

Institutional Effectiveness Report

Name of Program/Department:	Modern Languages
Year:	2017-2018
Name of Preparer:	Wendy Caldwell, Ph.D.

Program Mission Statement

The Department of English, Modern Languages, and Philosophy offers a major, minor and collateral in Modern Languages with tracks in French, German, and Spanish. Our mission is to provide the resources for students to acquire advanced oral proficiency, writing proficiency, reading comprehension and listening comprehension in French, German, and Spanish, while gaining knowledge of the history, art, values, and customs of the cultures where these languages are spoken. Career opportunities for foreign language majors include teaching, international business, translation, interpretation, government professions, the military, and health care. Modern Languages majors often seek graduate degrees in foreign languages.

Program Learning Outcomes (PLOs)

Successful graduates of Modern Languages B.A. programs at Francis Marion University will demonstrate advanced oral proficiency, writing proficiency, reading comprehension, and listening comprehension in the target language and recognize the cultural context in which oral and written discourses are produced.

Executive Summary of Report

Based on best practices in foreign language pedagogy, the Modern Languages Program assesses five essential Student Learning Outcomes (SLOs) in the areas of speaking/conversational proficiency, writing, reading, listening, and cultural competency. As a measurement tool, the Program employs departmental rubrics and testing forms to evaluate the SLOs of our fall and spring graduates. The student averages for four out five of our SLOs for 2017-18 saw a decrease from the previous year, with speaking and writing falling to 60%, well below the 75% target. Listening and Culture fell just below the target to 72.5% and 70% respectively. The student average for Reading was the only SLO to meet the 75% target with a 77.5% student average.

In an effort to offer a more comprehensive assessment of the entire Modern Languages program, from beginning to advanced levels, new to this year's report is the inclusion of the General Education SLOs and Assessment Methods. (See Appendix 1) As planned, the Spanish program transitioned 101 and 102 to the flipped model this year. SPAN 201 and SPAN 202 will transition over the 2018-2019 academic year. The French program has hired a new faculty member for the 2018-19 year and will be transitioning to an updated textbook program, thereby moving toward a more hybrid approach. Once all General Education (101-202) courses have transitioned, we will integrate these courses into our annual assessment. Perhaps of equal importance, the program hopes to establish a set of expectations for our

online course offerings. As our program integrates online courses to accommodate non-traditional students, we not only need to exercise caution in the number of online offerings, but we also need to ensure that these online courses offer students equal opportunities to use the five proficiency areas.

Given the 2017-18 report findings, regarding the Action Item for SLO 1.0, based on oral presentations/interviews and student comments in the exit survey, speaking continues to be one of the principal communicative skill areas for improvement. In response, the Spanish program has begun transition to a flipped classroom model. This student-centered approach will promote more opportunities for student output in the target language, which will inevitably benefit the students' oral proficiency skills. Additionally, Conversation Tables will be offered during the 2018-19 academic year to promote opportunities to speak in the target language outside of the classroom setting. With regard to the Action Item for SLO 2.0, based on writing samples in the target language, writing has become an additional principal communicative skill area for improvement. With the transition to the flipped model, we include more writing opportunities for our students, thereby placing greater emphasis on the process of writing and revision, exposing students to more models of successful writing in various genres, and better utilizing existing campus resources such as the Writing and Tutoring Centers to improve student writing outcomes. In addition, written online assignments as well as online grammar tutorials offer immediate feedback to students on their use of the target language. Finally, through course revision, grammatical revision and precision now receives greater focus in Spanish Grammar and Composition (SPAN 301) as an innate part of writing as process. (See Appendix 2) Regarding the Action Item for SLO 3.0, reading comprehension, our program continues our highly successful approaches to teaching reading in the target language at all levels. Based on comprehension questions and grade averages in literature courses in the target language, student averages in reading comprehension remain among the highest of the five SLOs. Courses, such as the new Fall 2018 course, French for the Arts and Sciences, as well as the integration of reading sections on common final exams, will further help to ensure the development of reading proficiency. (See Appendix 3) With regard to the Action Item for SLO 4.0, listening comprehension, based on listening activities of native speakers, and conversation course grades, this skill area fell just below the target. The flipped classroom model in the Gen Ed sequence will serve to enhance the development of this skill area by offering more opportunities for communicative activities in the classroom, in addition to online listening activities, listening sections on chapter exams in the Gen Ed sequence, and a final oral conversation exam in the Gen Ed sequence. Finally, the Action Item for SLO 5.0, based on cultural competency exams, experiential learning courses, and written statements about the intersections of culture and language, saw a decrease from the previous year. An exchange program in Spain has been researched extensively by ML faculty and the International Studies Committee, and we continue to await word from the administration in moving forward with the establishment of a formal exchange partner. In the meantime, we hope to offer a faculty-led trip to a Spanish-speaking country during the Late Spring 2019 term.

