

**SONOMA STATE UNIVERSITY  
FRENCH PROGRAM  
SELF-STUDY  
2020**

Self-study prepared  
by Suzanne Toczyski,  
Professor of French  
March 5, 2020

# FRENCH PROGRAM SELF-STUDY TABLE OF CONTENTS

## PROGRAM CONTEXT & CURRICULUM

Brief overview & relevant history . . . . .	1
The goals of the French Program . . . . .	1
How the French Program serves the General Education Program . . . . .	1
How the French Program supports the Sonoma State Strategic Plan . . . . .	2
Student success . . . . .	2
Academic excellence & innovation. . . . .	4
Leadership cultivation within the French Program . . . . .	5
Transformative impact of the French Program . . . . .	6
Curriculum . . . . .	7
Coherence & quality of the French Program . . . . .	7
Alignment between program learning outcomes & courses . . . . .	8
Pedagogical methods, approaches, activities, assignments . . . . .	9
Study & work abroad. . . . .	15
A distinctive program within the CSU . . . . .	16
Recommendations from previous reviews & progress achieved . . . . .	16
Upcoming disciplinary changes & how they affect curriculum. . . . .	19

## ASSESSMENT

Direct assessment: Course-embedded assessments . . . . .	22
Direct assessment: Comparisons of oral proficiency, 202/415. . . . .	22
Direct assessment: Capstone projects . . . . .	23
Indirect assessment: Exit Survey . . . . .	24
Indirect assessment: Alumni Survey . . . . .	27
Evaluation of progress towards goals & changes to curriculum . . . . .	30
Assessment of program goals not directly student-learning-related . . . . .	31
Plans to develop/change assessment strategies . . . . .	31

## FACULTY

Statistics . . . . .	32
Faculty profile . . . . .	32
How the faculty profile meets program goals . . . . .	35
Alignment of faculty specialization with curriculum, mission, quality . . . . .	35
New trends since last review . . . . .	36
Adequate faculty to maintain program quality . . . . .	36
Adequate support for faculty professional development . . . . .	36

## PROGRAM RESOURCES

Student support . . . . .	39
Campus support services . . . . .	39
Support for student research and/or work in the community . . . . .	40
Instructional support . . . . .	40
Library & information resources . . . . .	41
Adequate technology resources . . . . .	41
Adequate instructional spaces & facilities . . . . .	42
Adequate staff support . . . . .	42
Changes that could affect resources in the foreseeable future . . . . .	42

## STUDENT POPULATION

Current student population. . . . .	43
Number of degrees conferred, 2013-2019 . . . . .	45
Retention trends & time to degree. . . . .	49
Students' reasons for choosing the SSU French Program . . . . .	49
Enrollment trends . . . . .	50
Changes in career prospects for graduates . . . . .	52
Student and alumni perceptions of the program . . . . .	52
Profile of students who have completed the program . . . . .	52
Faculty's continued support of alumni . . . . .	52

## PROPOSED PLAN OF ACTION

Program strengths . . . . .	53
Program weaknesses . . . . .	53
Notable successes . . . . .	54
Opportunities for growth . . . . .	54
Future collaborations . . . . .	54

## APPENDICES (attached)

External reviewer report	
Curriculum Map and Four-Year Plan for Majors	
List of courses offered by the French Program	
Table aligning French Courses with Program Learning Objectives	
Syllabi from classes taught AY 2018-2019	
“Advice for Life After Graduation”& “French Brochure”	

# PROGRAM CONTEXT & CURRICULUM

## *Program Context*

### ***Brief overview and relevant history***

The French Program at Sonoma State University is the second-largest of the three programs that fall under the aegis of the Department of Modern Languages and Literatures. Through a carefully sequenced set of class offerings, the program offers students the opportunity to earn a French major, a French minor, or a French Language Certificate for Wine Business (at the beginner, intermediate and advanced levels). Some, but not all, of the work for the major and minor may be completed abroad, and students are strongly encouraged to take advantage of this option.

### ***The goals of the French program***

As stated on the [program webpage](#), “The purpose of the French major is 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.”

As will be seen in the data below, not every student who graduates with a major or minor in French segues into a career in which French figures prominently. However, the communication and presentational skills our students acquire, both orally and in writing, as well as their heightened sensitivity to diverse cultures and expanded cultural competency, all serve to help our alumni find employment in a wide range of fields that serve not only the local or national but also the global community.

### ***How the French Program serves the General Education Program***

Per the 2019-2020 Sonoma State University catalog, “General Education (GE) at Sonoma State University investigates the complexity of human experience in a diverse natural and social world, and promotes informed and ethical participation as citizens of the world.” The recent revision of General Education at SSU continues to place value on many of the same characteristics, per its website: “The Sonoma State General Education (GE) Program provides students an intentional, coherent, inclusive undergraduate experience across multiple disciplinary perspectives, fostering broad transferable skills and integrated, engaged learning that position students to create and participate meaningfully and ethically in our interconnected and interdependent world.”

The study of language, culture, history and literature is eminently suited to meet these descriptions. Students in the French Program at SSU grapple constantly with the

“complexity of human experience” in their personal struggles and triumphs to master a language not their own, and in their exploration of the cultures, histories and literatures of a wide range of world cultures, from Europe to Africa to Asia to North America and the Caribbean. Our classes are designed to encourage critical thinking around issues relevant to these cultures, histories, and literatures, which, by their very nature, represent “a diverse natural and social world.” We include “the natural world” most explicitly here in that students in the French Program address topics such as sustainability (in French 202), the consequences of human activity upon the natural world as depicted in Renaissance poetry (French 410), and the impact of industrialization and colonialism on the natural world (in French 321). Through their study of a second (or, in many cases, third) language and its related cultures, histories and literatures, as well as through study or work abroad, students gain the knowledge and develop the tools necessary to participate as well-informed “citizens of the world.”

Generally speaking, every course offered by the French Program has had a place in SSU’s General Education pattern. All French courses except one met the requirements for Area C3, Comparative Perspectives and/or Foreign Languages; of these, 4 are lower-division courses and 7 are upper-division courses. The one exception is FR 314, French Literature in English Translation, which meets the requirements of Area C2, Literature, Philosophy, Values. In addition, since spring 2017, FR 314 has also served as a Writing Intensive Course; students who earn a grade of C or better in the course fulfill the Graduation Writing Assessment Requirement of the California State University and are therefore exempt from sitting for the Written English Proficiency Test (WEPT). We expect to submit all of our courses for inclusion in the new GE pattern as soon as that opportunity becomes available (later this spring).

***How the French Program supports the [Sonoma State Strategic Plan](#), with particular reference to the [Academic Affairs Strategic Plan Goals and Tactics](#)***

The four major areas covered by the Strategic Plan are as follows: *student success, academic excellence, leadership cultivation, and transformative impact*. The French Program supports these areas, as follows:

***Student success***

The French Program is committed to recruiting a diverse student population, and has seen its number of African-American students rise recently thanks in part to an influx of students born to Haitian-American families. In order to further recruitment goals, the French faculty have been a significant presence at summer orientation programs for incoming freshmen, with Dr. Renaudin presenting the department during the student assembly (via her position as department chair through spring 2018) and Dr. Toczyski going from lab to lab while students are choosing their classes and registering, in order to provide proper placement in French classes, information about AP credit, study abroad, and special programs (such as the French Language Certificate for Wine Business), as needed. Dr. Toczyski is also available by text message to all faculty and

staff working with individual student groups at orientation. Thanks to her efforts, and to those of our new chair Dr. Jeffrey Reeder, in June 2019, the fall 2019 freshman French 101 section nearly filled and the French 201 section nearly doubled in size. A small handful of students were deemed qualified to enter at the 300-level as well. Recruitment at summer orientation has been a key component of the continued well-being of the French Program, and has ensured student success, as it helps students to build immediately upon prior knowledge.

Another significant, albeit perhaps indirect, recruiting mechanism is the French Program's alumni website, wherein former students' (from 2001 to the present) powerful stories of success in the world beyond SSU can be found. The website can be accessed at: <http://web.sonoma.edu/modlang/french/alumni.html>

The French Program provides a streamlined path to graduation, with a 32-unit package of carefully sequenced major courses that enables students to stay on track easily. Should a student be unable to take a given course within the major pattern, we have a supplemental class (French 314) that is used as a substitute when necessary. Although this class is taught in English, students who need French credit can do almost all of their work for the course (all reading and writing) in French. Because of this tightly controlled pattern, students can easily complete the entire major in four years if they come to SSU knowing no French, and in much less time if they begin their studies with advanced competency in the language.

Curriculum development in the French Program also continues to evolve to reflect students' experience and demographics. For example, French 314, which in recent years has focused on the francophone literatures of the Caribbean, offers students an entry into the experience of writers of color who grapple with the consequences of the French Caribbean's colonial past, inclusive of the practice of slavery. The course has proven especially attractive to students who are heritage speakers of Spanish, many of whose families come from Latin America. Students frequently insist that French 314 should count for Ethnic Studies credit, as it engages with many of the topics touched upon in AMCS and other classes, albeit in a "foreign" context. Another example of up-to-the-minute curriculum development lies in French 202, Oral French, in which the "textbook" consists of articles focusing on contemporary world issues. In recent years, topics have included sustainability (recycling, fossil fuels, water crises, GMOs), social justice issues (women's rights, immigration, wealth disparity, the veil controversy, etc.), and technology (social implications of cell phone usage, cyber-bullying, drones, etc.). Students leave this class empowered to enter a diverse array of conversations about topics of singular importance in California and the world. Moreover, all of these topics dovetail quite well with the core values and strategic priorities expressed in SSU's Strategic Plan.

The French Program has a strong commitment to one-on-one academic advising and also employs judicious use of brief in-class presentations to ensure that students know well before registration what classes they should be taking the following semester in order to progress in a timely manner through the major. Faculty are proactive and relentless in encouraging students to come in for advising. In addition, Dr. Toczyski's

role as Chair of the Academic Advising Subcommittee has enabled her to bring advising to the fore in the Department of Modern Languages & Literatures. At her encouragement, the Department as a whole, and the French faculty in particular, have helped to establish a strong model of academic and career advising within the department through the introduction of new “best practices” in advising, and also by spearheading the development and implementation of career workshops and language-related brochures for the use of students in the Department of Modern Languages & Literatures. We look forward to the implementation of the new advising model proposed by the Advising Center under the leadership of Jamie Zamjahn and Dr. Karen Moranski.

Moreover, thanks to the generosity of the Provost and, more recently, to donor Daphne Smith, the French Program has benefitted tremendously from the presence of a Fulbright Language Teaching Assistant for three of the past four years (Justine LeGoas, 2016-2017, Inari Kante, 2018-2019, and Eloïse Blet, 2019-2020). Their work and direct interaction with French students has brought a new enthusiasm to students’ engagement in their French studies, and a deeper sense of community as well, thereby contributing significantly to student recruitment, retention and success.

### ***Academic excellence & innovation***

One significant priority of this element of the Strategic Plan involves increasing faculty diversity. However, given the nature of the French Program, it is unlikely that the faculty profile will change in the near future, although an effort was made during the most recent French Pool refresh to include diverse hiring strategies.

Yet, with our limited resources and limited number of faculty, the French Program has nonetheless succeeded in establishing what we believe to be a high-quality academic program. Students generally complete the French degree with an advanced level of oral and written language skills, both in French and English, and have proven very employable as well as capable of graduate work in a variety of fields across the global spectrum. We believe this academic excellence is a product of rigorous standards (in terms of writing assignments, oral presentations, etc.) and also of an innovative blend of twenty-first century pedagogy and core academic values. On the one hand, the French Program prides itself on having been among the first to offer hybrid classes at the university, and we continue to embrace new technology as a means of delivering curriculum. At the same time, the French faculty also hold to certain core principles, such as the notion, for example, that students in literature classes should not read only “excerpts” but entire books, and should write not only annotated bibliographies but rigorous academic essays while also experimenting with creative forms of writing to challenge their imaginations. Such a program prepares students for the regional and global workforce and allows them to contribute meaningfully to our world community, as students who develop the skills of close reading and complex academic writing in a second language find that they are also easily transferrable to their heritage language, making them doubly qualified for the workforce. While the French faculty do have access to some steady streams of internship options for our students, we believe French majors and minors would benefit from increased opportunities, particularly in the

regional wine business industry and its myriad ties to wine production in France, and we look forward to pursuing such internships.

### ***Leadership cultivation within the French Program***

The French Program offers its students a wide variety of leadership opportunities, one of the most significant being the role of Peer Mentor for the French section of the department's Humanities Learning Community (HLC). At the end of the first semester, the French faculty identify students, usually freshmen or sophomores, whom they would like to encourage to take SSU's leadership course in preparation to apply to be a peer mentor. As in past years, this year a French 201 student went on to become the Peer Mentor for the 2019-2020 learning community, and a trilingual French 300 student was chosen to work with EOP students in the 2019 Summer Bridge program and beyond. In addition, the French Program enlists upper-division students to work as tutors in lower-division classes and, when funding has been available, has also hired students to be peer facilitators in the French 101 classrooms. Students in French 201 also recently participated in a service-learning project that involved developing course content for the French AP class of a local high school, then interacting with the high school students at an event on SSU's campus. Finally, co-curricular opportunities abound, as students are tapped to serve as officers in the French Club, which organizes (in conjunction with the FLTA) a variety of activities on campus, from conversation tables and movie series to participation in International Week and public lectures.

Drs. Renaudin and Toczyski have both enjoyed the leadership opportunities available to them at Sonoma State University. Indeed, Dr. Renaudin was recently awarded a California State University Faculty Innovation and Leadership Award for her role in the design and implementation of the highly impactful Second-Year Research and Creative Experience (SYRCE) curriculum offered through the School of Arts and Humanities each semester. In addition, Dr. Renaudin served as chair of the Department of Modern Languages for 9-1/2 years, during much of which time she also chaired the Arts & Humanities Curriculum Committee. Dr. Toczyski served as Secretary-Treasurer of the CSU World Languages Council for 17 years (until spring 2019) and, as mentioned above, is currently chairing the Academic Advising Subcommittee. She also chaired the University RTP committee for one year. Both French faculty have participated in a wide variety of campus committees and service opportunities; please see their *curriculum vitae* for further details.

Drs. Renaudin and Toczyski have also been very active leaders in their respective creative and research endeavors.

Since the last review cycle, Dr. Renaudin, aside from her administrative duties, has devoted energy pursuing various creative avenues involving writing, dance, and theater in hybrid creations that conjugate research and creative endeavors such as *Weaved*, for example, performed in Schroeder Hall in 2014, and SYRCE, Sonoma State's Second-Year Research and Creative Experience, an innovative piece of curriculum launched in fall 2014. Now in its sixth year, the SYRCE constellation of ten courses from different programs, with its symposium a regular feature in Weill Hall, its multi-disciplinary

dimension, project-based pedagogy, its emphasis on collaboration between students and professors, has become one of our school's signature programs and earned Dr. Renaudin a CSU Faculty Innovation & Leadership Award in 2018. Dr. Renaudin developed a General Education course in the Theater Arts & Dance program, THAR 273, "Critical & Creative Readings," one of the ten seminars that constitute the Second Year Research & Creative Experience.

