Learning Goal 3

In the 19-29 Academic year, The French Section assessed DLG goal 3: Demonstrate the ability to write accurately, convincingly, and in a logical, organized fashion in French.

Direct Assessment

As outlined in the French Section's Student Assessment plan, for the Direct Assessment of DLG 3, the department used the Capstone Final Paper Grading Rubric, please see below. Our data shows that 100% of graduating French majors in 2020 were able to demonstrate the ability to write accurately, convincingly, and in a logical organized fashion in French. Weaknesses, which were few, occurred with respect to:

: Small grammatical mistakes: most frequently with verb tense usage, gender agreement, and subject verb agreement. Those are often proofreading and editing errors.

: Organization was a second (slight) weakness; one introduction was far too long without declaring an outright thesis, and another paper's conclusion was lacking force.

: Vocabulary could be more varied.

Plans for improvement:

Emphasize proofreading and editing (orally and on the rubric).

Emphasize organization (strong introduction and conclusion) (orally and on the rubric).

Emphasize a varied vocabulary (orally and on the rubric).

Indirect Assessment

As outlined in the French Section's Student Assessment plan, for the Indirect Assessment of DLGs 3, the department used Senior Surveys. Our data shows that 100% of graduating French majors in 2020 "strongly agree" that The French major at Hendrix resulted in their ability to: to write accurately, convincingly, and in a logical, organized fashion in French. The majority of these surveys were returned to Dr. Jellenik by email, and are not therefore included below.

The purpose of this rubric is to utilize the Capstone final paper to assess how well our students are meeting the French departmental learning goals (DLGs). The five learning goals of the French Program in the Languages Department are the requirements to:

- 1. Demonstrate the ability to communicate orally in French.
- 2. Demonstrate the ability to understand spoken French.
- 3. Demonstrate the ability to write accurately, convincingly, and in a logical, organized fashion in French.
- 4. Demonstrate the ability to read, understand, and analyze texts written in French.
- 5. Demonstrate cultural knowledge of the French-speaking world.

This document assesses DLG #3: the ability to write accurately, convincingly, and in a logical, organized fashion in French.

French Senior Capstone Paper Grading Rubric 2020

Student 1

Grade: <u>A</u>

	DLG	Grade	Poor (Grade D, 1.0)	Satisfactory (Grade C, 2.0)	Good (Grade B, 3.0)	Excellent (Grade A, 4.0)
A. Topic & Title	3, 4, 5		Topic is not relevant to	Topic is somewhat	Topic is relevant to the	Topic is highly relevant
(5%)			the Hendrix French	relevant to the French	Hendrix French	to the Hendrix French
			curriculum and focuses on	curriculum and focuses	curriculum and focuses	curriculum and focuses on
			recent	on some recent research	on recent research.	recent and original
			research	☐ Title somewhat		research. 📃 Title engages,
			Title does not engage	engages reader and	Title engages the reader	shows creativity and
			the reader and does not	somewhat reflects the	immediately and accurately	originality, and reflects
			reflect the paper content	paper content	reflects the paper content	the paper's content.
B. Abstract	4, 5		Abstract does not	Abstract engages the	Abstract engages reader,	Abstract engages the
(5%)			engage reader and does	reader somewhat and	offers a clear idea of what	reader immediately,
			not offer an idea of what	offers a vague idea of what	will follow, names all texts	offers a basic outline of
			will follow	will follow	the paper will address.	paper, presents texts and
						theoretical basis.
C. Introduction	3, 4, 5		Introduction does not	Introduction provides a	Introduction provides a	Introduction provides a
& Background			provide adequate	description of some of the	detailed description of the	highly detailed description
Information			description of the relevant	relevant background	relevant background	of the relevant background
(15%)			background information	information and provides	information and provides	information and a highly
			and no outline	some sort of an outline	a detailed outline	detailed outline

