



*PROGRAM REVIEW*  
*FRENCH PROGRAM SELF-STUDY*  
*DEPARTMENT OF MODERN LANGUAGES AND LITERATURES*

**A. Program Introduction and History:** Description of the academic program or programs offered by the department or academic unit, with reference to prior program reviews and their highlights.

The purpose of the French major, as conceived by Sonoma State University French faculty, has not changed since our last program review, in 2006. It is clearly stated on the program webpage (<http://www.sonoma.edu/modlang/french/index.html>) in the following terms: “to enable students to attain an advanced level of competency in speaking, listening, reading and writing, and to provide them with a comprehensive knowledge of the historic and contemporary culture and institutions of France and the francophone world.” The French language is studied not as an end in itself, but as a vehicle for students' broader and more informed participation in their chosen fields. The French faculty consider their program to be a model of student-centered teaching and learning, in accordance with the mission of Sonoma State University as a public liberal arts and sciences college (COPLAC).

The SSU French Program currently offers coursework culminating in either a major or minor in French; the major is a 32-unit requirement (seven upper-division courses plus French 202); the minor comprises 20 units (four upper-division courses plus French 202). Current offerings follow an extremely strict rotation, with courses numbered above French 300 offered only once every two years; every one of these courses is required for the major, and students must therefore make a firm commitment to the program and attend over four consecutive semesters in order to fulfill all requirements in a timely fashion. Courses taken abroad in the CSU International Program may be counted toward the major or minor. Programs are available in Aix-en-Provence, Paris and Québec; as the capstone seminar, French 475 must be completed on campus.

The French Program is staffed by two faculty members, both Full Professors since 2007, Dr. Christine Renaudin and Dr. Suzanne Toczyski. Given the current strategy of the School of Arts and Humanities to staff Humanities Learning Communities for entering Freshmen with tenured faculty members, two temporary faculty members are currently teaching lower division French courses; Dr. De Korsak teaches French 102, and Ms. Boucher teaches French 202. Due to workload issues, French faculty offer very few independent studies, relying on their strict course rotation to address students' needs for the major. However, in order to maintain an *esprit de corps* amongst the students, French

faculty do offer ample opportunity for students to use their French skills outside the classroom in culturally appropriate settings, through field trips to local museums and theaters, through their work as advisors to the French Club, as well as their organization of campus-wide events of interest, including various music, dance, and theatrical performances, (e.g. “Baudelaire: Love and Lust”), readings by French authors (e.g. poetess Claudine Helft), lectures related to Francophone culture (e.g. Irène Dubois-Malher’s bilingual talk – in French and German—about Switzerland’s unique patterns of existence on the European continent). The general ambiance of the program is one of collegial collaboration, which contributes to the maintenance of a stable and clear (albeit underfunded) program. Assessments are in place, although they are constantly evolving according to the needs of the program and the flexibility of the faculty.

According to documents available in the department archives, a full review of the French Program was conducted in 1986, under the leadership of Professors Howard Limoli (Program Coordinator) and William Guynn (Department Chair). This review was presented to EPC in December 1986 and to VPC in February 1987. The external consultant indicated that, at the time, the Program had been “severely afflicted by internal management decisions,” including a lack of funding for release time for program coordinator, etc. The 1986 program review indicates that, until 1981/1982, the French major consisted of six upper-division courses (18 units), plus twelve additional elective units selected from the remaining thirteen upper-division courses offered at the time by the French Program. In 1982/1983, the catalog still includes twenty-five courses in French (lower- and upper-division); by 1986, the program had been reduced to the “bare minimum” of courses, supplemented by an excessive number of independent studies to compensate for lack of support for low-enrolled upper-division courses. However, interestingly, at that time, the program still offered three concentrations; in addition to twenty units of core courses, students could choose ten or more units in either the literature, language & linguistics, or French area studies concentration areas. The single subject waiver program in French was still supported in 1986 as well.

Another full program review was conducted in 1991, again under the leadership of Howard Limoli (Program Coordinator) and William Guynn (Department Chair), with participation by full-time faculty member Yvette Fallandy and temporary faculty Christine Renaudin. At this time, students continued to have the option of concentrating in one of the three areas mentioned above, and the single subject waiver in French was maintained. The French Program had also increased its allocation by three units. However, many of the course offerings listed in the catalog were never, in fact, offered in the classroom, a fact that constricted the program’s ability to meet the needs of its majors. Courses were therefore offered based on students’ reported need for a specific requirement; an excessive number of independent studies continued to be a burden for faculty. Moreover, the external reviewer makes reference to “the ten-year-old conflict which has alienated one faculty member in French, presenting obstacles to curriculum development and the day-to-day functioning of the program.” This was probably due in part to lack of consensus regarding approaches to teaching languages.

Subsequent to 1991, only one interim program review took place during the 2000/2001

academic year. However, in spite of the absence of formal program review, since 1991, much has been accomplished to meet the recommendations of the 1991 external reviewer, including complete reorganization of the major to make it manageable to both faculty and students. By reducing the major to a firmly established group of core courses, faculty accepted an intellectual sacrifice (losing a rich albeit disorganized diversity of courses) in order to ensure that students can graduate in a timely fashion.

An interim program review occurred in 2000, two years after a complete turnover among French faculty, that is to say, the hire of Professors Christine Renaudin and Suzanne Toczyski as full-time tenure-track faculty in 1998. At that time, the French faculty concluded that students needed a more sophisticated language laboratory in order to achieve the desired level of linguistic proficiency; it was also noted that course-embedded assessment of students' reading needed to be increased in the Senior Seminar. Finally, faculty proposed the implementation of survey tools in future academic years to enable a more thorough and earlier assessment of levels of cultural awareness and linguistic proficiency. At the time of the interim review, French faculty were pleased to see confirmed the fact that most of the program's objectives align themselves with those of the General Education Program as outlined in the documents "General Education at Sonoma State University."

Subsequent to the Interim Program Review, courses offered by the French Program underwent significant revision. In the absence of funds to bring SSU's language laboratory facilities up to modern standards, the French faculty opted for an on-line lab/workbook component to first- and second-year language study. Students can access and download authentic language samples and receive immediate feedback on their written and oral skills; they also have the flexibility of fulfilling the lab requirement from any lab on campus or from their personal computer. The French Program could therefore function independently from the then grossly outdated language lab. Another major change to the program occurred in 2003, when the Dean of the School of Arts and Humanities encouraged the various programs in the school to switch from three-unit to four-unit classes. As a result, the French major increased by two units (from 30 to 32) and the minor increased as well (from 18 to 20); however, by a strange mathematical calculation, the French faculty simultaneously lost two units of the allotment in French (each now teaches 8 units of French per semester rather than 9), a loss for which they compensate by teaching outside of the French program in impacted GE areas. Overall, the modifications to the program have been positive, in spite of this loss.

By 2006, when the last full-blown French Program Review was conducted by Dr. Toczyski (Department Chair) and the participation of Dr. Renaudin (French Coordinator), the notion of "bare minimum" had attained a new level, with no optional courses or even sufficient allocation to meet the course needs for the CCTC certification (for future teachers of French). The French Program thus lost the ability to prepare students for direct entry into credential programs; also due to budgetary strictures, it lost the ability to offer a wide variety of elective options to French majors. The program did, however, gain enduring clarity, consistency, and collegiality, which we view as no small accomplishment through continuing trying budgetary times. Dr. Benkov, then Professor of French at San Diego

State University, served as our external reviewer and visited in May 2006. While finding our program successful in meeting the university mission, Dr. Benkov also found it somewhat crippled by lack of funding. In her report, she highlights the “students’ overwhelmingly positive assessment of the program,” the “energy, dedication and commitment of the French faculty members,” and the overall “solid quality of the program despite the limitations of resources.” Dr. Benkov’s major recommendations fall in four categories: Curricular Revision and Assessment; Building Enrollments; Technology, including the Language Laboratory; Faculty Positions and Workload. For each category, I will briefly list Dr. Benkov’s recommendations and comment on what has been achieved or not to meet them since 2006.

In terms of curricular revision and assessment, Dr. Benkov’s recommendations included: offering all 4 lower-division courses in both Fall and Spring; developing additional French courses at the upper-division level (translation, advanced writing, and a theme-based course), and another course taught in English, such as “Contemporary France in Film”; allowing students to substitute one course taught in English for the major; streamlining the current assessment plan along 4 or 5 “broader categories for goals,” in place of the numerous objectives currently used. While our assessment plan has not changed to include Dr. Benkov’s recommendation, and we have not been able to create more upper division courses, nor have we been able to offer all 4 lower-division courses in both Fall and Spring, we were lucky enough, in 2010-2011, to offer two sections of French 101 in the fall and two sections of French 102 in the spring, thus boosting enrollment for a while. Since our funding has not changed since 2006, this experiment was only made possible thanks to the generosity of a volunteer, Ms. Verduzier, who was looking for an opportunity to gain teaching experience as a French MA student in the Pedagogy of Teaching French as a Second Language, at the University of Poitiers, France. Unfortunately, we were unable to renew the experience with another student, and have a number of reservations regarding the use of volunteers as instructors on anything more substantial than a temporary basis. Short of being able to create a new course in French, Dr. Renaudin let herself be inspired by Dr. Benkov’s suggestion of course on film by re-designing the content of FLIE 214, a departmental lower division GE course in English (area C2), around “French Literature and Film” (See syllabus at: <http://www.sonoma.edu/users/r/renaudin/flie214/index.html> ). Unfortunately, due to other more pressing teaching assignments, the course has not been taught since 2008.

On the subject of Community Outreach, Student Culture, and Building Enrollment, Dr. Benkov recommended the continuation of the weekly conversation hours and ciné-club; “establishing a chapter of Pi Delta Phi, the national French honor society”; “having an end-of-the semester activity involving all levels of students”; “contacting Francophone students on campus and involving them in program activities”; “conducting an after-school language program at middle-schools, with participation by advanced-level French majors and perhaps members of the Francophone community of the greater Sonoma Area”; “using National French week for well-publicized French-focused events on campus”; “applying to FACE Council for a grants (sic) for film and theater productions.” Since the program’s allocation was not augmented by the recommended .53 in temporary faculty allocation per semester to allow full time faculty to devote more time to outreach and cultural events, a

number of Dr. Benkov's recommendations have proven unfeasible. We have, however continued the weekly conversation hour and ciné-club by integrating them into French Club activities run by students under the supervision of Dr. Toczyski (and Dr. Renaudin in her absence). The French Club has been very active over the past few years, and the French faculty try to involve the Club in other cultural activities on and off campus, whenever possible. We have also continued our effort to provide rich cultural events for our students (see list on page 34). However, sadly, issues of workload and budget led us to let go of the long popular Language Festival, and the French Diction Competition that had given birth to it in the late 90's.