Over her career at SSU, Dr. Toczyski's scholarship has spanned a wide variety of authors and genres, focusing most closely, although not exclusively, on seventeenth-century French literature. Since the last review cycle, her scholarship has crystallized around the figure of seventeenth-century theologian and saint François de Sales, focusing specifically on representations of women in his writings. Having published three articles on this topic over the last four years with another forthcoming, Dr. Toczyski was recently asked to be one of four authors of a volume entitled *The Salesian Pentecost*, which will be part of the *Classics in Western Spirituality* series published by Paulist Press. She is very grateful for the RSCAP funding she was awarded to finance a trip to work in the archives of the Salesian Center in Paris in summer 2019, and looks forward to continuing her work on François de Sales in the foreseeable future.

### ***Transformative impact of the French Program***

Given the current shortage of French teachers both locally and across the state, the French Program aims to serve these communities by providing curriculum that will enable students to successfully pursue careers as French teachers, either by earning a credential or by pursuing a Masters in French.

The [French Language Certificate for Wine Business](#) is an interdisciplinary program that targets the wine industry specifically, both locally and internationally. As indicated on our webpage, "The purpose of the French Language Certificate is to enhance the international and global perspective of students in the Wine Business Program at Sonoma State University by combining their rigorous studies in Wine Business with earned proficiency in the French language and culture at the beginning, intermediate, or advanced level. Given the prominent role France has long played in the wine industry and the close ties between Sonoma-Napa wineries and French wineries, this unique and innovative program is especially relevant to SSU students, as it enables Wine Business students to function at their chosen level of proficiency within the context of the French wine industry. The program also supports the university's fundamental mission, cultivating a broad cultural perspective among students while enhancing their ability to pursue fulfilling careers in the international arena."

In addition to alumni who have gone on to become teachers or to work in wine business, the French Program's impact may be seen more generally in the breadth of its alumni engagement world-wide; students who complete the French major or minor have pursued a wide range of professions that have an impact on Sonoma County, the state of California, and the world. As reported by our alumni, both in the alumni survey and anecdotally by means of personal communications, SSU French graduates are engaged in highly impactful careers both locally and around the world, from those employed as

social workers in California to intensive aides working with refugees in Europe, including what was known for a time as the “Jungle” of Calais in northern France. Several French alumni are pursuing graduate degrees, both Masters (in translation, library studies, French, studio art, etc.) and PhDs (at Johns Hopkins University and UC-Davis). Other French alumni have gone on to productive careers in international education, in the tech industry, the hospitality industry, aerospace and defense, public administration, politics, the Catholic priesthood, law, etc. French students have earned double majors in disciplines from communication studies, art, and dance to biology, business, and psychology. While not every major uses their French language skills after completing their degree, they do frequently confirm to us that the liberal arts education they received as majors in the French Program has served them very well in their chosen fields.

## *Curriculum*

The French Program has developed a tightly sequenced program that allows students to master the skills of the French language and develop their cultural knowledge of the francophone world while still graduating in a timely four years. The French major or minor not only combines easily with a second major or minor, it also often enriches a second major or minor in especially fruitful ways, particularly in such areas as Wine Business, Global Studies, English, etc.

Like any language program, French tends to be a rather vertical major in the sense that students have to master the fundamentals of language (listening, speaking, reading and writing) before they can progress into upper-division courses. Within the upper-division pattern, however, we have designed courses that allow for great flexibility. Only one upper-division course (FR300, Introduction to Literary Analysis and Critical Writing) is a pre-requisite for all other upper-division courses, and students may enroll in either FR320 (France Yesterday) or FR321 (France Today) concurrently with FR300. The following spring, they may segue immediately into 400-level classes. This tight sequence means that transfer students can complete their major in two years; it also helps to ensure a healthy number (often 10-20, and once, recently, as many as 28) of students in the 300- and 400-level classes, particularly as compared to similar institutions across the CSU, where French enrollments in upper-division courses can be far lower, threatening the existence of the programs.

### ***Coherence & quality of the French Program***

In response to budgetary crises in years past, the French faculty have developed a lean but powerfully coherent program of courses of which we are very proud.

As with any language program, first-year courses focus on basic language skills and introductory cultural information. At the end of this year, students are able to converse at an elementary level about topics such as family, university studies, travel, etc. In the second year, course content shifts into a higher gear, with a focus on French cinema in FR201 that fosters discussion and critical thinking at a much higher level. Here, students grapple with topics such as gender, race, diversity, colonial history, etc., and all

grammar is taught in the context of these discussions. As described above, FR202 introduces students to contemporary world issues using up-to-date articles from the international press. At the end of FR202, students feel equipped to have reasonably intellectual conversation about topics of global import with heritage speakers of French. Their progress is impressive and empowering.

The 300-level curriculum consists of three courses, the first of which (FR300) equips students with the skills necessary to write at the college level in French while they also acquire the tools essential to close reading of difficult texts (from short stories to poetry to theater to the novel). They will use these skills in the program's two culture classes, French 320, which focuses on the period from prehistoric Europe to the French Revolution, and French 321, which begins with the French Revolution and continues to present day France and the francophone world. All of these courses are taught in the fall semester, with FR300 offered every year and FR320 and FR321 offered in alternating years.

The Program's 400-level curriculum includes two literature surveys (FR410, Literature from the Middle Ages to the Revolution, and FR411, Literature of the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Centuries) as well as two seminars with content that varies according to the instructor (FR415, Special Topics in French Culture, and FR475, Senior Seminar). Students are encouraged to take 400-level spring classes immediately upon completing two 300-level classes the preceding fall. The Program is academically rigorous, as students must make considerable advances in their skill levels every semester in order to progress through the major, but also flexible enough to be nurturing of student success.

French Program faculty pride themselves on being, in our students' terms, "tough" and even "somewhat intimidating," yet helpful, compassionate, and encouraging. We believe this combination encourages students to work especially hard, and to seek to succeed in the Program.

### ***Alignment between program learning outcomes & required courses***

Program learning outcomes specific to French include:

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.

Program learning outcomes related to General Education include:

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;

Program learning outcomes 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.

Alignment of program learning outcomes with WASC Core Competencies:

- a. Written and oral communication
- b. Critical thinking
- c. Information literacy

A chart showing alignment of all French Program courses with learning outcomes may be found in **Appendix 4**.

### ***Pedagogical methods, approaches, activities, assignments***

The French Program utilizes a variety of pedagogical methods, approaches, activities and assignments, but one element is common to all of our classes taught in French: students consistently work to master the five internationally-acknowledged core competencies of language learning: listening, speaking, reading, writing, and culture. All classes except French 314 are taught in the target language. It should be noted that, except in first-year French courses, students must submit multiple versions of every major paper they write while in the French Program, starting with FR201 compositions and continuing through the 25-page Senior Seminar project. Another key tenet which underlies all SSU French classes is the cultivation of community, a concerted effort to create an *esprit de corps* and a sense of common concern whereby all participants, students and faculty alike, strive to be aware of each other's needs, strengths and weaknesses, and to support them through attention to the common good. Student peer-to-peer feedback on oral presentations plays an important role in all classes in the major and minor.

**French 101 & 102:** First- and Second Semester French classes (4 units each) are typically hybrid classes, with face-to-face instruction taking place four hours per week and a large percentage of homework being completed via an online platform associated with the textbook *Horizons*. This platform provides self-correcting grammar exercises, allowing the instructor to devote the vast majority of class time to communication and culture. All beginning language classes are taught in such a way as to hone students' communicative skills in a socially and culturally appropriate context. For example, students might learn vocabulary associated with the academic realm (i.e. related to study at a university), and then use that vocabulary to discuss their own experiences and also to learn about university life in France or Canada. A heavy emphasis is placed on face-to-face conversations with partners, although some attention to grammar is required. (Although the textbook explains grammar points in English, students' grasp of grammatical concepts in English is often so weak that they need a bit of help to transfer their long-established competency in English into the context of a new language.) Students also explore the francophone world in detail, from France, Belgium and Switzerland to French-speaking Canada, the Caribbean and Louisiana, to francophone Africa, where the largest population of French speakers is currently found. This cultural context is the basis for grammar and discussion through the courses. These courses also include daily written homework; students receive a prompt related to the lesson and write at least a paragraph after every class, due at the following session. At the end of every beginner-level class, students are required to develop and present an oral presentation on a topic of cultural significance. In addition to written exams, students are also tested twice every semester on their oral proficiency.

**French 201:** As described in part above, French 201 is a cinema-based class (included in SSU's Film Studies minor program), which appeals to students' visual bias while providing a common context for grammar and advanced discussion. All films are viewed outside of class, as homework, and group viewing opportunities are provided, although several of the films are now available via streaming through the SSU Library. Class time is divided between grammar (reviewing key points such as past tenses, the subjunctive, etc., all using the vocabulary and context of the film under consideration) and, more heavily, discussion of the films in a variety of forms. Forms of discussion include low stakes one-on-one conversations (occasionally in two lines, with frequent partner switches), group development of a response to a higher-level question, or individual contributions in the context of the whole class. Pre-viewing questions for discussion helps to prepare students for the themes and cultures they will encounter in the films; post-viewing questions are scaffolded in such a way as to move from basic comprehension of the film to more in-depth discusses of characters, scene, etc., thereafter segueing into questions that require a high level of critical thinking and observational skills. Students might be asked, for example, to compare different versions of the publicity posters from a given film, one targeted at a French-speaking population and the other at the American public, and to compare their messages and explore why such choices were made. Or, students might explore how the characters in a given film represent colonial paradigms being overturned by historical events. At the end of every chapter, students write an essay related in some way to the film under consideration. These compositions are also scaffolded so as to move from personal

essays to more politically or culturally relevant questions. In addition to written exams, students are given a one-on-one oral exam in the middle of the semester; they also work in groups of two to give a 15 to 20 minute presentation on the francophone film of their choosing. While they find the idea of speaking for such a length of time daunting, most manage to surprise themselves with their advanced ability to discuss world cinema at a sophisticated and insightful level. Students are required to submit feedback on their peers' work; this feedback is compiled anonymously and returned to the presentee, so that they have a better sense of how well they are communicating to their peers. (Note: because the online component of the textbook for this class is subpar, students are not required to purchase it; homework is based in the main text for the class, which offers an excellent approach to francophone cinema.).

**French 202:** Oral French takes as its object the development of oral aptitudes, beginning with a strong emphasis on pronunciation. Drs. Renaudin and Toczyski have developed a very thorough and, from what we can tell, successful pronunciation manual that is used every year in this class, and that is given to the students free of charge. Each class session begins with a 20 to 30 minute period during which students learn (or re-learn) how to form individual sounds in French and then build upon those sounds to pronounce virtually any word correctly. In addition to being incredibly useful, the mouth exercises practiced by faculty and students alike often lead to periods of pure joy and hilarity, which makes the class very fun not only to teach but to learn in. The remaining time of the first hour of each class is devoted to one of the grammar points that was not covered in FR201; every effort is made to teach this grammar within the context of the theme we are currently studying. The second hour of class focuses upon an article from the contemporary press that the students have prepared in advance, including learning appropriate vocabulary and responding to comprehension questions in writing. A one-minute quiz on the vocabulary ensures that students prepare well for this segment of the class. After a debriefing of the article – which might focus on world issues ranging from inclusive language, women veiling, or immigration to recycling, GMOs, or food instability, to cyber-hate, drones, and screen use by teens – the discussion broadens into a comparative understanding of this issue involving the country under consideration (for example, #metoo in Tunisia), the same issue in France (thanks to the contributions of our FLTA), and the issue in the United States. A good part of the hour might be devoted to a debate among differing sides (and, where the sides might seem too one-sided, students are assigned to represent positions other than their own) or to developing a publicity campaign in French to raise awareness of an issue, or an educational plan for students of various levels. Two major projects are also included in this course. In the first, students choose an ad from a francophone country and then facilitate a 30-minute discussion of their ad with the entire class. (The project is carefully prepared by a variety of models discussed in class and a thorough list of questions to consider when analyzing a visual image.). At the end of the semester, students choose an article in French and related to a francophone country on a topic that they themselves are passionate about; they then prepare a 40-minute presentation on the article, including ample opportunities for dialogue around the issue under consideration. As in FR201, students are required to submit feedback on their peers' work; this feedback is compiled anonymously and returned to the presentee, so that they have a better sense of how well they are communicating to their peers. At the mid-

semester point and at the end of the semester, students take one-on-one pronunciation exams during which they have to read a paragraph from one of the articles they have prepared; there is also a short grammar exam at the time of the final exam. This course is a key to student success in the French Program, and also a huge factor in students' decision to continuing on. Fueled perhaps in part by their marked advances in speaking French, we see a great number of students from this class sign up to major or minor in French at the end of the spring semester, many of whom express a strong desire to study abroad. FR202 is the first of eight required courses in the French major, and the first of five required courses in the minor. Students have no need to purchase materials for the course, as everything is available either online or via Canvas.

**French 300:** Introduction to Literary Analysis and Critical Writing has two formidable goals: a higher level of understanding of written French in the form of essays, short stories, poems, a full-length play and a novel, and a higher level of written proficiency involving composing more sophisticated sentences to express more complex ideas in French. In addition to honing critical reading skills, students undertake scaffolded exercises carefully designed to prepare longer and longer written work: a three-page narrative on a personal *prise de conscience* involves individual paragraphs on the characters, setting, etc., while a six-page *dissertation* incorporates not only the development of a thesis, its antithesis, and a synthesis, but also a well-thought-out introduction and conclusion as well as transitional paragraphs. The curriculum includes short stories by authors from France, Vietnam and Africa. Students also learn the skills of *explication de texte* (during the poetry section) and the French (persuasive) *essai* following a careful study of a model by Albert Camus. They read a full-length play (most recently, Molière's *Ecole des femmes*) and a full-length novel (in fall 2019, this was André Gide's *La Symphonie pastorale*), both of which are provided via Canvas. A heavy emphasis is placed on stylistics (rather than grammar), which tends to help students improve their writing not only in French but in English as well. Whenever possible, students who benefit from listening to a text as they read it are given the opportunity to do so; we provide recordings done by local heritage speakers of all of the short stories on the syllabus (including program faculty), and identify websites with all of the poems and various productions of the play. A recording of the novel is also available should they desire to make use of it. There are typically two oral presentations (one involving the *explication* of a poem, the other focusing on themes from the novel), although recent campus closures due to fires have complicated this element of the course. Participation in discussion is of the essence; students prepare a reading journal entry to share in every class and a high level of critical thinking and careful analysis is expected.

