



St. Lawrence
CEGEP CHAMPLAIN

**ARTS, LITERATURE AND COMMUNICATION
PROGRAM**

Comprehensive Assessment

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1. INTRODUCTION

A Comprehensive Assessment (C.A.) demonstrating overall attainment of program competencies and the General Education Graduate Profile is required by the College Education Regulations under the General and Vocational Colleges Act and by the College's Institutional Policy on the Evaluation of Student Achievement (IPESA).

The Comprehensive Assessment for the ALC Program is linked to three courses that involve analytical and creative work in the various languages of the program: *Pop Fiction*, *Projet créatif*, and *Exploring Cultural Diversity*. The Comprehensive Assessment consists of specific oral-based assessments and evaluations along with an essay and a reflection piece in these courses.

2. THE GENERAL EDUCATION GRADUATE PROFILE

- Read and write in French, as well as understand and appreciate literary and / or cultural works at their respective skill level, as identified upon your admission to Champlain-St. Lawrence;
- Demonstrate a college-level proficiency in English in the areas of reading, writing, speaking, and listening;
- Develop your own ideas into logical arguments (both creative and analytical) and theses; organize them and edit your work;
- Analyze various world views and take a position on moral-ethical issues relevant to the program of study;
- Manage your lifestyle, particularly as it applies to being physically active, in such a way as to promote your health.

3. ESSAY

The first component of the Comprehensive Assessment includes an essay of 400-500 words that assesses the General Education component of your education. This assignment will be submitted to the *Pop Fiction* teacher at the end of the semester.

Content and Structure of the Essay:

In your introductory paragraph, explain how the General Education objectives reflect what you have learned about yourself in General Education courses.

In the second paragraph, explain what you have learned about each General Education Graduate Profile element. Do you feel that the General Education courses at St. Lawrence have helped you attain each of those Graduate Profile elements?

In the third paragraph, describe specific examples that demonstrate how you have achieved the Graduate Profile objectives.

Your conclusion should assess how your college education will affect you in the future, in terms of your university studies or your career choice.

4. ALC GRADUATE PROFILE

Graduates of the St. Lawrence Arts, Literature and Communication Program shall be knowledgeable about the arts, grounded in literature and equipped to communicate in four languages. Graduates shall be able to:

- Approach questions of literary and aesthetic culture with the help of an understanding of Western classics and of English Canadian and Québec cultural contributions;
- Demonstrate intellectual curiosity and rigor in planning and conducting research activities, such as identifying appropriate sources and techniques, reading critically and presenting the results of critical reflection in oral and written form;
- Give expression to the creative process;
- Function with native-level proficiency in English, a high level of proficiency in French and a degree of independence in Spanish and German, supported by an understanding of grammatical structure and phonetics;
- Use appropriate information technology;
- Assess decisions with consideration for one's own health and well-being and for the effect on others and the environment.

5. COURSE-SPECIFIC EVALUATIONS OF WRITTEN EXPRESSION

In relation to the ALC Graduate Profile above, the second component of the Comprehensive Assessment includes course-specific evaluations of written expression in the form of the research project in *Pop Fiction* as well as a reflection on the creative process based on their creative output throughout the semester in *Projet créatif*.

There will be no C.A.-related evaluation of written expression in *Exploring Cultural Diversity*.

Teachers are responsible for communicating all necessary information to students in a timely fashion. In compliance with the IPESA, teachers must transmit their grids to the students ahead of time before the evaluation takes place in order to let them know the bases on which they will be evaluated.

6. COURSE-SPECIFIC EVALUATIONS OF ORAL EXPRESSION

The third component of the Comprehensive Assessment includes course-specific evaluations of oral expression in *Pop Fiction*, *Projet créatif*, and *Exploring Cultural Diversity* in a way that responds to the ALC Graduate Profile specifically.

The German and Spanish component will be assessed during the oral evaluation related to the cultural topic presented in *Exploring Cultural Diversity* towards the midway point of the semester. Following the formal presentation, students will answer in Spanish and German some questions from the two teachers about the cultural research presented in the oral presentation.

The Comprehensive Assessment will be integrated in French via the delivery of one of the student's creative pieces towards the end of the semester.

The English component will be based on a meeting organised by the *Pop Fiction* teacher meant to engage the student in a self-reflexive exercise related to their *Pop Fiction* project. This will take place towards the end of the semester.

As aforementioned, teachers are responsible for communicating all necessary information to students in a timely fashion. In compliance with the IPESA, teachers must transmit their grids to the students ahead of time before the evaluation takes place in order to let them know the bases on which they will be evaluated.

7. FINAL RESULTS

The Comprehensive Assessment will be assessed as *pass* or *fail* by each teacher based on the quality of work in the respective oral and written evaluations. The student has to pass all components of the Comprehensive Assessment to succeed.

Teachers are responsible for transmitting the results of the evaluations to the ALC Program Coordinator, who in turn will transmit the final results to the Registrar for the Certification of Studies.

8. RETAKE PROCESS

Should a student fail, the individual teacher will provide some feedback to the student, and the student will be required to redo the component(s) below 60% for reassessment based on identified weaknesses. The coordinator will be kept informed of all retake processes.

The retake will be scheduled within one week's time based on an arrangement between both parties. In the case of failure in German and / or Spanish, the student will do the retake in the presence of the two language teachers. The result will be sent to the ALC Program Coordinator, who in turn will transmit the final results to the Registrar for the Certification of Studies.