Regarding the Language Laboratory and general access to technology, Dr. Benkov recommended immediate upgrading of the antiquated workstations, as well as increased access to "smart" classrooms. Both French faculty members received new workstations in 2007, and the Language Laboratory was remodeled in 2011. The new Language Laboratory is not the traditional space where students isolate themselves in front of a machine in order to practice their language of choice. This individual aspect of language learning had been reassigned to on-line programs such as Quia before the 2006 Program Review. Rather, the new Language Laboratory has been designed as a versatile space able to foster collaboration, interaction, and creativity. While the Language Laboratory can seat as many as 34 students comfortably, it retains enough free space to allow the students to leave their seats and circulate amongst themselves, forming moving and ever changing conversation groups modeled after real life exchanges, and encouraging embodied learning. For this reason, the space is often used as a classroom for lower division courses. It is also the site of numerous small conversation groups led by Language Peer Facilitators, under the supervision of our Lab Director, Dr. Train.

In terms of workload, Dr. Benkov's review had emphasized the fact that "the two [full time] French faculty are stretched to the limit," and recommended "the addition of 2 lecturer taught sections per semester [to] allow the program to break the lock-step lower division sequence," and "allow for some measure of assigned time for course revision, research, etc." Given the continuing decrease in State funding, the French program has not received any additional allocation. On the contrary, both permanent faculty members have had to step away from their programs and create new curriculum for the Humanities Learning Community. Although temporary faculty members have been hired to replace them in their lower division French courses, the Learning Community experiment still was very costly in terms of additional workload, especially since the model will not be retained in the department, which has come up for next year with what they believe will be a more beneficial model for their programs. FR 314, usually taught every semester, had to be taken off the schedule as a result of the Humanities Learning Community; with the new model, however, we may be able to restore it in the spring semester.

## RELEVANT STATISTICS

**Number of majors:** 19

**Number of minors:** 15

**Department Chair or Program Coordinator:** Christine Renaudin (Department Chair, Modern Languages & Literatures); Suzanne Toczyski (French Program Coordinator)

**Number and FTEF (Full-time equivalent faculty) of permanent faculty:** 2

However, since 2006 the two French faculty have usually taught the equivalent of 1.67 positions in the French Program, the remainder of their teaching obligation serving in General Education courses related to the individual faculty member's expertise, or in other administrative tasks such as chairing the Department of Modern Languages and Literatures (2009-present for Dr. Renaudin), or the University Retention, Tenure and Promotion committee (Spring 2013, for Dr. Toczyski). The French program does not normally need to rely on temporary faculty; however, since the 2006 Review, we have had to resort to hiring lecturers as a replacement for Tenured French Faculty in the following circumstances: in fall 2007, Dr. Renaudin went on sabbatical; during 2008-2009, she was appointed Director of the CSU International Programs in France; Spring 2011, Dr. Toczyski went on sabbatical; in the fall of 2011, she had to take a partial medical leave; for the 2012-2013 academic year, in accordance with the Dean of Arts and Humanities's strategy to serve incoming freshmen in need of GE courses, both Dr. Renaudin and Dr. Toczyski committed to collaborating on a Humanities Learning Community, creating the need to hire temporary faculty to replace them in French 102 and French 202 respectively.

- **Number and FTEF of temporary instructors:** 2 Dr. Christiane Gautier taught FR 102, in the Spring of 2007, replacing Dr. Renaudin, who was reassigned to chair the Faculty Sub-Committee on Sponsored Programs;
- Mr. Ruyle replaced Dr. Renaudin in FR 101 during her sabbatical in fall 2007;
- Dr. Kellough was employed in 2008-2009 as a replacement for Dr. Renaudin, in French 202 and French 411;
- Dr. De Korsak was hired in the Spring of 2011 to replace Dr. Toczyski, then on sabbatical, in French 102 and French 415;
- during Dr. Toczyski's partial medical leave, Dr. Vitaglione taught French 201 and French 314;
- as replacement for Dr. Toczyski and Dr. Renaudin reassigned to MLL 160A/B, "Humanities Learning Community," Dr. De Korsak was hired again to teach French 201 and French 314 in fall 2012, and French 102 in spring of 2013; Ms. Boucher (ABD) was hired to teach French 202 in spring 2013.

The French instructor pool was renewed in fall 2009, and needs to be refreshed, as we have had to resort to emergency hiring a few times. Mr. Ruyle, Dr. Vitaglione, and Ms. Boucher were all hired on an emergency basis.

**Class size:** SFR (Student faculty ratio)

Lower-Division French Courses: 26.12

Upper-Division French Courses: 13.90

(2006-2012 data excerpted from the Calstate Institutional Research by Disciplines, searchable at:

[http://www.calstate.edu/es/intranet/applications/aa/apdb/APDB\\_Campuses\\_Fall/apd78b.terms034-124.SON.html](http://www.calstate.edu/es/intranet/applications/aa/apdb/APDB_Campuses_Fall/apd78b.terms034-124.SON.html))

In order to compensate for the low enrollment in upper-division classes, the French faculty have reached an agreement with the Dean of Arts & Humanities committing part of their teaching load to large GE classes (both lower- and upper-division); the SFR in these courses is 40 (FR 314, or FL 214), or 34 (FL 160).

**Number of courses:** 15 French classes + 2 FL course + Internships/Special Studies, as follows: FR101 – First-Semester French; FR101L; FR102 – Second-Semester French; FR102L; FR201– Third-Semester French; FR201L; FR202, – Oral French; FR300 – Introduction to Literary Analysis and Critical Writing; FR314 – Francophone Literature in English; FR320 – France Yesterday; FR321– France Today; FR410 – French Literature, Middle Ages-Revolution; FR411 – French Literature, Revolution-Present; FR415– Special Studies in French Culture; FR475 – Senior Seminar; MLL 214 –World Literatures in English; and MLL 314 –World Literatures in English Translation. Please note that the last two have recently been retitled so as to reflect the change of the department’s name, and they will appear as MLL 214 and MLL 314 in the next version of the catalog. (They were formerly listed as FL214 and FL314.) Also, although still on the catalog, these two classes have not been taught in a while, since the French faculty has been called to other GE teaching assignments such as Humanities Learning Communities. In addition, in cases of pressing student need, we also offer special studies (FR495) and internships (FR499).

**Number of GE courses:** 15 of the courses listed above are GE courses, as follows: FR101, FR102, FR201, FR202, FR300, FR314, FR320, FR321, FR410, FR411, FR415, FR475, count in area C3; FL214, FL314, and FR314 count in area C2.

**Number of graduates per year:** 3.86 (May 2006-May 2012) See attached list.

**Number of concentrations:** None.

**Budget for the academic unit (revenue sources and expenditures):**

The total budget for operation of the Department of Modern Languages and Literatures (6 full-time tenured or tenure-track faculty and from one to three temporary faculty, and two Teaching Associates in recent years) is as follows (figures taken from Academic Year 2011-2012 budget):

\$ 4,742 for Operating expenses  
\$ 33,870 for Staff Support  
\$ 449,916 for Tenured and Tenure Track Faculty  
\$ 99,479.86 for Temporary Faculty  
\$ 1,224.65 for Student Assistants (Language Lab)

Estimated breakdown for the purposes of the French program:

Approximate Operating Expenses: \$632.27 per faculty (OE/FTEF 7) x 2 = \$ 1,264.54

Approximate Staff Costs per faculty x 2 = \$9677.14

Tenured Faculty: \$140,688 for teaching + \$33,088 for chair time = \$173,776

Temporary Faculty: \$15,081.60 (Fall 2011: FR 201 & FR 314)

Lab Assistants: The French department has made use of volunteer faculty and peer language facilitators in recent years.

The department also benefits from a variety of foundation account monies, some of which is used regularly by French faculty to support performances and lectures of interest to the general campus community.

**B. The Self-Study should document and describe the following elements, for both majors and minors:**

*1. Learning Goals*

Objectives Specific to French:

1. Ability to understand spoken French, read a wide variety of texts written in French, and communicate effectively in French orally and in writing;
2. Appreciation and knowledge of the French culture;
3. Appreciation and knowledge of French literature;
4. Appreciation and knowledge of the francophone world, cultures and literatures (including an understanding of norms, values and beliefs of areas where the target language is used, as well as recognition of key social and cultural traditions);
5. Ability to respond in culturally appropriate ways in a variety of common situations in the target language;
6. Ability to use state-of-the-art technology to access realia, that is, authentic documents in the target culture;
7. Knowledge of phonology, morphology, syntax and semantics of the French language.

Objectives related to General Education:

8. Ability to think and read critically;
9. Development of the habit of intellectual inquiry;
10. Ability to understand literature as a reflection of heterogeneous cultures and lives;
11. Ability to communicate efficiently orally and in writing;
12. Appreciation and knowledge of grammar and linguistic concepts;
13. Appreciation of aesthetic dimensions and movements;
14. Ability to use state-of-the-art technology to access cultural documents and multimedia resources;
15. Ability to make connections between the literature studied and the students' own lives;



Objectives that expose students to knowledge about values and ethical issues:

16. Awareness of global history;
17. Appreciation of diversity and difference;
18. Awareness of language as a living product of culture and vice versa;
19. Ability to apply the knowledge and skills learned to situations outside the academic setting.

A chart showing alignment of French Program courses with learning objectives may be found in Attachment 13.

*2. Rationale for learning goals and outcomes*

The learning goals described above were developed with reference to the five “C’s” as defined by the American Council of Teachers of Foreign Languages: Communication, Cultures, Connections, Comparisons, and Communities. Included in the area of Communication are the four traditional skill domains associated with language teaching: listening, speaking, reading and writing. These goals are addressed by providing students with a firm foundation grounded in the communicative approach to language teaching according to which: “Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions; Students understand and interpret written and spoken language on a variety of topics; [and] Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics” (ACTFL). At the upper-division level, communicative methods still apply in more elaborate ways through more in-depth and lengthier writing assignments, more sophisticated oral presentations, and increased emphasis on student contributions to class discussion. The French faculty practice a complex combination of lectures and seminar-like activities, collective textual analysis, and oral presentations. The goals of the upper-division program extend well beyond linguistic competence; we seek to develop our students’ skills in critical thinking and literary and cultural analysis from a variety of approaches.

Attention to the second “C,” Cultures, also permeates the SSU French Program. Students are regularly challenged to demonstrate their understanding of the relationship between the practices and perspectives of the cultures they are studying. Cultures, here, is used in the plural to foreground an emphasis on the plurality of francophone cultures around the world; the French faculty integrate course content that enables students to gain knowledge and understanding of a diverse array of world cultures.

Simultaneous with exploration of world cultures is the effort to help students to connect (the third “C”) with other disciplines through the target language, thereby acquiring information and recognizing distinct viewpoints that are only available through their study of French and francophone cultures. This work is facilitated by attention in both lower- and upper-division classes to such areas as geography, art, music, history, gender studies, theater arts, sociology, political science, architecture and philosophy, to name only a few.

The area of “Comparisons” refers to students’ development of insights into the nature of

language and culture through comparisons of French with their knowledge of their own native language (English, Spanish, etc.) and through their comparisons of francophone cultures with their own. The first goal is achieved through explicit reference to grammatical categories shared across common languages; indeed, students frequently tell the French faculty that they understand their own language better as a result of studying French. Such development occurs at all levels of French at SSU. In addition, conscientious exploration of a diverse array of world cultures carries with it an implicit exposure to difference; every step of the way, students are invited to contrast and compare information about the target cultures with practices they know in their own, whether this be with reference to simple eating habits (use of fork and knife) or complex political situations (unrest in the Paris suburbs).

