

Department Assessment Plan

DEPARTMENT: French

Departmental Mission Statement:

In acknowledging the privileged role in the created world which language and culture play in achieving God's purposes and in recognizing the responsibilities of Christians to serve God and others in every aspect of life, the Department of French is committed to teaching language, literature, and culture; to providing appropriate service related to such teaching; and to engaging in scholarly exploration of the French language and francophone literatures and cultures.

Department Assessment Coordinator: Glenn Fetzer

ASSESSMENT PLAN:

I. Core requirement

Objectives:	Method of Assessment:	Criterion:
Listening Proficiency (skills): Students seeking to meet the core language requirement by means of French study will develop an ability to aurally understand sentence-length utterances, content referring to basic personal background and needs, social conventions, and somewhat more complex tasks, such as greater diversity of instructions and directions, spontaneous face-to-face conversations, short telephone conversations, simple announcements and reports over the media.	Students will be periodically evaluated via a variety of listening comprehension exercises and tests that measure progress toward the stated objectives as described in the ACTFL Proficiency Guidelines.	By the conclusion of 123/202, students will attain a minimally sustained listening proficiency level of intermediate-mid (ACTFL Proficiency Guidelines; objectives). I Specific percentages will be determined after initial data collection.

<p>Oral Proficiency (skill): Students seeking to meet the core language requirement by means of French speaking proficiency equivalent to an intermediate-mid level French study will develop a speaker: can create with language, speak at the sentence level, ask questions, initiate, sustain and conclude a simple social/transactional task, be understood, with some repetition, by those accustomed to dealing with non-native speakers.</p>	<p>Students will be evaluated at regular stages of coursework in a variety of ways to determine progress toward stated objectives as described in the ACTFL Proficiency Guidelines</p>	<p>By the conclusion of 12/31/2022, students will minimally attain intermediate-mid level oral proficiency (ACTFL Proficiency Guidelines; objectives), though some may begin to demonstrate performance at the intermediate-high level.</p> <p><small>2 Specific percentage. will be determined after initial data collection.</small></p>
<p>Reading Proficiency (skill): Students seeking to meet the core language requirement by means of French study will have begun developing French reading proficiency equivalent to an intermediate-high level reader who is able to read simple connected texts on basic personal/social needs about which the reader has personal interest/knowledge, get some main ideas and information from texts at the advanced level, but with less consistent comprehension .</p>	<p>Students will be periodically evaluated via a variety of listening comprehension exercises and tests that measure progress toward the stated objectives as described in the ACTFL Proficiency Guidelines.</p>	<p>By the conclusion of 12/31/2022, students will attain a minimally sustained listening proficiency level of intermediate-mid (ACTFL Proficiency Guidelines; objectives).</p> <p><small>1 Specific percentages will be determined after initial data collection.</small></p>

<p>Writing Proficiency (skill): Students seeking to meet the core language requirement by means of French study will develop French writing proficiency equivalent to an intermediate-mid level writer: able to meet practical writing needs (i.e. , short letters based on personal preferences, daily routine, everyday events), to write in present tense or at least one other tense/time aspect consistently, to be understood by natives used to writing of nonnatives.</p>	<p>Students will be evaluated at regular intervals to determine progress toward stated objectives, as described in the A CTFL Proficiency Guidelines, via a variety of informal/formal writing exercises and tests.</p>	<p>By the conclusion of 123/202, students⁴ will attain an intermediate-mid level of writing proficiency (A CTFL Proficiency Guidelines; objectives), though some may begin to demonstrate intermediate-advanced proficiency.</p> <p>⁴ Specific percentage. will be determined after initial data collection.</p>
<p>Cultural Proficiency (knowledge/value) : Students seeking to meet the core language requirement by means of French study will demonstrate a maturing attitude toward a variety of francophone cultures and their contributions to the created world as they intersect with a Reformed and Christian world view. This should include basic geography, lifestyle (including basic exposure to current trends in music, film, and other media), some basic understanding of current events, differences/ similarities within countries that constitute the francophone world.</p>	<p>Students will be periodically tested for acquired cultural knowledge and assimilation, mostly in informal ways, though occasionally in more formal context</p>	<p>By the conclusion of 123/202, students^s will attain a basic knowledge of culture(s) under study, i.e. French and francophone, as judged by instructor and based on test results.</p> <p>^s Specific percentages will be detcnined after initial data collection.</p>

