

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:     A    

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

<b>. Literary and Cultural Analysis &amp; Understanding</b> (25 %)	3, 4,5		<input type="checkbox"/> Paper contains little relevant material  <input type="checkbox"/> No connections are made between information from different sources  <input type="checkbox"/> Textual evidence is not accurately explained to the reader, analysis not present	<input type="checkbox"/> Paper contains a description of some relevant material  <input type="checkbox"/> Some connections are made between information from different sources  <input type="checkbox"/> Textual evidence is sometimes accurately explained to the reader, analysis is rarely present	<input type="checkbox"/> Paper contains an accurate description of a good amount of relevant material  <input type="checkbox"/> Good connections are made between information from different sources  <input type="checkbox"/> Textual evidence and analysis are usually accurately explained to the reader	<input type="checkbox"/> Paper contains an accurate description of a large amount of relevant material  <input type="checkbox"/> Extensive connections are made between information from different sources  <input type="checkbox"/> Textual evidence and analysis are consistently and accurately explained to the reader
	<b>DLG</b>	<b>Grade</b>	<b>Poor (Grade D, 1.0)</b>	<b>Satisfactory (Grade C, 2.0)</b>	<b>Good (Grade B, 3.0)</b>	<b>Excellent (Grade A, 4.0)</b>
<b>E. Conclusion</b> (10 %)	3, 4, 5		<input type="checkbox"/> Conclusion does not summarize the information presented in the paper  <input type="checkbox"/> Conclusion does not defend a position	<input type="checkbox"/> Conclusion summarizes some of the information presented in the paper  <input type="checkbox"/> Conclusion suggests a position	<input type="checkbox"/> Conclusion summarizes most of the information presented in the paper  <input type="checkbox"/> Conclusion somewhat defends a position	<input type="checkbox"/> Conclusion accurately summarizes all of the information presented in the paper  <input type="checkbox"/> Conclusion defends a position
<b>F. Paper Organization</b> (15 %)	3		<input type="checkbox"/> Paper is disorganized  <input type="checkbox"/> The guidelines on formatting and paper length are not met	<input type="checkbox"/> Paper is somewhat organized  <input type="checkbox"/> Some of the guidelines on formatting and paper length are met	<input type="checkbox"/> Paper is organized  <input type="checkbox"/> Most of the guidelines on formatting and paper length are met	<input type="checkbox"/> Paper is well-organized  <input type="checkbox"/> All of the guidelines on formatting and paper length are met

<b>G. Grammar &amp; Syntax</b> (15 %)	1,2,3		<input type="checkbox"/> Text is riddled with grammatical errors and shows no evidence of editing and proofreading  <input type="checkbox"/> Sentence and paragraph structure are poor and show little organization  <input type="checkbox"/> None of the relevant literary terms are present	<input type="checkbox"/> Text is grammatically correct some of the time and shows some evidence of editing and proofreading  <input type="checkbox"/> Sentence and paragraph structure are sometimes clear and well-organized  <input type="checkbox"/> Some of the relevant literary terms are present	<input type="checkbox"/> Text is usually grammatically correct and shows evidence of editing and proofreading  <input type="checkbox"/> Sentence and paragraph structure are clear, somewhat creative, and usually well-organized  <input type="checkbox"/> Most of the relevant literary terms are present, vocabulary is somewhat varied	<input type="checkbox"/> Text is grammatically correct throughout and shows evidence of careful editing and proofreading  <input type="checkbox"/> Sentence and paragraph structure are always clear, creative, and well-organized  <input type="checkbox"/> All of the relevant literary terms are, vocabulary is varied
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	FLG	Grade	Poor (Grade D, 1.0)	Satisfactory (Grade C, 2.0)	Good (Grade B, 3.0)	Excellent (Grade A, 4.0)
<b>I. References</b> (5 %)			<input type="checkbox"/> Paper indicates that literature search was not performed and appropriate peer-reviewed sources are not used  <input type="checkbox"/> References are absent and/or not correctly cited within text and bibliography	<input type="checkbox"/> Paper indicates that a literature search was performed and appropriate peer-reviewed sources sometimes are used  <input type="checkbox"/> References are sometimes correctly cited within text and bibliography	<input type="checkbox"/> Paper indicates that a broad literature search was performed and appropriate peer-reviewed sources are mostly used  <input type="checkbox"/> References are usually correctly cited within text and bibliography	<input type="checkbox"/> Paper indicates that an extensive literature search was performed and appropriate peer-reviewed, sources are used  <input type="checkbox"/> References are always correctly cited within text and bibliography
<b>J. Deadlines &amp; Participation</b> (5 %)			<input type="checkbox"/> Student met none of the deadlines and was not engaged with the reading and writing process  <input type="checkbox"/> Feedback provided to the student was not incorporated into the next version of the paper	<input type="checkbox"/> Student met some of the deadlines and was somewhat engaged with the reading and writing process  <input type="checkbox"/> Feedback provided to the student was sometimes incorporated into the next version of the paper	<input type="checkbox"/> Student met most of the deadlines and was engaged with the reading and writing process  <input type="checkbox"/> Feedback provided to the student was usually incorporated into the next version of the paper	<input type="checkbox"/> Student met all the deadlines and was fully engaged with the reading and writing process  <input type="checkbox"/> Feedback provided to the student was always incorporated into the next version of the paper

