

**Assessment of Program in French Student Learning
through Signature Assignments and ePortfolios**

**PRAC Assessment Grant Report
May, 2021**

Kathryn Lauten

Project Overview

The Program in French has developed an ePortfolio system for *French Minors and Majors* that includes an integral assessment component of student learning. In parallel, the intent of this project was to develop a means to assess student learning in the *lower-level language classes* through Signature Assignments. This project also brought those two pieces of assessment together, in a comprehensive, on-going, and sustainable approach for the Program to assess student learning according to statewide standards as well as Student Learning Outcomes (SLOs) based on both national standards of foreign language acquisition and the IUPUI Profiles of Learning for Undergraduate Success (Profiles). Critical to this project is also the commitment to assess student learning in both face-to-face and online classes as well as to use the results to continually improve the curriculum in French.

The overall drive for program assessment in French falls at a time where the Program is transitioning from a curriculum rooted in a more traditional language, literature, linguistics and culture approach to one that articulates its coursework and goals in terms of professional applications of skills and abilities. Previous to this project, the faculty in French had started its revision of SLOs in light of these curricular changes and agreed on Signature Assignments for all levels of the undergraduate program: 1st year, 2nd year, the Minor and the Major. This project provided the resources for the completion of this initiative and culminated in an assessment system including means to evaluate student learning and comprehensive program effectiveness. Most importantly, these results are structured in such a way that systematic and targeted program improvements can be made where necessary, and the process can now become part of on-going program activities.

Project Outcome

The outcome of the project is a functioning system for continual assessment of student learning and program effectiveness with clear actionable areas for improvement based on national, state and campus standards and outcomes. Logistically this includes

- 1) a database in Excel for lower-level language courses (F131, F132, F203 and F204) that includes data for students in every section of these classes since Fall 2016 including the course, the instructor, course delivery (online or in-person), course grades for all assignments with their link to student learning outcomes, and moving forward will include ACTFL ratings
- 2) a Canvas site that feeds the ePortfolio initiative for the upper-level students that includes both ratings for Signature Assignments tied to student learning outcomes and EDGE Module activities
- 3) Defined Signature Assignments mapped to specific SLOs and Profiles (Appendix 1: SLO and Profile Mapping)
- 4) Rubrics (Appendix 2: Sample Rubrics) and guidelines for instructor rating implementation

Assessment Methods and Data Analysis Approach

As part of the previously mentioned re-alignment of assessments to SLOs and national/state/campus standards, all assignments in French classes are individually categorized based on national proficiency standards set forth by the American Council on the Teaching of Foreign Language (ACTFL). Whether the class is a first semester language class or a 400-level literature class, assignments fall under the categories of six distinct areas of communication (*presentational speaking, interpretive listening, interpretive reading, presentational writing, interpersonal communication and intercultural competence*). Also embedded in each assignment and the course structure are content-driven evaluations tied to the relevant IUPUI Profiles, state standards for the course, and to SLOs for the course and major. Therefore, student work is assessed on the language proficiency scale from ACTFL **as well as** rubrics specific to the content of the class and program goals for critical thinking, cultural understanding, content, etc. (Appendix 1) Because the nature of lower-level language courses is different

from that of upper-level courses, there are two corresponding tracks for implementing the assessment project: The Excel database and the Canvas ePortfolio system.

Rating scale for ACTFL categories

At all levels of courses (100-level through 400-level), instructors assign a number on a scale from 1-10; one being 'Low Novice' and 10 being 'Superior' as based on the national ACTFL scale. This consistency of rating categories and rating scale across the complete Program in French allows the faculty to track individual students across all of their courses in the program in different skill areas as well as results across our program in different skill areas.

As a measure to compare our internal rating to a nationally-recognized assessment, all French majors are required to take the external Avant STAMP 4s test in French during their Capstone semester. Because these tests are scored on the same ACTFL ratings as our scoring system, these results help provide a feedback loop to ensure consistency and validity of own internal scoring.