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II. Major/minor requirement

Objectives	Method of assessment	Criterion
<p>Listening Proficiency (skill): Students seeking a French major or minor will develop listening proficiency so as to enable them to sustain understanding of main ideas and most details of connected discourse on a variety of topics, texts frequently involving description and narration in different time frames or aspects (such as present, past, future), including interview, short lectures, news items and reports dealing primarily with factual information.</p>	<p>Students will be tested regularly in all post-core coursework to determine progress toward these objectives, as described in the ACTFL Proficiency Guidelines. French education majors and minors will be required to pass a proficiency exam, including a listening comprehension test, before proceeding to student teaching and/or teacher certification. Education students must also take and pass the State of Michigan Tests for Certification: French Subject-Area Test.</p>	<p>By the conclusion of the program, students⁶ will attain an advanced level of listening proficiency (A CTFL Proficiency Guidelines; objectives), though it is expected that some will attain advanced-plus level.</p> <p><small>6 Specific percentages will be determined after initial data collection.</small></p>
<p>Oral Proficiency (skill): Students seeking a French major or minor will develop oral proficiency so as to function consistently at the intermediate-high level (i.e., basic intermediate level functions) though at least half the time at the advanced level: i.e., can narrate and describe in past, present and future time/aspect, and handle a complicated situation or transaction.</p>	<p>Though progress toward the stated objective, as described in the A CTFL Proficiency Guidelines, will be tested formally and informally in all post-core courses, education majors and minors will be required to sit for an Oral Proficiency Interview following the 215-216 sequence to determine their actual level of oral proficiency. Thereafter, students must make progress toward these stated objectives prior to completion of program.</p>	<p>By the conclusion of the program, students⁷ will attain oral proficiency at the intermediate-high level prior to graduation, or student teaching and/or teacher certification (ACTFL Proficiency Guidelines; objectives). It is expected that some students, especially those that travel and/or study abroad will attain an advanced-level oral proficiency.</p> <p><small>7 Specific percentages will be determined after initial data collection.</small></p>

<p>Reading Proficiency (skill): Students seeking a French major or minor will develop reading proficiency enabling them to read longer prose of several paragraphs in length, particularly if presented with a clear underlying structure, in familiar sentence patterns, getting the main ideas and facts, minus some detail. Texts include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, business letters, and simple technical material. Majors should go beyond to follow essential points of written discourse at the Superior level in areas of special interest or knowledge; parts of texts which are conceptually abstract and linguistically complex, able to make inferences, with an emerging awareness of the aesthetic properties of language and its literary styles, though misunderstandings may occur .</p>	<p>Students will be regularly evaluated in a variety of formal and informal ways to determine significant progress toward these objectives, as stated in the ACTFL Proficiency Guidelines. Such methods may include class discussion, comprehension checks, written summaries, opinion essays, and research projects. In addition, education majors and minors must take and pass a proficiency exam which includes a test of reading skills prior to student teaching and/ or teacher certification. They must also take and pass the State of Michigan Tests for Certification: French Subject-Area Test.</p>	<p>By the conclusion of the program, students⁸ will attain sustained performance at the advanced level, with majors expected to attain minimally the advanced-plus reading proficiency level (ACTFL Proficiency Guidelines; objectives). It is expected that some students will attain sustained superior-level proficiency.</p> <p>⁸ Specific percentage⁸ will be determined after initial data collection.</p>
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<p>Writing Proficiency (skill): Students seeking a French major/minor will develop the ability to perform the following tasks in writing: routine social correspondence, paragraph-length discourse (several paragraphs in length) , respond in writing to personal questions, simple letters, brief synopses and paraphrases, summaries, descriptions and narrations in paragraphs in three major tenses (i.e. , present, past, future). Majors will develop the ability to write with more significant precision and detail, social and informal business correspondence, descriptions and narrations, concrete aspects of topics of particular interest and special fields of competence, though under time constraints and pressure writing may be inaccurate.</p>	<p>Students will be regularly evaluated for progress toward the writing proficiency objectives, as described in the A CTFL Proficiency Guidelines . Evaluative exercises will include those described under objectives. In addition, education majors and minors will be required to take and pass a written proficiency exam prior to student teaching and/or teacher certification.</p>	<p>By the conclusion of the program, students⁹ will be expected to demonstrate advanced-level writing proficiency, though majors will be expected to perform consistently at the advanced-plus level (ACTFL Proficiency Guidelines; objectives). It is expected that some students will attain writing proficiency at the superior level, due to study abroad, or in immersion programs in North America.</p> <p>⁹ Specific percentages will be determined after initial data collection.</p>
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<p>Cultural Proficiency (know ledge/value) : Students seeking a French major or minor will develop an advanced, maturing attitude toward and knowledge of a variety of francophone cultures and their various contributions to the created world, as they intersect with the Reformed and Christian world view. This would include more advanced knowledge of the cultural intricacies of French life and language--gained through study of language and literature, as well as travel/ study abroad-- including a good knowledge of French social structure (for example, the educational system, the media) , basic political structure, basic economic activity and structure, as well as selected aspects of the history of intellectual thought.</p>	<p>Students will be regularly tested via a variety of formats, both formal and informal, to determine progress toward these objectives, as described in the ACTFL Proficiency Guidelines, in all post-core coursework. Evaluative exercises may include interpretive essays and research papers. In addition, education majors and minors will take and pass the State of Michigan Tests for Certification: French Subject-Area Test.</p>	<p>By the conclusion of the program, students 10 will be expected to demonstrate cultural proficiency in their oral and written interactions with other students and faculty throughout post-core coursework, as judged by instructor and based on test results. Such proficiency will be sufficient for teaching at the elementary or secondary school levels, or for entry-level workin graduate programs.</p> <p>10 Specific percentages will be detennined after initial data collection.</p>
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Comm Rvw: 2/8/95; 3/9/95

Approved: 3/29/95