### French Senior Capstone Paper Grading Rubric 2020

Student 2

Grade:     A    

	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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<b>A. Topic &amp; Title</b> (5 %)	3, 4, 5		<input type="checkbox"/> Topic is not relevant to the Hendrix French curriculum and focuses on recent research <input type="checkbox"/> Title does not engage the reader and does not reflect the paper content	<input type="checkbox"/> Topic is somewhat relevant to the French curriculum and focuses on some recent research <input type="checkbox"/> Title somewhat engages reader and somewhat reflects the paper content	<input type="checkbox"/> Topic is relevant to the Hendrix French curriculum and focuses on recent research. <input type="checkbox"/> Title engages the reader immediately and accurately reflects the paper content	<input type="checkbox"/> Topic is highly relevant to the Hendrix French curriculum and focuses on recent and original research. <input type="checkbox"/> Title engages, shows creativity and originality, and reflects the paper's content.
<b>B. Abstract</b> (5 %)	4, 5		<input type="checkbox"/> Abstract does not engage reader and does not offer an idea of what will follow	<input type="checkbox"/> Abstract engages the reader somewhat and offers a vague idea of what will follow	<input type="checkbox"/> Abstract engages reader, offers a clear idea of what will follow, names all texts the paper will address.	<input type="checkbox"/> Abstract engages the reader immediately, offers a basic outline of paper, presents texts and theoretical basis.
<b>C. Introduction &amp; Background Information</b> (15 %)	3, 4, 5		<input type="checkbox"/> Introduction does not provide adequate description of the relevant background information and no outline	<input type="checkbox"/> Introduction provides a description of some of the relevant background information and provides some sort of an outline	<input type="checkbox"/> Introduction provides a detailed description of the relevant background information and provides a detailed outline	<input type="checkbox"/> Introduction provides a highly detailed description of the relevant background information and a highly detailed outline
<b>D. Literary and Cultural Analysis &amp; Understanding</b> (25 %)	3, 4,5		<input type="checkbox"/> Paper contains little relevant material  <input type="checkbox"/> No connections are made between information from different sources  <input type="checkbox"/> Textual evidence is not accurately explained to the reader, analysis not present	<input type="checkbox"/> Paper contains a description of some relevant material  <input type="checkbox"/> Some connections are made between information from different sources  <input type="checkbox"/> Textual evidence is sometimes accurately explained to the reader, analysis is rarely present	<input type="checkbox"/> Paper contains an accurate description of a good amount of relevant material  <input type="checkbox"/> Good connections are made between information from different sources  <input type="checkbox"/> Textual evidence and analysis are usually accurately explained to the reader	<input type="checkbox"/> Paper contains an accurate description of a large amount of relevant material  <input type="checkbox"/> Extensive connections are made between information from different sources <input type="checkbox"/> 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)
<b>E. Conclusion</b> (10 %)	3, 4, 5		<input type="checkbox"/> Conclusion does not summarize the information presented in the paper  <input type="checkbox"/> Conclusion does not defend a position	<input type="checkbox"/> Conclusion summarizes some of the information presented in the paper  <input type="checkbox"/> Conclusion suggests a position	<input type="checkbox"/> Conclusion summarizes most of the information presented in the paper  <input type="checkbox"/> Conclusion somewhat defends a position	<input type="checkbox"/> Conclusion accurately summarizes all of the information presented in the paper  <input type="checkbox"/> Conclusion defends a position