ench Program Asse	ssment Re	port 2020			Learning Goal 3	-
. Literary and	3, 4,5		Paper contains little	Paper contains a	Paper contains an	Paper contains an
Cultural			relevant material	description of some	accurate description of a	accurate description of a
Analysis &				relevant material	good amount of relevant	large amount of relevant
Understanding					material	<mark>material</mark>
(25%)				Some connections are		
			No connections are	made between information	Good connections are	Extensive connections
			made between information	from different sources	made between information	<mark>are made between</mark>
			from different sources		from different sources	information from different
				☐ Textual evidence is		sources
			Textual evidence is not	sometimes accurately	Textual evidence and	Textual evidence and
			accurately explained to the	explained to the reader,	analysis are usually	analysis are consistently
			reader, analysis not	analysis is rarely present	accurately explained to the	and accurately explained to
		1	present	5 51	reader	the reader
	DLG	Grade		Satisfactory (Grade C, 2.0)	Good (Grade B, 3.0)	Excellent (Grade A, 4.0)
E. Conclusion	3, 4, 5		Conclusion does not	Conclusion summarizes	Conclusion summarizes	Conclusion accurately
(10 %)			summarize the information	some of the information	most of the information	summarizes all of the
			presented in the paper	presented in the paper	presented in the paper	information presented in
						the paper
			Conclusion does not	Conclusion suggests a	Conclusion somewhat	Conclusion defends a
			defend a position	position	defends a position	position
F. Paper	3		Paper is disorganized	Paper is somewhat	Paper is organized	Paper is well-organized
Organization	5			organized		
(15%)				Barridon		
(10/0)						
			☐ The guidelines on	☐ Some of the guidelines	☐ Most of the guidelines	All of the guidelines on
			formatting and paper	on formatting and paper	on formatting and paper	formatting and paper
			length are not met	length are met	length are met	length are met

French Program Asse	ssment Report 20	020	Learning Goal 3		
G. Grammar & Syntax (15 %)	1,2,3	Text is riddled with grammatical errors and shows no evidence of editing and proofreading	☐ Text is grammatically correct some of the time and shows some evidence of editing and proofreading	Text is usually grammatically correct and shows evidence of editing and proofreading	☐ Text is grammatically correct throughout and shows evidence of careful editing and proofreading
		Sentence and paragraph structure are poor and show little organization	Sentence and paragraph structure are sometimes clear and well-organized	Sentence and paragraph structure are clear, somewhat creative, and usually well-organized	Sentence and paragraph structure are always clear, creative, and well-organized
		None of the relevant literary terms are present	Some of the relevant literary terms and are present	Most of the relevant literary terms are present, vocabulary is somewhat varied	 All of the relevant literary terms are, vocabulary is varied

Learning Goal 3

	FLG	Grade	Poor (Grade D, 1.0)	Satisfactory (Grade C, 2.0)	Good (Grade B, 3.0)	Excellent (Grade A, 4.0)
I. References (5%)			Paper indicates that literature search was not performed and appropriate peer-reviewed sources are not used	Paper indicates that a literature search was performed and appropriate peer-reviewed sources sometimes are used	Paper indicates that a broad literature search was performed and appropriate peer-reviewed sources are mostly used	Paper indicates that an extensive literature search was performed and appropriate peer-reviewed, sources are used
			References are absent and/or not correctly cited within text and bibliography	References are sometimes correctly cited within text and bibliography	References are usually correctly cited within text and bibliography	References are always correctly cited within text and bibliography
J. Deadlines & Participation (5 %)			Student met none of the deadlines and was not engaged with the reading and writing process	Student met some of the deadlines and was somewhat engaged with the reading and writing process	Student met most of the deadlines and was engaged with the reading and writing process	Student met all the deadlines and was fully engaged with the reading and writing process
			Feedback provided to the student was not incorporated into the next version of the paper	Feedback provided to the student was sometimes incorporated into the next version of the paper	Feedback provided to the student was usually incorporated into the next version of the paper	Feedback provided to the student was always incorporated into the next version of the paper