Preliminary Findings

While the system is now completely in place to track all levels of coursework, and the Excel database does contain all grade data thanks to the work from this grant, reallocated time and instructional pressured due to COVID have unfortunately slowed the rating of assignments on the 1-10 ACTFL scale by all French faculty which in turn has slowed the ability to analyze the data. Preliminary data however have helped identify areas for improvement and curriculum reform.

Lower-level students

Using grades rather than yet to be analyzed ACTFL scoring, preliminary analysis enable looking at one are of focus: the differences in outcomes between in-person versus on-line students. Here is the breakdown showing which delivery mode had the higher student grades in each area of analysis.

Writing	Speaking	Interpersonal Conversation	Reading	Listening	Cultural Awareness
On-line (2% higher)	On-line (5% higher)	In-person (12% higher)	In-person (1.5% higher)	In-person (2.4% higher)	On-line (5.6% higher)

Further analysis (and use of ACTFL scoring) will provide more clarification to help understand and contextualize these differences and also will include only proficiency scoring of completed work,

whereas the grades in the chart above also reflect 0's for incomplete assignments rather than pure achievement level. Results will be used to make curriculum changes.

Upper-level students

At the Capstone level, students are showing lower ratings in the production skills of Speaking and Writing than in Listening and Reading. Therefore, in F203 we have increased the complexity and scaffolding of writing assignments. In F204 we have done the same, but we have also linked the writing to a short novel we introduced to the curriculum this year to develop critical thinking and writing skills in relation to a text to better prepare students for upper-level coursework. For Speaking, we have provided more at-home practice activities and increased opportunities to converse with other students whether meeting in-person or online. Here are the STAMP score data for our Majors from 2019-2021. It is also important to note that students who study abroad score higher in Speaking than those that do not. The Program in French outcome goal is a 7 in all areas which has been attained, on average, in Reading and Listening.

STAMP score results

	Reading		Writing		Listening		Speaking		Composite
AVERAGE	7.47		6.07		7.00		5.87		6.60
MINIMUM	6		5		4		4		5
MEDIAN	7		6		7		6		6.5
MAXIMUM	9		8		9		7		8.25

With the assessment tracking system in place, the faculty in the Program are optimistic that we are now better-prepared to monitor individual student performance in each of these competency areas as students progress through their classes. Faculty will subsequently mentor students in such a way that students are steered toward opportunities through coursework and high impact practices to improve targeted areas. It is very important to note that while the rating category headings name a competency area, the rubrics for the scores are based not only on grammatical language production but most importantly on critical thinking and complexity of thought and communication -- the higher the score, the more a student's ability to analyze, process and articulate complex information and thoughts. Content and cultural understanding competencies are also assessed in upper-level classes and tracked through the ePortfolio system.

Conclusion

The Program in French would like to recognize the importance placed on assessment at the University level and extend our thanks for this grant to facilitate work on our assessment process. We are very excited with how far we have come and feel well-poised to continue with this sustainable system to regularly update and analyze performance data that in turn will inform curriculum improvements.

