

FLF 318 Pledge, checklist, and reflective statement

I have neither given nor received unauthorized aid on this paper.

Signature:

Name:

Date:

Title:

Answer these questions from Corrigan's *A Short Guide to Writing about Film* before submitting the final draft and include with your paper.

		YES	SOMEWHAT	NO
1.	Do I understand the film or films I intend to discuss?			
2.	Are my notes clear and complete, allowing me to describe and respond to key images, scenes, and other elements in the film?			
3.	Does my opening paragraph lead to a specific and precisely formulated thesis that anticipates the main point of the essay?			
4.	Do my topic sentences reflect a logical development of that thesis?			
5.	Are there smooth transitions between paragraphs and sentences?			
6.	Do paragraphs cohere, usually around a single idea?			
7.	Is the meaning of each sentence clear, and are the structures of sentences varied?			
8.	Are general or abstract observations supported with concrete examples?			
9.	Have I carefully proofread and revised for grammatical, spelling and typographical errors?			
10.	Have footnotes and quotations been double-checked for accuracy and proper placement?			

Reflective Statement

* Were you able to achieve your personal and academic goals for this class this semester? Why or why not?
Comments?

* Which was your favorite of the films we saw this semester? Why?

* Which was your least favorite of the films this semester? Why?

* Which activities (in class or as homework) did you find most helpful in learning about French film?

* Which activities (in class or as homework) did you find least helpful in learning about French film?

* Additional comments/ reflections on your learning?

SCORING RUBRIC FOR UPPER LEVEL FL COURSES

SCORE CRITERIA

CONTENT

27-30	<i>Excellent to very good:</i> knowledgeable; substantive, thorough development of the thesis, including appropriate examples; quotations and illustrations are well chosen to support the argument; quotations are well integrated and presented correctly, good analysis and synthesis of the material; good use of comparison and contrast, critical inquiry and interpretation, relevant to the topic chosen.
22-26	<i>Good to average:</i> some knowledge of the subject; adequate range of analysis and synthesis; limited thematic development and use of examples; mostly relevant to the topic, but lacks detail in critical interpretation of the material; quotations and illustrations support the argument somewhat.
17-21	<i>Fair to poor:</i> limited knowledge of the subject; minimal substance, analysis and synthesis; poor thematic development, use of examples, and interpretation of the material; inadequate use of resources.
13-16	<i>Very poor:</i> shows little or no knowledge of the subject; lacking analysis or synthesis of the material and lacking examples; inadequate quantity; not relevant, or not enough to rate.

ORGANIZATION AND FORMAT

27-30	<i>Excellent to very good:</i> clear statement of ideas; title that orients the reader to the thesis; clear organization (beginning, middle, and end) and smooth transitions; introduction leads reader into topic; logical and cohesive sequencing both between and within paragraphs, conclusion effectively summarizes main findings and follows logically from the analysis presented; Any quotations/footnotes/images properly cited; length and legibility appropriate
22-26	<i>Good to average:</i> main ideas clear but loosely organized or connected; sequencing logical but incomplete; bibliographical material and formatting adequate.
17-21	<i>Fair to poor:</i> ideas not well connected; poor organization and transitions; logical sequencing and development lacking; formatting inadequate.
13-16	<i>Very poor:</i> ideas not communicated; organization, sequencing and transitions lacking, formatting lacking, or not enough to rate.

GRAMMAR AND FLUENCY

18-20	<i>Excellent to very good:</i> fluent expression; accurate use of relatively complex structures; very few errors in agreement, number, verb tenses or moods, word order, articles, pronouns, prepositions.
14-17	<i>Good to average:</i> adequate fluency; simple constructions used effectively; some problems in use of complex constructions; errors in agreement, number, verb tense, word order, articles, pronouns, prepositions.
10-13	<i>Fair to poor:</i> low fluency; significant mistakes in the use of complex constructions; frequent grammar and spelling errors, lack of accuracy interferes with meaning.
7-9	<i>Very poor:</i> lacks fluency; no mastery of simple sentence construction; text dominated by errors; does not communicate meaning, or not enough to rate.

VOCABULARY AND MECHANICS

18-20	<i>Excellent to very good:</i> complex range; accurate word/idiom choice; mastery of word forms and expressions; appropriate level of usage. Accurate spelling and use of diacritics (accent marks) in French.
14-17	<i>Good to average:</i> adequate range; some errors of word/idiom choice; effective transmission of meaning. Some spelling errors
10-13	<i>Fair to poor:</i> limited range; frequent word/idiom errors; inappropriate choice, usage; meaning not effectively communicated. Frequent spelling errors.
7-9	<i>Very poor:</i> many translation-based errors in French. Many spelling errors.

Reminder to students: all work submitted must be accompanied by a signed NCSU academic code of student conduct honor pledge. Any violation of the pledge will result in a failing grade for the paper. Late submissions will be penalized by 10 points/day, if an extension is not suggested or approved ahead of time by professor. A paper submitted without this final reflection form and signed pledge will result in a failing grade.

Adapted from: Hedgcock and Lefkowitz, "Collaborative Oral/Aural Revision in Foreign Language Writing Instruction," *Journal of Second Language Writing* 1(3): 255-76, 1992, cited in Scott, *Rethinking Foreign Language Writing*, 1995, p. 116.