**French 314:** The sole class in the French Program taught in English, Francophone Literatures of the Caribbean gives students an entryway into texts by writers of color from Haiti, Martinique and Guadeloupe as well as the work of the internationally-acclaimed Haitian-American author Edwidge Danticat. In recent years, this class has transitioned from being a 40-student literature class to a 25-student Writing Intensive Class, which has changed its content dramatically. Students now read only four novels and two short story collections in addition to a few short texts available online; they are given topics to "follow" as they read, so that they have material to contribute to the discussion. An emphasis is placed on citation of the primary text as evidence for their

arguments, and students are encouraged to mark significant passages to share, first with their reading groups and then with the class as a whole. Daily quizzes also ensure continuous student engagement with the texts. Before the mid-semester break, students work in groups of two or three to prepare a 40-minute discussion of a short story by Danticat; they are encouraged not simply to present information but to engage the class to the greatest extent possible in an active and collective analysis of the text; such an exercise requires a fine balance between providing contextual information and drawing interesting insights from their classmates. In preparation for this presentation, students are given a variety of critical articles on the individual stories, from which they must choose one in particular about which they will write a critical response paper. (Many choose to read all of the articles relevant to their stories, which is extremely useful as they prepare their presentations.) While students are initially terrified by the prospect of talking for a full forty minutes about one ten-page story, they generally find the experience extremely satisfying, both in terms of what they bring to it and of what they gain from their classmates' insights. Meaningful participation in discussion is rewarded with extra points on one's own presentation. Both the critical response paper and the final literary analysis paper in this class go through multiple revisions and preparatory exercises spread throughout the semester help them to conceive of the individual segments of these longer writing pieces. The final literary analysis paper and presentation is a culmination of all of the skills students have gained in the class, involving attention to cultural context, characters, setting, major themes, symbols, overall message and more. Classtime activities range from intense discussions led by small reading groups to short videos on the authors to more creative experimental activities such as recreating spatially a model of plantation life, followed by a critical analysis of the same. A good deal of time is spent, as might be expected, on writing activities as well, from brainstorming ideas to dissecting model writing to stylistics and even, occasionally, grammar. It is our hope that students from a wide variety of disciplines will leave this general education class with enhanced writing and presentational skills that will be invaluable to them in the job market.

**French 320 & 321:** France Yesterday covers the history of France from the prehistoric caves to the French Revolution, while France Today begins with the Revolution and ends with the present-day francophone world. In addition to the history of the Hexagon, an effort is made to include the history of the francophone world in all its problematic complexity, including colonialism, immigration, etc. Of all the French classes offered at SSU, these courses likely have the heaviest burden of actual lecture time, yet every effort is made to engage students in any necessary lecture via frequent comparative activities. For example, a discussion of the French monarchy might begin with an understanding of various models of leadership including the American presidency; the contrast (and sometimes comparison) between the two is enlightening. Emphasis falls not on the memorization of rote details (dates, kings' names, etc.), but rather on synthesizing information into critical arguments that enlighten our understanding of human history. Students in these classes do a great deal of writing, including daily comprehension questions based on that day's reading; weekly compositions of a more creative nature that engage students with online materials (for example, a virtual visit to the Cathedral of Reims gives students the necessary context and vocabulary to write a fictional account of a French king's consecration in the first person); and a final 8-page research paper

based on a topic of their choosing. Each student presents research individually to the class on the day where course content is most closely related to their project. Students also work in groups to prepare presentations analyzing historical films and their success (or lack thereof) in representing a given period or event or personage with more or less historical accuracy. Finally, students also take two exams in these courses, the bulk of which involve short essay questions.

**French 410 & 411:** These two surveys of French and francophone literature are divided to run parallel to French 320 and French 321, such that French 410 involves literature from the Middle Ages to the Revolution, while French 411 incorporates texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries. Students are expected to read full texts whenever possible; this proves to be difficult for the literature of the Middle Ages and Renaissance, but is thereafter more feasible. Generally speaking, these two courses involve a great deal of discussion, including one-on-one, small group, and general class discussion. Students present individual authors and are required to prepare discussion questions for the class as a whole as part of their daily reading journal submissions. This semester, French 410 students will also be reading individually articles of literary criticism on each of the full texts they are reading, and will present their critical response to those articles at the appropriate times during the semester, an excellent exercise in critical thinking. They may also choose between writing a 7-page *explication de texte* or thematic study of one of the books we are reading, and will also present this work before the class.

**French 415:** Special Topics in French Culture is organized as a true seminar course in which students as well as the faculty member bring meaningful content together to create a body of shared knowledge. Most recently this course has focused on the city of Paris, its history and literature. While the faculty member presents a general chronological overview of the city's history from prehistoric times to the 21<sup>st</sup> century and leads the discussion around short literary texts in which the city plays a significant role, student content includes: (1) guided tours of individual Parisian *arrondissements* (neighborhoods); (2) Paris in art and music (with close analyses of the way the City of Light has been captured by painters across the ages and represented by a wide range of musical talent); and (3) Paris in cinema (an in-depth look at representations of the city in films across the decades and the ways in which the city itself becomes a veritable character within the films). Each of these projects involves both an oral presentation and a written paper. This approach causes students to become very invested in the course, and has proven to be a very popular and effective way of approaching a complex topic from multiple, diverse perspectives.

**French 475:** The Senior Seminar is designed as a program capstone. Pedagogical strategies 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 in public speaking. The seminar, as taught by Dr. Renaudin, surveys the autobiographical genre in French and francophone literature and gives students an opportunity to use autobiographical techniques as a way to transition between their undergraduate career, and their professional 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 a 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. 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- to 25-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, in so far as it seems to liberate some students from inhibitions about a certain literary genre, and empower them all to realize 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.

### ***Study abroad and work abroad***

Relative to other CSU campuses, SSU sends a very respectable number of French students to study abroad, in both France and Canada. This may in part be due to the demographic of students who are attracted to living on a small liberal arts campus and who can therefore also afford to study abroad (compared, for example, to student populations where most students live at home and do not have the funds necessary to live on campus).

The French faculty strongly encourage every student to study abroad and, when that is impossible, inform students of other ways of facilitating work or study in a francophone country. High on the list of alternative options is the Teaching Assistant Program in France (TAPIF), which hires over two thousand American students a year to work as language teaching assistants in English classes in France and throughout the francophone world. A good number of SSU students have taken advantage of this opportunity; many of them have gone on to live and work in France permanently.

Whether it be a study abroad or a work abroad program, every opportunity that students have to immerse themselves in the French language and francophone culture(s) is strongly recommended. Such learning experiences outside of the SSU classroom enhance students' competencies at every level, as they are no longer simply attending classes in French, they are *living* in a francophone country and must function using every competency (speaking, listening, reading, writing, and culture) in the target language. Hence every single Program Learning Outcome specific to French is addressed by such an experience.

### ***A distinctive program within the CSU***

Because Sonoma State University has long defined itself as a small liberal arts and sciences college (and, as such, is a member of COPLAC), the French Program has focused its efforts on educating students in the liberal arts tradition born out of the writings of French authors such as François Rabelais, Michel de Montaigne, and Jean-Jacques Rousseau, with careful attention paid to women writers recently reclaimed by the canon, such as Louise Labé, Madame de Lafayette, Françoise de Graffigny, George Sand, Marguerite Duras, Maryse Condé, Gisèle Pineau, Leïla Sebbar and others. Rather than following what often turn out to be novel but fleeting trends in French programs across the country, we have maintained a curriculum that gives students a solid basis in speaking, listening, reading, writing, and culture grounded in a diverse and wide-ranging set of texts, including video, image, journalistic, and literary pieces. Students learn to analyze in exquisite detail all of these various cultural artefacts, offering ample opportunity for the development of critical thinking throughout their studies in the French Program. Our heavy emphasis on writing as a key life skill naturally enhances students' proficiency as writers in English as well. Oral presentations in every class (beginning with French 101 and 102) demand that students become comfortable in the risk-fraught endeavor of speaking in an unfamiliar language before their peers and teachers. The Sonoma State University French Program is thus most distinctive in its embrace of the liberal arts and sciences identity of the university, and is very proud of the accomplishments, both at SSU and beyond, of students who learn under this model.

### ***Recommendations from previous program reviews & progress achieved; curricular changes that came from previous review***

The French Program was last reviewed in 2013; the external reviewer was Dr. Patricia Black of Chico State University. Dr. Black judged that the recommendations from the previous 2006 external reviewer, Dr. Edith Benkov (San Diego State University) had been implemented satisfactorily.

With respect to the area of Assessment, Dr. Black's new recommendations were as follows:

1. Continue the administration of the capstone course's questionnaire and self-evaluation on the goals of the French major for the detailed insights into the program that it offers.
2. Discontinue attempts to revamp the cultural and linguistic questionnaires mentioned in the self-study.
3. Maintain the current goals of the program, which are clearly defined and addressed in the course-embedded assessments.

Since the last review cycle, the French faculty have addressed all of the above to the letter.

With respect to the area of Budget and Resources, Dr. Black's new recommendations were as follows:

1. Increase the budget [for operating expenses] by a still reasonable 50% to \$948 per faculty member [...] in order to fulfill the mission of the College of Arts and Humanities.
2. Institutionalize mission-critical travel funding.
3. Create plans for refreshing faculty computing and special facilities like the language lab.
4. Add one course to the assigned time of the chair so that in one semester two courses are devoted to administering the department and in the other semester one course.

Although none of the above fall under the specific purview of the French faculty, they have not felt unduly restricted by the cash amount of the department operating budget allotted to them (and indeed had no idea there was such a number before this last review). Assuming “mission-critical travel funding” includes travel to the CSU World Languages Council semi-annual meetings, no such institutionalization has taken place, although ML&L representation to that body is now on the shoulders of two Spanish faculty. In the years since this last review, faculty workstations have been refreshed as needed, and the language lab has been dismantled in light of advances in technology that made its functionality redundant. Finally, no additional release time has been awarded to the chair of ML&L; that position is now held by Dr. Jeffrey Reeder.

With respect to Courses and Curriculum, Dr. Black’s recommendation stated simply, “This is an excellent program that should continue as it is.”

With respect to the French Faculty, Dr. Black’s recommendations were as follows:

1. Continue to integrate the lecturers in French into the on-going discussion of the French Program.
2. Make sure that the program gets represented on the Arts and Humanities page in line with the faculty members’ contributions and references to the Department of Modern Languages and Literatures alongside currently represented programs.

Per Dr. Black’s recommendation, the French faculty have held regularly scheduled meetings (at least one per semester) with Dr. Marteau to discuss the French Program. We plan to incorporate Dr. Corvaisier into these meetings as well, now that she will be hired for spring 2020.

At this time, specific reference to the French Program continues to be absent from the Arts & Humanities webpage, although there is a clear link to the Department of Modern Languages & Literatures on which interested parties can click to find more information about the department and program.

Regarding the area of General Education, Dr. Black recommended that the French faculty, “Continue activity in the learning communities program with changes if they become necessary and as long as beneficial to the French. Program and the Department of Modern Languages and Literatures.”

In fact, shortly after Dr. Black's external review of the French Program, the Department of Modern Languages & Literatures restructured its humanities learning community course in such a way as to increase first-year students' enrollment in language courses (rather than in a stand-alone GE course that brought no students to the program's language courses). This was extremely beneficial to the French Program, and we hope the additional language class will continue to be offered within the newly restructured GE package.

With respect to International Programs and Freshman Learning Communities, Dr. Black's recommendations were as follows:

1. Observant of policy, advise students in the freshman learning community of Modern Languages and Literatures of how the community, the beginning language class, and international programs can enrich the university experience of students and their academic profile in, here, majoring or minoring in French.
2. (Paraphrased:). All students participating in international programs should be required to declare an appropriate major or minor.

The first of these two recommendations is regularly addressed in the course objectives of MLL161A/B as taught by Dr. John Nardine. Moreover, since the time of Dr. Black's visit, students now seem to believe it is standard policy that, in order to study French in a French-speaking country, they must declare a French minor in order to participate in the program abroad. They have not been told this by the GEO nor by the French faculty, but we are doing nothing to discourage them from this belief.

With respect to the Language Lab, Dr. Black's recommendation is moot, as SSU's Language Lab was dismantled several years ago (see above).

With respect to Profile and Numbers, Dr. Black's recommendations were as follows:

1. Explore being able to contact Spanish heritage speakers through the admissions process.
2. Use contacts formed within the secondary school community in order to advise and recruit students.
3. The School of Arts and Humanities website could showcase the French program in line with its priorities [rather than on] the performance aspects of the academic departments which form the School.

As described elsewhere in this document, the faculty of Modern Language & Literatures, and notably at least one French faculty per session, now offer what might be called "intrusive" advising to all incoming first-year students, and Spanish heritage speakers are encouraged to consider French, particularly because it can be an easier class for speakers of other Romance language and can therefore contribute to their academic success in their first semester of college. Moreover, beginning in 2020, all French and Spanish majors, as well as students enrolled in the Special Major in German Cultural Studies, will be required to complete one semester of another language.

Moreover, Dr. Toczyski has been collaborating with Ms. Maureen Cecil, French teacher at Piner High School, both on a service-learning project and on efforts to find new ways to recruit Sonoma County high school students to SSU. More information on this collaboration will be included below.

To our knowledge, the French Program has received no formal “showcasing” on the website of the School of Arts & Humanities.

With respect to the area entitled “Students,” Dr. Black’s recommendations were as follows:

1. Re-consider instituting the French diction competition that drew local French classes to the university to discover what a campus is and what the French major could do for them.
2. In smaller format than the former Language Festival this is an activity that could involve the French Club as well and involve students in attracting students suited to the French Program.

Dr. Toczyski is currently in conversation with Ms. Cecil (see above) about the potential interest such a renewal of the French Poetry Reading Contest might generate among Sonoma County faculty. If interest is confirmed, Dr. Toczyski would like to work with the French Club to plan such an event during the 2020-2021 academic year.

In all, the French faculty have addressed all of the recommendations that are within their purview, and have brought to the attention of other stakeholders the recommendations which require the cooperation of those groups or individuals.

### ***Upcoming disciplinary changes (foreseen) & how they might affect curriculum***

The one significant and ongoing change we are already seeing and will continue to see in the discipline of French studies is the increased place of technology in the lives of our students. Its consequences are already palpable and will no doubt continue to alter our teaching and learning. Most significantly is what we perceive to be students’ shift *away* from a culture in which reading and writing are perceived (at their age, at least) as valuable and significant.

Given this profound cultural shift, the French Program has already made efforts to adapt its course content accordingly. In First- and Second Semester French (FR101 and FR102), we currently use MindTap, created by Cengage to engage students with interactivity while also offering students and instructors choice in content, platform, devices, and learning tools. In French, this program, linked with a new updated version of our textbook *Horizons*, proposes modern educational content for beginner classes. Based on the habits of the new generation (an online digital model), the workstation makes a large variety of activities available on different devices (computer, tablet, smartphone). This ambitious tool replaced the old version of Heinle eSAM, but it is in

the “experimental stage.” Several problems were identified in this first version; to improve the program and to respond to faculty feedback, Cengage decided recently to hire a new Learning Consultant. We will continue to work with this program as it evolves in an effort to meet the needs of our technologically advanced students in First- and Second-Semester French.