In sum, to address the Action Items, we will target the specific issues in our classes by continuing the shift to a flipped classroom model in Spanish and updating the French textbook program, by continuing

to integrate more writing-as-process activities, and by making a conscious effort to integrate culturally authentic materials in all of our classes.

Student Learning Outcomes (SLOs)

Upon successful completion of a Modern Languages major, students should demonstrate the following learning outcomes, developed by Modern Languages faculty at Francis Marion University, based largely on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines, developed from the Federal Government's IRL scale.

SLO 1.0: Students will be able to engage in conversation and create within the target language when talking about familiar topics, producing complete sentences using a variety of linguistic structures to convey intended messages. This will occur without misrepresentation or confusion at a 75% (3.0) level of proficiency based on program benchmarks listed below.

SLO 2.0: Students will be able to fulfill practical writing needs in the target language, such as producing simple messages, letters, requests for information, notes, and essays with very few or that interfere with comprehension at a 75% (3.0) level of proficiency based on program benchmarks listed below.

SLO 3.0: Students will be able to understand the main ideas and supporting details of a variety of written texts and can deduce meaning of unknown vocabulary through context clues. Misunderstandings may occur when exposed to texts containing highly specialized vocabulary or relating to unusual or abstract situations, but there will be a 75% (3.0) level of proficiency based on program benchmarks listed below.

SLO 4.0: Students will understand spoken discourses on a variety of topics in the target language, from among a range of different dialects and in different registers such as formal, informal, literary, colloquial, conversational, etc. at a 75% (3.0) level of proficiency based on program benchmarks listed below.

SLO 5.0: Students will be able to demonstrate an awareness of the ways in which language and culture intersect, as well as openness to the history, art, customs, values, and daily life of the peoples living in the cultures where the target languages are spoken, at a 75% (3.0) level of proficiency based on program benchmarks listed below.

Assessment Methods

SLO 1.0: Students will be able to engage in conversation and create within the target language when talking about familiar topics, producing complete sentences using a variety of linguistic structures to convey intended messages. This will occur without misrepresentation or confusion at a 75% level of proficiency based on program benchmarks listed below. Assessment methods include an evaluation by Modern Languages faculty of recorded oral interviews from the French, German, and Spanish Conversation courses or exit interviews using a rubric based on ACTFL guidelines.

SLO 2.0: Students will be able to fulfill practical writing needs in the target language, such as producing simple messages, letters, requests for information, notes, and essays with very few or that interfere with comprehension at a 75% level of proficiency based on program benchmarks listed below. Assessment methods include an evaluation by Modern Languages Faculty of essays written in one or more of the student's Modern Languages courses using a rubric based on ACTFL guidelines.

SLO 3.0: Students will be able to understand the main ideas and supporting details of a variety of written texts and can deduce meaning of unknown vocabulary through context clues. Misunderstandings may occur when exposed to texts containing highly specialized vocabulary or relating to unusual or abstract situations, but there will be a 75% level of proficiency based on program benchmarks listed below. Assessment methods include the evaluation by Modern Languages faculty of written exams, essays from the student's Modern Languages courses or grade averages in literature courses using a rubric based on ACTFL guidelines.