Finally, Sonoma State University students are encouraged to participate in multilingual communities at home and around the world. Locally, students can participate in activities sponsored by the French Club (the weekly *causerie* or conversation hour, film watching, outings to relevant events in the Bay Area, etc.). French faculty also promote participation in the wide variety of French- and francophone activities available in the Bay Area (as chronicled on the Bay Area Francophile List, a publication of SSU French faculty Toczyski). A number of SSU students also opt to study abroad, either in France or in Canada, to enhance their knowledge of the French language and francophone cultures; an equally significant number have opted to work in France or other French-speaking regions as *assistants* teaching English in local schools. And finally, alumni survey results indicate that SSU French graduates develop the habits associated with lifelong learning, using their language skills not only for personal enjoyment, but also for life enrichment.

In addition, at all levels of the curriculum, the French faculty employ a variety of media and technological tools which allow the incorporation of authentic/primary documents into course content. Whenever possible, that is, whenever smart classrooms are available to them, the French faculty model the use of technology with the expectation that students will also master the use of such tools and demonstrate this proficiency in their course presentations.

### *3. Dissemination of learning goals to students*

All of the syllabi of courses offered by the French program are on-line. Students are given a URL at the beginning of the course. Each syllabus contains a course description that includes the program mission as well as the learning goals associated with that particular course. A list of online syllabi for the 2012-2013 academic year may be found in Attachment 14.

### *4. Structuring of the curriculum to reach expected outcomes*

The two permanent French faculty are equally committed to the communicative approach for lower-division language pedagogy. They share a clear understanding of its goals and methods so that the sequence of courses is tightly articulated, with a systematic rotation of faculty from French 101 through French 300, which allows the students a variety of

teaching styles while maintaining consistency.

At the upper-division level, the French faculty have divided the remaining six required courses into two sets. Dr. Toczyski regularly teaches French 320 (France Yesterday), French 410 (French Literature, Middle Ages-Revolution), and French 415 (Special Topics in French Culture), while Dr. Renaudin regularly teaches French 321 (France Today), French 411 (French Literature, Revolution-Present), and French 475 (Senior Seminar). The current distribution reflects, on the one hand, a partition between early modern and modern literature and culture (French 320/French 410 vs. French 321/French 411); on the other hand, French 415 (Special Topics in French Culture) and French 475 (Senior Seminar) provide the respective French faculty who teach those courses with a chance to teach an upper-division class whose goals remain the same but whose content may change according to faculty interests. A sample of the FAQ handout explaining course rotation may be found in Attachment 15.

##### *5. Documentation of effective teaching strategies for helping students achieve expected outcomes*

At the lower-division level, effective strategies to develop students' linguistic and cultural competency are grounded in the principles of the direct communicative approach. Classes are conducted mostly in French in order to provide full immersion in the target language; the ultimate goal, of course, is for students to feel able to function effectively in the target culture(s). Participation in class discussion and group activities is regularly assessed in order to evaluate effort toward learning and expressiveness in French; in all French classes, participation is deemed integral to the learning process, and attendance is calculated into the final grade, since presence in language classes represents virtually the students' only contact with spontaneous linguistic situations and challenges. Elements of morphology and syntax are presented and explained in French, and in authentic situations in the form of dialogues, or narrative, but not exclusively, offered by the textbook, and projected on a screen so the students can focus on a common target during in-class explanations. In order to practice the newly presented forms, students are led, as a class, or in small groups, through a series of exercises, both oral and written, increasing in complexity until the students can produce, usually in groups, a situation of their own in the target language, in the form of a skit, for example, or the debriefing of a set of data, or the analysis of a narrative, through the discussion of questions related to a text. Although the French faculty do not limit themselves to the material offered in the chosen textbook, they do try to maximize its use in class, so the students may revisit on their own material duly explained and practiced in class, building a sense of familiarity with the material. It is also not unusual to see students in French classes participating in games that have been carefully devised to give students further experience with a particular language usage (e. g. human bingo to foster questioning skills). Assignments are also designed to increase this familiarity. In FR 101 and FR 102, the chosen textbook is accompanied by an on-line lab workbook, which provides students with a rich variety of exercises, both written and oral, with which the students can practice and test the material studied in class. In order to ensure a solid foundation in the building of their knowledge, students receive daily assignments. While most of the exercises of the on-line lab workbook are self-correcting

and provide students with immediate feedback, some exercises, such as journal entries, require closer attention on the part of the instructors, who correct them individually. In addition to formal tests to evaluate a variety of linguistic proficiencies, the French faculty also conduct individual oral interviews twice a semester to evaluate grammatical structures, vocabulary, pronunciation, effectiveness of oral communication, and cultural content. Examples of such interviews may be found on the FR 101 website: <http://www.sonoma.edu/users/r/renaudin/fr101/O2.html> , and the FR 102 website: <http://www.sonoma.edu/users/t/toczyski/french102firstoral.html> .

Although the same principles are followed in FR 201, the French faculty have had to experiment with various textbooks, as it is notoriously difficult to find a satisfying textbook for the intermediate level, particularly when having to cover the material in one semester only. After using *Interaction* for many years, Dr. Renaudin experimented with *Face à Face* in 2010. While she appreciated the book's reliance on diverse media, including short videos, finding it interesting and stimulating, she also found the book lacking in grammatical developments, not to mention an excessive number of errors. Dr. Toczyski, scheduled to teach FR 201 in 2011, had prepared a detailed calendar around the use of *Face à Face* in 2011 (see: <http://www.sonoma.edu/users/t/toczyski/french201cal.html> ); however, due to her medical leave, she did not end up teaching this class. Dr. Vitaglione, who was hired on an emergency basis, was assigned the class, and did not opt to use the book, or the material prepared by Dr. Toczyski, in his classes. The French faculty's latest choice, *Cinéphile*, was used by Dr. De Korsak in fall 2012, and was not particularly well reviewed by her. While she and the students enjoyed working with French films, which provided a good context for grammatical structures, current vocabulary, cultural issues, and conversation topics, Dr. De Korsak deplored three main shortcomings: 1) The films needed to be viewed in the library, which some students found cumbersome (most were unavailable on streaming versions, and having the students buy all of them would have been too costly); one film had questionable content from a pedagogical point of view; 2) The on-line lab manual/workbook was not ready for release and created constant trouble (chapters were not up to date, there were errors and severe issues related to transposition from a traditional printed version to an on-line version -- lack of French characters easily available for students, no way to check how much time students spend on the site, browser incompatibility that led to student work incorrectly being marked "wrong" when it was in fact correct, errors in the actual assignments, difficulty assigning some rather than all of the work within a chapter, etc.). Dr. De Korsak had to create a bank of exercises that could be imported from Moodle for the next instructor, should we decide to use the book again, which we are not inclined to do at the moment. Finally, Dr. De Korsak also found fault with the way the proposed exercises lacked careful build-up, going instead from a very simple surface level type of exercise to deep knowledge immediately, skipping the necessary steps in between. The French faculty is in the process of researching an alternative to *Cinéphile* for next semester.

In French 202, "Oral French," the French faculty have designed their own workbook to provide the students with the basics of French phonetics principles. The exercises provided in this booklet are supplemented by a series of handouts for grammatical reviews, as well as a variety of texts to be found on the internet at no cost for the students. Moreover, the

students are invited to actively participate in the selection of the material discussed in class. Twice in the semester, the students are required to do an oral presentation, individually, or in pairs, after the instructor has modeled the exercise in class. The first round of presentations concerns the analysis and discussion of an image, either an advertisement, or a relevant photograph, or painting found in a French magazine, or online. Students are responsible for finding and presenting the material in class during their presentations. They are also responsible for articulating thoughtful questions that will inform the class discussion. See <http://www.sonoma.edu/users/r/renaudin/fr202/dev.htm> for more details. (Note that, as part of the Program's teaching strategies, all French syllabi above FR 201 are written in the target language.) During the second round of presentations, the students are asked to find a full-length article in a French publication, and again they are responsible for presenting and analyzing the material in class, as well as providing a discussion frame. Another teaching strategy sometimes used in this class revolves around the use of Pierre Capretz's educational DVD, *Jules et Jim*, published by Yale University, which guides the students through a step by step analysis of the feature film of the same name, including listening comprehension exercises, questions of comprehension, as well as a rather humorous grammar revision program. Dr. Renaudin currently uses Agnes Varda's *Les Glaneuses*, as a way to engage the students in a lengthier audiovisual text. The documentary's structure, in short chapters linked by thought provoking transitions, as well as its general thrust about the creative and inspiring power of collage, are good models for the students to use in their academic careers as well as their personal lives. Elements of the film's dialogues and narratives, as well as the ensuing class discussions are used in the pronunciation examinations the students must take twice a semester. Finally French 202 students are invited to utilize appropriate elements of the French language through creative activities such as acting out situations they have created in groups, or singing French songs rehearsed in class for the pleasure and benefit of all involved, even students who usually think of themselves as non-singers, but find themselves carried along with the chorus. An example of this kind of activities can be found at <http://www.sonoma.edu/modlang/french/index.html> under the title, "Chanter français! French 202 students perform their Final for Spring 2011," in the yellow box on the right of the page. Such creative activities emphasize the important physical aspect of speaking another language. Once performed, a given situation, text, or structure is much more easily committed to memory and therefore made more readily available for further creative use. Students are also invited to participate in the making of collective songs or poems, by providing sentences of their own creation, which are then assembled in some form of meaningful collages, to be performed by the whole class. This kind of strategy does work wonders in terms of fostering the appropriate *esprit de corps* necessary for collective learning, not to mention the realization that they, too, participate in the making of francophone culture.

At the upper-division level, the French faculty's teaching strategy remains grounded in the direct communicative approach, and they are committed to the seminar as the most appropriate format within this approach. While upper-division classes may include brief lecture modules, the primary focus of each lesson is discussion and debate around various literary and cultural documents, including art, architecture, domestic life, etc. Classes are conducted entirely in French, and students are led to participate in the course content by

ways of more and more complex oral presentations, group activities, class discussions, and collective or individual textual analysis. The general strategy is to involve the students in increasingly sophisticated levels of inquiry, research, and dissemination of the knowledge thus gathered. Students are expected to take responsibility for course content, and engage in progressively more complex research projects, using various kinds of material and media. Teaching strategies involve designing student-centered assignments that foster intimate comprehension of the material to be discussed. A good example of such a strategic use of assignment is to be found at

<http://www.sonoma.edu/users/t/toczyski/fr320dev.html> . In one of twelve creative assignments detailed on this webpage, Dr. Toczyski asks students to research the character of Marie-Antoinette by consulting a certain number of sites indicated on the syllabus. Students are then invited to imagine that they are the beleaguered queen, isolated in her cell, and to write from her perspective. All upper-division courses regularly include at least one and frequently two or three oral presentations designed to evaluate oral expression, critical thinking, reading skills, ability to perform literary textual analysis, and ability to understand and analyze aspects of French and Francophone cultures. Recent examples may be found on the following websites:

<http://www.sonoma.edu/users/t/toczyski/fr300dev.html> ,  
<http://www.sonoma.edu/users/r/renaudin/fr321/dev.htm> ,  
<http://www.sonoma.edu/users/r/renaudin/fr411/dev.htm> ,  
<http://www.sonoma.edu/users/t/toczyski/french415dev.html> .