Currently, French 201 is a cinema-based course, which has allowed it to be a valuable course for students enrolled in the university’s Film Studies program as well. As such, it was traditionally sought after: students tended to appreciate the opportunity to study French in the context of francophone world cinema. Now, however, we are seeing a slight shift of student interest away from cinematographic production, and may need to adjust the curriculum accordingly should this trend continue.

French 202 takes on the challenge of technology shifts head on with an entire unit of this global issues-based course devoted to the role of technology itself in contemporary culture. Students read about and discuss contemporary and evolving issues of social media, cell phone usage, drones, artificial intelligence, screen time, etc. Another recent focus of the class has been sustainability and climate change, also via contemporary articles that highlight significant issues. In this class, course content follows the francophone world itself and is constantly evolving.

French 300, with the unwieldy name, *Introduction to Literary Analysis and Critical Writing*, faces two major hurdles. To try to meet students where many of them are in terms of resistance to literary texts, every effort has been made to make all texts available to them not only in print format, but also in audio format. Hence, the short stories students read have been recorded by local heritage speakers of French, and students are encouraged to watch the play they are reading on Youtube. They may also listen to the novel we read as an audiobook, though they are encouraged to read along rather than just listen. Insofar as possible, students are offered the option of reading texts either in traditional book form or on their preferred devices (and increasingly, they opt for the latter, particularly when that option is free-of charge).

Another growing disciplinary challenge is the increasing popularity and, frankly, accuracy of online translation tools. While we want students to master composition in French on their own merits, the fundamental truth of the matter is that translation tools can be a helpful resource. We hope to develop ways to work *with* such tools, without losing sight of the students’ need for writing proficiency independent of these tools.

In terms of our history, culture and literature classes, every effort is made to keep up with new information and approaches to teaching. From France Yesterday, in which content has evolved even around our knowledge of prehistoric times (moving from Cro-Magnon-as-other to the Neanderthal-in-us), to contemporary literature classes, which offer the opportunity to introduce the finest authors of the francophone world, the SSU French Program is committed to changing with the discipline at large.

We also try to match our theater content in literature classes to local theatrical productions; in spring 2020, for example, students will read both Molière’s *Tartuffe* and

Voltaire's *Candide* because the Sonoma State University Department of Theatre Arts and Dance, in conjunction with the Department of Music, is mounting productions of both of these texts. This kind of synchronicity offers the opportunity for fruitful collaboration across disciplines as well.

## ASSESSMENT

Assessment of the learning objectives of the French Program is carried out using a variety of mechanisms, including course-embedded assessment tools, comparative assessment analyses, a senior capstone project, and both exit and alumni surveys.

### ***Direct assessment: Course-embedded assessment tools***

The French faculty regularly use the following course-embedded assessment tools to evaluate student learning:

- Formal tests to evaluate grammatical structures, vocabulary, effectiveness of written communication, and cultural content;
- Formal tests to evaluate understanding and knowledge of French culture and history;
- Formal tests to evaluate understanding and knowledge of the major literary texts and authors of France and the francophone world;
- Individual oral interviews in French to evaluate grammatical structures, vocabulary, pronunciation, effectiveness of oral communication, and cultural content;
- Compositions and other writing assignments to evaluate written expression, critical thinking, and knowledge of course content;
- Oral presentations in class to evaluate oral expression, critical thinking, and critical reading skills;
- Oral presentations to evaluate the ability to perform literary, video and image analysis in French;
- Oral presentations to evaluate students' ability to understand and analyze aspects of culture;
- Research papers and other written assignments to evaluate understanding and analysis of literature;
- Research papers and other written assignments to evaluate understanding and analysis of culture;
- Participation in class discussions and group activities to evaluate effort toward learning and expressiveness in French;
- Creative writing assignments to evaluate students' ability to express themselves in French in an original fashion;
- Senior portfolio.

### ***Direct assessment: Comparisons of oral proficiency, FR202/FR415***

In contrast with the FR475 capstone project, which will be described below, a comparative analysis of narrative oral presentation evaluations done over time provides some insight into the measured gain in students' oral proficiency in French. In terms of this review, the current comparison revisits the narrative evaluations of students who were in Dr. Toczyski's FR202 class over the years 2016, 2017 and 2018, who then subsequently enrolled in Dr. Toczyski's FR415 class as a single cohort in spring 2019. Of

the 17 students enrolled in FR415 in 2019, 11 of them had previously taken FR202 with Dr. Toczyski. The assessment under consideration here compared the evaluations of student presentations involving publicity (ad) analyses in FR202 with the evaluations of the same student cohort's presentations involving representations of Paris in French cinema in FR415.

The narrative evaluations in both classes systematically include extensive feedback on: pronunciation, grammar, vocabulary, organization, content and presentational skills.

The most interesting element of this comparative study was not an improvement in presentation grades (with one or two notable exceptions, the grades did not change all that radically from FR202 to FR415, most likely due to adjusted expectations in the upper-division class), but rather a significant improvement in the level of content presented by a number of students and also in the general organizational skills of the students. Overall, generally speaking, more advanced students made an effort to dig deeper and come up with more critically astute insights and arguments in their later presentations. It was also interesting to note that, while many students still often made more or less the same *number* of errors, the subtlety of the errors shifted: whereas the errors were obvious "basic" errors in FR202, they became more complex later on in the students' careers at SSU. (For example, students might make mistakes in basic conjugations in FR202 whereas the conjugation errors in FR415 involved complex past tenses or very irregular verbs).

One disappointing observation provoked by this comparative analysis is that students tend to cling to their bad habits. Thus, a student who underprepares and does not fill the presentation time allotment in FR202 will likely do so again in FR415; similarly, a student who allows a partner to do most of the work in the earlier presentation may well continue that practice later on in their academic career.

One future consequence of this comparative exercise will be a renewed attention on the part of the instructor to the depth of comments provided, so that FR202 students receive comments that are as detailed as those received in FR415. One potential hindrance to this plan may be that students in FR202 make so many more errors at that level than they will later that it's simply near impossible to note them all, so noting "trends" has proved more fruitful.

### ***Direct assessment: Capstone projects***

French 475, the French Program's designated Senior Seminar, is the only course in the major which students must take at Sonoma State University rather than abroad. It is in this class that students complete a capstone project culminating in a public presentation in French, a 20- to 25-page final paper, and an exit survey (see below for the results of this indirect assessment.)

In the Senior Seminar, students continue to explore literature through a survey of the autobiographical genre in French while honing their skills in linguistic competence, critical thinking and literary analysis, both orally and in writing, at a highly

sophisticated level, including public speaking. The course involves collective and individual text analyses. Timely completion of the more modest assignments building up to the final project usually leads to solid end results, while lesser accomplished final projects reflect incomplete, untimely, poorly written or performed preparatory assignments. Over the years, with a rare exception, students have consistently favored the 20-25 page long autobiographical essay over the research paper, even those who, at the beginning of the semester, were quite vocal about their fear of writing in the autobiographical form. It seems that the discovery and exploration of various styles of self-expression encourages and empowers students to find their own voice and confidence to write in the first person in French. While essays vary greatly in style and quality, they always reflect honest amounts of reflection and risk-taking. The oral aspect of this final is particularly challenging for the most timid, as they have to present their project publicly and select a portion of their work to read out loud. There, too, presentations are of varying quality depending on individual skills, personalities and, of course, degrees of preparation. But overall, students take the exercise seriously for what it is, a rite of passage that sanctions the completion of their course work for the degree. All in all, they feel tremendously proud to have achieved it, and the exercise has proven a good one over the years.

\* \* \* \* \*

### ***Exit survey & student self-assessment of learning gains***

Because FR475, the Senior Seminar, is the only class that every French major must take at SSU before graduating, this course is the ideal space within which to administer an exit survey that includes the opportunity for students to complete a self-assessment of their learning gains, both in the course and in the program. (It should be noted that, because the course can only be offered every other year, about half of the students who complete the survey do not graduate until the following May. Nonetheless, this course remains our best option for the administration of an exit survey.) Data has been collected from the Senior Seminar classes offered in spring 2014, spring 2016, and spring 2018, with 35 students responding to the survey in all.

It should be noted that the exit survey includes questions that are course-specific as well as questions that can be seen more broadly to reflect students' overall perceived gains in the French Program. The first four questions of the survey and a later central portion of the survey directly relate to course content and will not be discussed here.

A significant portion of the exit survey asks students to report on how they have progressed in terms of the following as a result of their work in the French Program: writing in French, reading in French, speaking in French (including participation in discussions in the target language), public speaking skills, ability to analyze literary texts, critical thinking skills, literary tastes, self-knowledge (including personal strengths and weaknesses), and career goals.

Narrative responses to questions regarding students' perceived progress in ability to speak, write and read French were nearly unanimously positive; only one of the 35 respondents reported a negative experience across these areas.

Students' perceived progress in writing fell over a range, with some seeing improvement but recognizing they have more to learn while others were enthusiastically positive about the "tremendous" gains they believed they had made in writing French in particular. Students specifically mentioned their appreciation for having learned new styles of writing and gaining greater tools for self-expression; their discovery of the enjoyment that can come from writing in French and the particular pride in producing a work of some 20 to 25 pages in the target language; a greater sense of creativity and ease of writing in French; and a recognition of the critical nature of rewriting to advance progress.

Generally speaking, students were very content with their increased level of understanding of French, both in terms of listening and reading, and many mentioned making significant gains in the ability to speak French, both in terms of overall fluency and in the area of public speaking. Students in the very large (19-person) cohort of 2018 mentioned having less opportunity to talk and therefore a less pronounced gain in speaking ability. Many students said that, while public speaking is still a challenge for them, they feel more comfortable speaking in informal contexts and more at ease than they had previously in public presentations. A few students recommended additional time in class devoted to one-on-one conversations and informal exchanges.

Higher-level academic qualities such as the ability to analyze texts, think critically, and improve their understanding of various literary styles and genres were still rated as having progressed positively during students' work in the program, though the perceived gains were not as strong as those noted in basic language skills. Many students still feel hesitant about their abilities to analyze texts, though most believe the program has helped them to make progress in this area. Most also noted progress in the area of critical thinking, one even finding the opportunity to think critically in French "rewarding," though a few students noted that this is an area to which they need to pay additional attention in the future. (One could cite that very realization as a positive development in terms of critical thinking!) Students recognized their development of more sophisticated literary tastes, an expanded knowledge of francophone authors (especially when working with Dr. Marteau), and a new curiosity for the written word, and for modern literature in particular.

In terms of increased self-knowledge over time, students noted that they have become more self-aware and self-reflective as a result of the Senior Seminar. They find it easier not only to recognize their errors or weaknesses but to admit those errors and weaknesses to themselves and to others, and to strive to improve upon them. Several students cited an increased appreciation of the relationship between past and present events, as they were able to see links between life experiences that had previously gone unnoticed. They understand better how individual choices affect and have consequences on the way life unfolds, and are aware of the limitations of their own fears. Overall, they also noticed an increase in insights about themselves, particularly in terms

of personal and professional relationships. Several stated very clearly a desire to use French in their professional lives, in areas ranging from teaching to international relations.

A final section of the exit survey asks students to indicate how the program helped them to develop a series of qualities that correlate directly with program learning goals.

When asked to self-report on the extent to which the French Program has met its intended learning objectives in helping students to develop the higher-level academic qualities listed in the first column, students responded as follows:

	Very much	Yes	Somewhat	Not really	Not at all
Ability to understand spoken French, read a variety of texts written in French, and communicate effectively in French orally and in writing	19	12	2	0	0
Appreciation and knowledge of the French and francophone cultures	26	7	0	0	0
Appreciation and knowledge of the French and francophone literatures	27	5	1	0	0
Ability to think and read critically	18	12	3	0	0
Development of the habit of intellectual inquiry	15	14	4	0	0
Ability to understand literature as a reflection of heterogeneous cultures and lives	23	10	0	0	0
Ability to communicate efficiently orally and in writing	16	13	4	0	0
Appreciation of aesthetic dimensions and movements	15	12	5	1	0
Ability to make connections between the literature studied and their own lives	28	2	3	0	0*
Appreciation of diversity and difference	27	10	5	0	0*
Awareness of language as a living product of culture and vice versa	25	7	0	0	0*

[\*It should be noted that two of the 35 students did not complete the chart, and one individual left the last three questions blank.]

These data suggest that the some of the student-reported strengths of the French Program include students' development of an appreciation and knowledge of French and francophone cultures and literatures as well as an ability to understand literature as a reflection of heterogeneous cultures and lives, and also to make connections between literature and their lives. Students also develop an appreciation of diversity and difference, and an awareness of language as a living product of culture and vice versa.

However, the data also suggest that there is work to be done in terms of the students' development of habits of intellectual inquiry and critical thinking, their appreciation of aesthetic movements, and the connections they make between literature and their own lives. In this chart, students also appear to be fairly critical judges of their own gains in understanding and expressing themselves in the target language.

Overall, the French Program's attention to every single learning outcome was positive, with the lowest proportion of answers in the "somewhat/not really/not at all" categories calculated to be only 17% (or 6 out of 35), while the highest range of positive ("yes" or "very much") scores remained at 100% in the second, sixth, and last categories.

### ***Indirect assessment: Alumni survey***

In December 2018-January 2019, an alumni survey created with SurveyMonkey was sent via email and Messenger to alumni of the French Program. Fifty-one alumni responded within a couple of weeks with a few stragglers in the weeks and months thereafter; the raw data is available upon request, but the overall results are as follows:

When asked, *Why did you choose the French Program at SSU?* (with the option to check all that apply), nearly 53% of respondents indicated that the subject matter was of interest to them, while almost 20% cited career goals as a factor, and nearly 12% indicated that the faculty were the main reason for their choice. While the first two responses are not surprising, the third was affirming in that it suggests that students became French majors and minors after taking a class at SSU, getting to know the faculty, and being encouraged in their efforts by faculty members in the Program.

When asked, *How satisfied were you with the French Program overall?* fully 80% of respondents chose "Very satisfied" and the remaining 20% chose "Satisfied." Strikingly, not one answer fell outside of these top two options. Even more remarkable were the responses to the question, *How satisfied were you with the instruction offered by the Program?* to which 88% responded "Very satisfied" and the remaining 12% answered "Satisfied." Again, no one choose any of the less positive responses. Student satisfaction rate with both the French program and the French faculty is clearly quite high, indeed unanimously so.