French Senior Capstone Paper Grading Rubric 2020

Student 2

	DLG	Grade	Poor (Grade D, 1.0)	Satisfactory (Grade C, 2.0)	Good (Grade B, 3.0)	Excellent (Grade A, 4.0)
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rench Program Asse	ssment Report 2020)		Learning Goal 3	
A. Topic & Title (5 %)	3, 4, 5	 Topic is not relevant to the Hendrix French curriculum and focuses on recent research Title does not engage the reader and does not reflect the paper content 	 Topic is somewhat relevant to the French curriculum and focuses on some recent research Title somewhat engages reader and somewhat reflects the paper content 	 Topic is relevant to the Hendrix French curriculum and focuses on recent research. Title engages the reader immediately and accurately reflects the paper content 	Topic is highly relevant to the Hendrix French curriculum and focuses on recent and original research. Title engages, shows creativity and originality, and reflects the paper's content.
B. Abstract (5 %)	4, 5	Abstract does not engage reader and does not offer an idea of what will follow	Abstract engages the reader somewhat and offers a vague idea of what will follow	Abstract engages reader, offers a clear idea of what will follow, names all texts the paper will address.	Abstract engages the reader immediately, offers a basic outline of paper, presents texts and theoretical basis.
C. Introduction & Background Information (15 %)	3, 4, 5	Introduction does not provide adequate description of the relevant background information and no outline	☐ Introduction provides a description of some of the relevant background information and provides some sort of an outline	Introduction provides a detailed description of the relevant background information and provides a detailed outline	Introduction provides a highly detailed description of the relevant background information and a highly detailed outline
D. Literary and Cultural Analysis & Understanding (25 %)	3, 4,5	 Paper contains little relevant material No connections are made between information from different sources 	 Paper contains a description of some relevant material Some connections are made between information from different sources 	 Paper contains an accurate description of a good amount of relevant material Good connections are made between information from different sources 	 Paper contains an accurate description of a large amount of relevant material Extensive connections are made between information from different sources
		Textual evidence is not accurately explained to the reader, analysis not present	☐ Textual evidence is sometimes accurately explained to the reader, analysis is rarely present	Textual evidence and analysis are usually accurately explained to the reader	Textual evidence and analysis are consistently and accurately explained to the reader

	DLG	Grade	Poor (Grade D, 1.0)	Satisfactory (Grade C, 2.0)	Good (Grade B, 3.0)	Excellent (Grade A, 4.0)
E. Conclusion (10%)	3, 4, 5		Conclusion does not summarize the information presented in the paper	Conclusion summarizes some of the information presented in the paper	Conclusion summarizes most of the information presented in the paper	Conclusion accurately summarizes all of the information presented in the paper
			Conclusion does not defend a position	Conclusion suggests a position	Conclusion somewhat defends a position	Conclusion defends a position
F. Paper Organization (15 %)	3		Paper is disorganized	Paper is somewhat organized	Paper is organized	Paper is well-organized
			The guidelines on formatting and paper length are not met	Some of the guidelines on formatting and paper length are met	Most of the guidelines on formatting and paper length are met	All of the guidelines on formatting and paper length are met
G. Grammar & Syntax (15 %)	1,2,3		Text is riddled with grammatical errors and shows no evidence of editing and proofreading	Text is grammatically correct some of the time and shows some evidence of editing and proofreading	☐ Text is usually grammatically correct and shows evidence of editing and proofreading	Text is grammatically correct throughout and shows evidence of careful editing and proofreading
			 Sentence and paragraph structure are poor and show little organization None of the relevant 	Sentence and paragraph structure are sometimes clear and well-organized	Sentence and paragraph structure are clear, somewhat creative, and usually well-organized	Sentence and paragraph structure are always clear, creative, and well-organized
			literary terms are present	Some of the relevant literary terms and are present	Most of the relevant literary terms are present, vocabulary is somewhat varied	All of the relevant literary terms are, vocabulary is varied

Learning Goal 3

	FLG	Grade	Poor (Grade D, 1.0)	Satisfactory (Grade C, 2.0)	Good (Grade B, 3.0)	Excellent (Grade A, 4.0)
I. References (5 %)			Paper indicates that literature search was not performed and appropriate peer-reviewed sources are not used	Paper indicates that a literature search was performed and appropriate peer-reviewed sources sometimes are used	Paper indicates that a broad literature search was performed and appropriate peer-reviewed sources are mostly used	Paper indicates that an extensive literature search was performed and appropriate peer-reviewed, sources are used
			References are absent and/or not correctly cited within text and bibliography	References are sometimes correctly cited within text and bibliography	References are usually correctly cited within text and bibliography	References are always correctly cited within text and bibliography
J. Deadlines & Participation (5 %)			Student met none of the deadlines and was not engaged with the reading and writing process	Student met some of the deadlines and was somewhat engaged with the reading and writing process	Student met most of the deadlines and was engaged with the reading and writing process	Student met all the deadlines and was fully engaged with the reading and writing process
			Feedback provided to the student was not incorporated into the next version of the paper	Feedback provided to the student was sometimes incorporated into the next version of the paper	Feedback provided to the student was usually incorporated into the next version of the paper	Feedback provided to the student was always incorporated into the next version of the paper