SLO 4.0: Students will understand spoken discourses on a variety of topics in the target language, from among a range of different dialects and in different registers such as formal, informal, literary, colloquial, conversational, etc. at a 75% level of proficiency based on program benchmarks listed below. Assessment methods include an evaluation by Modern Languages faculty of listening comprehension tests or final grade in Modern Languages conversation courses using a rubric based on ACTFL guidelines.

SLO 5.0: Students will be able to demonstrate an awareness of the ways in which language and culture intersect, as well as openness to the history, art, customs, values, and daily life of the peoples living in the cultures where the target languages are spoken, at a 75% level of proficiency based on program benchmarks listed below. Assessment includes student-produced cultural presentations, cultural competency exams, field experience in service-learning courses or written cultural statements composed by students who have participated in study abroad programs using a rubric based on ACTFL guidelines.

Rubric for Assessment:

Student work was evaluated in accordance with the following Assessment Scale based on ACTFL Proficiency Guidelines: Four (4) through one (1), with four being the highest and one the lowest assessment given.

SLO1: Conversational Proficiency / Conversational Skills

Level Four: Speaks and comprehends in a variety of registers with sufficient skills to move the conversation forward. Has only a few moments of hesitation and demonstrates a proficient and varied vocabulary for effective communication. Grammar has only a few serious faults and pronunciation is comprehensible. Ability to contribute own ideas to conversation in addition to answering questions or responding to situations.

Level Three: Speaks and comprehends in various registers demonstrating the ability to grasp most of the topic with little or no repetition. Carries conversation with sufficient skills for communication. Grammar errors and mispronunciations do not impede intended statements or explanations. Answers questions with reasonable information.

Level Two: Speaks and comprehends with some hesitation. Communicates facts and ideas using basic vocabulary and structures. Errors occur frequently and in patterns but speech is generally comprehensible to those accustomed to conversing with non-natives.

Level One: Able only to utter polite phrases. Unable to comprehend or respond well even when questions or situations are repeated numerous times. Has very little concept of grammar nor possesses adequate vocabulary to converse on topics presented. Pronunciation hinders communication.

SLO2: Writing Proficiency / Writing Skills

Level Four: Able to produce formal and informal writing, including summaries, reports, and correspondence on a variety of topics. Conveys meaning and explains complex ideas in a clear, precise manner. Writes in paragraph form with a high degree of control of grammar and syntax. Very few or no errors occur and do not interfere with comprehension.

Level Three: Able to write factual descriptions and summaries and to narrate clearly in the past, present and future. Shows good control of frequently used structures and vocabulary and produces routine informal and some formal writing in paragraph form. Errors occur but writing can be generally understood by those not accustomed to writing by non-natives.

Level Two: Writes messages, letters, and notes on general topics related to practical needs. Communicates facts and ideas using basic vocabulary and structures. Texts are generally comprehensible to those accustomed to writing of non-natives despite more frequent errors.

Level One: Able to produce only lists and notes containing high-frequency vocabulary words and formulaic phrases. Relies heavily on practiced material and common elements of daily life. Unable to sustain sentence-level writing all the time. Errors are frequent and gaps in comprehension are likely to occur.

SLO3: Reading Proficiency / Reading Skills

Level Four: Comprehends a wide variety of written texts from different genres including those with complex structures and cultural references. Able to follow extended discourse on unfamiliar topics and to make inferences based on what is read. Misunderstandings may occur when exposed to texts containing highly specialized vocabulary or relating to unusual or abstract situations.

Level Three: Understands the main ideas and some supporting details of narrative and descriptive texts related to general interest topics. Able to process information organized in a clear and predictable way

and to compensate for limitations by using real-world knowledge or context cues. Comprehension may become problematic when dealing with abstract ideas or unfamiliar topics.

Level Two: Understands information in everyday texts that convey basic information and deal with common, personal, and social topics. Comprehension is most often accurate when texts include familiar vocabulary and basic grammatical structures. Comprehension is often uneven and misunderstandings may occur, especially with longer texts containing low-frequency vocabulary or unfamiliar structures.