Only slightly less affirming yet instructive were the results to the questions *How satisfied were you with the academic advising you received from French Program faculty?* and *How satisfied were you with the career advising you received from French Program faculty?* Perhaps not surprisingly, students were more satisfied with academic advising than with career advising. In terms of academic advising, nearly 77% chose "Very satisfied," almost 18% chose "Satisfied," and nearly 6% chose "Neither satisfied nor dissatisfied," while no one chose "Dissatisfied." In the area of career advising, however, just over 47% of students chose "Very satisfied," over 23% chose "Satisfied," nearly 20% chose "Neither," and almost 2% (that is, exactly 1 alumnus) chose "Dissatisfied." Approximately 4 students (7.84%) chose the option "Other." Their comments were as follows:

- “I never really received any career advising.”
- “I wish they would have explained my career options after I picked French. French was my only major and I was limited by it.”
- “I was a global studies major so I didn’t really use the career advising for this particular program.”
- “I do not believe I ever sought out counseling.”

The Program has already taken steps to address this issue, both individually, working with students one-on-one, and in the context of the whole department by organizing a department-wide workshop led by a career advisor, and by developing a brochure (see Appendix 6) designed to help students highlight the job skills they gain when completing a major or minor in a language program at SSU. During advising sessions, French faculty actively encourage students to take advantage of the tools and additional workshops the Career Center has to offer. We hope to continue to host department-specific workshops with the help of career advisors, especially now that the SSU Career Center is being restaffed (at last count there were only 2 career advisors for some 9000+ students, but this number is finally increasing).

Responses to the question, *How satisfied were you with the course offerings in the French Program?* were similar to those cited for career advising. Nearly 55% were “Very satisfied,” just over 31% were “Satisfied,” just under 4% were “Neither satisfied nor dissatisfied,” and exactly one student was “Dissatisfied,” with 4 students choosing the option, “Other.” Their comments were as follows:

- (2) Very satisfied but I wish we were a larger program with more classes available in amazing topics like the 314 class.
- (16) Very satisfied – only minor difficulty was coordinating a double major with classes done abroad as some major requirements are only offered every other quarter. However, the faculty was extremely helpful in advising which courses would be offered and helped strategize my Junior and Senior years in order to graduate on time. Couldn’t have done it without Suzanne and Christine!
- (19) Satisfied but wish there was a course on daily French culture.
- (20) I loved every single course and learned a lot in each, however, I did wish there were more classes available, more to choose from.

Due to the size of its faculty, the French Program is severely constrained in terms of the number of courses it can offer; however, we are considering the possibility of expanding our options, including a class on francophone Africa. We might also consider increasing the amount of “daily culture” content, particularly in French 101 and 102, although if a student enters the program with advanced competency, that area might remain underserved.

Three questions solicited narrative responses from students, to which all students but one chose to respond.

The first was, *What career path did you pursue after graduating with your degree in French?*

The answer of students who pursued French as a major or minor at SSU tended to cluster around several key areas, as follows:

- Education, whether as single-subject teachers (of French), multiple-subject teachers, or students pursuing an advanced degree in French in order to teach at the college level;
- Interpretation, translation, and translation project management;
- Business, with a significant representation in Hospitality/Travel/Tourism as well as in Wine Business, but also including marketing & advertising, human resources, project management, corporate recruiting, high-end retail, manufacturing, and defense contracting;
- Fine arts, performance arts, arts administration, and fashion design;
- Social services, including counseling, psychology, human services and social work, with notable examples having pursued opportunities in the Peace Corps or, most impressively, working with the British Red Cross to serve asylum seekers in three languages.

(Note: The French Program currently has alumni in Ph.D. programs at Johns Hopkins and UC-Davis, two more alumni applying to Ph.D. programs at this time, and a number applying to Masters programs as well.)

The second question requesting narrative responses was, *How did the French Program help you reach your goals? If the Program did not help you reach your goals, what might it be doing differently?*

Not surprisingly, students cited the acquisition of French language skills specifically and overall communicational skills as the most significant contribution of the SSU French Program to their ability to reach their goals.

Second in significance was the student's relationship with faculty in terms of providing encouragement, challenging them, helping them to realize their potential, building their confidence, and creating a support system; students were especially grateful for the opportunity to have a close relationship with professors who were manifestly engaged in their success as students.

Thirdly, students cited the value of cultural knowledge and a broadening perspective on the world and world cultures, which correlates in important ways with the fourth most significant benefit: the opportunity to study abroad and earn credit toward the degree while doing so. A significant number of students also mentioned a direct correspondence between their study of French and the career paths they chose, including business, education, hospitality and translation; a similar number indicated that their study of French has led them to be able to live and work abroad.

Finally, also cited by one or two students per topic were: the size of the program; the opportunity for networking; close reading skills; creative and critical thinking skills; research skills, writing skills and other (unnamed) "practical" skills; the sense of community within the program; the preparation the program provided for graduate school; the fact that class projects were developed to correspond to students' interests;

the sense of “balance” the program gave to the student’s degree in another field and, last but perhaps most importantly, the program’s overall perceived “excellence.”

Four students offered useful recommendations as to what the program might be doing differently. Two cited career advising and a clearer explanation of the value of the French degree in a job market outside of the field of education, while two were more concerned with specific content (conversational skill building; and grammar and stylistics).

The third and final question requesting narrative responses was, *Please describe any of your awards or achievements since graduating.*

Narrative responses to this question generally cited advanced degrees at the Master’s level, including six in the Master’s in Education/Teaching Credential; two terminal MA’s in French, and two MFAs, as well as one MBA, one MS in Counseling, and individual MA’s in Globalisation and Development (in the UK), Counseling, Human Behavior, Public Administration, and Social Work. One respondent cited an MA in Translation that is in progress; another has earned an MA in French en route to completing the Ph.D. Additionally, students cited the TAPIF Program (teaching English in France) and other educational opportunities such as an A.A. in fashion design and a Wine Business Certificate. Finally, alumni included in this category specific information about using French in the workplace, for example at a French tech start-up, in international advertising and project management, and in weekly conference calls with French colleagues.

\* \* \* \* \*

### ***Evaluation of progress towards goals & changes to curriculum during the review period***

Given the very vertical nature of a language major, it is generally patently obvious when student achievement levels are not meeting expectations: while a student might muddle through lower-division classes with an adequate level of proficiency in French, s/he simply cannot function at the required level of a fourth-year seminar without attaining advanced proficiency in the language. Moreover, exit surveys and the recent alumni survey suggest that students themselves are very satisfied with the extent to which they make progress in their mastery of the French language, and in their intellectual engagement with French and francophone culture, history and literature while taking courses to meet the requirements for the French major and minor.

That said, there is always progress to be made. One area which is seeing a significant shift at this time is a campus-wide emphasis being placed on student research projects. This has not in the recent past been the primary focus of the capstone seminar in French, where students have engaged instead with francophone autobiographical texts (reading them, doing writing exercises related to them) while conducting a self-reflective study that culminated in their own 20 to 25-page autobiography. In order to

integrate our students' work more fully into current campus values and paradigms, we are reworking the content of FR475 to focus on a research project instead; in spring 2020 this class will focus on "altérités" (otherness in the francophone world), a topic that will give students a broad range of research opportunities to choose from.

***Assessment of program goals that are not directly student-learning-related***

While we are not yet conducting formal assessment of advising practices in the French Program, we hope to implement some form of assessment of the faculty's involvement in advising by means of the new functionality of Lobo Connect.

We would welcome additional information about non-student-learning-related assessment options that other departments and programs on campus might be implementing.

***Plans to develop/change assessment strategies over next review period and any limitations the faculty have encountered***

The French Program has long struggled with assessment. Because it is a relatively small program, it can be challenging to amass data that is statistically relevant and useful in pointing toward change. However, the advantage of being a small program is that program faculty know their students and their students' strengths and weaknesses rather well, and can move to address them as needed, even if that means shifting gears mid-semester, or working one-on-one to get a student back on track. Such efforts as these, too, are difficult to assess.

Perhaps the most difficult area to measure outcomes in is that of culture: the French faculty expect students to develop an appreciation and knowledge of the French and francophone cultures. The exit survey in FR475 offers some insight into the question; similar surveys, albeit on a more modest scale, might easily be implemented at the end of all culture and literature classes (French 300, 320, 321, 410, 411 and 415).

To date, the French faculty have not worked with any assessment coordinator or expert at Sonoma State. Between this review cycle and the next, should it be deemed necessary, we will identify, meet with, and learn from those who have more experience and expertise in this area.

# FACULTY

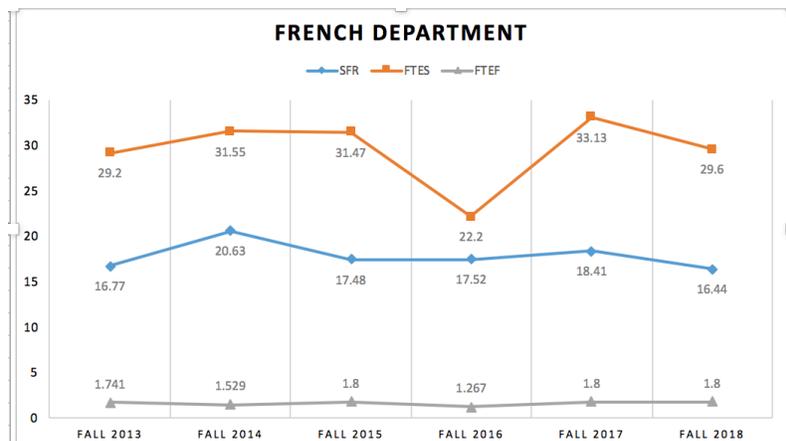
## **Statistics**

*Number of FT faculty:* 2 (Christine Renaudin, Suzanne Toczyski)

*Number of PT faculty:* 2 (Olivier Marteau, Gaëlle Corvaisier)

*Student-faculty ratio for teaching:*

TERM	SFR	FTES	FTEF
Fall 2013	16.77	29.2	1.741
Fall 2014	20.63	31.55	1.529
Fall 2015	17.48	31.47	1.8
Fall 2016	17.52	22.2	1.267
Fall 2017	18.41	33.13	1.8
Fall 2018	16.44	29.6	1.8



*Student-faculty ratio for advising:*

Generally speaking, advising in the French Program has been shared among the two tenured faculty, Drs. Renaudin and Toczyski; however, as Dr. Renaudin took on more responsibilities outside of the French Program (SYRCE) and moved to offices outside of the Department of Modern Languages & Literatures (in Art & Art History and Theatre Arts & Dance), a greater proportion of the advising has logically shifted to Dr. Toczyski.

*Ability to recruit and retain diverse faculty:* No recruitment of permanent, full-time faculty in French has taken place since 1998.

## **Faculty profile**

Both Drs. Renaudin and Toczyski were hired in 1998 as generalists to serve the broad needs of the French Program's curriculum. Between them, they divided the upper-

division curriculum (French history and literature surveys) into two along chronological lines, with Dr. Toczyski teaching classes dealing with the period from the prehistoric caves to the French Revolution and Dr. Renaudin teaching classes covering the period from the French Revolution to the present day. They have also brought their interests to bear in senior-level seminars, with Dr. Renaudin focusing French 475 on autobiography while Dr. Toczyski has taught French 415 with topics ranging from theater and society to the city of Paris. They have both taught all of the lower-division language classes as well as French 300, Introduction to Composition and Literary Analysis, and French 314, Francophone Literatures of the Caribbean (in English). In recent years, due to Dr. Renaudin's administrative workload, much of her teaching has been shifted to adjunct faculty member Dr. Olivier Marteau.

Dr. Renaudin earned her B.A. and M.A. in Modern Literature at Paris IV-Sorbonne, and her Ph.D. in Romance Studies (French Literature) at Cornell University. She has an established record as a multi-talented scholar of French and francophone literature, and a talented contributor to the performing arts. 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. 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. In 2014, she conceived of *Weaved*, performed in Schroeder Hall. Another multi-media performance *Weaved* was designed to serve as a prelude to one of our guest speakers, Dr. Sahar Amer's lecture, *What Is Veiling?* The twenty-minute-long multi-media, dance-theater performance acted as a mind-opening, multi-modal approach to an ancient and diverse sartorial practice that has become much debated. Also in 2014, Dr. Renaudin applied her passion for multi-media and multi-modal performance to curriculum design with the creation of SYRCE (Second Year Research & Creative Experience). Now in its fifth year, the SYRCE constellation, made of ten General Education courses (area C2) from different programs, with its multi-disciplinary dimension, its project-based pedagogy, its emphasis on collaboration between students and professors alike, has become one of our school's signature programs. Dr. Renaudin is also responsible for developing THAR 273, "Critical & Creative Readings," in the Theater Arts & Dance program, one of the ten seminars that constitute SYRCE, and which she has taught for several years while coordinating the program. Chair of Modern Languages & Literatures for over 9 years, Dr. Renaudin's leadership qualities and management skills have been recognized, and, as a consequence, her administrative responsibilities have expanded outside her home department in recent years, as she was asked to help in other programs. She served as Interim Director of the Hutchins School of Liberal Studies during the Director's leave of absence from January to March 2018, chaired Art & Art History during 2018-2019, and is currently serving as chair of Theater Arts & Dance as well as Associate Dean of Arts & Humanities.

Dr. Suzanne Toczyski earned her B.A. in French and mathematics at the State University of New York at Buffalo, followed by an M.Phil. and Ph.D. in French Literature at Yale University. She was editor of *French 17: An Annual Descriptive Bibliography of French Seventeenth-Century Studies* from 2000 to 2008, having served as a contributing editor from 1997 to 2000. Her own research includes work on French seventeenth-century theater (Pierre Corneille, Jean Racine), women's writing (Madeleine de Scudéry, Jacqueline Pascal, Gilberte Pascal), moralists (Blaise Pascal), and the travel narratives of the French missionary Jean-Baptiste Labat, with a focus on food and culture. She has also published articles on contemporary Caribbean novels by Gisèle Pineau and Patrick Chamoiseau. Dr. Toczyski's work is regularly cited in the work of her peers, as verified by Academia.edu. One of her current projects is a book-length study of the representation of women in St. François de Sales' *Treatise on the Love of God*, published in 1616. She is also the co-author of a forthcoming book, *The Salesian Pentecost*, which is under contract with Paulist Press for inclusion in their *Classics of Western Spirituality* series. Dr. Toczyski has also made brief forays into works by Lilas Desquiron, Virginia Woolf, Camara Laye, Eugene O'Neill, Charles Baudelaire, Antoine de Saint-Exupéry, Jean-Jacques Rousseau, and Choderlos de Laclos. In addition to teaching all levels of French language, culture, history and literature at Sonoma State University, she teaches a writing intensive General Education class on the francophone literatures of the Caribbean. She received the Sonoma State Teaching Excellence Award in 2006, and served as one of two SSU representatives to the CSU World Languages Council from 1998 to 2019, acting as Secretary-Treasurer of that organization from 2002 to 2019. She is also advisor to the French Club, as well as chair of the Academic Advising Subcommittee. Since January 2019 she has been Coordinator of the French Program. Dr. Toczyski serves as a Reader at Commencement every May and also publishes the local Bay Area Francophile List, a weekly bulletin of activities – from music to theater to cinema to art, and more – taking place in and around the Bay Area.