<b>F. Paper Organization</b> (15 %)	3		<input type="checkbox"/> Paper is disorganized  <input type="checkbox"/> The guidelines on formatting and paper length are not met	<input type="checkbox"/> Paper is somewhat organized  <input type="checkbox"/> Some of the guidelines on formatting and paper length are met	<input type="checkbox"/> Paper is organized  <input type="checkbox"/> Most of the guidelines on formatting and paper length are met	<input type="checkbox"/> Paper is well-organized  <input type="checkbox"/> All of the guidelines on formatting and paper length are met
<b>G. Grammar &amp; Syntax</b> (15 %)	1,2,3		<input type="checkbox"/> Text is riddled with grammatical errors and shows no evidence of editing and proofreading  <input type="checkbox"/> Sentence and paragraph structure are poor and show little organization  <input type="checkbox"/> None of the relevant literary terms are present	<input type="checkbox"/> Text is grammatically correct some of the time and shows some evidence of editing and proofreading  <input type="checkbox"/> Sentence and paragraph structure are sometimes clear and well-organized  <input type="checkbox"/> Some of the relevant literary terms are present	<input type="checkbox"/> Text is usually grammatically correct and shows evidence of editing and proofreading  <input type="checkbox"/> Sentence and paragraph structure are clear, somewhat creative, and usually well-organized  <input type="checkbox"/> Most of the relevant literary terms are present, vocabulary is somewhat varied	<input type="checkbox"/> Text is grammatically correct throughout and shows evidence of careful editing and proofreading  <input type="checkbox"/> Sentence and paragraph structure are always clear, creative, and well-organized  <input type="checkbox"/> 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)
<b>I. References</b> (5 %)			<input type="checkbox"/> Paper indicates that literature search was not performed and appropriate peer-reviewed sources are not used  <input type="checkbox"/> References are absent and/or not correctly cited within text and bibliography	<input type="checkbox"/> Paper indicates that a literature search was performed and appropriate peer-reviewed sources sometimes are used  <input type="checkbox"/> References are sometimes correctly cited within text and bibliography	<input type="checkbox"/> Paper indicates that a broad literature search was performed and appropriate peer-reviewed sources are mostly used  <input type="checkbox"/> References are usually correctly cited within text and bibliography	<input type="checkbox"/> Paper indicates that an extensive literature search was performed and appropriate peer-reviewed, sources are used  <input type="checkbox"/> References are always correctly cited within text and bibliography
<b>J. Deadlines &amp; Participation</b> (5 %)			<input type="checkbox"/> Student met none of the deadlines and was not engaged with the reading and writing process  <input type="checkbox"/> Feedback provided to the student was not incorporated into the next version of the paper	<input type="checkbox"/> Student met some of the deadlines and was somewhat engaged with the reading and writing process  <input type="checkbox"/> Feedback provided to the student was sometimes incorporated into the next version of the paper	<input type="checkbox"/> Student met most of the deadlines and was engaged with the reading and writing process  <input type="checkbox"/> Feedback provided to the student was usually incorporated into the next version of the paper	<input type="checkbox"/> Student met all the deadlines and was fully engaged with the reading and writing process  <input type="checkbox"/> Feedback provided to the student was always incorporated into the next version of the paper