Appendix 1: SLO and Profile Mapping

French course level	ACTL Proficiency Level Goal	SLO's based on ACTFL Proficiency Level through NCSSFL-ACTFL Global Can-Do Benchmarks; below outcomes will be reached <i>in French</i> unless otherwise noted http://www.actfl.org/	Signature Assignment for Assessment	Relationship to Profiles and IN STEG
100-level	Novice High/ Intermediate Low	<p>Presentational Speaking The student can</p> <ul style="list-style-type: none"> •assemble a series of phrases and sentences to describe in simple terms themes on familiar topics they have learned focusing on daily life •be generally understood by sympathetic interlocutors, although their speaking is hesitant and filled with inaccuracies <p>Presentational Writing The student can</p> <ul style="list-style-type: none"> •write short, simple sentences with basic word order relating to highly predictable matter of daily life •be understood by sympathetic native speakers but with effort <p>Interpretive Listening The student can</p> <ul style="list-style-type: none"> •demonstrate global understanding of sentence-length speech and the highest frequency vocabulary related to familiar and everyday topics one utterance at a time •extract the main point of short, clear, simple messages and announcements <p>Interpretive Reading The student can</p> <ul style="list-style-type: none"> •read very short, simple texts •demonstrate understanding of predictable information if the format and the context of the text are familiar <p>Interpersonal Communication The student can</p> <ul style="list-style-type: none"> •exchange information about familiar everyday topics using phrases and simple sentences •be generally understood by sympathetic interlocutors, although their speaking is hesitant and filled with inaccuracies 	<p>Presentational Speaking</p> <ul style="list-style-type: none"> •Unscripted Talk Chapter 12 <p>Presentational Writing</p> <ul style="list-style-type: none"> •Paragraph during Chapter 12 test <p>Interpretive Listening</p> <ul style="list-style-type: none"> •Chapter 12 adapted VHL listening activity put into Canvas <p>Interpretive Reading</p> <ul style="list-style-type: none"> •Reading during Chapter 12 test <p>Interpersonal Communication</p> <ul style="list-style-type: none"> •Unscripted Conversation Chapter 12 	<p>Communicator:</p> <ul style="list-style-type: none"> •Acquire competency in speaking, listening, reading and writing French •Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in a language other than your own •Respond to native and near-native speech and text in familiar situations and on familiar topics •Read from comprehension materials written in French on familiar topics •Resolve everyday problems by asking pertinent, contextually appropriate questions and making suggestions •Operate with civility in a complex world

		<p>Intercultural Competence¹ Primarily in English, the student can</p> <ul style="list-style-type: none"> • explain the practices and perspectives of the cultures studied • reflect on the concept of culture through comparisons of the cultures studied and their own 	<p>Intercultural Competence</p> <ul style="list-style-type: none"> • Cultural Awareness Assignment Reflective Essay in English 	<p>Community Contributor:</p> <ul style="list-style-type: none"> • Acquire intercultural awareness and sensitivity to francophone cultures through the study of important issues in France, the francophone world, and the United States • Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts. • Analyze and evaluate texts, object, events, or ideas in their cultural context.
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¹ Adopted from ACTFL World-Readiness Standards for Learning Languages "5 C's" <http://www.actfl.org/> and the University of Kentucky's Global Learning Outcomes http://www.uky.edu/international/Global_Learning_Outcomes

<p>200-level</p>	<p>Intermediate Mid/ Intermediate High</p>	<p>Presentational Speaking The student can</p> <ul style="list-style-type: none"> •manipulate learned phrases and structures to talk on a wide variety of topics using connected sentences in various time frames •be generally understood by sympathetic interlocutors, although they may self-correct and reformulate their talk <p>Presentational Writing The student can</p> <ul style="list-style-type: none"> •write short communications including compositions in simple paragraphs in various time frames in an organized manner •be understood by native speakers but sometimes with effort <p>Interpretive Listening The student can</p> <ul style="list-style-type: none"> •demonstrate global understanding of sentence-length speech on a variety of familiar personal and social contexts •extract the main point of short, clear, simple messages and announcements <p>Interpretive Reading The student can</p> <ul style="list-style-type: none"> •demonstrate understanding of texts on personal and social topics to which they bring personal interest or knowledge, including texts featuring description and narration <p>Interpersonal Communication The student can</p> <ul style="list-style-type: none"> •participate in conversations about familiar daily topics in various time frames and consisting of sentences and series of sentences <p>Intercultural Competence² Primarily in English, the student can</p> <ul style="list-style-type: none"> •explain the practices and perspectives of the cultures studied •reflect on the concept of culture through comparisons of the cultures studied and their own 	<p>Presentational Speaking</p> <ul style="list-style-type: none"> •Unscripted Talk <i>Portails 2</i> Chapter 10 <p>Presentational Writing</p> <ul style="list-style-type: none"> •Paragraph during <i>Portails 2</i> Chapter 10 test <p>Interpretive Listening</p> <ul style="list-style-type: none"> •<i>Portails 2</i> Chapter 10 adapted VHL listening activity put into Canvas <p>Interpretive Reading</p> <ul style="list-style-type: none"> •Reading during <i>Portails 2</i> Chapter 10 test <p>Interpersonal Communication</p> <ul style="list-style-type: none"> •Unscripted Conversation <i>Portails 2</i> Chapter 10 <p>Intercultural Competence</p> <ul style="list-style-type: none"> • Cultural Awareness Assignment Reflective Essay in English 	<p>Communicator:</p> <ul style="list-style-type: none"> •Acquire competency in speaking, listening, reading and writing French •Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in a language other than your own •Respond to native and near-native speech and text in familiar situations and on familiar topics •Read from comprehension materials written in French on familiar topics •Resolve everyday problems by asking pertinent, contextually appropriate questions and making suggestions •Operate with civility in a complex world <p>Community Contributor:</p> <ul style="list-style-type: none"> • Acquire intercultural awareness and sensitivity to francophone cultures through the study of important issues in France, the francophone world, and the United States • Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts. • Analyze and evaluate texts, object, events, or ideas in their cultural context.
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² Adopted from ACTFL World-Readiness Standards for Learning Languages "5 C's" <http://www.actfl.org/> and the University of Kentucky's Global Learning Outcomes http://www.uky.edu/international/Global_Learning_Outcomes

