Course: French 350: Survey of French Cinema

Writing Unit: yes

Instructor(s): Morris

Methods: Examination question assessment and student self-assessment

LAE Category: The Western Heritage (c)

Goal 1: Muskingum students will develop skills in perception, analysis and expression.

Learning Objective 1: A Muskingum College student will be able to define a meaningful issue (or problem) related to an academic area of study, formulate a position (or solution or argument) on that issue, and communicate his or her position effectively to a professional audience.

Departmental Perspective 5: A Muskingum College student will be able to formulate a position (or argument or thesis) on an issue and communicate his/her position effectively.

A. Student work examined

List the tasks used to measure the objective (e.g., exams, research project/paper assignments, presentation or class assignment) and attach a copy of each along with the Departmental plan.

1. Students will answer a question on a major exam about cinematic works from the target culture(s)

   In a short essay mode, the question draws from class material and asks students to write one paragraph, of specified length such as six to eight sentences, explaining their position and citing works, directors, scholars, critics, and quotations from the films.

   A question might be worded like this:

   Through Norindr’s chapter Filmic Memorial and Colonial Blues, transpires a critique of the film Indochine. The writer does not believe director Warngier sufficiently calls into question French colonial rule in Southeast Asia. Write an essay of 6 to eight sentences that supports or refutes Norindr’s position, using examples where applicable.
2. To ensure multiple streams of data, further evidence will be gathered in the course evaluation form given during the final week of class.

B. Scoring Criteria

Briefly explain the criteria used to evaluate student performance in relation to the learning objective (i.e., what constitutes advanced, proficient, partially proficient, not proficient, etc.) Attach copies of measurement instrument or rubric.

A rubric will measure student performance of our learning objective. The rubric will assess two outcomes, “Accuracy/Relevance of Information,” and “Depth of Critical Thinking,” on a scale of 1 to 4, 1 being “not proficient” and 4 being “advanced.” Language on the rubric specifies degrees of performance.

B. Attachments (Rubrics, Checklists, Pre and Post tests, other evaluation methods, etc.)

see attached
Self-Assessment Rubric for Goal 1 of the LAE

**Goal 1:** Muskingum students will develop skills in perception, analysis and expression.

**Learning Objective:** A student will be able to define a meaningful issue or problem related to an academic area of study, formulate a position on that issue or problem, and communicate his/her position effectively to a professional audience.

This course is supposed to answer the above goal and learning objective. Please rate yourself on the rubric below to help us determine how well this course is addressing its goals.

<table>
<thead>
<tr>
<th>Involvement with the learning process</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I watched every film, read every assignment, and paid attention during class discussions</td>
<td>I watched most of the films and read most of the assignments and usually paid attention in class as we discussed the films and readings.</td>
<td>I watched most of the films and read most of the assignments, but only after we went over them in class. I was not always able to pay attention.</td>
<td>I did not watch many of the films or read many of the assignments. Or, I missed a lot of classes or had difficulty paying attention in class.</td>
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<table>
<thead>
<tr>
<th>LAE Goal 1 Learning Objective 1</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Score</th>
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<tr>
<td>I was usually able to recognize the identification items on the tests, and was usually accurate in identifying the films, directors, and issues involved.</td>
<td>I could recognize most of the identifications on the tests and was often accurate in identifying the films, directors, and issues involved.</td>
<td>Sometimes I was able to recognize the films, directors, and issues addressed by the identification item</td>
<td>I did not do well at all on this part of the test and was rarely able to identify a film passage.</td>
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<table>
<thead>
<tr>
<th>Progress</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Score</th>
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<tbody>
<tr>
<td>I believe that my performance improved substantially over the semester.</td>
<td>I believe that my performance improved somewhat over the semester.</td>
<td>I believe that my performance stayed about the same over the semester or improved slightly.</td>
<td>I believe that my performance got worse over the semester.</td>
<td></td>
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