### French Senior Capstone Paper Grading Rubric 2020

Student 3

Grade:     A    

	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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<b>A. Topic &amp; Title</b> (5 %)	3, 4, 5		<input type="checkbox"/> Topic is not relevant to the Hendrix French curriculum and focuses on recent research <input type="checkbox"/> Title does not engage the reader and does not reflect the paper content	<input type="checkbox"/> Topic is somewhat relevant to the French curriculum and focuses on some recent research <input type="checkbox"/> Title somewhat engages reader and somewhat reflects the paper content	<input type="checkbox"/> Topic is relevant to the Hendrix French curriculum and focuses on recent research. <input type="checkbox"/> Title engages the reader immediately and accurately reflects the paper content	<input type="checkbox"/> Topic is highly relevant to the Hendrix French curriculum and focuses on recent and original research. <input type="checkbox"/> Title engages, shows creativity and originality, and reflects the paper's content.
<b>B. Abstract</b> (5 %)	4, 5		<input type="checkbox"/> Abstract does not engage reader and does not offer an idea of what will follow	<input type="checkbox"/> Abstract engages the reader somewhat and offers a vague idea of what will follow	<input type="checkbox"/> Abstract engages reader, offers a clear idea of what will follow, names all texts the paper will address.	<input type="checkbox"/> Abstract engages the reader immediately, offers a basic outline of paper, presents texts and theoretical basis.
<b>C. Introduction &amp; Background Information</b> (15 %)	3, 4, 5		<input type="checkbox"/> Introduction does not provide adequate description of the relevant background information and no outline	<input type="checkbox"/> Introduction provides a description of some of the relevant background information and provides some sort of an outline	<input type="checkbox"/> Introduction provides a detailed description of the relevant background information and provides a detailed outline	<input type="checkbox"/> Introduction provides a highly detailed description of the relevant background information and a highly detailed outline
<b>D. Literary and Cultural Analysis &amp; Understanding</b> (25 %)	3, 4,5		<input type="checkbox"/> Paper contains little relevant material  <input type="checkbox"/> No connections are made between information from different sources  <input type="checkbox"/> Textual evidence is not accurately explained to the reader, analysis not present	<input type="checkbox"/> Paper contains a description of some relevant material  <input type="checkbox"/> Some connections are made between information from different sources  <input type="checkbox"/> Textual evidence is sometimes accurately explained to the reader, analysis is rarely present	<input type="checkbox"/> Paper contains an accurate description of a good amount of relevant material  <input type="checkbox"/> Good connections are made between information from different sources  <input type="checkbox"/> Textual evidence and analysis are usually accurately explained to the reader	<input type="checkbox"/> Paper contains an accurate description of a large amount of relevant material  <input type="checkbox"/> Extensive connections are made between information from different sources <input type="checkbox"/> 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)
<b>E. Conclusion</b> (10 %)	3, 4, 5		<input type="checkbox"/> Conclusion does not summarize the information presented in the paper  <input type="checkbox"/> Conclusion does not defend a position	<input type="checkbox"/> Conclusion summarizes some of the information presented in the paper  <input type="checkbox"/> Conclusion suggests a position	<input type="checkbox"/> Conclusion summarizes most of the information presented in the paper  <input type="checkbox"/> Conclusion somewhat defends a position	<input type="checkbox"/> Conclusion accurately summarizes all of the information presented in the paper  <input type="checkbox"/> Conclusion defends a position
<b>F. Paper Organization</b> (15 %)	3		<input type="checkbox"/> Paper is disorganized  <input type="checkbox"/> The guidelines on formatting and paper length are not met	<input type="checkbox"/> Paper is somewhat organized  <input type="checkbox"/> Some of the guidelines on formatting and paper length are met	<input type="checkbox"/> Paper is organized  <input type="checkbox"/> Most of the guidelines on formatting and paper length are met	<input type="checkbox"/> Paper is well-organized  <input type="checkbox"/> All of the guidelines on formatting and paper length are met
<b>G. Grammar &amp; Syntax</b> (15 %)	1,2,3		<input type="checkbox"/> Text is riddled with grammatical errors and shows no evidence of editing and proofreading  <input type="checkbox"/> Sentence and paragraph structure are poor and show little organization  <input type="checkbox"/> None of the relevant literary terms are present	<input type="checkbox"/> Text is grammatically correct some of the time and shows some evidence of editing and proofreading  <input type="checkbox"/> Sentence and paragraph structure are sometimes clear and well-organized  <input type="checkbox"/> Some of the relevant literary terms are present	<input type="checkbox"/> Text is usually grammatically correct and shows evidence of editing and proofreading  <input type="checkbox"/> Sentence and paragraph structure are clear, somewhat creative, and usually well-organized  <input type="checkbox"/> Most of the relevant literary terms are present, vocabulary is somewhat varied	<input type="checkbox"/> Text is grammatically correct throughout and shows evidence of careful editing and proofreading  <input type="checkbox"/> Sentence and paragraph structure are always clear, creative, and well-organized  <input type="checkbox"/> 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)
<b>I. References</b> (5 %)			<input type="checkbox"/> Paper indicates that literature search was not performed and appropriate peer-reviewed sources are not used  <input type="checkbox"/> References are absent and/or not correctly cited within text and bibliography	<input type="checkbox"/> Paper indicates that a literature search was performed and appropriate peer-reviewed sources sometimes are used  <input type="checkbox"/> References are sometimes correctly cited within text and bibliography	<input type="checkbox"/> Paper indicates that a broad literature search was performed and appropriate peer-reviewed sources are mostly used  <input type="checkbox"/> References are usually correctly cited within text and bibliography	<input type="checkbox"/> Paper indicates that an extensive literature search was performed and appropriate peer-reviewed sources are used  <input type="checkbox"/> References are always correctly cited within text and bibliography
<b>J. Deadlines &amp; Participation</b> (5 %)			<input type="checkbox"/> Student met none of the deadlines and was not engaged with the reading and writing process  <input type="checkbox"/> Feedback provided to the student was not incorporated into the next version of the paper	<input type="checkbox"/> Student met some of the deadlines and was somewhat engaged with the reading and writing process  <input type="checkbox"/> Feedback provided to the student was sometimes incorporated into the next version of the paper	<input type="checkbox"/> Student met most of the deadlines and was engaged with the reading and writing process  <input type="checkbox"/> Feedback provided to the student was usually incorporated into the next version of the paper	<input type="checkbox"/> Student met all the deadlines and was fully engaged with the reading and writing process  <input type="checkbox"/> Feedback provided to the student was always incorporated into the next version of the paper

