

In a MS Teams meeting on May 13, 2021, Cathy Jellenik and Séverine Cottrant-Estell held a meeting to assess the French Program's LG goal 4: the ability to read, understand, and analyze texts written in French. For direct assessment, we relied on data obtained via FREN 401: French Literary Minimalism. For indirect assessment, we relied on a senior survey.

Direct Assessment

As outlined in the French Section's Student Assessment plan, for the Direct Assessment of DLG 4, the department used a grading rubric for the final paper in French Literary Minimalism (FREN 401), included below. Our data shows that 100% of graduating French majors in 2021 were able to demonstrate the ability to read, understand, and analyze texts written in French.

Changes implemented and improvements observed following last year's assessment data of LG 3: the ability to write accurately, convincingly, and in a logical, organized fashion in French. to the occurrence in 2020 of minor grammatical mistakes such as verb tense usage, gender agreement, and subject verb agreement, Dr. Jellenik required a scaffolded approach to the final papers. Initially students were required to submit a title, then an outline, then a first draft, and finally, the completed project. As Dr. Jellenik indicated where errors occurred in the first submissions, proof-reading errors were reduced, but not eliminated. In future iterations of this course, students will be required to take their final paper to the French peer-assistant before submitting it for grading.

The occasional lack of organizational structure noted in 2020 was improved by the required submission of an outline prior to submission of students' completed project.

Finally, because Dr. Jellenik distributed a list of rhetorical terms to be used in the final papers, vocabulary variation was improved.

Observations and plans for improvement:

Students' demonstration of their ability to read, understand, and analyze texts written in French was exceptional in Fall 2020: 2/6 students demonstrated an excellent ability in this area, whereas 4/6 demonstrated a good ability. Students read and analyzed texts by the likes of Samuel Beckett, Albert Camus, Simone de Beauvoir and Annie Ernaux, and did so with an impressive display of understanding. One student drew on readings from FREN 302 to support her analysis of a de Beauvoir reading in 401, thus demonstrating her ability to analyze texts written in French not only in the course assessed, but in a previous course. Students' ability to read and understand not only the French language, but also the literary themes embedded in texts—themes such as existential dread in Beckett, social justice in Camus, feminism in de Beauvoir, and intersectionality in Ernaux, to name just a few—amply demonstrates the strength of the French program to foster accomplishment of the fourth learning goal.

In a word, Dr. Jellenik observed few, if any, weaknesses in the area of the fourth learning goal. Difficulties that Dr. Jellenik did observe in the final assessment arose from a lack of time management and not analytical ability. In the future, therefore, Dr. Jellenik will seek ways to keep students aware of deadlines and the like.

Indirect Assessment

For the Indirect Assessment of DLG 4, the department used a Senior Survey (included below). Our data shows that 100% of graduating French majors in 2021 strongly agree that the French major at Hendrix resulted in their ability to read, understand, and analyze texts written in French.

Student comments included:

"This course was my first time reading whole novels in French and it was a way different experience that reading passages or short stories. I learned a lot of French styles of writing and engaged with minimalism in ways that would not have been possible in English."

"I especially have loved that the department branches out beyond just "French-from-France" and European French. I really loved getting to learn more about the Indochina (the Literature and Civilization I class was the first time I had ever learned about a lot of that) and Francophone Africa. I think back to my first French class Freshman year to now, and it blows me away how much I have learned from this department and how I'm much more confident in my French skills."

Direct Assessment Rubric

Rubrique de notation pour l'essai final : FREN 401 : French Literary Minimalism

French Department Senior Survey, 2021

Catégorie	A : rendu à temps	B : rendu à temps	C : rendu en retard	D : pas rendu
Titre	Intéressant, créatif, donne une idée de ce dont l'essai va traiter.	Donne une idée de ce dont l'essai va traiter, mais n'est ni créatif ni intéressant.	Ne donne pas une idée de ce dont l'essai va traiter ; banal.	Pourrait s'appliquer à n'importe quel essai.
Plan	Logique, très structuré : Introduction, Corps (minimum 3 arguments), Conclusion nette.	Assez logique et structuré, manque un argument, conclusion floue.	Manque de logique, difficile à suivre, manque de structure.	Impossible à suivre et identifier les arguments.
Bibliographie	Au moins 4 articles solides ; bien annotée.	Manque une source, assez bien annotée.	Source pas solides, pas bien annotée.	Aucune source professionnelle, a utilisé Wikipédia, pas annotée.
Plan détaillé	Introduction, corps avec 3 arguments élucidés, conclusion claire et nette ; excellente utilisation de transitions, un vocabulaire divers. Très français : utilise « on » ou « nous, » annonce ce dont on va parler, ce dont on a parlé, etc. Structure identifiable.	Manque de transitions, écrit à l'américaine (n'annonce pas ce dont on va parler, utilise « je », dépendance du verbe être.) ne dit pas ce dont on a parlé, ce qu'on a prouvé, etc. Structure assez identifiable.	Très peu de transitions, vocabulaire limité, structure non-identifiable.	Manque de structure, de transitions, d'introduction claire et nette ou de conclusion conclusive.
Présentation/ Niveau de français	Très préparé, a démontré une excellente compétence en la lecture et la communication orale en français.	Assez bien préparé, a démontré une bonne compétence en la lecture et la communication orale en français.	Pas bien préparé, n'a pas démontré une bonne compétence en la lecture et la communication orale en français.	Pas préparé, a démontré une faible compétence en la communication orale en français.
Essai final	Toutes les parties précédentes sont en évidence ; a tangiblement édité, inclut un argument convaincant et créatif. L'étudiante a démontré d'excellentes capacités de lire, comprendre, et analyser des textes en français. Cohésif, excellent. 2/6 students	Inclut toutes les parties précédentes, n'a pas tangiblement édité, assez convaincant et intéressant. L'étudiante a démontré de bonnes capacités de lire, comprendre, et analyser des textes en français. Cohésif, très bien. 4/6 students	Manque une partie précédente, pas bien édité, manque de conviction. L'étudiante a faiblement démontré les capacités de lire, comprendre, et analyser des textes en français. Assez bien.	Manque plusieurs parties précédentes, complet manque de conviction, est-ce que l'étudiante a lu les livres ? Mauvais.

Indirect Assessment Rubric

The French major at Hendrix resulted in my ability to:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
Read texts written in French.						
Understand texts written in French.						
Analyze texts written in French.						