Dr. Olivier Marteau, a native of France, has been an adjunct faculty at Sonoma State University since 2014. From the beginning, he has taught a variety of courses, from French 101 (First-Semester French) to French 475 (Senior Seminar). His education is the result of various university degrees and experiences: French (University of Paris – La Sorbonne), American (University of Louisiana, Case Western Reserve and Denison University in Ohio), and Canadian (University Ste Anne). Prior to teaching in the USA, he was a Project Manager, developing and promoting the use of the French language in Africa. His research areas include the postcolonial and larger francophone world, specifically the relation between francophone minorities and France. Other interests include oral francophone literature, diversity in France, and regional French cultures. He is a member and vice-president of the international honor society Phi Beta Delta at Sonoma State University.

Dr. Gaëlle Corvaisier, a new lecturer at Sonoma State University, earned their Ph.D in French and Comparative Literature at the University of La Sorbonne in Paris, France. Their research has been on Postcolonialism and Feminine studies; Migrants and minorities in Contemporary France; Urban, Youth and Popular cultures; 20th and 21st Francophone (French included) Literature and Films; as well as Second-Language

Acquisition and Instructional Technology. Dr. Corvaisier has presented at national and international conferences, published book reviews, and has been working and teaching (face-to-face, hybrid, and online courses) at universities and colleges in and around the Bay Area for the past 20 years.

### ***How the faculty profile meets the program's goals***

Since 1998, the two French faculty have shared a “1.5” position in French, and have traditionally made up their additional teaching load either by teaching outside of the department (in first- or second-year programs, for example) or by teaching large GE classes in French. Because Dr. Renaudin served as chair of the Department of Modern Languages and Literatures for 9.5 years, as well as both coordinating and teaching in the Second-Year Research and Creative Experience (SYRCE) Program for the last several years, the bulk of the teaching in the French Program has more recently been shared between Dr. Toczyski and adjunct faculty Dr. Olivier Marteau, with Dr. Toczyski continuing to cover the courses dealing with the Middle Ages to the Revolution, and Dr. Marteau covering courses that deal with post-Revolutionary France. For the duration of the spring 2020 semester, Dr. Renaudin will serve as Associate Dean of Arts and Humanities as well as Chair of the Department of Theatre Arts and Dance, so we have also hired for the first time Dr. Gaëlle Corvaisier to teach the course for which Dr. Renaudin was scheduled.

Because Dr. Marteau has been called upon to teach a wide range of classes in the French Program (from French 101 to our senior seminar French 475), the two full-time French faculty have shared course materials and syllabi with him, and have scheduled time (approximately once per semester) to meet with Dr. Marteau to discuss course goals and objectives at all levels. In addition, we have supported his election as vice-president of Sonoma State's chapter of Phi Beta Delta, the honors society for international scholars on campus.

### ***Alignment of faculty specializations with program curriculum, mission, quality***

Over the entire tenure of the current French faculty at SSU, Drs. Renaudin and Toczyski have taught all levels of French, from French 101 to French 415 and 475 (senior-level seminar classes).

Generally speaking, Dr. Toczyski, who is an early modernist, has taught French 320 (France Yesterday, i.e. French history & culture from the prehistoric caves to the French Revolution), French 410 (the literature of that same period), and French 415 (Special Topics in French Culture: Paris, which combines history and literature from prehistoric times to the present day).

Consequently, Dr. Renaudin and Dr. Marteau have taught French 321 (France Today, i.e. French history & culture from the Revolution to the present day), French 411 (the literature of that same period), and French 475 (Senior Seminar: French

Autobiographies, which culminates in a 20 to 25-page paper and public presentation). Dr. Corvaisier will be teaching FR475 in spring 2020.

Traditionally, both Dr. Renaudin and Dr. Toczyski have taught all levels of language and culture as well, including everything from French 101 to French 300 (Introduction to Literary Analysis and Critical Writing). Since 2015, however, Dr. Toczyski has been primarily responsible for second-year French while Dr. Marteau has taught most of the first-year French classes. This ensures a smooth transition of second-year students into the French major, as French 202 regularly includes in-class advising and is the primary crucible from which majors and minors are recruited.

At this time, we believe the French faculty (full- and part-time) are ably meeting the mission of the program and, while fostering a tight rotation of courses for the major, have produced a quality curriculum for French majors and minors alike.

It must be noted, however, that, thanks to a very generous donor, Daphne Smith, the French Program has also been able to organize and sponsor a number of public events on campus, including theatrical performances and lectures on a number of subjects that complement the curriculum of the program and offer additional global perspective. The French faculty are very grateful for this support, and look forward to continuing to enhance the program's course offerings with public lectures and performances.

### ***New trends since last review***

Since the last review of the French Program, two new adjunct faculty have been hired to replace classes taught by Dr. Renaudin: Dr. Olivier Marteau (Ph.D., University of Louisiana-Lafayette, 2007) and Dr. Gaëlle Corvaisier (Ph.D., Université La Sorbonne Nouvelle, Paris 3, 2010).

### ***Adequate faculty to maintain program quality***

At this time, the French Program has adequate faculty to main program quality.

### ***Adequate support for faculty professional development***

In terms of workload, while the Program's courses have not changed radically over the past review cycle, course content is constantly being renewed. Given the full twelve-unit course workload under which the French faculty have been teaching, any opportunities for course revisions (outside of the occasional one-day workshop) have been mostly limited to the winter and summer breaks.

Within the most recent review cycle (2014-2020), Dr. Renaudin has been awarded release time to serve as department chair of Modern Languages & Literatures (2010-fall 2019), Art & Art History (spring 2019), and Theatre Arts & Dance (spring 2020). She also received release time to serve as the coordinator of the SYRCE Program (fall 2014-spring 2019, during some of which time she also taught the Theater Arts & Dance section of the Program (fall 2014-fall 2017). With the exception of teaching French 411

in spring 2019, Dr. Renaudin last taught a class in the French Program in 2014. She was awarded a sabbatical in fall 2019 to pursue her creative work in dance, painting, and creative writing. While developing a body of work in each of these modalities, she hopes to draw from each of them at some point to shape and share another multi-media performance questioning the notion of citizenship, identity, and artistic development in a time of climate change, wasted resources, and accelerated migration.

Also within this review cycle, Dr. Toczyski was awarded a Difference-in-Pay leave in fall 2016, which allowed her to do research abroad (in Annecy, France, and in Italy) and also further her work on the representation of women in the theological treatises of the seventeenth-century bishop and saint François de Sales. (That work, now translated into French, is forthcoming in an issue of the prestigious journal *Œuvres & critiques*.) Dr. Toczyski was also awarded a RSCAP grant for summer 2019 that allowed her to travel to Paris to work in the archives of the Daughters of St. François de Sales in order to prepare her contribution to a joint book project undertaken by Dr. Wendy Wright (Creighton University), Dr. Joseph Chorpenning (St. Joseph University) and Dr. Joseph Boenzi (UC-Berkeley Graduate Theological Union); that book, entitled *The Salesian Pentecost*, is under contract for inclusion in the series *Classics of Western Spirituality* published by Paulist Press. During the review cycle under consideration, Dr. Toczyski was also awarded travel funds to present her work at the Salesian Seminar in Stella Niagara, NY (October 2014, 2016 and 2018), at the Patristic, Medieval and Renaissance Conference at Villanova University (October 2015), and at the annual conference of the Société des Etudes Pluridisciplinaires du XVIIe siècle (SE17) held at Mills College and Stanford University in November 2017.

In terms of university, school, and department service opportunities, Dr. Renaudin has served as Chair of Modern Languages & Literatures for 9-1/2 years (replacing newly elected chair, Dr. Reeder, during his sabbatical in the Fall of 2018), Interim Director of the Hutchins School of Liberal Studies (January-March 2018), Chair of Art & Art History (2018-2019), and chair of Theater Arts & Dance (Spring 2020). She also currently holds the title of Associate Dean of Arts & Humanities for the Spring 2020. Dr. Renaudin also chaired of the School of Arts & Humanities Curriculum Committee from 2012 to 2019. In 2018, when the university was suddenly faced with the new GE reform imposed by compliance with EO1100, she led the A&H Task Force charged to design our vision for change and turn this challenge into an opportunity for growth and she served on the campus-wide General Education Reform Subcommittee. Dr. Renaudin has served on the Global Studies Steering Committee, departmental RTP committees, search committees, and Adjunct Faculty Pool Committees. She has been instrumental in inviting Volunteer Visiting International Scholar, Kelly Verduzier, hosting French Fulbright Language Teaching Assistants (FLTA), increasing modest donations to our department with the creation of the Reilly French Scholarship and the doubling of Daphne Smith's donation in an effort to help the department fund two FLTAS per year, one from France, and one from Germany.

Dr. Toczyski's service over the past review period has focused most notably on the Academic Advising Subcommittee, of which she has been a member since 2014, and which she has chaired since fall 2015. In addition to her duties as chair of this

subcommittee, she was also asked to participate in the Academic Advising Taskforce and the Advising Redesign Implementation Team. Other service commitments in recent years have included representing the department at the CSU World Languages Council for twenty years (during seventeen of which she served as Secretary-Treasurer), volunteering as a reader at Commencement for roughly fifteen years, serving as a member and occasional chair of departmental RTP committees, and as a member of the Global Studies Steering Committee. She is currently supervising Fulbright Teaching Assistant Eloïse Blet. Within the past review cycle, Dr. Toczyski has also organized eight public lectures and performances on campus, five of these in conjunction with the French 314 class on French Caribbean Literatures in translation; currently, a talk by Dr. Nadège Clitandre (UC-Santa Barbara) on “Edwidge Danticat and the Haitian Diasporic Imaginary” is scheduled for February 2020. It should be noted that Dr. Toczyski has received no release time for any of these activities.

## PROGRAM RESOURCES

### ***Student support***

Because the French Program has a relatively modest number of majors and minors, all advising of students, including General Education advising and major/minor advising has been done by the two full-time faculty of the French Program. Incoming first-year students are advised individually by Dr. Toczyski at summer orientation sessions via lab-to-lab visits at each session. Prospective majors and minors who visit the department are also sent to program faculty for advising, and all graduating students work with the French faculty to ensure they have completed all requirements by means of a close reading of the ARR. Career advising has been limited, although the department has more recently been proactive in providing career advising for all French and Spanish majors and French, Spanish and German minors. Because the French faculty maintain connections with alumni through Facebook (and, occasionally, email), career advising often continues beyond the students' tenure at SSU, in the form of reviewing of dossiers, résumés, etc.

Successful advising has been measured by means of two questions in the French Program's alumni survey, the results of which were included above. In broad terms, 95% of alumni expressed satisfaction with academic advising while 70% expressed satisfaction with career advising. Campus adoption of Lobo Connect will allow French Program faculty to track the faculty's advising sessions in the future.

### ***Campus support services***

Generally speaking, most campus support services (most notably the Tutorial Center, the Writing Center, Disabled Student Services, and the McNair Scholars Program) have, historically, provided sufficient support for students in the French Program. While Career Services has been less utilized by French students, now that they have hired an entirely new staff that is doing important outreach, we believe this support service will see more use by students in the program as well. As reported above, most academic advising is provided by program faculty, who look forward to the implementation of the new advising model and further collaboration with professional advisors on campus.

Given the nature of the French Program, it is not surprising that one of the absolutely essential support services for the program's students is the Global Engagement Office (GEO), formerly known as the Center for International Education. French students regularly express great enthusiasm for study abroad, and the GEO has been extremely helpful in this regard, not only in facilitating their study abroad through well-established CSU International Programs in Paris, Aix-en-Provence, and Canada, but also by helping them find alternatives when these options are not feasible (for example, in Lyon or at the *Institut catholique* in Paris). It is absolutely crucial to the mission of the university in terms of preparing students for a diverse, multicultural world that the Global Engagement Office be well-staffed and knowledgeable. To be candid, the French faculty were quite dismayed to see the decentralization of international functions at the end of the 2018-2019 school year, with the departure of key players such as Berta

Hodges and Becky Petrow, and the dispersal of other key players (Hope Ortiz, Katie O'Brien and others) to various locations around campus. As our students also often become language partners with SSALI (Sonoma State American Language Institute) students, we strongly urge that this important institution be left intact and continue to be located at SSU. Moreover, the International Student Ambassadors Program has always provided French majors with an excellent leadership opportunity; we hope this program and the entire GEO department will continue to receive strong support at SSU.

One significant area in which students have reported a need for additional support is in the area of counseling and psychological services. The French faculty have noted an uptick in the number of students in distress (for reasons including, but not limited to, sexual assault, illness and grief management, suicide risk, food instability issues, DACA status, and academic stress) whom they have referred to Counseling and Psychological Services, and anecdotal reports from those students subsequent to their intervention indicate that the office is severely understaffed. Given the recently increased willingness of students to share or report their needs in this area (for example, due to the #metoo movement and more), the French faculty believe it would be wise for the university to prioritize the psychological needs of SSU students in the name of student success.

### ***Support for student research and/or work in the community***

In spring 2018, students in French 202 (Oral French) worked with the Center for Community Engagement to complete a service learning project in partnership with Ms. Maureen Cecil, a program alumna currently teaching at Piner High School. Dr. Toczyski is in correspondence with Ms. Cecil to see if this project might be renewed in the future and perhaps expanded to include more French students at other Sonoma County high schools.

French majors do pursue fieldwork and internship projects, and are occasionally able to do so within the context of their discipline. For example, while studying abroad in Aix-en-Provence, one French major was awarded an internship at the Center for Civil and Political Rights in Lomé, Togo (Africa) during the winter break; there, he was able to marry his interest in French with a strong passion for human rights advocacy. He has since been awarded the highly prestigious American Political Science Association fellowship for fall 2020, one of only 8 students in the country so honored.

The French Program is also regularly seeking Sonoma and Napa County winemakers of French origin as potential internships for students pursuing the French Certificate for Wine Business in conjunction with their Wine Business major.

### ***Instructional support***

Although the addition of the Fulbright Foreign Language Teaching Assistant has been invaluable to the French Program in terms of tutoring sessions, heightened student interest, retention and degree completion, it would be very helpful for the university to renew its commitment to the Instructional Student Assistance Program which, in the past, enabled the French Program to hire one advanced student to work in each of the

lower-division French classes. (This need is met in part for new first-year students enrolled in the Modern Languages & Literatures Humanities Learning Community by the hiring of a Peer Mentor who is also a French major; we do hope this practice will continue.)

### ***Library & information resources***

Overall, SSU Librarians and staff have been very responsive to the needs of the French Program, its faculty and students. The French faculty regularly utilize library and information resources to address curricular, creative, and scholarly needs. Recent acquisitions have included new books on Haitian-American and French Caribbean literature as well as a variety of recent francophone films; university librarians work quickly to obtain necessary materials with the least possible delay. In terms of scholarship, the Interlibrary Loan Office has proven to be invaluable in its ability to locate and retrieve even the most obscure texts, some of which have had to come from European library collections, in support of faculty research projects.