### French Senior Capstone Paper Grading Rubric 2020

Student 4

Grade:     A    

	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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<b>A. Topic &amp; Title</b> (5 %)	3, 4, 5		<input type="checkbox"/> Topic is not relevant to the Hendrix French curriculum and focuses on recent research <input type="checkbox"/> Title does not engage the reader and does not reflect the paper content	<input type="checkbox"/> Topic is somewhat relevant to the French curriculum and focuses on some recent research <input type="checkbox"/> Title somewhat engages reader and somewhat reflects the paper content	<input type="checkbox"/> Topic is relevant to the Hendrix French curriculum and focuses on recent research. <input type="checkbox"/> Title engages the reader immediately and accurately reflects the paper content	<input type="checkbox"/> Topic is highly relevant to the Hendrix French curriculum and focuses on recent and original research. <input type="checkbox"/> Title engages, shows creativity and originality, and reflects the paper's content.
<b>B. Abstract</b> (5 %)	4, 5		<input type="checkbox"/> Abstract does not engage reader and does not offer an idea of what will follow	<input type="checkbox"/> Abstract engages the reader somewhat and offers a vague idea of what will follow	<input type="checkbox"/> Abstract engages reader, offers a clear idea of what will follow, names all texts the paper will address.	<input type="checkbox"/> Abstract engages the reader immediately, offers a basic outline of paper, presents texts and theoretical basis.
<b>C. Introduction &amp; Background Information</b> (15 %)	3, 4, 5		<input type="checkbox"/> Introduction does not provide adequate description of the relevant background information and no outline	<input type="checkbox"/> Introduction provides a description of some of the relevant background information and provides some sort of an outline	<input type="checkbox"/> Introduction provides a detailed description of the relevant background information and provides a detailed outline	<input type="checkbox"/> Introduction provides a highly detailed description of the relevant background information and a highly detailed outline
<b>D. Literary and Cultural Analysis &amp; Understanding</b> (25 %)	3, 4,5		<input type="checkbox"/> Paper contains little relevant material  <input type="checkbox"/> No connections are made between information from different sources  <input type="checkbox"/> Textual evidence is not accurately explained to the reader, analysis not present	<input type="checkbox"/> Paper contains a description of some relevant material  <input type="checkbox"/> Some connections are made between information from different sources  <input type="checkbox"/> Textual evidence is sometimes accurately explained to the reader, analysis is rarely present	<input type="checkbox"/> Paper contains an accurate description of a good amount of relevant material  <input type="checkbox"/> Good connections are made between information from different sources  <input type="checkbox"/> Textual evidence and analysis are usually accurately explained to the reader	<input type="checkbox"/> Paper contains an accurate description of a large amount of relevant material  <input type="checkbox"/> Extensive connections are made between information from different sources <input type="checkbox"/> 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)
<b>E. Conclusion</b> (10 %)	3, 4, 5		<input type="checkbox"/> Conclusion does not summarize the information presented in the paper  <input type="checkbox"/> Conclusion does not defend a position	<input type="checkbox"/> Conclusion summarizes some of the information presented in the paper  <input type="checkbox"/> Conclusion suggests a position	<input type="checkbox"/> Conclusion summarizes most of the information presented in the paper  <input type="checkbox"/> Conclusion somewhat defends a position	<input type="checkbox"/> Conclusion accurately summarizes all of the information presented in the paper  <input type="checkbox"/> Conclusion defends a position