French Senior Capstone Paper Grading Rubric 2020

Student 3

	DLG	Grade	Poor (Grade D, 1.0)	Satisfactory (Grade C, 2.0)	Good (Grade B, 3.0)	Excellent (Grade A, 4.0)
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rench Program Asse	ssment Report 2020)		Learning Goal 3	
A. Topic & Title (5 %)	3, 4, 5	 Topic is not relevant to the Hendrix French curriculum and focuses on recent research Title does not engage the reader and does not reflect the paper content 	 Topic is somewhat relevant to the French curriculum and focuses on some recent research Title somewhat engages reader and somewhat reflects the paper content 	 Topic is relevant to the Hendrix French curriculum and focuses on recent research. Title engages the reader immediately and accurately reflects the paper content 	 Topic is highly relevant to the Hendrix French curriculum and focuses on recent and original research. Title engages, shows creativity and originality, and reflects the paper's content.
B. Abstract (5 %)	4, 5	Abstract does not engage reader and does not offer an idea of what will follow	Abstract engages the reader somewhat and offers a vague idea of what will follow	Abstract engages reader, offers a clear idea of what will follow, names all texts the paper will address.	Abstract engages the reader immediately, offers a basic outline of paper, presents texts and theoretical basis.
C. Introduction & Background Information (15 %)	3, 4, 5	Introduction does not provide adequate description of the relevant background information and no outline	☐ Introduction provides a description of some of the relevant background information and provides some sort of an outline	☐ Introduction provides a detailed description of the relevant background information and provides a detailed outline	Introduction provides a highly detailed description of the relevant background information and a highly detailed outline
D. Literary and Cultural Analysis & Understanding (25 %)	3, 4,5	 Paper contains little relevant material No connections are made between information from different sources 	 Paper contains a description of some relevant material Some connections are made between information from different sources 	 Paper contains an accurate description of a good amount of relevant material Good connections are made between information from different sources 	 Paper contains an accurate description of a large amount of relevant material Extensive connections are made between information from different sources
		Textual evidence is not accurately explained to the reader, analysis not present	Textual evidence is sometimes accurately explained to the reader, analysis is rarely present	Textual evidence and analysis are usually accurately explained to the reader	Textual evidence and analysis are consistently and accurately explained to the reader

	DLG	Grade	Poor (Grade D, 1.0)	Satisfactory (Grade C, 2.0)	Good (Grade B, 3.0)	Excellent (Grade A, 4.0)
E. Conclusion (10%)	3, 4, 5		Conclusion does not summarize the information presented in the paper	Conclusion summarizes some of the information presented in the paper	Conclusion summarizes most of the information presented in the paper	Conclusion accurately summarizes all of the information presented in the paper
			Conclusion does not defend a position	Conclusion suggests a position	Conclusion somewhat defends a position	Conclusion defends a position
F. Paper Organization (15 %)	3		Paper is disorganized	Paper is somewhat organized	Paper is organized	Paper is well-organized
			The guidelines on formatting and paper length are not met	Some of the guidelines on formatting and paper length are met	Most of the guidelines on formatting and paper length are met	All of the guidelines on formatting and paper length are met
G. Grammar & Syntax (15 %)	1,2,3		Text is riddled with grammatical errors and shows no evidence of editing and proofreading	Text is grammatically correct some of the time and shows some evidence of editing and proofreading	Text is usually grammatically correct and shows evidence of editing and proofreading	Text is grammatically correct throughout and shows evidence of careful editing and proofreading
			 Sentence and paragraph structure are poor and show little organization None of the relevant 	Sentence and paragraph structure are sometimes clear and well-organized	Sentence and paragraph structure are clear, somewhat creative, and usually well-organized	Sentence and paragraph structure are always clear, creative, and well-organized
			literary terms are present	Some of the relevant literary terms and are present	Most of the relevant literary terms are present, vocabulary is somewhat varied	All of the relevant literary terms are, vocabulary is varied

Learning Goal 3

	FLG	Grade	Poor (Grade D, 1.0)	Satisfactory (Grade C, 2.0)	Good (Grade B, 3.0)	Excellent (Grade A, 4.0)
I. References (5 %)			Paper indicates that literature search was not performed and appropriate peer-reviewed sources are not used	Paper indicates that a literature search was performed and appropriate peer-reviewed sources sometimes are used	Paper indicates that a broad literature search was performed and appropriate peer-reviewed sources are mostly used	Paper indicates that an extensive literature search was performed and appropriate peer-reviewed, sources are used
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French Senior Capstone Paper Grading Rubric 2020