Level One: Comprehends only a very limited amount of information in common, predictable texts that include key words and highly contextualized expressions. Relies heavily on his or her own background and extra linguistic cues to derive meaning. Misunderstandings may occur frequently.

SLO4: Listening Proficiency / Listening Skills

Level Four: Comprehends extended discourse in a variety of registers on a wide range of topics. Understands speech that may contain complex grammatical structures, uncommon vocabulary or culture-specific references. Able to make inferences based on what is said. Misunderstandings may occur when exposed to speech containing highly specialized vocabulary or relating to unusual or abstract situations.

Level Three: Able to grasp the main ideas and some supporting details of authentic discourse related to general interest topics. Able to distinguish basic time frames and to process information organized in a clear and predictable way. Comprehension may be limited to concrete, conventional discourse; comprehension may become problematic when dealing with abstract ideas or unfamiliar topics.

Level Two: Understands information related to common, everyday topics when conveyed in simple, sentence-length speech. Comprehension is most often accurate when exposed to speech containing high frequency vocabulary, basic grammatical structures, and familiar or predictable social contexts. Comprehension is often uneven and misunderstandings may occur.

Level One: Understands only key words and expressions that are highly contextualized and predictable. Relies heavily on extra linguistic cues to derive meaning and may require frequent repetition and rephrasing. Misunderstandings may occur frequently.

SLO5: Attitudes Regarding the Intersection of Language and Culture

Level Four: Demonstrates a deep and robust understanding of the relationship between the practices, products, and the perspectives of the culture studied. Able to discuss many culturally-relevant themes and topics, although misunderstandings may occur, especially when exposed to highly specialized cultural references.

Level Three: Demonstrates a moderate understanding of the relationship between the practices, products, and the perspectives of the culture studied. Able to discuss many culturally-relevant themes and topics, although cultural misunderstandings may occur occasionally.

Level Two: Demonstrates a basic understanding of the relationship between the practices, products, and the perspectives of the culture studied. Able to discuss very common themes and topics that are culturally-relevant. Cultural misunderstandings may occur frequently.

Level One: Demonstrates only a minimal understanding of the relationship between the practices, products, and the perspectives of the culture studied. Cultural misunderstandings are likely to occur often.

Assessment Results

SLO 1.0: Students were assessed on their ability to engage in conversation and create within the target language when talking about familiar topics, producing complete sentences using a variety of linguistic structures to convey intended messages without misrepresentation or confusion. One of the weakest averages of the five SLOs, students performed at an overall 60% level of proficiency, a 10% drop from 2016-17. Since our benchmark was 75%, this Target was not achieved.

SLO 2.0: Students were assessed on their ability to fulfill practical writing needs in the target language, with very few or no errors that interfere with comprehension. The area that saw the largest drop from the previous year, students performed at an overall 60% level of proficiency, compared to 82.5% the previous year, a 22.5% drop. Since our benchmark was 75%, this Target was not achieved.

SLO 3.0: Students demonstrated their ability to understand the main ideas and supporting details of a variety of written texts and deduced meaning of unknown vocabulary through context clues. Misunderstandings may have occurred when exposed to texts containing highly specialized vocabulary or relating to unusual or abstract situations. There was an overall 77.5% level of proficiency in this area, a 10% drop from 87.5% the previous year. Nevertheless, since our benchmark was 75%, this Target was achieved.

SLO 4.0: Students' understanding of spoken discourses on a variety of topics in the target language, from among a range of different dialects and in different registers such as formal, informal, literary, colloquial, conversational, etc. were measured. At a 72.5% level of proficiency, compared to 87.5% in the previous year, our benchmark of 75% was not achieved.

SLO 5.0: Students were assessed on their ability to demonstrate an awareness of the ways in which language and culture intersect, as well as openness to the history, art, customs, values, and daily life of the peoples living in the cultures where the target languages are spoken. At a 70% level of proficiency, this area saw a 17.5% decrease from 87.5% in 2016-17. Since our benchmark was 75%, this target was not achieved.