<b>F. Paper Organization</b> (15 %)	3		<input type="checkbox"/> Paper is disorganized  <input type="checkbox"/> The guidelines on formatting and paper length are not met	<input type="checkbox"/> Paper is somewhat organized  <input type="checkbox"/> Some of the guidelines on formatting and paper length are met	<input type="checkbox"/> Paper is organized  <input type="checkbox"/> Most of the guidelines on formatting and paper length are met	<input type="checkbox"/> Paper is well-organized  <input type="checkbox"/> All of the guidelines on formatting and paper length are met
<b>G. Grammar &amp; Syntax</b> (15 %)	1,2,3		<input type="checkbox"/> Text is riddled with grammatical errors and shows no evidence of editing and proofreading  <input type="checkbox"/> Sentence and paragraph structure are poor and show little organization  <input type="checkbox"/> None of the relevant literary terms are present	<input type="checkbox"/> Text is grammatically correct some of the time and shows some evidence of editing and proofreading  <input type="checkbox"/> Sentence and paragraph structure are sometimes clear and well-organized  <input type="checkbox"/> Some of the relevant literary terms are present	<input type="checkbox"/> Text is usually grammatically correct and shows evidence of editing and proofreading  <input type="checkbox"/> Sentence and paragraph structure are clear, somewhat creative, and usually well-organized  <input type="checkbox"/> Most of the relevant literary terms are present, vocabulary is somewhat varied	<input type="checkbox"/> Text is grammatically correct throughout and shows evidence of careful editing and proofreading  <input type="checkbox"/> Sentence and paragraph structure are always clear, creative, and well-organized  <input type="checkbox"/> 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)
<b>I. References</b> (5 %)			<input type="checkbox"/> Paper indicates that literature search was not performed and appropriate peer-reviewed sources are not used  <input type="checkbox"/> References are absent and/or not correctly cited within text and bibliography	<input type="checkbox"/> Paper indicates that a literature search was performed and appropriate peer-reviewed sources sometimes are used  <input type="checkbox"/> References are sometimes correctly cited within text and bibliography	<input type="checkbox"/> Paper indicates that a broad literature search was performed and appropriate peer-reviewed sources are mostly used  <input type="checkbox"/> References are usually correctly cited within text and bibliography	<input type="checkbox"/> Paper indicates that an extensive literature search was performed and appropriate peer-reviewed, sources are used  <input type="checkbox"/> References are always correctly cited within text and bibliography
<b>J. Deadlines &amp; Participation</b> (5 %)			<input type="checkbox"/> Student met none of the deadlines and was not engaged with the reading and writing process  <input type="checkbox"/> Feedback provided to the student was not incorporated into the next version of the paper	<input type="checkbox"/> Student met some of the deadlines and was somewhat engaged with the reading and writing process  <input type="checkbox"/> Feedback provided to the student was sometimes incorporated into the next version of the paper	<input type="checkbox"/> Student met most of the deadlines and was engaged with the reading and writing process  <input type="checkbox"/> Feedback provided to the student was usually incorporated into the next version of the paper	<input type="checkbox"/> Student met all the deadlines and was fully engaged with the reading and writing process  <input type="checkbox"/> Feedback provided to the student was always incorporated into the next version of the paper

