

BGSU Intermediate French 2020

Blizzard Bag 1

Complete prompt #1 for the BGP assessment by following the requirements indicated below. The assessment rubric is included below and will help guide you in meeting the requirements. You will also need to complete any activities assigned online in the textbook, *Imaginez*, for today's date.

BGP Assessment Reflection

FREN 2010/2020 fulfills BGP requirements in two domains: Humanities and Arts and International Perspectives. In order to assess our curriculum, we need students to write short responses in English about what you have learned in the course. You may consult the class materials (e.g., vocabulary and grammar units, cultural and literary readings, photographs, images of artwork, videos, films, etc.) and activities in class and outside of class to provide examples in your answers. You should write approximately 250-300 words total.

1. Describe what you have learned about the French language in the course. How does language communicate information about cultural values and daily life? What have you learned about the perspectives of speakers from France and Francophone areas?
2. Describe what you have learned about Francophone cultures and national identity in France or other Francophone countries. What similarities or differences have you observed in comparison with your own culture and country?
3. Describe an example of a literary text or visual artwork that you have studied this semester and explain how the artist comments about cultural values and/or society.

FREN 2020 BGP Assessment

Final Written Reflection

The final assessment will consist of either a take-home or an in-class writing assignment based on the 3 questions below.

Prompt	Humanities and Arts learning outcomes	International Perspectives learning outcomes	Course topics students could draw on to demonstrate LOs
1. Drawing on examples from language structures, vocabulary, and/or cultural topics studied this semester, describe how language plays a role in transmitting cultural values and affects one's world view and daily life.	1, 2	1	Each textbook chapter contains thematic vocabulary, special "notes culturelles," and explanations of grammar structures that relate to this learning outcome.
2. Drawing on examples from cultural readings and videos from this course, explain how your understanding of Franco-American cultural differences and French/Francophone national identity have evolved toward increased intercultural sensitivity.	1, 2, 4	1, 2	Each textbook chapter contains a short film, a cultural reading, and a TV video clip that relate to this learning outcome.
3. Drawing on an example of French/Francophone visual and/or literary artistic production studied this semester, explain how the artist's creation engages in a commentary on values and society.	1, 2, 4	1, 2	Each textbook chapter contains a literary reading from France or another part of the Francophone world. In addition, each chapter contains a cultural reading that highlights creative figures from fashion designers to award-winning writers around the Francophone world.

Rubric for assessing the final reflection in Canvas:

HA LO's	Does not meet expectations	Meets expectations	Exceeds expectations
HA1. Apply humanistic modes of inquiry and interpretation in the illustration of the discipline's connections to human values	<i>Defined by the program</i>	<i>Defined by the program</i>	<i>Defined by the program</i>
HA2. Demonstrate a fundamental understanding of the role of art, language, and/or media in culture society.	<i>Defined by the program</i>	<i>Defined by the program</i>	<i>Defined by the program</i>
HA4. Illustrate the development of verbal and non-verbal communication in the humanities and/or in the arts.	<i>Defined by the program</i>	<i>Defined by the program</i>	<i>Defined by the program</i>
IP LOs			
IP1. Explain how national cultures affect world views or ways of thinking.	<i>Defined by the program</i>	<i>Defined by the program</i>	<i>Defined by the program</i>
IP2. Explain how world issues and international connections affect people's lives/ways of life.	<i>Defined by the program</i>	<i>Defined by the program</i>	<i>Defined by the program</i>

NOTE: Learning Outcome IP4 (proficiency in the French language) will be assessed separately during the final written and oral exams using the rubric below. By the end of FREN 2010, students are expected to reach an Intermediate Low to an Intermediate Mid level of proficiency.