Student 4

	DLG	Grade	Poor (Grade D, 1.0)	Satisfactory (Grade C, 2.0)	Good (Grade B, 3.0)	Excellent (Grade A, 4.0)
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rench Program Asse	ssment Report 2020)		Learning Goal 3	
A. Topic & Title (5 %)	3, 4, 5	 Topic is not relevant to the Hendrix French curriculum and focuses on recent research Title does not engage the reader and does not reflect the paper content 	 Topic is somewhat relevant to the French curriculum and focuses on some recent research Title somewhat engages reader and somewhat reflects the paper content 	 Topic is relevant to the Hendrix French curriculum and focuses on recent research. Title engages the reader immediately and accurately reflects the paper content 	 Topic is highly relevant to the Hendrix French curriculum and focuses on recent and original research. Title engages, shows creativity and originality, and reflects the paper's content.
B. Abstract (5 %)	4, 5	Abstract does not engage reader and does not offer an idea of what will follow	Abstract engages the reader somewhat and offers a vague idea of what will follow	Abstract engages reader, offers a clear idea of what will follow, names all texts the paper will address.	Abstract engages the reader immediately, offers a basic outline of paper, presents texts and theoretical basis.
C. Introduction & Background Information (15 %)	3, 4, 5	Introduction does not provide adequate description of the relevant background information and no outline	☐ Introduction provides a description of some of the relevant background information and provides some sort of an outline	Introduction provides a detailed description of the relevant background information and provides a detailed outline	Introduction provides a highly detailed description of the relevant background information and a highly detailed outline
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		Textual evidence is not accurately explained to the reader, analysis not present	☐ Textual evidence is sometimes accurately explained to the reader, analysis is rarely present	Textual evidence and analysis are usually accurately explained to the reader	Textual evidence and analysis are consistently and accurately explained to the reader

	DLG	Grade	Poor (Grade D, 1.0)	Satisfactory (Grade C, 2.0)	Good (Grade B, 3.0)	Excellent (Grade A, 4.0)
E. Conclusion (10%)	3, 4, 5		Conclusion does not summarize the information presented in the paper	Conclusion summarizes some of the information presented in the paper	Conclusion summarizes most of the information presented in the paper	Conclusion accurately summarizes all of the information presented in the paper
			Conclusion does not defend a position	Conclusion suggests a position	Conclusion somewhat defends a position	Conclusion defends a position
F. Paper Organization (15 %)	3		Paper is disorganized	Paper is somewhat organized	Paper is organized	Paper is well-organized
			The guidelines on formatting and paper length are not met	Some of the guidelines on formatting and paper length are met	Most of the guidelines on formatting and paper length are met	All of the guidelines on formatting and paper length are met
G. Grammar & Syntax (15 %)	1,2,3		Text is riddled with grammatical errors and shows no evidence of editing and proofreading	Text is grammatically correct some of the time and shows some evidence of editing and proofreading	Text is usually grammatically correct and shows evidence of editing and proofreading	Text is grammatically correct throughout and shows evidence of careful editing and proofreading
			 Sentence and paragraph structure are poor and show little organization None of the relevant 	Sentence and paragraph structure are sometimes clear and well-organized	Sentence and paragraph structure are clear, somewhat creative, and usually well-organized	Sentence and paragraph structure are always clear, creative, and well-organized
			literary terms are present	Some of the relevant literary terms and are present	Most of the relevant literary terms are present, vocabulary is somewhat varied	 All of the relevant literary terms are, vocabulary is varied

Learning Goal 3

	FLG	Grade	Poor (Grade D, 1.0)	Satisfactory (Grade C, 2.0)	Good (Grade B, 3.0)	Excellent (Grade A, 4.0)
I. References (5%)		Paper indicates that literature search was not performed and appropriate peer-reviewed sources are not used	Paper indicates that a literature search was performed and appropriate peer-reviewed sources sometimes are used	Paper indicates that a broad literature search was performed and appropriate peer-reviewed sources are mostly used	Paper indicates that an extensive literature search was performed and appropriate peer-reviewed, sources are used	
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J. Deadlines & Participation (5 %)			Student met none of the deadlines and was not engaged with the reading and writing process	Student met some of the deadlines and was somewhat engaged with the reading and writing process	Student met most of the deadlines and was engaged with the reading and writing process	Student met all the deadlines and was fully engaged with the reading and writing process
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French Senior Capstone Paper Grading Rubric 2020