Program faculty have also collaborated with library faculty to improve information literacy and research literacy among French students. In fall 2019, for example, the French 320 class worked with SSU Librarian Laura Krier in the development and exploration of research topics ranging from the medieval French origin of soccer and rugby, the history of French wine production, and the evolution of French cuisine under the French queen Catherine de Médicis to considerations of Versailles as a propaganda mechanism, the role of the Académie Française, and colonialism in light of Enlightenment thought.

French students regularly make use of the library in a variety of ways, including use of the book collection, periodical databases, DVD & video collection; viewing rooms, etc.

### ***Adequate technology resources***

Now that smart classrooms are ubiquitous at SSU, French faculty make regular use of their university-issued laptops in the classroom in order to project and amplify powerpoints, single images, video, lessons, music and more. At times connectivity has been a problem either because of faulty adaptors or connections or simply because some classrooms do not yet have HDMI capacity, but generally speaking, classroom technology seen great improvement since the last review cycle. Faculty laptops continue to be refreshed as necessary.

In addition to classroom use, technology supports all French classes at SSU, starting with French 101 & 102's use of the MindTap platform in conjunction with its textbook *Horizons*. Students in other classes regularly access contemporary articles and videos to supplement their course materials; these provide "realia" – cultural documents in raw form – and further entrée into francophone cultures around the world.

The new adoption of Canvas at SSU has allowed the French faculty to make resources easily available to students almost immediately upon request. These include links to

grammar tutorials, course materials (texts, powerpoints, videos, etc.), review sheets, and secondary sources, as well as Turn-It-In options and up-to-the minute grade checks.

### ***Adequate instructional spaces & facilities***

The French faculty enjoy adequate office space in Carson Hall, and have especially appreciated the easy access to nature while sometimes having issues with temperature control in this outlying building. Adjunct faculty in the French Program have shared offices with adjunct faculty and teaching assistants from other programs within the Department, and we have been fortunate to also have shared office space to assign to the Fulbright students who have worked with the French Program. Because the FLTA meets weekly with small groups of French students, access to this office space is critical to the optimal functioning of that assistant. We hope it will be possible to maintain these key spaces for student conferences, etc., during the Stevenson remodel.

Since its move to Carson Hall, the Department of Modern Languages & Literatures has been fortunate to have many classes (including several French classes) assigned to Carson 14, a smart classroom space adjacent to the department office and very close to faculty offices as well. While we also teach classes in buildings around the university, having one go-to space has offered us the opportunity to personalize this classroom a bit, and also provides a convenient venue for department events such as career workshops and end-of-year celebrations of our department graduates. Ideally, more of the department's classes could be assigned to other rooms in Carson Hall.

### ***Adequate staff support***

Overall, the staffing of the Department of Modern Languages & Literatures has been adequate to support the needs of the French Program.

### ***Changes that would affect resources in the foreseeable future***

The Stevenson Hall Renovation Project will no doubt affect general office and classroom space through at least fall 2022. The French faculty will make every effort not to allow the space crunch to affect the quality and integrity of the French Program.

## STUDENT POPULATION

### ***Current student population***

Per data compiled by department administrative coordinator Kate Sims, from fall 2013 to fall 2018, the French major experience a slight dip in number of majors followed by a marked increase, as follows:

- Fall 2013: 16
- Spring 2014: 17
- Fall 2014: 15
- Spring 2015: 13
- Fall 2015: 13
- Spring 2016: 12
- Fall 2016: 13
- Spring 2017: 18
- Fall 2017: 21
- Spring 2018: 21
- Fall 2018: 23

As of September 2019, the French Program counted 21 majors (13 first majors and 8 second majors), 11 minors, and 4 students pursuing the French Language Certificate for Wine Business. Given that, historically, a large percentage of French minors typically become majors after study abroad or completion of the minor (when they realize they need only three additional classes to become a major), we expect several of the 11 minors to make this shift as well. Notably, a large number of the students currently enrolled in French 201 (in fall 2019) have also expressed an interest in pursuing a minor in French and studying abroad. There are currently two students enrolled in the French Language for Wine Business Certificate Program. (This low number will be discussed below.)

Based on Fall 2018 data from the Faculty Dashboard of the CSU Student Success Dashboard, as of November 1, 2019, the French Program currently serves a population that identifies as 79% female and 21% male, as compared to SSU's numbers overall, which are 62% and 38%, respectively. This is not unusual in French programs across the country.

Numbers based on ethnicity are particularly interesting, as can be seen in the chart below:

<i>French Program</i>	<i>Sonoma State University</i>
White: 36%	White: 44%
Hispanic/Latino: 29%	Hispanic/Latino: 33%
Black/African-American: 14%	Black/African-American: 2%
Asian: 7%	Asian: 5%
Other: 14%	Other: 16%

This data affirms our perception that we have a higher percentage of Black / African-American students than the university at large, due in part (but not entirely) to an

increasing number of Haitian-American students who speak French at home or learned French in Haiti. The French Program also attracts a slightly higher number of Asian students. However, in terms of Hispanic/Latino students, the French Program lags behind SSU by 4%, creating an exciting opportunity: given that many American universities now offer French for Heritage Speakers of Spanish, and given that SSU is now a Hispanic-Serving Institution, one way to increase our enrollment in this demographic would be to request funding for an additional class that targets the Hispanic/Latino student population (that is, French for Spanish Speakers). It would also likely require an instructor fluent in both French and Spanish, which might pose a challenge, although we do have a Spanish colleague who is also fluent in French.

Currently, the French Program compares favorably to the university as a whole in terms of Under-Represented Minorities versus non-Under-Represented Minorities, at 43% URM and 57% non-URM, as compared to the university statistics of 35% and 65%, respectively. Given that the vast majority of French majors are full-time students, with 12 to 14 units per semester (57%) or full-time-plus students, carrying 15 or more units per semester (29%), this is a positive indicator in that under-represented minority students who major in French appear to be able to stay on track at full-time status.

Fully 44% of students who graduated in 2012-2014 (the latest years for which data is available) enrolled in a post-graduate program, as compared to 29% of students at SSU in that same time frame. 80% of these were non-Under-Represented Minorities, however, though now that SSU is a Hispanic-Serving Institution, we expect that number to shift in the direction of additional Under-Represented Minorities.

According to the CSU Student Success Dashboard, of the students who graduated with a French major in 2016, 2017 or 2018, 75% began at SSU as undeclared students. As useful as this information might be in terms of knowing where to look to recruit future majors and minors, it must be noted that the cohort reflected in the data (a total of only four students in all) does not reflect the actual number of students who graduated with a French major over those three years, which was, according to department records and confirmed by commencement programs, nineteen! If the number is indicative of the general trend, it may also help to explain the low number of students in the French Language Certificate for Wine Business Program, since, in order to take full advantage of the certificate option, a student must identify rather early on a desire to pursue French; if they arrive at junior level status as Wine Business majors without having begun classes in French much earlier, it is unlikely that they will be able to complete the certificate. To address this issue, French faculty and the Business and Economics advisors have become more proactive in presenting this as an option at freshmen orientation in June. In any case, given that the certificate does not require additional resources, it remains a viable option for any student who is interested.

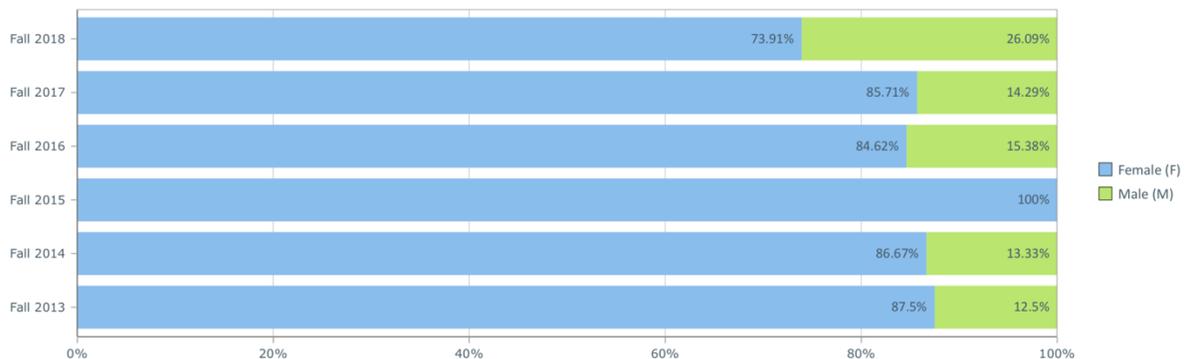
## Number of degrees conferred, 2013-2019

Academic Year	BAs conferred	Minors conferred	Wine Business Certificate	Total
2012-2013	5	0		
2013-2014	6	2		
2014-2015	7	2		
2015-2016	4	2		
2016-2017	2	0		
2017-2018	6	1		
2018-2019	11	5	1	17

Data confirm that French enrollments are on the rise at Sonoma State University:

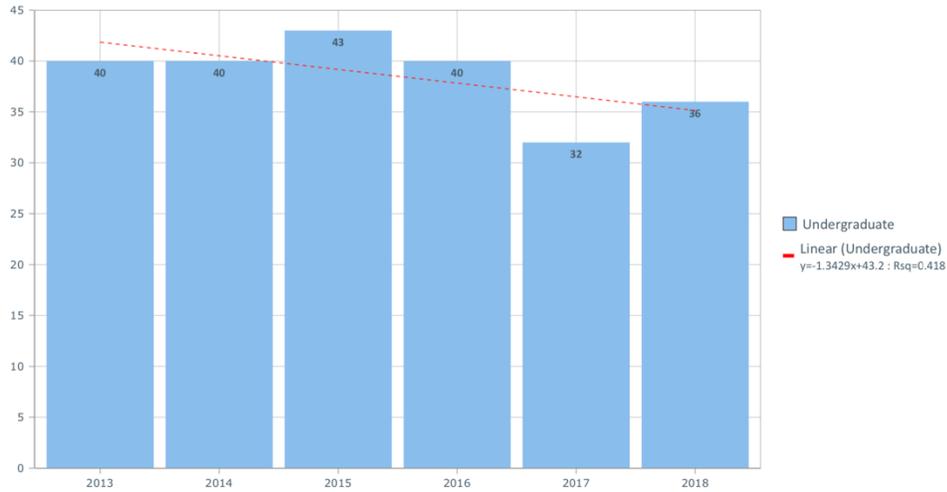
Gender by Major - Past 5 Years  
Gender by Major

Plan: Plan: French (BA) (FR-BA)



Term	Term Enrolled Indicator
	Officially Enrolled
2013	33
2014	28
2015	25
2016	31
2017	42
2018	44

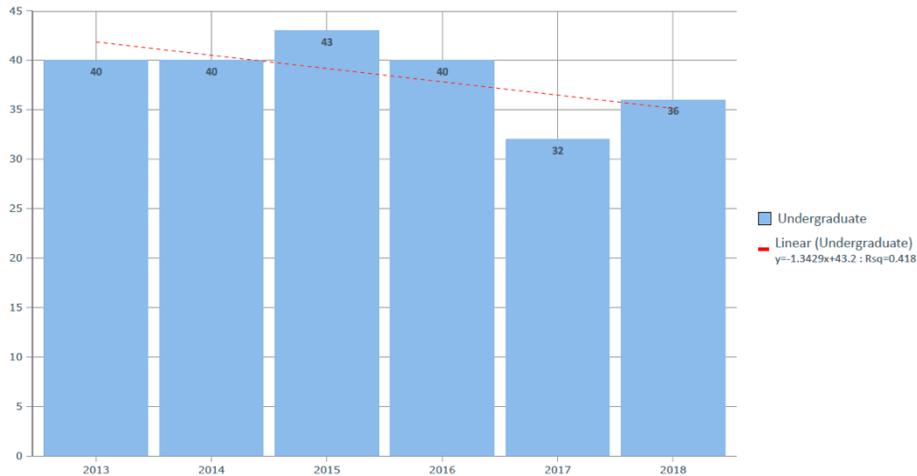
French minors have shown a slight decline; this may be because more students are opting to convert their minor into a major after study abroad or when they realize that they can do so with only three additional French classes:



Plan: French (Minor) (FR-MIN)

Official Enrollment by Minor - French  
Enrollment by Minor

Term	Academic Level
	Undergraduate
2013	40
2014	40
2015	43
2016	40
2017	32
2018	36

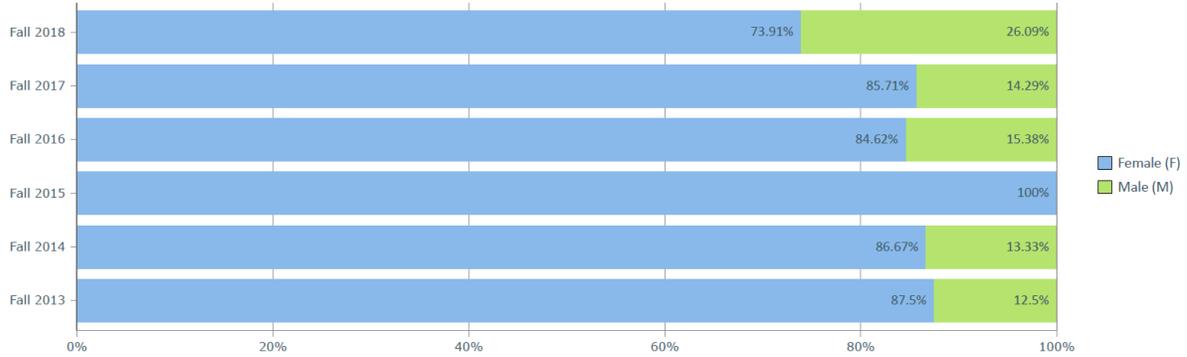


Plan: French (Minor) (FR-MIN)

The dashboard also suggests that the French Program is, as most French programs are across the country, rather imbalanced in terms of gender, as can be seen in the chart below:

Gender by Major - Past 5 Years  
Gender by Major

Plan/Plan: French (BA) (FR-BA)



Gender	Term											
	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
Grand Totals	16	100%	15	100%	13	100%	13	100%	21	100%	23	100%
Female (F)	14	87.5%	13	86.7%	13	100%	11	84.6%	18	85.7%	17	73.9%
Male (M)	2	12.5%	2	13.3%	0	0%	2	15.4%	3	14.3%	6	26.1%

All of the above data are supported by that generated by SSU’S Office of Reporting and Analytics. As the chart below suggests, bucking general trends state- and nation-wide, French has seen a fairly steady increase in majors not only since 2013 (the year of our last review) but from 2004; the ostensible drop in fall 2019 is mostly due to the fact that the French Program saw a record thirteen majors graduate in May 2019.