In the Senior Seminar, designed as a program capstone, similar strategies are put in use to ensure that students of French leave the program with advanced linguistic competence combined with well developed skills in critical thinking and literary analysis, that is to say, the ability to express themselves, both orally and in writing, at a highly sophisticated level, including public speaking. A survey of the autobiographical genre in French, the current Senior Seminar stresses the use of the autobiographical tools as a way for the students involved to bridge the gap between the conclusion of their undergraduate career, and their personal lives. The course involves collective and individual text analyses. While the oral presentations concentrate on the literary analysis of the material read for the course, the written assignments focus more specifically on the personal appropriation of the same material. Students are required to write three mini autobiographical essays (3-4 pages) in the style of the authors studied (for the complete details of this assignment, see <http://www.sonoma.edu/users/r/renaudin/fr475/dev.htm> ). These rather modest assignments are designed for the students to intimately explore the techniques used by the various authors studied. The final, and most important step of this strategy, however, consists in the much more substantial production of a 20-page paper in which students are invited to demonstrate the expertise and personal voice they have developed over the course of the semester. The students are offered the option to write either a research paper on one of the texts studied in class, or an autobiographical piece. Consistently over the years, students have shown an overwhelming preference for the autobiographical piece, even those who, at the beginning of the semester, were quite vocal about their fear of writing in the autobiographical form. Dr. Renaudin interprets this development as a sign of success of the teaching strategies used in the seminar, insofar as it seems to liberate some students from inhibitions about a certain literary genre, and empower them all to think that

they can find strategies of their own to write comfortably and creatively in the first person in French. Becoming fluent in another language is a powerful instrument for life, as it often allows the practitioner to reach unexpected levels of insight and expression commonly limited or inhibited by the habitual use of the more familiar native language.

*6. If applicable, departmental involvement in distance and distributed education courses, including their evaluation*

N/A

*7. If applicable, description of cross-departmental courses and how these serve majors from other departments*

FR314, Francophone Caribbean Literatures in English, has frequently been cross-listed with English 349, Explorations in Literature, although not in recent years. This course fulfills Area C2 in the General Education pattern; English majors may also choose this course for elective credit in the major. FR314/ENGL349 focuses on Francophone Caribbean literature, that is, Caribbean literature of French expression. Its objectives are: to sample the vast and rich Caribbean literary production in French; to explain and contextualize its existence; to understand its development and evolution during the 20th century; to appreciate the complexities of the choice of French as a literary language for writers born in the French-speaking areas of the Caribbean; to develop analytical skills as they pertain to the study of literary form and meaning; to understand and appreciate the diversity of Caribbean cultures; to expose writing as a tool for emancipation and identity building; to expand students' knowledge of world literature and diversity; to explore the ways in which Caribbean-born authors have found expression in English; to develop research skills; to develop writing skills.

*8. If applicable, description of GE courses and how these meet the GE area criteria*

Among the nineteen objectives identified by the 2000 Interim Program Review, twelve are directly related to General Education as defined by the SSU General Education Subcommittee. They are: (1) Ability to think and read critically; (2) Development of the habit of intellectual inquiry; (3) Ability to understand literature as a reflection of heterogeneous cultures and lives; (4) Ability to communicate efficiently orally and in writing; (5) Appreciation and knowledge of grammar and linguistic concepts; (6) Appreciation of aesthetic dimensions and movements; (7) Ability to use state-of-the-art technology to access cultural documents and multimedia resources; (8) Ability to make connections between the literature studied and the students' own lives; (9) Awareness of global history; (10) Appreciation of diversity and difference; (11) Awareness of language as a living product of culture and vice versa; (12) Ability to apply the knowledge and skills learned to situations outside the academic setting.

As part of the newly revised university-wide 50- unit (51 for students starting before the Fall of 2011) General Education requirement, students at Sonoma State University are required to successfully complete one course in the category of "Comparative Perspectives



and/or Foreign Languages” (new Area C3), and at least nine units of General Education must be in upper-division courses in at least two different GE categories. A chart of the new GE pattern may be found at <http://www.sonoma.edu/advising/ge/50.pdf>. In fulfillment of the GE area C3 requirement, students may take a French course at the intermediate level, FR 201 or above. Students may also choose a first-year course (FR 101 or FR 102) if 1) the student has met the high school subject requirement in a *different* language or, 2) the student has completed one year of a *different* foreign language at the college level. Under ordinary circumstances, a maximum of two upper-division French courses can be used to partially meet the upper-division GE requirements if they are taken no sooner than the term in which the student attains upper-division standing. However, students who take FR 314, which counts for area C2, “Literature, Philosophies and Values” (previously “World Literatures”), may combine this course with two upper-division French major courses to meet the nine-unit upper-division GE requirement, a very attractive alternative to many French majors.

Hence, currently, under the newly revised GE pattern, and the old one, all of the French courses offered at Sonoma State University can count as GE courses; most fall into the new C3 area, “Comparative Perspectives and/or Foreign Languages” (previously part of the old area C4, Foreign Languages and Cross-Cultural Perspectives); FL214, FL 314 and FR314 count for area C2, “Literature, Philosophies and Values” (previously “World Literatures”).

Despite this strong presence in the General Education pattern, a survey conducted in the Spring 2013 semester confirms the trend identified in the 2006 French Program Self-Study that very few students (23%) enrolled in lower-division French courses are taking the course to meet GE requirements (versus 48% of students majoring or minoring in French, and 30% of students taking French for other reasons, including fulfilling requirements for other majors such as Global Studies). The results of this survey show a higher percentage than the 2012 university data, which showed that fewer than approximately 10% of SSU students use French courses to satisfy their then C3 (formerly C4) requirements university-wide. In an effort to help more entering freshmen satisfy GE requirements from the start of their curriculum, the Dean of the School of Arts and Humanities recently requested the creation of new collaborative curriculum by which to teach increased numbers of students. Dr. Renaudin and Dr. Toczyski participated in this effort, even as it took them away from teaching the C3 courses offered by and feeding directly into their own program, and had to compete with many a starved program to obtain replacement by temporary faculty members. The new Humanities Learning Communities are designed for entering freshmen to fulfill their GE requirements in both areas A3 and C3 over the course of their first year; these HLCs also address a number of transitional issues crucial for success and retention. Students stay with the same group of classmates, peer mentors and instructors for the duration of two semesters, thus creating a much needed sense of community and completing part of their GE requirements. The main problem with the current MLL160A/B taught by Dr. Renaudin and Dr. Toczyski this year is that it takes them out of the French Program, with very little impact on recruitment for the French major. Even if the course was designed with this goal in mind, around the theme of Paris as a crucible (“Exploring Self, Exploring Other: Transformations In The City of Light”), the few students that have



indicated a wish to study French after experiencing this class does not make up for the disadvantage of having the French faculty teach outside of their program. Moreover, students earn credit for area C3 without any formal language study. Consequently, Dr. Renaudin has used her role as chair of the department to encourage the creation of a new and slightly different HLC model better fitted to the needs of the Department of Modern Languages and Literatures. At this point MLL161A/B, also called “Global Learning Experience,” has been accepted by both the Arts and Humanities Curriculum Committee and the GE Sub-Committee, and is on the Fall 2013 schedule. It will provide entering students with the opportunity to fulfill their C3 requirement through a language course, either FR 101, GER 101, or SPAN 201, while also being part of a learning community and fulfilling their A3 requirement as well (A detailed description of the HLC may be found at <http://www.sonoma.edu/aa/flc/nonresidential/gle.html> ). Dr. Toczyski will be in charge of the section of FR 101 attached to this community, instead of teaching her regularly assigned FR 314. In order to continue to offer FR 101 to non-entering freshmen, a second section of FR 101 will be taught by Dr. Renaudin. The French faculty hope that this redoubling of FR 101 will create a stronger feeder for more advanced courses, hopefully recruiting more students in the minor and major programs in French, German and Spanish.

The French faculty look forward to continuing the central role language faculty play in SSU students’ education as the university moves ahead with its ongoing efforts to rethink and rework General Education at SSU.

### **C. Diversity**

*1. Explain how your department, program or unit addresses the cultural, ethnic and social diversity of the Sonoma State student body in the curriculum.*

From the very first level of language study, the French faculty expose students to knowledge of the francophone world, which encompasses populations in Europe, Africa, the Pacific Rim, the Caribbean, and North and South America. According to the report published by the Organisation Internationale de la *Francophonie* in March 2007, there are about 123 million people in the world who speak French as a primary language. In addition, there are approximately 77 million people who use their practical knowledge of French on a regular basis (including those in countries that are not official members of the OIF), which brings the total estimated number of French speakers worldwide to 200 million. ([http://www.francophonie.org/IMG/pdf/La\\_francophonie\\_dans\\_le\\_monde\\_2006-2007.pdf](http://www.francophonie.org/IMG/pdf/La_francophonie_dans_le_monde_2006-2007.pdf) page 20). According to Canada Statistics, the International Organization of *Francophonie* counts 57 full member states and governments, as of 2010, plus 20 observing states; Canada Statistics estimates a possible 370-770 millions French speakers worldwide by 2060, with Africa and Haiti being the fastest growing populations ([http://www42.statcan.gc.ca/smr08/2013/smr08\\_173\\_2013-fra.htm](http://www42.statcan.gc.ca/smr08/2013/smr08_173_2013-fra.htm) ). French is the only language other than English spoken on five continents; it is the official language of 32 states ([http://www.20mars.francophonie.org/IMG/pdf/dossier\\_presse\\_la\\_langue\\_francaise\\_dans\\_le\\_monde.pdf](http://www.20mars.francophonie.org/IMG/pdf/dossier_presse_la_langue_francaise_dans_le_monde.pdf) ). *La francophonie* offers a rich and diverse body of knowledge that invariably piques students’ interest. Consequently, the French faculty choose texts for

classes in language, culture and literature which embrace the diversity of the francophone world in all its complexity. In French 320, for example, students confront the harsh realities of slavery in the French colonies; in French 321, French colonization and decolonization of regions of Africa and Asia is addressed. Since 2002, the French faculty have also taught French 314, Francophone Literatures of the Caribbean, every semester. As noted above, this course is cross-listed with a course in English and fulfills area C2 of the GE curriculum. Finally, in the Senior Seminar, students read a wide-ranging body of literature, including texts originating in three to five continents. Thus, the curriculum of the French Program fosters an understanding of a wide array of issues of diversity, thereby offering the SSU student body an opportunity to reflect on its own diversity. In addition, the communicative method, coupled with the strategy of total immersion embraced by the French faculty, places our students in a position of vulnerability that challenges their sense of self-identity and encourages them to develop an appreciation of difference.