<p>Minor</p>	<p>Intermediate High/ Advanced Low</p>	<p>Presentational Speaking The student can</p> <ul style="list-style-type: none"> •develop and deliver spoken discourse on topics beyond just everyday life in all major tenses and moods using discourse of paragraph length •demonstrate the application of phonetic rules that govern oral performance •be generally understood by native speakers unaccustomed to dealing with non-native speakers <p>Presentational Writing The student can</p> <ul style="list-style-type: none"> •write for basic work and academic needs such as narratives, descriptions and summaries in the major tenses and moods •link sentences into paragraph length using cohesive devices and some elaboration •apply structural rules underlying the French language •be understood by native speakers <p>Interpretive Listening The student can</p> <ul style="list-style-type: none"> •demonstrate understanding of main facts and supportive details of conventional narrative and descriptive discourse in most genres including those in various time frames, even when something unexpected is expressed, in many familiar social, academic and professional contexts <p>Interpretive Reading The student can</p> <ul style="list-style-type: none"> •demonstrate understanding of conventional narrative and descriptive texts in major tenses and moods on a variety of familiar topics of personal and general interest (e.g. newspapers, commercial materials, literature, etc.) <p>Interpersonal Communication The student can</p> <ul style="list-style-type: none"> •converse on most topics related to school, home and leisure activities as well as some topics related to employment, current events and matters of public and community interest in an organized way with appropriate detail using paragraph-length discourse in various time frames 	<p>Presentational Speaking Signature Assignment from</p> <ul style="list-style-type: none"> •F331 •F380 •F396 •F352 •F326 <p>Presentational Writing Signature Assignment from</p> <ul style="list-style-type: none"> •F328 •F300 •F330 •F360 •F352 <p>Interpretive Listening Signature Assignment from</p> <ul style="list-style-type: none"> •F331 •F380 •F396 <p>Interpretive Reading Signature Assignment from</p> <ul style="list-style-type: none"> •F300 •F360 •F326 <p>Interpersonal Communication Signature Assignment from</p> <ul style="list-style-type: none"> •F331 •F380 •F331 •F380 	<p>Communicator:</p> <ul style="list-style-type: none"> •Acquire competency in speaking, listening, reading and writing French •Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in French on familiar and unfamiliar topics •Process and Respond to native and near-native speech and texts on familiar and unfamiliar topics •Understand and Analyze materials written in French on familiar and unfamiliar topics •Resolve problems by asking pertinent, contextually appropriate questions and making suggestions •Operate with civility in a complex world
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		<p>Intercultural Competence³ The student can, with French as the primary language,</p> <ul style="list-style-type: none"> •investigate and explain the relationship between the practices and perspectives of the cultures studied and their own •reflect on the concept of culture through comparisons of the cultures studied and their own •communicate in a culturally appropriate manner 	<p>Intercultural Competence Signature Assignment from</p> <ul style="list-style-type: none"> •F300 •F326 •F360 •F352 	<p>Community Contributor:</p> <ul style="list-style-type: none"> • Acquire intercultural awareness and sensitivity to francophone cultures through the study of important issues in France, the francophone world, and the United States • Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts. • Analyze and evaluate texts, object, events, or ideas in their cultural context.
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³ Adopted from ACTFL World-Readiness Standards for Learning Languages "5 C's" <http://www.actfl.org/> and the University of Kentucky's Global Learning Outcomes http://www.uky.edu/international/Global_Learning_Outcomes