Scoring of Student-Produced Work

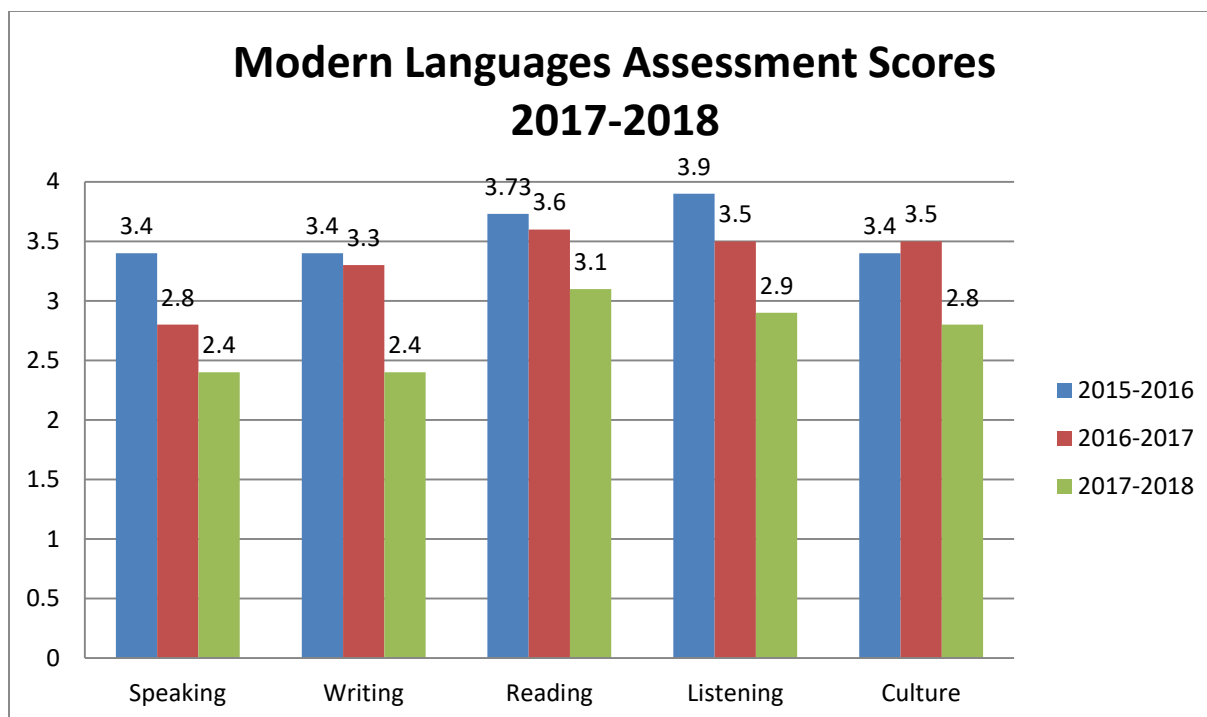
Materials collected from five undergraduate Modern Languages Majors (Spanish, French, and German) were assessed. The results of the scoring of student-produced work show that the department's targets

were met in all areas except for Speaking/Conversational Proficiency. The chart below reflects this year’s composite student averages for the Modern Languages program compared to the previous year.

As the assessment scores demonstrate (see charts below), all areas saw a decline from 2016-17 to 2017-18. The area of Writing Proficiency showed the largest decline from 3.3 to 2.4. Speaking decreased from 2.8 to 2.4, Reading from 3.6 to 3.1, Listening from 3.5 to 2.9, and Culture Competency from 3.5 to 2.8. Compared to last year, four out of five benchmarks did not meet the 75% target.