*2- Explain how your department, program or unit accommodates differences in student preparation and access to educational opportunities.*

Insofar as is possible, the French faculty make every effort to place students in the appropriate level French class based on the students' prior knowledge of the language and current proficiency. From then on, all courses build on each other, from beginning language to advanced language, to history, culture and literature courses. There is a place for everyone regardless of preparation. The program is structured in such a way that a student can complete a major in four years even if they arrive with no knowledge of French. Furthermore, the CSU International Program in France is available for students of various levels of competency, with two sites, one in Aix-en-Provence which is more appropriate for beginning to intermediate levels, and one in Paris, better suited for students at the high intermediate and advanced levels. Although there are currently few local economic opportunities specific to the French program (scholarships, work study) to address inequalities in educational opportunities, the French faculty make every effort to support students' pursuit of university-, county-, or state-wide-or-national scholarships. In addition, they play a regular role in students' application process for the Henri Cardinaux Memorial Scholarship, available to a Sonoma County student who is applying to study in France. They also serve as the reviewing committee for the newly created Reilly French Scholarship, instituted in the fall of 2012 for French majors committed to pursuing a career where French and French culture will play a major role (details available at [http://www.sonoma.edu/modlang/resources/reilly\\_french.html](http://www.sonoma.edu/modlang/resources/reilly_french.html) ).

*3- Explain how your department, program or unit shows leadership in recruiting and retaining diverse faculty and students, without reliance on discriminatory preferences.*

Since 1998, the French faculty have had no opportunity to recruit a tenure-track colleague in French; however, the pool of temporary French faculty was renewed in 2009, and should be refreshed next year. In addition, both French faculty played an important role in the hiring of new colleagues in German and Spanish.

Within the program itself, the French faculty have been mutually supportive of each

other's retention and promotion. In addition, the faculty embody cultural diversity (insofar as is possible to do so with only two faculty) in that one is a native of France while the other is an American who learned French as a second language.

*4- Explain how your department, program or unit addresses diversity issues in its advising, mentoring, and career development.*

The French faculty have been very active in the recruitment of a diverse body of students to Sonoma State. French faculty have participated in panels for possible transfer students at the Santa Rosa Junior College. Every student who is admitted to the university as a possible French major receives a handwritten note from one of the French faculty inviting the student to campus for a visit and offering to answer any questions the student might have about the program via telephone or email. From 1998 to 2011, Dr. Toczyski was in regular attendance at the SOAR (Summer Orientation, Advising and Registration) Program for new freshmen. Moreover, in spring 2005, as chair of the Department of Modern Languages and Literatures, she developed a protocol for highly visible intervention by program faculty in SOAR activities, including training of SSU advising staff in registration issues specific to language study, attendance at the morning "huddle" to identify students with stated interests in French or Global Studies or Vocal Music majors (all of which require coursework in language), visits to each advising group in locations all around campus throughout the morning to signal the availability of language courses and study abroad opportunities on campus, tabling at lunch to answer students' and parents' questions about language study and study abroad, and, finally, troubleshooting in the language laboratories to ensure that students can negotiate the complexities of Peoplesoft, a program in which registration for language courses is, unfortunately, systematically non-intuitive and unwelcoming. New students to campus have remarked upon the welcoming atmosphere of the program as a result of these activities, and seniors have remembered these interventions long afterward. Since the reorganization of SOAR for Arts & Humanities, and the creation of HLCs for incoming freshmen, under the leadership of our new Interim Dean, the French faculty's role in orientation has changed. Their presence is no longer requested at the SOAR events, but they continue to play an important part in the training of advisors (most recently the staff of the newly created Arts and Humanities Advising Center), the creation and dissemination of informative literature about the French program and placement within this program.

The SSU Language Festival used to be an important outreach and recruitment effort, which contributed to the diversity of the campus population. The event brought hundreds of local high school language students to campus for academic competitions and creative performance opportunities; it was some students' first introduction to the university. Unfortunately, workload and budget issues led the departmental faculty to opt for discontinuation after the last Language Festival in the spring of 2008. Initiated by the French faculty, and strongly supported by the German faculty, the effort had remained uneven throughout its 5-year lifespan. The French faculty felt ready to find a new path, or return to their original "Concours de Diction Française," which led to the festival in 2003. At this point, the French faculty have not done so, due to a variety of labor intensive crises (absences due to sabbaticals, medical leave, Chancellor's appointment abroad, increased

work loads generated by the new HLCs, etc.). However, the French faculty have turned their efforts to help the French Club develop its range of activities and numbers. For example, the French Club now sponsors (and helps to prepare food for) one French-themed dinner in the Zinfandel cafeteria each semester, thus giving exposure to French culture from students all over campus who might not otherwise have any contact with it.

As former instructors in the Educational Mentoring Team Program at SSU, both French faculty received extensive training in diversity, advising and career development practices. In this program, Dr. Renaudin taught a special section of the Freshman Seminar for international students, while Dr. Toczyski taught a section entitled, “Global Languages, Global Issues.” Both of these themed courses were designed to recruit students with global and international interests to the university, thereby contributing to the diversity of the SSU student body. As mentioned before, in 2012-2013, Dr. Renaudin and Dr. Toczyski are co-teaching a Humanities Learning Community for entering freshmen.

Within the French Program, the French faculty have long promoted an active and vigorous mentoring program for French majors and minors based on the training they received as mentors for freshmen. Students are encouraged to come for advising at least once per semester to ensure that they remain on track, especially given the strict rotation of courses they are required to follow for both the major and the minor, and the complications added by a year abroad which the French faculty encourage for all majors. Departmental staff create and maintain files for each student in the program. Additionally, frequently asked questions – and their answers – are posted on our website, <http://www.sonoma.edu/modlang/faqs/index.html>, along with other types of advisement and support information.

Finally, the French Program has a long history of welcoming a variety of returning students, providing another beneficial element to classroom diversity. More mature students offer a more experienced perspective on life; they also face a different set of challenges as language learners compared with traditional-aged students. Both groups benefit from this exposure to difference, which creates interesting dynamics in the classroom.

As a result of a systematic exposure to issues of diversity in the French Program, a number of our students choose to further embrace global diversity in their career choices, pursuing such paths as service in francophone Africa with the Peace Corps, teaching for the French Ministry of Education in hexagonal France and its *départements d’outre-mer* (e.g. La Réunion in the Indian Ocean), job opportunities with French corporations such as Air France, Business and Technical Languages, or PhD and credential programs to allow them to further the mission of the French Program and share their gifts and enthusiasm for global languages and cultures with the students of California and beyond.

Students with a degree in French have a variety of professional options from which to choose as indicated in the following table:

<p><b>International Non-Profits</b></p> <p>Peace Corps  Habitat for Humanity  CARE  Youth for Understanding  International Exchange  Clergy/Missionary  Philanthropic  Foundations</p>	<p><b>Education</b></p> <p>Teacher of French  TESL (English as a Second Language)  Teach for America, Inc.  Teaching any subject abroad</p> <p>Research Assistant  Tutor  Linguist  Specialty Librarian</p>	<p><b>Political Organizations</b></p> <p>Foreign/Diplomatic Service  National Democratic  Institute for International  Affairs  Governmental Jobs in the  Depts. of Agriculture,  Commerce, Defense,  Education, Energy, etc.  US Immigration &amp;  Naturalization  Customs Inspector/Official  Consular Assistant</p>
<p><b>Journalism</b></p> <p>National Public Radio  Voice of America  Foreign Correspondent</p>	<p><b>Translating and Interpreting</b></p> <p>United Nations  Federal Bureau of  Investigation  Olympic Games  Legal or Medical  Translation</p>	<p><b>Travel Industry</b></p> <p>Travel Guide  Travel Agent  Airline Personnel  Hotel/Restaurant  Management  Resort Management</p>
<p><b>Publishing</b></p> <p>Editor  Technical Writer  Copy Editor  Proofreader  Textbook Editor</p>	<p><b>International Business</b></p> <p>Wine Industry  Commodities Broker  Corporate Representative  Export/Import  Buyer/Sales Representative</p>	<p><b>Other Corporate Options</b></p> <p>Public Service  Representative  Bilingual/Foreign Secretary  Advertising  Foundation Representative  Fund Raiser  Public Relations  Representative</p>
	<p><b>Museums</b>  Curator of Exhibitions</p>	

(<http://www.sonoma.edu/modlang/french/careers.html> )

**D. Student body.** Provide a profile of your student body with an overview of their educational needs. Include an assessment of academic advising and its role in meeting those needs.

The majority of students in SSU's French classes are traditional-aged, female students, with notable exceptions in the category of returning students. A majority of them are from California, with about half from Sonoma County, and an occasional out-of-State student. In recent years, there has not been any international student enrolled in the French program. The French Program, however, regularly enrolls students who are fluent in another language (Spanish, in particular), since knowing or learning one language often encourages students to learn another. Data from the past two years reveals that in terms of ethnic diversity, the majority of the students enrolled in the French program are white, with an average of 63%, while 19% declare themselves Hispanic, 4.5% American Indian, 3.25% Black, and 2.25% Asian.

Individual interviews for placement allow French faculty to advise students into the appropriate-level course, so that students can advance in a timely fashion. Many French majors have a second major in another field, such as Global Studies, Liberal Studies, Business, Environmental Studies, Criminal Justice, etc. During academic advising sessions, the French faculty actively work to help students plan strategies for successful completion of two majors in a timely fashion, with careful attention to rotation of course offerings, especially with regards to the risk financial aid disqualification, should they complete one major ahead of the other.

In addition to a desire for fluency and knowledge of the cultures of the francophone world, French students' career goals may include any of the options listed in 1C, above. Students regularly contact the French faculty for advice and mentoring after graduation, particularly when they decide to pursue graduate studies in French. Recent graduates have gone on to pursue careers in teaching French, TESL, the Peace Corps, other non-profit international organizations (EduCulture International, Intrax Cultural Exchange), etc.

**E. Faculty.** Evaluate the quality and strengths of your faculty in relation to program goals and university goals.

Dr. Christine Renaudin and Dr. Suzanne Toczyski both received terminal degrees from Ivy League institutions, at Cornell and Yale, respectively. Their preparation and strengths in the following areas will be listed below:

*a. Pedagogy: Faculty development for teaching in the major and, when relevant, the teaching of GE courses.*

Prior to their doctoral programs at these institutions, both French faculty completed formal training programs resulting in a teaching credential (or the French equivalent) for high school level teaching in English and French, respectively. Both were teaching assistants at their doctoral granting institutions, during which time additional training and evaluation were available; Dr. Toczyski trained with *French in Action* guru Pierre Capretz, among

others. Both Dr. Renaudin and Dr. Toczyski came to Sonoma State University with prior experience teaching undergraduate and graduate courses at a variety of institutions, including Paris IV-Sorbonne (Clignancourt), Tufts University, Vassar College, University of Washington, and Pacific Lutheran University. These courses included topics that easily transferred to SSU's General Education program, including classes on American civilization and English composition.