<p>Major</p>	<p>Advanced Low/ Advanced Mid</p>	<p>Presentational Speaking The student can</p> <ul style="list-style-type: none"> •develop and deliver well-organized presentations on research topics •support a thesis with detailed information and argument developed through critical thinking •be generally understood by native speakers unaccustomed to dealing with non-native speakers <p>Presentational Writing The student can</p> <ul style="list-style-type: none"> •write for basic work and academic needs such as narratives, descriptions and summaries in the major tenses and moods linking paragraphs into composition length products •support a thesis with detailed information and argument developed through critical thinking •apply structural rules underlying the French language •be understood by native speakers <p>Interpretive Listening The student can</p> <ul style="list-style-type: none"> •demonstrate understanding of main facts and supportive details of conventional narrative and descriptive discourse in most genres including those in various time frames, even when something unexpected is expressed, in many familiar and unfamiliar social, academic and professional contexts <p>Interpretive Reading The student can</p> <ul style="list-style-type: none"> •demonstrate understanding of conventional narrative and descriptive texts in major tenses and moods on a variety of familiar and unfamiliar topics of personal, general interest as well as some professional interest <p>Interpersonal Communication The student can</p> <ul style="list-style-type: none"> •converse fully on most topics related to personal daily topics as well as business and matters of public and community interest in an organized way with appropriate detail using paragraph-length discourse in various time frames •present and support their point of view on some complex issues 	<p>In addition to the Assessments from the Minor, Signature Assignments will be added from each course taken for the Major</p> <p>The Capstone presentation and written product will be used as well.</p> <p>The Program is looking into adding the Avant STAMP Proficiency Assessment to the Capstone course as a required component paid for by the student (few books if any are usually purchased for this)</p>	<p>Communicator:</p> <ul style="list-style-type: none"> •Acquire competency in speaking, listening, reading and writing French •Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in French on complex issues and in professional situations •Process and Respond to native and near-native speech and texts on familiar and unfamiliar topics and in professional contexts •Understand and Analyze materials written in French on familiar and unfamiliar topics •Resolve problems by asking pertinent, contextually appropriate questions and making suggestions •Operate with civility in a complex world
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		<p>Intercultural Competence⁴ The student can, with French as the primary language,</p> <ul style="list-style-type: none"> •investigate and explain the relationship between the practices and perspectives of the cultures studied and their own •reflect on the concept of culture through comparisons of the cultures studied and their own •communicate in a culturally appropriate manner 		<p>Community Contributor:</p> <ul style="list-style-type: none"> • Acquire intercultural awareness and sensitivity to francophone cultures through the study of important issues in France, the francophone world, and the United States • Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts. <p>Analyze and evaluate texts, object, events, or ideas in their cultural context.</p>
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Appendix 2: Sample Alignment Rubrics

Unscripted Conversation L8

A goal for you in French 204 is to be able to engage in conversations where you share information and exchange your opinions and feelings about a topic while you talk out your differences. This activity allows you to put into practice your language skills in a manner similar to any conversation you might have when talking with a speaker of French either here or abroad.

