediate students to explore their own professional aspirations in French.</p> <p>Students will be asked to complete a similar assignment in Hum 1305: Career Prep in World Languages. These assignments will be compared in order to gauge the development of both awareness of, and interest in, pursuing a career using French language and intercultural competence skills. Assignments will be collected by instructors teaching these courses and assessment.</p>	<p>I, 1: core studies in the liberal arts (languages & conceivably all fields listed in I,1)</p> <p>III, 1 Civic knowledge and engagement, global</p> <p>III,2: Intercultural knowledge and competence</p> <p>IV, 2 Application of knowledge, skills, and responsibilities to new settings and progressively more complex problems</p>
<p>[Year IV] 2018-19</p> <p>#4- Discover the traditions, literatures, arts, and histories of French-speaking peoples</p> <p>#6-Engage in research in French</p> <p>#1- Develop their reading, writing, speaking, and listening skills in French</p>	<p>3002, 3003, and 3004 are prerequisites to advanced courses in the Medieval and Early Modern, Modern, and Francophone Studies clusters, respectively.</p> <p>At least one formal paper in each of the three cluster courses (MEMS, MOS, FRS) required for the major will explicitly prompt students to integrate knowledge gained in these 'gateway' surveys into their analysis of literature, film, and culture. We will choose 6 samples at random (2 from each course) and assess student capacity to see art through the lens of history / civilization.</p> <p>Students will also complete placement mechanism at the beginning of 2001 and the end of 4902 in order to gauge the improvement of French skills over the course of the major.</p>	<p>I, 1: core studies in the liberal arts (languages & conceivably all fields listed in I, 1)</p> <p>II, 4 Written competence</p> <p>IV, 2 Application of knowledge, skills, and responsibilities to new settings and progressively more complex problems</p>

<p>[Year V] 2019-20 #2-Refine their intercultural and problem-solving skills; #6-Engage in research in French;</p>	<p>We are applying the AAC&U rubric for intercultural competence to writing samples in English in 2002 (Intermediate French II) and French 4902, French Capstone in an effort to gauge the development of intercultural competence over the course of the French major.</p> <p>In 2002, students will respond to the novel, <i>Monsieur Ibrahim</i>; in 4902, students will draft a three-page abstract of their capstone projects, for distribution to Anglophone members of the audience. Artifacts will be collected by Sarah Buchanan (2002) and Lisa Bevevino (4902).</p>	<p>I, 1: core studies in the liberal arts (languages & conceivably all fields listed in I,1)</p> <p>III,2: Intercultural knowledge and competence</p> <p>IV, 2 Application of knowledge, skills, and responsibilities to new stings and progressively more complex problems</p>
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*Your PSLOs need not overlap with CSLOs, but if your PSLO does reinforce or overlap with a CSLO, please report that information.

Please report any other planned assessment for your academic program in the space below:

We are in conversations about enhancing our placement process to include either a brief writing sample or oral interview, because the placement exam we use currently frequently results in the placement of students in the wrong course and is quite easy to “throw” in order to take a course that isn’t sufficiently challenging. Appropriate placement would yield more reliable assessment results and result in more fulfilled students in our program.