Student 5

	DLG	Grade	Poor (Grade D, 1.0)	Satisfactory (Grade C, 2.0)	Good (Grade B, 3.0)	Excellent (Grade A, 4.0)
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rench Program Asse	ssment Report 202	0		Learning Goal 3	
A. Topic & Title (5 %)	3, 4, 5	 Topic is not relevant to the Hendrix French curriculum and focuses on recent research Title does not engage the reader and does not reflect the paper content 	 Topic is somewhat relevant to the French curriculum and focuses on some recent research Title somewhat engages reader and somewhat reflects the paper content 	 Topic is relevant to the Hendrix French curriculum and focuses on recent research. Title engages the reader immediately and accurately reflects the paper content 	☐ Topic is highly relevant to the Hendrix French curriculum and focuses on recent and original research. ☐ Title engages, shows creativity and originality, and reflects the paper's content.
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D. Literary and Cultural Analysis & Understanding (25 %)	3, 4,5	 Paper contains little relevant material No connections are made between information from different sources 	 Paper contains a description of some relevant material Some connections are made between information from different sources 	 Paper contains an accurate description of a good amount of relevant material Good connections are made between information from different sources 	 Paper contains an accurate description of a large amount of relevant material Extensive connections are made between information from different sources
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	DLG	Grade	Poor (Grade D, 1.0)	Satisfactory (Grade C, 2.0)	Good (Grade B, 3.0)	Excellent (Grade A, 4.0)
E. Conclusion (10 %)	3, 4, 5		Conclusion does not summarize the information presented in the paper	Conclusion summarizes some of the information presented in the paper	Conclusion summarizes most of the information presented in the paper	Conclusion accurately summarizes all of the information presented in the paper
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G. Grammar & Syntax (15 %)	1,2,3		Text is riddled with grammatical errors and shows no evidence of editing and proofreading	☐ Text is grammatically correct some of the time and shows some evidence of editing and proofreading	Text is usually grammatically correct and shows evidence of editing and proofreading	☐ Text is grammatically correct throughout and shows evidence of careful editing and proofreading
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			literary terms are present	Some of the relevant literary terms and are present	Most of the relevant literary terms are present, vocabulary is somewhat varied	All of the relevant literary terms are, vocabulary is varied
	FLG	Grade	Poor (Grade D, 1.0)	Satisfactory (Grade C, 2.0)	Good (Grade B, 3.0)	Excellent (Grade A, 4.0)

French Program Assessment Re	port 2020		Learning Goal 3	
I. References (5 %)	Paper indicates that literature search was not performed and appropriate peer-reviewed sources are not used	Paper indicates that a literature search was performed and appropriate peer-reviewed sources sometimes are used	Paper indicates that a broad literature search was performed and appropriate peer-reviewed sources are mostly used	Paper indicates that an extensive literature search was performed and appropriate peer-reviewed, sources are used
	References are absent and/or not correctly cited within text and bibliography	References are sometimes correctly cited within text and bibliography	References are usually correctly cited within text and bibliography	References are always correctly cited within text and bibliography
J. Deadlines & Participation (5 %)	Student met none of the deadlines and was not engaged with the reading and writing process	Student met some of the deadlines and was somewhat engaged with the reading and writing process	Student met most of the deadlines and was engaged with the reading and writing process	Student met all the deadlines and was fully engaged with the reading and writing process
	Feedback provided to the student was not incorporated into the next version of the paper	Feedback provided to the student was sometimes incorporated into the next version of the paper	Feedback provided to the student was usually incorporated into the next version of the paper	Feedback provided to the student was always incorporated into the next version of the paper

French Department Senior Survey, 2020

Student 3

The French major at Hendrix resulted in my ability to:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
Write accurately, convincingly, and in a logical, organized fashion in French. FREN 480	Х					
Read, understand, and analyze texts written in French. FREN 360 and 480	X					

French Program Assessm	ent Report 2	2020		
Understand different	Х			
cultures of the				
French-speaking				
world. FREN 360				