Please give your first and last names at the very beginning so I am sure of who is saying what in the video. :) Then talk for at least 15 minutes (so roughly 7-8 minutes per person overall) about the readings for the CAA2 assignment on the French school system. How does the system in France compare with educational systems you are familiar with, such as here in the United States or other countries you know? What are your thoughts on the differences? Which do you prefer and why -- or which aspects of each do you like and which do you not like as much? What are some strengths/weaknesses of the French system? Do you agree with each other? Talk about topics you don't agree on to understand each person's viewpoint. Remember this is a conversation -- use these questions as general suggestions for your discussion but talk to each other -- do not just ask each other one of the questions and then move to the next.

Through this conversation you will show the extent to which you have reached the following goals, which contribute to your attainment of the IUPUI Profiles of Learning for Undergraduate Success of **Communicator** and **Community Contributor**.

- Engage in conversations where you provide and obtain information, express feelings and emotions, and exchange opinions in a language other than your own.
- Operate with civility in a complex world.
- Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.
- Analyze and evaluate texts, object, events, or ideas in their cultural context.

RUBRIC

- Engage in conversations where you provide and obtain information, express feelings and emotions, and exchange opinions in a language other than your own.

60-70 points Complete and comprehensible to a native speaker; uses extensive vocabulary and new grammar from this chapter; does not use a prepared script; engages fully with partner asking follow-up questions/responds to what partner says letting the conversation go wherever comments take it

45-60 points Quite complete, fairly comprehensible to a native speaker; uses a fair amount of new vocabulary and grammar from this chapter; looks at some notes occasionally but does not use a prepared script; asks follow-up questions/responds to what partner says letting the conversation go wherever comments take it

30-45 points Fairly complete, difficult to understand for a native speaker unfamiliar with English; uses a little new vocabulary and grammar from this chapter; OR a minimum of a C- if you read what you are saying and do not truly "converse" or respond/react to what your partner says

10-30 points Incomplete and difficult to understand; uses no vocabulary or grammar from this chapter; reads from a script and does not interact with partner

0-10 points Only very little to none of the conversation is understandable

- Operate with civility in a complex world.

8-10 points Listens respectfully to others; shares ideas; engages in differences without imposing negative judgement on others

4-8 points May listen to others but not take into the conversation the ideas of others; may present own ideas as the only way

0-4 points Engages a little or not at all with others and/or openly disrespects the ideas of others

- Recognize and communicate the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.

8-10 points Articulates the complete extent and impact of diversity brought up in the assigned readings/videos

4-8 points Shows some understanding of the extent and impact of diversity brought up in the assigned readings/videos

0-4 Shows little to no understanding of the extent and impact of diversity brought up in the assigned readings/videos

- Analyze and evaluate texts, object, events, or ideas in their cultural context.

8-10 points Clearly analyzes and evaluates the assigned readings/videos in their cultural context

4-8 points Analyzes and evaluates the assigned readings/videos but only partially ties the analysis to their cultural context

0-4 Talks little or not at all about the assigned readings/videos and/or makes little or no connection to their cultural context

Cultural Awareness Assignment

A goal for you in French 204 is to analyze, synthesize, evaluate, and write about diversity *in and between* cultures in a respectful way. This activity allows you to put into practice your cultural understanding and competency skills as you engage with classmates about a specific topic – a very important skill as we all live in a diverse world.

PART I

First you will write a 300-word *personal* response in English to the following articles and links on the educational system in France. Please do not write a summary of the readings, but rather a response where you think critically about the information and its implications to cultural understanding. How does the system in France compare with educational systems you are familiar with, such as here in the United States? What are your thoughts on the differences? Which do you prefer and why? What are some strengths of the French system? Are there any connections you can make between the readings and Odette's children in *Odette Toulemonde*?

PART II

Read the posts of your classmates and comment on **TWO** of them by typing in the "Reply" box under the entry to which you are responding. Your comments should be substantive and relate back to the assigned materials. Simply saying something like "I think that's funny too!" is not adequate. Show an understanding of the cultural awareness messages from the chapter and your classmates' postings, engage with their ideas, and offer your own opinions.