The French faculty's regular participation in conferences in the discipline, including conferences for language teachers and in their areas of expertise, also enhances their teaching, as their teaching positively enhances their research or creative endeavors. Scholarly research and the kind of creative activities inspired by it require the ability to express one's ideas clearly and coherently; teaching fosters this ability in a very practical way. Conversely, the French faculty's research and creative work constantly sharpen their own critical skills, leaving them more capable of exercising those skills both in their own self-assessments and their assessments of student learning. Dr. Renaudin is better equipped to teach the works of George Sand in French 411 or French 475, following her creative initiative involving this author's works in *Letters Interactive*, performed in June 2012. Similarly, Dr. Toczyski's research, during her sabbatical in Paris, has enabled her to share her new insights about the City of Light with her students in French 415. In both cases, work on the topics began, at least in part, in the classroom setting, moved into the area of research and creative work, and is now moving back, newly envisioned, into the curriculum of the French program, in a highly productive and satisfying cycle.

*b. Participation: Faculty participation in governance of the Department, School and University.*

The French faculty have participated in faculty governance opportunities in the following capacities:

Dr. Renaudin: Department Chair (2009-Present); Arts & Humanities Curriculum Committee (Spring 2010, 2011-Present; Chair 2012-Present); Senate Budget Subcommittee (Spring 2012); Department RTP Committees (2002-2012); Placement and Certification Test Sub-Committee (2001-present); CSU-IP Resident Director in France (2008-2009); French Program Coordinator (1998-2009); Faculty participant in International Program Interviews (1998-present); Global and International Education Committee (2006-2008); CSU Academic Council for International Programs Representative – Faculty Affairs Committee (2003-2006); CSU Foreign Language Council Representative (1998-2004; Northern Representative 2000-2004); Freshman Seminar Curriculum Committee Chair (2002-2003); Scholarship Committee (2002-2005); Faculty Office for Research and Sponsored Programs Committee (2005-2008, Chair 2006-2007); French Pool Committee Chair (2005-2006, Fall 2009).

Dr. Toczyski: University Retention Tenure Promotion Committee (2011-Present; Chair 2012-Present); Chair, Department of Modern Languages (2003-2006); Interim Chair (fall 2002); CSU Foreign Language Council Representative (1998-present; Secretary-Treasurer, 2003-present); Global Studies Steering Committee (2002-2011); School of Arts &

Humanities RTP Committee (2009-2010); Freshman Seminar Curriculum Committee Chair (1999-2002); Scholarship Committee (1998-present); Arts & Humanities GE Subcommittee Chair (2004-2005); German Search Committee Chair (2004-2005); Arts & Humanities Research & Creative Works Forum Coordinator (2004-2012); International Programs Interviews (1998-present); International Programs Taskforce (2009); Global and International Education Committee (2006-2008).

*c. Professional Contributions: Document evidence of leadership in the discipline, outstanding teaching, scholarship and creative activity, external funding for individual or collaborative projects, and responsiveness to changes in the discipline. Consider how these are reflected in the program's RTP policies.*

Since 2006, both French faculty have demonstrated evidence of leadership in their discipline. Both were awarded a sabbatical, Dr. Renaudin in fall 2007, and Dr. Toczyski in spring 2011, during which they were able to further their respective research and projects.

The productive collaboration between the French faculty, which had been a highlight of the precedent program review (Language Festival, co-authored papers and presentations) continued but shifted to focus on curriculum in response to the challenges of serving the program and collaborate in the School's effort to serve incoming freshmen, as seen in their co-teaching of MLL160A/B in 2012-2013.

In addition to these collaborative projects, Dr. Renaudin has an established record as a multi-talented scholar of French and francophone literature, and a talented contributor to the performing arts, two fields of activities which she combines whenever possible. Her work on Verlaine, produced on campus in November 2005 in the form of a bilingual, multi-media performance involving drama, dance, singing, art, photography, and music, *Verlaine: Muse and Music Maker*, inspired a series of presentations at various conferences, local and national, and a paper, "Quilting with Ekphrasis: Verlaine Across Disciplines and Media," published in the *Journal of the Interdisciplinary Humanities*, in 2008. She is still working on a collection of research and pedagogical articles, including audiovisual material entitled *Verlaine, Muse and Music Maker: From Reading to Performance*. On another topic, her sabbatical allowed her to prepare another series of presentations, local, national, and international, gradually evolving into the form of a six-hour long workshop on reading strategies for Marguerite Duras's novel, *Moderato Cantabile*, then on the program of AP French Literature. More recently, in June 2012, Dr. Renaudin staged yet another form of literary collage, *Letters Interactive: A Multi-Media Community Performance Experiment in Embodied Reading*, in which fragments of letters by George Sand, George Eliot, Virginia Woolf, and Zora Neale Hurston were gleaned according to thematic questions and dramatized in such a way as to conjure up encounters and interaction across time and space. Also related to this endeavor and Dr. Renaudin's general interest in embodied reading and performance is a book chapter in preparation: *Color, Sketch, Scribble and Paint: A Right Brain Approach to Teaching Literature*. Based on observations and experiments led in her own classroom, more particularly Spring 2012? French 411, the piece focuses on methods of facilitating embodied learning. Finally, Dr. Renaudin has been working on a new idea for a project that might fit into *Water Works*, a



body of events, performances, exhibitions and projects woven around the water theme chosen as the focus of a campus-wide interdisciplinary framework. She conceives of this new creative project, *Stream Quartet*, as yet another multi-media ensemble work combining movement, voice and text, and exploring the idea of “How Far Can Four Flow”. Last but not least, Dr. Renaudin was recently nominated for SSU’s Excellence in Teaching Award; the results of this nomination will be announced at the spring 2013 commencement ceremony.

Since 2006 Dr. Toczyski has added to her established record as a productive and respected *dix-septième* (i.e. scholar of the seventeenth-century in France). She remained the editor of *French 17: An Annual Descriptive Bibliography of French Seventeenth Century Studies*, until 2008; she published two new articles on Jean-Baptiste Labat, one in 2007, *Papers on French Seventeenth-Century Literature* 67, another in 2010, in *Gastronomica: The Journal of Food and Culture*; she continued her exploration of Corneille’s works, contributing a new paper on Rodrigue, published in *Origines: Actes du 39e congrès annuel de la North American Society for Seventeenth-Century French Literature* (2009), and authorizing the republishing of her 1995 article on Chimène to be reprinted by *Literature Criticism* (2007) with significant revisions; finally a recent study of Gisèle Pineau’s *L’Espérance-macadam*, which she uses when teaching FR 314, is forthcoming in *Nouvelles Etudes Francophones*. Additionally, Dr. Toczyski has published four book reviews since 2006, and presented 5 different papers at local, national, and international conferences. Dr. Toczyski also continues to compile and publish the online *Bay Area Francophile List*, a weekly ten- to twenty-page bulletin of events of interest to French speakers and Francophiles of the North Bay. She recently presented public lectures on Corneille (at a production of *The Liar* by Marin Theater Company) and the history of chocolate in France (at the San Francisco Chocolate Salon), and was also invited to prepare program notes for a concert of the works of Marc-Antoine Charpentier. Finally, in May 2006, Dr. Toczyski received SSU’s Excellence in Teaching Award after the completion of our French Program Review document.

Both Dr. Renaudin and Dr. Toczyski have been extremely responsive to changes in the discipline. In 2006 they had just adopted QUIA, an on-line lab/workbook component, to compensate for their currently outdated language lab facility. They kept QUIA after the lab had been renovated and the very concept of lab reinvented around small interactive groups led by Peer Language Learning Facilitators. Now, as many textbooks seem to prefer Connect-Plus to Quia, they might have to adapt to this change. However, for now, their most pressing challenge is to identify a satisfying textbook/on-line workbook combination for their one-semester Intermediate French course, French 201. *Séquences* is a good candidate, focused on the study of films and very well organized, with a corresponding workbook, but no QUIA component, although there is a student companion site with tutorials. All French syllabi are currently on-line, and the program’s courses reflect the fact that francophone literature and culture have now entered the canon. The French faculty have stimulated campus-wide discussion through their organization of lectures and performances of broad and thought-provoking interest, including presentations on Francophone culture like Irène Dubois-Malher’s bilingual talk – in French and German—about Switzerland’s unique patterns of existence on the European continent

(2013), readings by French poet Claudine Helft (2009), and public performances on key French authors such as Eliot Fintushel's "Baudelaire: Love and Lust" (2009), organized in conjunction with the curriculum of French 300.

## **F. Institutional Support and Resources**

*1. In consultation with each Department or Unit, describe and assess how the following integrate and contribute to student learning objectives:*

a. **Library:** Overall, the SSU Library faculty and staff have been very responsive to the needs of the French Program. Requested books and films are most often ordered and promptly put into circulation, even in cases of emergency orders for classroom materials. While program-specific numbers are not available, the library regularly budgets \$2,500 for the purchase of materials (monographs and video material) requested by the faculty of the Department of Modern Languages and Literatures. During the 2013-2014 academic year, the allocation was reduced to \$1260.00 due to the state budget. Department faculty are encouraged to keep in frequent contact with the library faculty so as to apprise them of changes in curriculum and research needs. The French faculty have also taken advantage of a variety of workshops offered by the library, recent examples including Moddle training sessions.

French faculty encourage students to make use of the library in a variety of ways which are directly related to specific learning goals and class assignments, including: use of the book collection as well as periodical databases; viewing of French films; incorporation of ARTStor into class presentations; use of the writing center; workshops on Powerpoint, how to look for specific materials (books, articles, etc.) and other useful tools; etc. We also encourage them to visit the library's art gallery, and to attend relevant lectures hosted in Schulz 3001. For example, in conjunction with an exhibit of Haitian art in the Library Gallery, French faculty arranged a talk by Patrick Jamieson, a local collector, that was heavily attended by French students.

Although the on site collections can be limited at times, French faculty also make use of full-text database, general databases, Link+ and Interlibrary Loan to enhance their research and creative work.

b. **Informational technology :** Progress has been accomplished since the last program review in that, as mentioned earlier, the French faculty received new workstations in 2007, and then again in 2011. Also, the computer station in the Language Laboratory was refreshed during the 2011 remodel. Despite the obstacles and challenges presented by the limited number of smart classrooms available for faculty use, the French faculty have consistently kept abreast of technological developments and, when possible, incorporated them when appropriate into their classrooms and curriculum. For example, all French Program syllabi are made available to students in the form of websites which are regularly updated; some of these websites offer students a rich variety of links to interesting sites related to the material studied in class and often are the basis for research and writing assignments.

Whenever possible, the French faculty assigns texts available online so as to save students the expense of additional textbooks. In addition, students are encouraged to make use of the web in order to access realia (cultural documents and multimedia resources) in the target language. In collaboration with the library, the French faculty have incorporated materials from ARTStor into course presentations and homework assignments. The French faculty strives to make sure that lower-division students now have the flexibility of completing their labwork entirely online from whatever workstation they find to be most suitable to their needs. When necessary in traditional classrooms, IT has generally been able to provide needed equipment or resources (computer and projector on a rolling cart). The department has also purchase a couple of projectors for the faculty to use with their laptops in case of emergency.