2017-2018 Modern Languages Majors

	Speaking	Writing	Reading	Listening	Culture
Joshua Smith-German	2.5	2	3.5	3	4
Humayra Muhammed –French	3	2.625	4	3.5	3.5
McKenzie Arnold –French	2.625	2.625	3.25	4	2.5
Asia Anderson-Spanish	2	1	2	1	1
Deja Fludd-Spanish	1	2	3	2	2
Austin Cherry-Spanish	3.5	4	3	4	4
TOTALS:	2.4	2.4	3.1	2.9	2.8



Results of Exit Interviews

Graduating Spanish and French majors completed exit surveys to provide student feedback on the strengths and weaknesses of the program. Of the surveys received from Spanish majors, 2/3 considered speaking and listening to be their strongest skill areas. One survey recommended the addition of a phonetics course to the curriculum and another one the addition of Spanish education. From both French and Spanish majors, the lack of variety of courses was listed as an area for improvement. The significance of study abroad opportunities for the Modern Languages majors was also highlighted: “As a French major at Francis Marion I was exposed to a lot of advantages. The experience I was most grateful for was my semester abroad in France. I wouldn’t have been able to do that at any other school and it really gave me the immersion I needed to learn French. I loved the program here, however, I think to make it better, we should encourage more students to take French, so that there could be more conversational opportunities and classes offered.”

Action Items

SLO #1: In 2017-18, SLO #1 fell below the targeted expectation of 75% with an overall proficiency level of 60%. As indicated in the 2016-17 Action Item, to help address this deficiency, the Spanish program began the transition to the flipped classroom model for its General Education sequence. Spanish 101 and Spanish 102 were moved to this model during this academic year. Spanish 201 and Spanish 202 will transition over the 2018-19 academic year. With less in-class instruction, students now have more opportunities to speak in the target language. In addition, all General Education students will receive a comprehensive oral assessment at the end of the semester to measure their speaking proficiency. As French makes a

similar transition to a new instruction platform, they plan to expand the oral assessment to all General Education courses. In providing more innovative instruction methods in the General Education sequence, the desired goal is that when these students transition to more advanced courses in their respective languages, they will have a stronger foundation upon which to build proficiency in the target language. Perhaps of equal importance, we hope to establish a set of expectations for our online course offerings. As our program integrates online courses to accommodate non-traditional students, we not only need to exercise caution in the number of online offerings, but we also need to ensure that these online courses offer students equal opportunities to use the spoken language.

SLO #2: In 2017-18, SLO #2 fell below the targeted expectation of 75% with an overall proficiency level of 60%. Compared to the 2016-17 findings, this target saw the largest decrease of all skill areas with a 22.5% decrease. The newly integrated flipped model in Spanish and the use of more online written activities in French will allow for more opportunities to practice and receive immediate feedback on writing in the target language. Additionally, Spanish 301 (Grammar and Composition) has been revised to include a more intensive focus on grammar to enhance the writing as process model. (See Appendix 2)

SLO #3: In 2017-18, SLO #3 met the targeted expectation of 75% with an overall proficiency level of 77.5%. The hybrid model of the flipped classroom offers students more opportunities for reading, particularly outside of the classroom. In addition to the General Education sequence, upper-division courses, such as Spanish 303 (Introduction to the Study of Hispanic Literature) and French 203 (French for the Arts and Sciences) are designed to continue developing literacy in the target language.

SLO #4: In 2017-18, SLO #4 fell just below the targeted expectation of 75% with an overall proficiency level of 72.5%. The flipped classroom model in the General Education sequence will serve to enhance the development of this skill area by offering more opportunities for communicative activities in the classroom, in addition to more online listening activities in Spanish and French, listening sections on chapter exams in the General Education sequence, and a final oral conversation exam in the General Education sequence.

SLO #5: In 2017-18, SLO #5 fell below the targeted expectation of 75% with an overall proficiency level of 70%. The flipped model and integration of more online activities allow for more time to dedicate to cultural competency both inside and outside the classroom. We hope to offer a faculty-led study abroad trip to a Spanish-speaking country during the Late Spring 2019 term for our majors.

APPENDIX 1
Modern Languages Program
Institutional Effectiveness Report
Proposed General Education SLOs and Assessment Methods

General Education Student Learning Outcomes

Students should be able to demonstrate the following communicative skills in the respective target language consistent with the criteria established in each level:

SLO 1: Comprehend and respond appropriately in spoken communications.

SLO 2: Ability to read and comprehend texts.

SLO 3: Ability to listen and comprehend main ideas with some detail.

SLO 4: Ability to write grammatically accurate and meaningful paragraphs.