Through your responses you will show the extent to which you have reached the following goals, which contribute to your attainment of the IUPUI Profiles of Learning for Undergraduate Success of **Communicator** and **Community Contributor**.

- Operate with civility in a complex world.
- Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.
- Analyze and evaluate texts, object, events, or ideas in their cultural context.

RUBRIC

- Analyze and evaluate texts, object, events, or ideas in their cultural context.

30-40 points Clearly analyzes and evaluates the assigned readings/videos in their cultural context

15-30 points Analyzes and evaluates the assigned readings/videos but only partially ties the analysis to their cultural context

0-15 Analyzes little or not at all the assigned readings/videos and/or makes little or no connection to their cultural context; submissions may remain at the level of summary rather than analysis

- Recognize and communicate the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.

30-40 points Articulates the complete extent and impact of diversity brought up in the assigned readings/videos

15-30 points Shows some understanding of the extent and impact of diversity brought up in the assigned readings/videos

0-15 Shows little to no understanding of the extent and impact of diversity brought up in the assigned readings/videos

- Operate with civility in a complex world.

17-20 points Responds respectfully to the ideas expressed by others; shares ideas; engages in differences without imposing negative judgement on others

10-17 points May respond to others but not take into the conversation the ideas of others; may present own ideas as the only way

0-10 points Engages a little or not at all with others and/or openly disrespects the ideas of others

Cultural Awareness Synthèse Essay

For this assignment, please write a two-page paper (minimum 500 words) in English in which you **reflect on the concept of culture through comparisons of the cultures studied and your own** as you express how the Cultural Awareness Assignments and textbook readings/films have helped you meet the following goals that are aligned with the IUPUI Profiles of Learning for Undergraduate Success of **Communicator** and **Community Contributor**:

1. Analyze and evaluate texts, objects, events, or ideas in their cultural context
2. Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts
3. Operate with civility in a complex world

In order to be considered for full points on this assignment

1. Re-read yours and your classmates' CAAs;
2. Re-read the comments your classmates may have left for you;
3. Scan through the textbook culture readings/viewings;
4. **Show** how these sets of assignments have contributed to your understanding of a culture that is not your own and helped you reach the Learning Outcomes listed above **by connecting** them with very specific examples drawn from these assignments **including** from your classmates' CAA responses.
5. *Do not just give a synopsis of the readings or of what you already wrote.*
6. **Unlike the CAA assignments in the Discussion forum, for this, please upload a MSWord document as your assignment submission that is double-spaced with the word count at the end.**

- Reflect on the concept of culture through comparisons of the cultures studied and your own

30-40 Shows an understanding of the concept of culture(s); makes astute comparisons between cultures studied and their own

20-30 Shows a limited understanding of the concept of culture(s); makes limited comparisons between cultures studied and their own

10-20 Shows a vague understanding of the concept of culture(s); makes a questionable comparison between cultures studied and their own

0-10 Discusses culture but shows little to no understanding of the concept; makes no comparisons between cultures studied and their own

- Analyze and evaluate texts, object, events, or ideas in their cultural context.

20-25 points Clearly analyzes and evaluates the assigned materials in their cultural context

10-20 points Analyzes and evaluates the assigned materials but only partially ties the analysis to their cultural context

0-10 Analyzes little or not at all the assigned materials and/or makes little or no connection to their cultural context; submissions may remain at the level of summary rather than analysis

- Recognize and communicate the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.

20-25 points Articulates the complete extent and impact of diversity brought up in the assigned readings/videos

10-20 points Shows some understanding of the extent and impact of diversity brought up in the assigned readings/videos

0-10 Shows little to no understanding of the extent and impact of diversity brought up in the assigned readings/videos

- Operate with civility in a complex world.

7-10 points Responds respectfully to the ideas expressed by others; shares ideas; engages in differences without imposing negative judgement on others

4-7 points May respond to others but not take into the conversation their ideas; may present own ideas as the only way

0-4 points Engages a little or not at all with others and/or openly disrespects the ideas of others