LinguaFolio: Self Assessment Grid

October 2009

	NOVICE			INTERMEDIATE			ADVANCED			SUPERIOR	
	Low	Mid	High	Low	Mid	High	Low	Mid	High		
Interpretive	Listening	I can understand a few familiar words. I can understand some words that are similar to those in my own language.	I can understand some everyday words, phrases, and questions about me, my personal experiences, and my surroundings, when people speak slowly and clearly or there is repetition.	I can understand some ideas on familiar topics containing phrases, simple sentences, and frequently used expressions. I can understand the main point in short conversations, messages, and announcements.	I can understand the main idea and some details on familiar topics expressed in sentences, short conversations, presentations, and messages.	I can understand the main idea and many details on familiar topics in a series of connected sentences, conversations, presentations, and messages.	I can understand the main points and most details in conversations, presentations, and messages on familiar topics. I can understand the main idea and some details on unfamiliar topics.	I can understand some extended speech on unfamiliar topics delivered through a variety of media.	I can understand most spoken language and some technical discussions. I can understand some accents and dialects.	I can clearly understand extended speech and short lectures, even when somewhat complicated. I can understand most forms of media with little effort.	I can understand any kind of spoken language, including most accents and dialects.
	Reading	I can identify some words, phrases, or characters, especially those that are similar to words in my own language.	I can understand familiar words, phrases, and simple sentences.	I can understand some ideas in simple texts that contain familiar vocabulary.	I can understand the main idea and some details in texts that contain familiar vocabulary.	I can understand the main idea and many details in texts that contain familiar vocabulary and some details in texts that contain unfamiliar vocabulary.	I can understand the main idea and most details in texts on familiar topics. I can understand the main idea and many details in texts that contain unfamiliar vocabulary.	I can usually understand viewpoints and attitudes expressed in literary and non-literary texts.	I can easily understand long, complex texts and recognize some literary and technical styles.	I can understand abstract and linguistically complex texts. I can make appropriate inferences and identify literary elements.	I can understand with ease virtually all forms of written language.
Interpersonal	Person to Person Communication	I can communicate using single words and memorized phrases.	I can interact with help using words, phrases, and memorized expressions. I can answer simple questions on very familiar topics.	I can exchange information on familiar tasks, topics, and activities. I can handle short social interactions using phrases and simple sentences, but I may need help or visuals to keep the conversation going.	I can begin and carry on a conversation on a limited number of familiar topics. I can ask and answer simple questions and exchange information in familiar situations using phrases and a series of sentences.	I can state my views and carry on conversations on a variety of familiar topics and in uncomplicated situations.	I can state and support many of my views and take an active part in discussions. I can handle some complicated situations on familiar topics.	I can communicate with a fair amount of fluency and spontaneity on familiar topics, even in complicated situations. I can link ideas in extended discussions. I can participate actively in most informal and a few formal conversations.	I can actively express myself with fluency and flexibility on a range of familiar and some new topics, including concrete social, academic, and professional topics. I can express and defend my viewpoint or recommendations.	I can express myself with fluency, flexibility, and precision on concrete and some abstract topics. I can adapt my language in most situations.	I can effectively and consistently use language for all purposes. I can take part effortlessly in any conversation or discussion.
	Spoken Production	I can provide information about myself and my immediate surroundings using single words or memorized phrases.	I can provide some basic information on familiar topics using words, phrases, and memorized expressions.	I can provide basic information on familiar topics using phrases and simple sentences.	I can provide information on familiar topics using a series of sentences with some details.	I can describe experiences, events, and plans, give opinions, narrate a story, and make a simple factual presentation using connected sentences with many details.	I can present information on familiar topics with clarity and detail. I can present my viewpoint on an issue and support my opinions.	I can deliver a clear, organized presentation appropriate to my audience on a variety of topics.	I can deliver a clearly articulated presentation on personal, academic, or professional topics.	I can deliver a clear and fluid presentation and appropriately respond to the audience.	I can deliver a presentation for a variety of purposes in a style appropriate to any type of audience.
Presentational	Written Production	I can copy some characters and words.	I can provide some basic information on familiar topics in lists, phrases, and memorized expressions.	I can write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.	I can write on familiar topics and experiences using a series of sentences with some details.	I can write communications, descriptions, and explanations on familiar topics using connected sentences with many details.	I can express ideas on a variety of topics in clear, organized texts. I can adjust my writing for some audiences.	I can write detailed texts on a broad variety of concrete social and professional topics.	I can express myself with fluency and precision on concrete and some abstract topics. I can adjust my writing style according to purpose and audience.	I can effectively and consistently express myself in a variety of styles for academic and professional audiences and purposes.	I can effectively and consistently express myself in a variety of styles for academic and professional audiences and purposes.

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* The Novice, Intermediate, Advanced, Superior designations represent approximations with the ACTFL Proficiency Guidelines.

1. Interpretive listening is the ability to identify the main points and relevant details in an aural text that may not be completely comprehensible.
2. Interpretive reading is the ability to identify the main points and relevant details in a written text that may not be completely comprehensible.
3. Interpersonal communication refers to conversational speaking and listening skills, including some non-verbal skills.
4. Presentational speaking means using oral language suitable for a public setting or relatively more formal conversation.
5. Presentational writing encompasses writing skills applicable in a range of documents, from public forms to formal letters and extended writing.

Rubric for assessing IP LO 4	Does not meet expectations	Meets expectations	Exceeds expectations
IP4. Demonstrate competency in speaking, reading, and/or writing foreign language.	<i>Defined by the Program using ACTFL guidelines (see rubric above)</i>	<i>Defined by the Program using ACTFL guidelines</i>	<i>Defined by the Program using ACTFL guidelines</i>