SLO 5: Demonstrate basic cultural competency about respective countries featured in the texts.

SLO 6: Ability to think critically and problem solve (ie. circumlocution) to negotiate meaning.

Assessment Methods

Target = 75% of class will score at least a 3.0 on a 4.0 scale

SLO 1: Comprehend and respond appropriately in spoken communication.

To assess SLO 1, students will be assessed through formal oral communication using a rubric established by each program.

SLO 2: Ability to read and comprehend texts.

To assess SLO 2, students will be assessed through formal examination of reading comprehension on the common final exam.

SLO 3: Ability to listen and comprehend main ideas with some detail.

To assess SLO 3, students will be assessed through formal oral assessment at the end of the semester.

SLO 4: Ability to write grammatically accurate and meaningful paragraphs.

To assess SLO 4, students will be assessed through writing on the common final exam.

SLO 5: Demonstrate basic cultural competency about respective countries featured in the texts.

To assess SLO 5, students will be assessed through a cultural competency on the common final exam.

SLO 6: Ability to think critically and problem solve (ie. circumlocution) to negotiate meaning.

To assess SLO 6, students will be assessed through formal oral communication using a rubric established by each program as well as on the common final exam.

APPENDIX 2

Syllabus for Spanish 301 /Gramática y Composición

Prerequisite: SPAN 202

Required Texts: *Manual de Gramática: Grammar reference for Students of Spanish. Sixth Edition* by Eleanor Dozier & Zulma Iguina

Recommended Texts: Spanish/English/English-Spanish dictionary (The Collins Spanish Dictionary, The U of Chicago, Larousse, etc.). Electronic dictionaries may be found at: www.vox.es; www.diccionarios.com; www.wordreference.com.

Course Description: Spanish 301 Grammar & Composition is intended for intermediate students of Spanish and above. It is divided in two parts. It integrates an intensive grammar review for the student to gain further practice in the more complex structures of the language. In addition, the course promotes reading and discussion of a variety of literary and cultural texts in the target language. Class activities and homework assignments promote oral proficiency, grammatical accuracy, and improved writing skills.

Objectives/Expected Outcomes:

- Demonstrate appropriate level of proficiency in reading, writing, listening, and speaking skills through contextualized practice in the target language and formal assessment.
- Read authentic texts and articulate observations, reactions, and opinions.
- Expand knowledge and appreciation of Hispanic cultures.

Evaluation of Student's Progress:

- **PARTICIPATION:** 10%

The student's grade will be based on both quantity and quality of ACTIVE participation in each class. Students who are not prepared (i.e. not having book or writing utensil) will lose points on participation. Your participation grade will be determined as follows: 0 = absent; 50-59 = no participation; 60-69 = little participation or lack of preparation shown; 70-79 = limited participation and critical thinking; repeats classmates; 80-89 = participation and preparation shown but lacks critical thinking; 90-100 = outstanding participation, preparation, and critical thinking. **ATTENDANCE POLICY:** Attendance is MANDATORY for successful completion of this course. **3 tardies will equal 1 absence.** After 3 absences (excused or unexcused), 5 points will be deducted from your participation grade. **AFTER THE 5th ABSENCE, YOU WILL FAIL THE COURSE. When you are absent, you are responsible for all material covered in class.**

- **PREPARATION:** 25%

Preparation includes all homework assignments, online activities, writing assignments, and pop quizzes. Online activities should be submitted according to the due date given in order to receive credit. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.**

- **QUIZZES:** 40% **NO MAKEUPS WILL BE GIVEN.**

There will be four tests to evaluate your progress throughout the semester.

- **FINAL EXAM:** 25%

A Grammar (15%) and a Composition exam (10%) will be given at the end of the semester.