### French Senior Capstone Paper Grading Rubric 2020

Student 5

Grade:     A    

	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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<b>A. Topic &amp; Title</b> (5 %)	3, 4, 5		<input type="checkbox"/> Topic is not relevant to the Hendrix French curriculum and focuses on recent research <input type="checkbox"/> Title does not engage the reader and does not reflect the paper content	<input type="checkbox"/> Topic is somewhat relevant to the French curriculum and focuses on some recent research <input type="checkbox"/> Title somewhat engages reader and somewhat reflects the paper content	<input type="checkbox"/> Topic is relevant to the Hendrix French curriculum and focuses on recent research. <input type="checkbox"/> Title engages the reader immediately and accurately reflects the paper content	<input type="checkbox"/> Topic is highly relevant to the Hendrix French curriculum and focuses on recent and original research. <input type="checkbox"/> Title engages, shows creativity and originality, and reflects the paper's content.
<b>B. Abstract</b> (5 %)	4, 5		<input type="checkbox"/> Abstract does not engage reader and does not offer an idea of what will follow	<input type="checkbox"/> Abstract engages the reader somewhat and offers a vague idea of what will follow	<input type="checkbox"/> Abstract engages reader, offers a clear idea of what will follow, names all texts the paper will address.	<input type="checkbox"/> Abstract engages the reader immediately, offers a basic outline of paper, presents texts and theoretical basis.
<b>C. Introduction &amp; Background Information</b> (15 %)	3, 4, 5		<input type="checkbox"/> Introduction does not provide adequate description of the relevant background information and no outline	<input type="checkbox"/> Introduction provides a description of some of the relevant background information and provides some sort of an outline	<input type="checkbox"/> Introduction provides a detailed description of the relevant background information and provides a detailed outline	<input type="checkbox"/> Introduction provides a highly detailed description of the relevant background information and a highly detailed outline
<b>D. Literary and Cultural Analysis &amp; Understanding</b> (25 %)	3, 4,5		<input type="checkbox"/> Paper contains little relevant material  <input type="checkbox"/> No connections are made between information from different sources  <input type="checkbox"/> Textual evidence is not accurately explained to the reader, analysis not present	<input type="checkbox"/> Paper contains a description of some relevant material  <input type="checkbox"/> Some connections are made between information from different sources  <input type="checkbox"/> Textual evidence is sometimes accurately explained to the reader, analysis is rarely present	<input type="checkbox"/> Paper contains an accurate description of a good amount of relevant material  <input type="checkbox"/> Good connections are made between information from different sources  <input type="checkbox"/> Textual evidence and analysis are usually accurately explained to the reader	<input type="checkbox"/> Paper contains an accurate description of a large amount of relevant material  <input type="checkbox"/> Extensive connections are made between information from different sources <input type="checkbox"/> 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)
<b>E. Conclusion</b> (10 %)	3, 4, 5		<input type="checkbox"/> Conclusion does not summarize the information presented in the paper  <input type="checkbox"/> Conclusion does not defend a position	<input type="checkbox"/> Conclusion summarizes some of the information presented in the paper  <input type="checkbox"/> Conclusion suggests a position	<input type="checkbox"/> Conclusion summarizes most of the information presented in the paper  <input type="checkbox"/> Conclusion somewhat defends a position	<input type="checkbox"/> Conclusion accurately summarizes all of the information presented in the paper  <input type="checkbox"/> Conclusion defends a position