IT also offers extensive administrative information databases (i. e. the Commons Management System), which allow faculty to advise students more effectively. French faculty have also begun to use Moodle for course management of large classes.

**c. Student support services:** Having received ample training in the area of student support services during their work as mentors in the Educational Mentoring Team Program, French faculty encourage students to take full advantage of the variety of services offered to students on campus. Students studying French are urged to make use of the Tutoring Center; in addition, at the recommendation of the French faculty, especially talented students often work as French tutors, or as Peer Language Learning Facilitators in the Language Lab (now referred to as LC2, for “Language and Culture Learning Center”). Students in FR314/ENGL349 who need remedial help with writing skills are invited to consult with tutors in the Writing Center. Many students in the French Program take advantage of the International Program Center and subsequently spend a year abroad in a francophone country. It is not unusual that, upon their return, French students choose to serve as program assistants in the IP office (as is the case of French major Milan Morales this year). Whenever appropriate, French faculty have worked assiduously with Disabled Student Services to provide the necessary accommodations for students in French classes (for example, for students with learning disabilities, special needs due to Asperger Syndrome, or complications associated with military service). Finally, in addition to direct career advising in the major, the French faculty also encourage students to make use of the services offered by the SSU Career Center.

**d. Faculty development and support services:** Since 2006, the SSU French faculty have each been awarded one sabbatical semester to support their research and creative activity. They have also regularly received Faculty Travel Awards and continue to apply when possible. Although limited, funds have been a bit more readily available since 2011, thanks to the Provost’s commitment to faculty development. As a result, compared to an average of \$200 per person in 2005-2006 and all the way up to 2009-2010, Dr. Renaudin and Dr. Toczyski have received \$611.41 and \$642.37 respectively in 2011-2012. While such amounts represent unquestionable progress, they remain forbiddingly modest amounts to support regular attendance a national or international conferences.

The French faculty have also participated in workshops offered by the SSU Center for Teaching & Learning (Moodle; etc.).

On the other hand, the French faculty have also facilitated opportunities for development for other SSU faculty as well. For example, in 2007, the French faculty collaborated on a series of workshops organized by Sonoma State University's Assessment Coordinators, presenting on how to go about organizing and writing a full program review.

2. *Describe and assess the adequacy of the following:*

**a. Physical facilities:** The French faculty enjoy adequate office space, and workstations, having received new machines shortly after the last program review, in 2007, and again in 2011.

The current classroom situation is not ideal, but not terrible either. The French faculty still enjoy, along with other Modern Languages and Literatures colleagues, priority for the use of Stevenson 3030, a smart classroom created with the specific department's needs in mind when Dr. Renaudin served on the classroom renovation committee, years ago. However, the use of Stevenson 3030 is shared among 6-9 faculty members with conflicting schedules, with the result that, some semesters, a given faculty may not be scheduled in this room, which is unfortunate, especially since the French faculty make a point of developing courses that systematically incorporate technology in appropriate and creative ways. French classes have not, however, in recent years been scheduled in any of the unacceptable spaces mentioned in the 2006 Program Review. Moreover, the newly remodeled Language Lab provides an ideal space for lower-division language learning.

**b. Financial resources:** The limited operating expenses budget of the Department of Modern Languages and Literatures makes a variety of faculty activities difficult if not prohibitive, including travel to conferences, photocopying, or the purchase of equipment. Fortunately, a privately funded foundation provides the French faculty with the means of sponsoring relevant public events on campus.

**c. Human resources (include workload analysis for both faculty & staff):** Per the SSU contract, French faculty regularly teach a load of three four-unit courses while also receiving three units of indirect time for advising, etc. Despite the tight rotation of courses imposed by the strict paring down of the French major to the viable minimum, the French faculty have, since the last program review, been careful not to overburden themselves with too many special studies. Instead, they have increased their scrutiny on advising, particularly with students choosing to complete part of their major, or minor abroad. Due to the limitations of allocation imposed by the School of Arts & Humanities, the French faculty often teach courses outside the French curriculum (FL 214, MLL 160A/B, etc.); consequently, some semesters, the French faculty may teach only eight units of coursework in French. They have therefore become creative in their development of such courses in order to incorporate as much as possible their expertise

and interests in courses outside the program. For example, in the fall of 2006, Dr. Renaudin redesigned FL 214 to focus on French Literature and Film; more recently, in the fall of 2012, the French faculty designed their Humanities Learning Community around Paris as a site of transformation, adapting elements from Dr. Toczyski's FR 415 and FR 320, Dr. Renaudin's FR 411 and FR 321, to the level and specific interest of entering freshmen. As explained earlier in this document, the addition of MLL 160A/B has created significant workload issues for the French faculty. Apart from the time required by the design and preparation of a new collaborative course, which is in no way negligible with all the trials and errors associated with experimenting a new framework, the French faculty have found themselves spending 2 extra hours in the classroom per week, as they cannot conceive of teaching seminars without having attended each other's lectures. Fortunately, we do not envision the next model, MLL 161 A/B, to be as taxing.

An increasingly prominent role of technology in the university has created a new workload issue for faculty. Keeping abreast of technological developments requires constant attention and time-consuming updating, work that remains uncompensated and is not even always possible given the sometimes limited nature of support offered by Informational Technology. Nonetheless, the French faculty have embraced the shifting paradigm in order to remain dynamic instructors in their field.

Since 2006, release time for very time-consuming activities has remained drastically reduced at Sonoma State. There has not been any release time for coordination of the French Program for years, nor do faculty receive release time to develop and design new courses or to conduct research. Administrative tasks often receive similar treatment; chair time for the department of Modern Languages and Literatures is compensated by a meager 4 units of release time per semester; this time, however, the current French Program review will be compensated.

## **G. Assessment & Findings**

### *1. Description of the Department or unit assessment plan*

“Strategies and methods for assessing learning objectives are an integral part of the design and activities of all courses leading to the French major.” This statement, excerpted from the Interim French Program Review document written in 2000 appropriately describes the current situation. The French faculty still use the following list of course-embedded assessment tools:

1. Formal tests to evaluate grammatical structures, vocabulary, effectiveness of written communication, and cultural content;
2. Formal tests to evaluate understanding and knowledge of the major literary texts and authors explored in the course;
3. Formal tests to evaluate understanding and knowledge of French culture;
4. Individual oral interviews in French to evaluate grammatical structures, vocabulary, pronunciation, effectiveness of oral communication, and cultural content;

5. Compositions and other written assignments to evaluate written expression, critical thinking and course content;
6. Oral presentations in class to evaluate oral expression, critical thinking, and critical reading skills;
7. Oral presentations to evaluate the ability to perform literary textual analysis in French;
8. Oral presentations to evaluate students' ability to understand and analyze aspects of culture;
9. Research papers and other written assignments to evaluate understanding and analysis of aspects of literature;
10. Research papers and other written assignments to evaluate understanding and analysis of aspects of culture;
11. Participation in class discussion and group activities to evaluate effort toward learning and expressiveness in French;
12. Attendance as part of the grade, since presence in language classes represents virtually the students' only contact with spontaneous linguistic situations and challenges;
13. Portfolios;
14. Creative writing assignments, to evaluate students' ability to express themselves in French in an original fashion.

The French faculty have also continued to use, with varying degrees of satisfaction and a number of changes over the years, three additional instruments for assessing student learning at the program level: the Senior Seminar, a Linguistic Proficiency Survey, and a Culture Survey. The French faculty alternates in the use of assessment approaches. The Senior Seminar is offered every other year. The surveys are meant to be administered in off years, however the Culture Survey has not been administered since the spring of 2006, and the Linguistic Survey was administered in such a way that we could not use it in 2010.

	FALL	SPRING
2007-2008		Senior Seminar
2008-2009	Linguistic Survey	Culture Survey (Not administered)
2009-2010		Senior Seminar
2010-2011	Linguistic Survey (Incomplete)	Culture Survey (Not administered)
2011-2012		Senior Seminar

### *Senior Seminar*

In the Senior Seminar, information is gathered through assignments and projects and is used both for grading and assessment of student learning. The instructor teaching the

Senior Seminar writes an evaluation of the learning achievements of seniors as a group relative to learning objectives. Offered every other year, the Senior Seminar is meant to be a capstone experience for our students, where they are invited to draw on all the skills and knowledge developed in less advanced classes as well as other 400-level courses in culture and literature. Course material involves literature and film from France and the francophone world at large. Students' performance culminates in a research paper, a substantial oral presentation to the class, and the constitution of a portfolio. All of the learning objectives listed in chart B of this document, except for number five and seven, are being addressed by this assessing instrument. Since 2004, the Senior Seminar assessment plan incorporates a public presentation of student work. A self-assessment of their progress has become part of the public presentation requirement.

*Surveys:*

Since the last program review, the French faculty has experimented with both Cultural and Linguistic Proficiency surveys with mixed results. The Cultural Awareness Survey is meant to address learning objective number five in assessing the students' ability to respond in culturally appropriate ways in a variety of common situations in French. It is administered at the end of FR 202, "Oral French," which takes the students through a variety of such situations where cultural difference is emphasized. After administering it once the French faculty came to the conclusion that the Cultural Awareness survey needed to be refined in order to better match the sequence of courses students take due to our extremely strict rotation schedule. Sabbaticals, and other professional or medical leaves of absence have made it difficult for the French faculty to focus on this particular aspect of the program so far, but a new Cultural Awareness survey is definitely a priority item on our action plan. The Linguistic Proficiency Survey addresses learning objective number seven at the beginning and at the end of FR 201, when students are given the same test so we can measure their progress over the semester. It has been administered twice since 2006 and, although it does reflect progress on the part of the students, does not, in fact, seem to be the best tool; the level of students' writing and oral presentations in FR415 and FR475 would be better evidence of their linguistic progress than any test that have been conducted in FR 201, since students certainly don't stop learning grammar after FR 201. The French faculty is working on ways to measure this progress. In 2011, however, due to the fact that Dr. Toczyski went on partial medical leave, we had to hire a replacement on an emergency basis, details about the proper administration of the survey escaped our vigilance, and the post test was never properly administered, making the whole survey unreadable.

In addition, the French Program disposes of the Alumni Survey created and implemented in the Department in spring 2005, gathering information from students who have earned majors or minors in French, German or Spanish over the last forty years. The Alumni Survey has not been conducted again since then.

The attached French Program's Three-Year Plan for Assessment (2005-2008) has been followed to the letter with a couple of notable exceptions, including use of the Alumni Survey in the Annual Assessment Reports, and the adoption of a new Cultural Survey (still unsatisfying and in the making). The three Annual Assessment Reports that have been

filed since then confirm previous findings and led to the changes described below.

## *2. Analysis of the educational effectiveness of the program, using appropriate assessment data*

Since 2006, the French faculty have consistently found that course-embedded assessments demonstrate that students are indeed fulfilling the mission of the French Program, attaining an advanced level of competency in speaking, listening, reading and writing, and acquiring a comprehensive knowledge of the historic and contemporary culture and institutions of France and the francophone world.