Appendix 3

Syllabus for French for the Arts and Sciences

Course Title: French for the Arts and Sciences

Instructor: Dr. Elizabeth Zahnd

Office: 113E Cauthen Educational Media Center (CEMC)

Phone: 661-1600 **E-mail:** ezahnd@fmarion.edu

Textbooks: *Reading French for the Arts and Sciences* by Edward M. Stack; various articles from online sources and professional journals. *Reading French in the Arts and Sciences* offers a systematic approach to comprehending and translating texts in the humanities and technical disciplines. It begins with short passages on familiar themes and gradually increases the difficulty level to more technical and literary topics. Students will also read and discuss online blogs and articles from reputable sources pertaining to various fields of specialization within the arts and sciences.

Catalog Description: “Development of practical reading and written communication skills in French for use in a variety of specialized fields within the arts and sciences. A focus on comprehending, summarizing and discussing texts in the humanities and technical disciplines.”

Prerequisite: French 201 or equivalent on the placement test or permission of department.

Course Rationale: This is essentially a language proficiency course that focuses on reading, comprehending, summarizing, discussing, and presenting information acquired from excerpts of French texts in the arts and sciences. Topics will vary, determined in part on students’ own interests and areas of specialization. Fields covered may include biology, chemistry, engineering, health sciences, history, literature, philosophy, physics, mass communications, mathematics, music, political science, psychology, sociology, theatre arts, and visual arts. Readings will include excerpts from classic texts by French authors (Voltaire, Chateaubriand, Diderot, Saints-Saens, Duruy, de Tocqueville, Manesson-Mallet, etc.) as well as online articles and blogs within the humanities and technical disciplines. Students will complete readings and comprehension questions as homework and spend class time summarizing and discussing topics relevant to their own areas of specialization within the arts and sciences.

Student Learning Outcomes:

- Demonstrate knowledge of specialized vocabulary in French related to the arts and sciences.
- Deepen his or her understanding of the French language and increase reading proficiency in French.
- Demonstrate comprehension of a variety of French texts in the humanities and technical disciplines.
- Summarize readings in French found in print and online sources pertaining to the arts and sciences.
- Examine and discuss readings in French related to a variety of fields within the arts and sciences.
- Make a brief presentation related to readings in French in the humanities and technical disciplines.
- Produce written reports based on readings and research in French relating to the arts and sciences.

Requirements and Grading Policy: Regular class attendance is expected of all students. Your course grade will include the average of written assignments (CV, lettre de motivation, lettre de remerciement, etc.), class presentations, chapter quizzes, one oral test (mock job interview) and one in-class written final. The grade will be determined by an absolute, ten-point scale, i.e., there is no curve. 100-90=A; 89-80=B; 79-70=C; 69-60=D; below 60=NC. Late work will result in a loss of one letter grade per day late.

Reading Assignments and Written Homework	30%
In-Class Quizzes and Vocabulary Work	25%

Class Discussions and Thematic Presentations	25%
Final Exam	20%

Attendance and Make-Up Policy: After more than eight (8) unexcused absences, you will be automatically dropped from the course with a grade of F. You are expected to be present for all exams on the dates listed. No make-up exams will be given unless I am notified at least one week in advance or you have a documented medical/family emergency (i.e. proof of hospitalization or funeral home of the deceased parent/spouse).

Statement on Plagiarism: Any copying from undocumented sources or from classmates and/or any use of automatic translation programs will be considered an act of academic dishonesty. This entails an automatic grade of F and a report to Student Affairs.

Statement on the use of Digital Media and Other Distractions: No digital media (including, but not limited to, cell phones, laptops, mp3 players, voice recorders, etc.) will be allowed during class time except with the express permission of the instructor. Initial use of such items or other digital or non-digital distractions may result in the student being counted absent for the class session, and continued or disruptive use of such items or other distractions constitutes grounds for dismissal from the course with a grade of F.

General Course Calendar (topics may vary):

Semaines (weeks) 1-2 : L'introduction au cours / les techniques de lecture

Semaines 3-4 : La musique et les arts visuels

Semaines 5-6 : La psychologie et la sociologie

Semaines 7-8 : L'histoire et la philosophie

Semaines 9-10 : La biologie, la chimie, et la médecine

Semaines 10-11 : La littérature et le théâtre

Semaines 12-13 : Les sciences politiques et les communications

Semaines 14-15 : Le génie, les mathématiques et la physique