<b>F. Paper Organization</b> (15 %)	3		<input type="checkbox"/> Paper is disorganized  <input type="checkbox"/> The guidelines on formatting and paper length are not met	<input type="checkbox"/> Paper is somewhat organized  <input type="checkbox"/> Some of the guidelines on formatting and paper length are met	<input type="checkbox"/> Paper is organized  <input type="checkbox"/> Most of the guidelines on formatting and paper length are met	<input type="checkbox"/> Paper is well-organized  <input type="checkbox"/> All of the guidelines on formatting and paper length are met
<b>G. Grammar &amp; Syntax</b> (15 %)	1,2,3		<input type="checkbox"/> Text is riddled with grammatical errors and shows no evidence of editing and proofreading  <input type="checkbox"/> Sentence and paragraph structure are poor and show little organization  <input type="checkbox"/> None of the relevant literary terms are present	<input type="checkbox"/> Text is grammatically correct some of the time and shows some evidence of editing and proofreading  <input type="checkbox"/> Sentence and paragraph structure are sometimes clear and well-organized  <input type="checkbox"/> Some of the relevant literary terms are present	<input type="checkbox"/> Text is usually grammatically correct and shows evidence of editing and proofreading  <input type="checkbox"/> Sentence and paragraph structure are clear, somewhat creative, and usually well-organized  <input type="checkbox"/> Most of the relevant literary terms are present, vocabulary is somewhat varied	<input type="checkbox"/> Text is grammatically correct throughout and shows evidence of careful editing and proofreading  <input type="checkbox"/> Sentence and paragraph structure are always clear, creative, and well-organized  <input type="checkbox"/> 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)
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<b>I. References</b> (5 %)			<input type="checkbox"/> Paper indicates that literature search was not performed and appropriate peer-reviewed sources are not used  <input type="checkbox"/> References are absent and/or not correctly cited within text and bibliography	<input type="checkbox"/> Paper indicates that a literature search was performed and appropriate peer-reviewed sources sometimes are used  <input type="checkbox"/> References are sometimes correctly cited within text and bibliography	<input type="checkbox"/> Paper indicates that a broad literature search was performed and appropriate peer-reviewed sources are mostly used  <input type="checkbox"/> References are usually correctly cited within text and bibliography	<input type="checkbox"/> Paper indicates that an extensive literature search was performed and appropriate peer-reviewed sources are used  <input type="checkbox"/> References are always correctly cited within text and bibliography
<b>J. Deadlines &amp; Participation</b> (5 %)			<input type="checkbox"/> Student met none of the deadlines and was not engaged with the reading and writing process  <input type="checkbox"/> Feedback provided to the student was not incorporated into the next version of the paper	<input type="checkbox"/> Student met some of the deadlines and was somewhat engaged with the reading and writing process  <input type="checkbox"/> Feedback provided to the student was sometimes incorporated into the next version of the paper	<input type="checkbox"/> Student met most of the deadlines and was engaged with the reading and writing process  <input type="checkbox"/> Feedback provided to the student was usually incorporated into the next version of the paper	<input type="checkbox"/> Student met all the deadlines and was fully engaged with the reading and writing process  <input type="checkbox"/> Feedback provided to the student was always incorporated into the next version of the paper

**French Department Senior Survey, 2020**

Student 3

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

<b>Understand different cultures of the French-speaking world. FREN 360</b>	X					
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