While the results of the Alumni Survey data have not been analyzed in detail in consultation with an assessment specialist on campus, several interesting observations can be made from a preliminary analysis of the data. Of the 97 on-line responses the department survey received from its alumni, 33 were from students who studied French at Sonoma State, either as majors (28) or minors (three) or as majors or minors in another language program (two). Two of the respondents were heritage speakers of French; one self-identified as a heritage speaker of German. In addition to their study of French, seven students also studied German, one studied Russian, twelve studied Spanish, and three studied Italian. Ten students, or fully 30%, went on to earn a teaching credential. Twenty-eight respondents are no longer in school, while three are continuing their education part-time and two are currently full-time students. Three are currently retired or unemployed; one is seeking employment; the remaining 29 respondents are currently employed either full- or part-time. Students' self-reported GPAs in the major averaged to 3.73. Twelve graduated in or subsequent to 1998, the year of the hire of the two current French faculty.

In response to questions regarding former French students' satisfaction with their abilities to understand conversation in French, speak the language, read the language, write in the language, or function in cultures in which French is spoken at the time of the completion of their degree, the average scores ranged from "pretty satisfied" (4) to "very satisfied" (5). Average scores in these five categories were 4.46, 4.21, 4.36, 4.12, and 4.42 respectively; not surprisingly, the receptive skills (listening and reading) rate slightly higher than productive skills (speaking and writing); this is consistent with normal learning patterns acknowledged in most current pedagogical approaches. Acquisition of cultural knowledge was rated second only to comprehension. Fully 25 of the 31 respondents who studied primarily French still consider themselves proficient in that language. Alumni indicated that, while skills and knowledge gained in the French Program helped them somewhat to understand and perform in English, think critically, and do research (3.94, 3.91 and 3.39, respectively, or, in narrative terms, "some" to "a lot"), they believed French classes better developed their knowledge of world cultures as well as their writing and reading skills and their ability to communicate orally (4.15, 4.12, 4.15, and 4.12, respectively, or "a lot" to "very much" in narrative terms). Alumni reported favorably on the Program's effective development of students' ability to deal sensitively with a wide variety of cultures (4.33), as well as the development of students' knowledge of the world and its diversity (also 4.33); they were slightly less positive about the degree to which their overall preparation fit



their professional goals, a fact attested to by the wide variety of professions they currently hold or have held.

Most significant for the purposes of this report are the alumni's overall rating of the department: on a scale of one to four, where one is poor, two is average, three is good, and four is excellent, former students of French gave the department a score of 3.67, or the equivalent of an A-. As the majority of students in this group studied primarily French, this number must also reflect students' opinion of the French Program as a subunit of the department. Most strongly agree they had a positive experience at SSU (3.76 out of 4), and most impressively, fully 100% of students who had studied French at SSU indicated that they would recommend the programs of the Department of Modern Languages and Literatures to students who are thinking of attending SSU. This result is naturally most gratifying to the French faculty.

The Department of Modern Languages and Literatures is currently working on a new and revised Alumni Survey to gather data on students having graduated since 2006. In the meantime, the French faculty are proud to mention that some of their recent graduates have moved on to exciting careers, including international non-profit organizations, credential programs, Master's programs in French, and even PhD programs in French. One of their 2010 graduate secured a full ride into Johns Hopkins's French PhD program and reports loving her new life as a scholar.

### *3. Discussion of changes necessary to improve effectiveness of the outcomes of the program*

In terms of teaching methodology, the French faculty remained committed to using the direct communicative approach in their language classes, their student-centered approach to teaching the French language, francophone cultures, histories and literatures throughout the program, and the use of technology, both in class and in the curriculum. They do not see the need for change in those areas.

Following the action plan delineated in the 2006 Program Review, the French faculty have accomplished the following changes:

- In order to address the lack of a variety of elective options within the major, the French faculty have continued to vary the content of upper-division seminars (reading lists, course themes, assignments, etc.). The French faculty have modified upper-division courses offered for the major. Dr. Toczyski has created a new version of French 415, Special Topics in French Culture, based on representations of Paris throughout history. Dr. Renaudin has established the autobiographical genre as a literary choice for Senior Seminar, as it represents a meaningful way of articulating scholarly knowledge and life lessons, making for a true capstone experience.
- Our contribution to the General Education Program has been made more relevant to our program with Dr. Renaudin's new version of FL 214 based on French literature and cinema.

The chart below summarizes the French faculty's response to the conclusions of the External Reviewer's report in 2006:

Reviewer's recommendations	What has been done or not done
FR101, FR 102, FR 201, and FR 202 should be offered every year and in both Fall and Spring.	The godsend of a volunteer in 2010-2011 allowed for the teaching of two sections of FR 101 and FR 102. However, no further allocation has been put forward to foster a stronger feeder for upper-division courses. The new MLL161A/B will provide an additional section of FR 101 in the fall of 2013; hopefully this will have appositive impact on enrollment in FR 102 and subsequent courses.
Additional Upper division courses should be developed: translation, advanced writing, a theme based course, and in English a course such as "Contemporary France Through Film.	No additional upper-division courses have been developed for lack of funds. A General Education course, FL 214, has been redesigned to incorporate French Literature and Film.
Technologically up-to-date language lab. Faculty new work stations.	The language lab has been remodeled as described above. Both faculty members received new workstations in 2007, and again in 2011.
Addition of two lecturer taught sections per semester , i. e. .53 in temporary faculty allocation per semester to allow full time faculty to devote more time to outreach and cultural events.	No additional faculty allocation has been possible.
Establishing a chapter of Pi Delta Phi, the national French honor society	
Continue community outreach and student culture efforts	Dr. Toczyski's Bay Area Francophile List continues to be published weekly. "Switzerland's Unique Patterns of Existence on the European Continent," a bilingual presentation (French and German) by Irène Dubois-Malher, Schulz 3001, February 16, 2013. <i>Letters Interactive</i> , a performance created by Dr. Renaudin, The Sitting Room, June 10, 2012. <i>Strangers in Their Own Land</i> , a performance by the Imaginists, April 26, 2011, Warren Auditorium. "Second Language Teacher Training in France," a lecture by Kelly Verduzier, Schulz 3001, December 1 <sup>st</sup> , 2010. "Today's French Educational System," a lecture by Kelly Verduzier, Schulz 3001, November 18, 2010.

	<p><i>French Cancan, and Due Zighi Baci</i>, October 17, 2010, Warren Auditorium.</p> <p>International Scholar Reception, September 16, 2010.</p> <p><i>Baudelaire: Love and Lust</i>, a bilingual one man performance, by Eliot Fintushel, Schulz 3001, September 23, 2009.</p> <p>“Claudine Helft: French Poet,” Schulz 3001, September 14, 2009.</p> <p>“On the Day Everybody Ate,” a talk by Margaret Trost, Schulz 3001, April 29, 2009.</p> <p>“Nicolas Bouvier: In Praise, simply, of what exists,” Schulz 3001, a talk by Professor Stéphane Pétermann, February 26, 2008.</p> <p>French Diction Competition and Language Festival, annually through spring 2008.</p> <p>“La bonne Chanson,” Dr. Renaudin’s introductory public lecture to Michael Van Why’s recital, “La Bonne Chanson.” Sonoma State University, Ives Hall 119, May 8, 2007.</p> <p>“Life in Bold Colors,” a Haitian Art Exhibition and Lecture from the collection of Patrick Jamieson. March 12-April 27, 2007.</p>
Having an end-of-the semester activity involving all students.	FR 475 Senior Seminar public presentations Annual Duck Pond Picnic
Minor reorganization in the assessment plan.	We are currently revising our program’s cultural assessment to be administered at the beginning and at the end of FR 320 and FR 321.

*4. Description of dissemination of findings, including outside evaluation, to faculty and staff*

Given the small number of faculty members in the French program, information related to assessment (including brainstorming of new approaches) is easily shared in frequent program meetings. When appropriate, the French faculty also share information about students’ learning during regularly scheduled department meetings, and participate in extraordinary department meetings or retreats, to share information about more general learning issues within the Department of Modern Languages & Literatures.

**H. Action Plan**

*1. Action plan based on findings and recommendations*

The French faculty is committed to maintaining the clarity, consistency and collegiality they have worked hard to achieve. In order to address the lack of a variety of elective

options within the major, the French faculty will continue to vary the content of upper-division seminars (reading lists, course themes, assignments, etc.).

In order to develop a stronger base of potential majors and minors, the French faculty looks forward to the prospect of the additional section of first-year French in the fall of 2013, as part of their newly designed Humanities Learning Community. In addition to functioning as a recruitment mechanism, this change would also allow the French faculty to return to teaching more courses in French.

In an ideal world, the French faculty would greatly appreciate additional financial support in the form of release time for curriculum design, as well as enough allocation to create a solid lower-division base as a feeder for healthy program.

2. *Description of proposed program revisions in the following areas, as applicable:*

**a. Teaching-learning methods:** The French faculty remain committed to using the direct communicative approach in their language classes, and plan to retain their student-centered approach to teaching the French language, francophone cultures, histories and literatures throughout the program. They will continue to actively engage in the use of technology, both in class and in the curriculum. They are committed to continue to work collaboratively with the rest of the Department and across disciplines to insure the sustainability of the French program at SSU.

**b. Course content :** The French faculty are always striving to update the content of their courses with fresh material and strategies. At this point, they are focusing their effort on FR 201, where they have been experimenting with various textbooks over the past several years. As explained earlier, the French faculty have been far from satisfied with *Face à Face*, or *Cinéphile*, and they are considering opting for *Séquences*, which retains the film component, even though they haven't yet solved the issue of the so far inexistent on-line workbook. The French faculty plan on devising a way to add an on-line practice component that would fit the content of the textbook.

**c. Learning objectives :** At this point, and despite the suggestions made by the external reviewer in 2006, the French faculty are very satisfied with the learning objectives that they identified in their collaboration in the process of the Interim Program Review in 2000.

**d. Recruitment and mentoring :** At this time, the French faculty do not anticipate any opportunity to recruit an additional faculty member in French, although they see the need to once again reconstitute the temporary faculty pool in the event of a sabbatical or other absence. This time around, in order to avoid too many emergency hiring that can be detrimental to the quality of the program, the French faculty will adopt a clear strategy to avoid creating a pool locked by "far-away candidates," who can never really be of service when the need arises. In the absence of new French faculty to mentor, the French faculty will continue to be mutually supportive and

collaborative with each other. They will also further their efforts to mentor new faculty in German and Spanish, and across disciplines on campus.

**e. Assessment:** The French faculty are committed to creating a new Cultural Proficiency assessment tool.

A copy of the Three-Year Assessment Plan (2005-2008) is attached, as well as copies of subsequent Annual Assessment Reports.

**f. Advising and mentoring in the major, in GE (if applicable) :** The French faculty will continue its one-on-one mentoring of majors and minors in regularly scheduled advising sessions. They will further facilitate the mentoring of majors by majors through advisement and support of the French Club activities, as well as the organization of regular end-of-the-year social gatherings to celebrate student achievements.