Total French Majors Fall 2014 through Fall 2019  
broken out by IPEDS ethnicity category



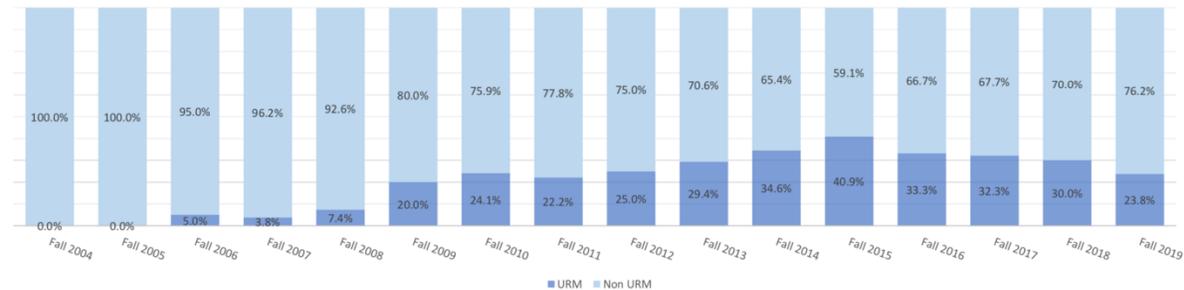
Moreover, the demographic data in the table below reinforce perceptions that the French Program’s students are becoming increasingly diverse, with more students of color (Asian, Black, Hispanic/Latino, and multi-racial) than ever before.

Term	AmerInd Only*	Asian Only	Black Only*	Hisp/Lat*	Mult races	Unknown	White Only	Total for Term
Fall 2004						14		14
Fall 2005						16		16
Fall 2006				1		19		20
Fall 2007				1		21	4	26
Fall 2008				2		20	5	27
Fall 2009	1		1	3		12	8	25
Fall 2010	1		1	5	1	9	12	29
Fall 2011	1		1	4	2	8	11	27
Fall 2012	1		1	3	1	5	9	20
Fall 2013	1			4	1	1	10	17
Fall 2014	1		1	7		2	15	26
Fall 2015			1	8	1	1	11	22
Fall 2016			1	8	3	1	14	27
Fall 2017		1	2	8		4	15	31
Fall 2018		1	3	6	4	1	15	30
Fall 2019			2	3		0	16	21

\*considered URM for reporting purposes

This is confirmed by analysis of French Majors from fall 2014 to fall 2019, broken out by percentage of IPEDS (Integrated Post-Secondary Education Data System) Ethnicity and Under-Represented Minorities vs. non-Under-Represented Minorities, as seen below:

**French Majors Fall 2014 through Fall 2019**  
broken out by percentage of IPEDS Ethnicity & URM vs. Non URM



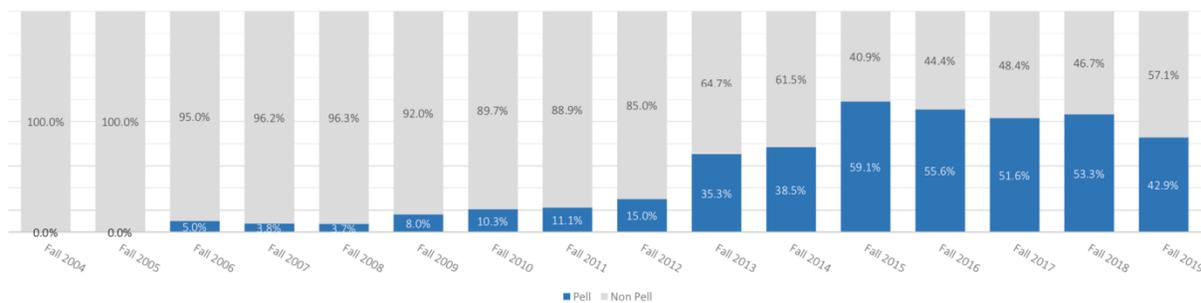
Term	AmerInd Only*	Asian Only	Black Only*	Hisp/Lat*	Mult races	Unknown	White Only	Total For Term
Fall 2004						100.0%		100.0%
Fall 2005						100.0%		100.0%
Fall 2006				5.0%		95.0%		100.0%
Fall 2007				3.8%		80.8%	15.4%	100.0%
Fall 2008				7.4%		74.1%	18.5%	100.0%
Fall 2009	4.0%		4.0%	12.0%		48.0%	32.0%	100.0%
Fall 2010	3.4%		3.4%	17.2%	3.4%	31.0%	41.4%	100.0%
Fall 2011	3.7%		3.7%	14.8%	7.4%	29.6%	40.7%	100.0%
Fall 2012	5.0%		5.0%	15.0%	5.0%	25.0%	45.0%	100.0%
Fall 2013	5.9%		0.0%	23.5%	5.9%	5.9%	58.8%	100.0%
Fall 2014	3.8%		3.8%	26.9%	0.0%	7.7%	57.7%	100.0%
Fall 2015			4.5%	36.4%	4.5%	4.5%	50.0%	100.0%
Fall 2016			3.7%	29.6%	11.1%	3.7%	51.9%	100.0%
Fall 2017		3.2%	6.5%	25.8%	12.9%	3.2%	48.4%	100.0%
Fall 2018		3.3%	10.0%	20.0%	13.3%	3.3%	50.0%	100.0%
Fall 2019			9.5%	14.3%			76.2%	100.0%

\*considered URM for reporting purposes

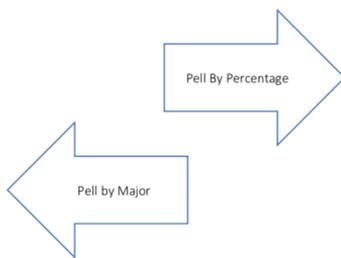
In addition, the number of students in the French Program receiving Pell Grants has clearly and even dramatically increased, which suggests that the French Program is attracting and serving significantly more low-income students. (Pell Grants are based primarily on financial need and the costs to attend school.)

## French Majors Fall 2014 through Fall 2019

broken out by number and percentage of Pell



Term	Pell	Non Pell	Grand Total
Fall 2004		14	14
Fall 2005		16	16
Fall 2006	1	19	20
Fall 2007	1	25	26
Fall 2008	1	26	27
Fall 2009	2	23	25
Fall 2010	3	26	29
Fall 2011	3	24	27
Fall 2012	3	17	20
Fall 2013	6	11	17
Fall 2014	10	16	26
Fall 2015	13	9	22
Fall 2016	15	12	27
Fall 2017	16	15	31
Fall 2018	16	14	30
Fall 2019	9	12	21



Term	Pell	Non Pell	Grand Total
Fall 2004	0.0%	100.0%	100.0%
Fall 2005	0.0%	100.0%	100.0%
Fall 2006	5.0%	95.0%	100.0%
Fall 2007	3.8%	96.2%	100.0%
Fall 2008	3.7%	96.3%	100.0%
Fall 2009	8.0%	92.0%	100.0%
Fall 2010	10.3%	89.7%	100.0%
Fall 2011	11.1%	88.9%	100.0%
Fall 2012	15.0%	85.0%	100.0%
Fall 2013	35.3%	64.7%	100.0%
Fall 2014	38.5%	61.5%	100.0%
Fall 2015	59.1%	40.9%	100.0%
Fall 2016	55.6%	44.4%	100.0%
Fall 2017	51.6%	48.4%	100.0%
Fall 2018	53.3%	46.7%	100.0%
Fall 2019	42.9%	57.1%	100.0%

A few trends seem to be developing. Thanks to intensive efforts to advise incoming first-year students at summer orientation, the percentage of FR201 students who are first-time freshmen appears to be increasing. Advanced Placement advising, which also takes place at summer orientation, has allowed a number of first-year students to enroll directly in French 300, and they have been very successful in that class. (Two such students were among the highest performing students in that class in fall 2019.) The French Program has also seen an uptick in the number of Haitian-American students, with three students from that population enrolling in French classes over the years 2017-2020. (To the best of our knowledge, we have not seen Haitian-American students in our classes before.)

Given the Department of Modern Languages & Literatures new language requirement for all French, Spanish, and German Cultural Studies majors, the French faculty look forward to a greater influx of heritage Spanish speakers. (We have observed an increase in the number of Spanish speakers in French classes, particularly since the inclusion of French 101 in the Humanities Learning Community and thanks to intrusive advising at summer orientation, but we foresee this number increasing in the near future.)

### ***Retention trends and time to degree***

Due to the size of the French Program cohort and to further complications acquiring data from the university analytics team, this data is, as of the date of completion of this self-study, as yet unavailable.

### ***Students' reasons for choosing the SSU French Program***

As indicated above (see the results of the Alumni Survey), when asked to indicate their reasons for choosing the French Program at SSU, nearly 53% of respondents indicated that the subject matter was of interest to them, while almost 20% cited career goals as a factor, and approximately 12% indicated that the faculty were the main reason for their choice. While the first two responses are not surprising, the third was affirming in that it suggests that students became French majors and minors after taking a class at SSU, getting to know the faculty, and being encouraged in their efforts by faculty members in the Program.

### ***Enrollment trends***

The following table demonstrates enrollment trends in all French classes offered over the eleven-year period spanning fall 2008 to fall 2019:

	FR101.1	FR101.2	FR 101.3	FR102	FR201	FR202	FR300	FR314	FR314 wic	FR320	FR321	FR410	FR411	FR415	FR475	
FA08	30				16		12	39			12					
SP09				15		10		37					10	15		
FA09	24				16		9	38		11						
SP10				19		21		35					10			14
FA10	24	24			15		5	41			7					
SP11	19			12		13							7	7		
FA11	26				21		12	35		16						
SP12				24		17		39				12				8
FA12	36				19		6	29			16					
SP13				16		12							13	8		
FA13	26	26			23		9	29		12	16					
SP14	25			28		17		37				9				8
FA14	31	27			21		10				10					
SP15	34			17		14		34					9	11		
FA15	26	26	26		16		13			13						
SP16				16		14			24			14				9
FA16	34	12			18		10				11					
SP17				13		14			25				12	10		
FA17	25	28	18		14		14			28						
SP18	24			16		12			22			22				25
FA18	25	23			20		16		15		13					
SP19	22			15		11			21				12	18		
AVG Enrollmt	27	24	22	17	18	14	11	36	21	16	12	14	10	12	13	

Several elements of this table are noteworthy:

- Generally speaking, beginning French classes designed for the first-year Humanities Learning Community have strong enrollment, with an average of 24 over a six-year period, even including an outlier year with an enrollment of 12.
- Years in which a third section of FR101 was scheduled led to higher numbers in FR102 the following semester (compare fall 2015 and fall 2017 to fall 2016 and fall 2018).

- Enrollments in FR201 in this review period have been steady, ranging from the mid-teens to a high of 20.
- Although one might expect a sizable drop in enrollments as students progress from beginning and intermediate language classes to the upper-division literature and composition class that serves as the true entry to the major, in fact FR300 has maintained a respectable average enrollment of 11 and a high of 16 students in fall 2018.
- FR320 enrolls at slightly higher rates (average: 16) than FR321 (average: 12), perhaps because it is easier for students to complete FR321 (France Today) during their study abroad. Most remarkable was a peak of 28 students in FR320 in fall 2018. Given that these courses are taught entirely in French, these statistics represent very respectable (and sometimes even shockingly amazing) average numbers of students in 300-level when compared to other programs in the CSU.
- Similarly, FR410 enrolls at slightly higher rates (average: 14) than FR411 (average: 10), perhaps because it is easier for students to complete FR411 (French Literature from the 19<sup>th</sup> century to the present) during their study abroad.
- The two senior seminars (FR415: Special Topics in French Culture and FR475: Senior Seminar) enroll at comparable rates, averaging 12 and 13 students respectively. Again, a marked peak occurred in spring 2018, when the Senior Seminar enrolled 25 students.
- When properly tagged as a Writing Intensive Course in MySSU, FR314, a GE course taught in English, has a strong average of 23; the outlier semester, fall 2018, when only 15 students enrolled, is attributable to the WIC tag being missing from the course enrollment system at the time students were searching for their fall courses. While this course had higher enrollment before it became a WIC class (with an average enrollment of 34 and a cap of 40), FR314 serves an important need for upper-division Writing Intensive classes in General Education and has been deemed sufficiently important to remain capped at 25, per the requirements of the WIC Program.

One additional element to note, which is not directly reflected by the enrollment trends above, is the small number of students who have opted to pursue a French Certificate for Wine Business; at present, two students have graduated with a certificate and two more are currently pursuing one. This low number seems to be a complication of timing: often, by the time students decide that they would like to specialize in *Wine Business*, rather than pursue the more general Business major, their schedule is often too full for them to include French classes. With the help of the department chair, the French faculty are attempting to remedy this problem by attending all summer orientations for first-year students, to alert them early on to the option of combining a language with their business studies. The faculty do reassure students that, should they decide not to pursue wine business, they have no obligation to do so, and their proficiency in French

will still be of use to them. But for those who start early, the benefits can have very powerful, positive consequences on career opportunities.

### ***Changes in career prospects for graduates***

As indicated in the results of the recent alumni survey (see above), SSU's French graduates have, to a large degree, chosen careers in the fields of education (as college faculty, high school French teachers, and elementary school teachers), interpretation and translation, business, fine arts, and social services. Of this array of options, careers in interpretation and translation seem to be a trend of greater interest in recent years, as do business opportunities in the technology sector. We are also seeing a higher number of students pursuing entry into doctoral programs; French graduates have entered French Ph.D. programs at Johns Hopkins University and the University of California-Davis, and a handful of more recent graduates or students about to graduate are seeking entry into program in French literature and theory, political science (with a focus on human rights); others are either working on or applying to programs in translation studies (at Trinity College Dublin) and art and art history (among others).

### ***Student- and alumni perceptions of program***

Please see the summary of the results of the Exit Survey and the Alumni Survey, above, for a comprehensive response to this question.

### ***Profile of students who have completed the program/graduated***

The results of the Alumni Survey (above) offer a reasonably complete profile of students who have graduated with French majors and minors from Sonoma State University.

### ***Faculty's continued support of alumni***

In addition to providing letters of recommendation as requested by students who are seeing professional positions or entry into graduate school, the French faculty remain in touch with former students primarily via social media (Facebook, SnapChat, and Instagram). For example, 72 of Dr. Toczyski's friends on Facebook are former students. The SSU French Club also has its own Facebook page, and a recent club sweatshirt sale was open to alumni as well, as a fundraiser.

Not only do such networks allow the faculty to remain current on the lives and careers of former students, they also provide opportunities for students from past cohorts to mentor and encourage students seeking employment or higher education options. For example, a student currently applying to UC-Davis is now in touch with a former student who is just completing her Ph.D. program at that institution. Social networks also help us to celebrate the accomplishments of French students, both past and present, reaffirming the nurturing community that the French faculty have worked very hard to build and maintain.

## PROPOSED PLAN OF ACTION

### ***Program strengths***

The data contained in this self-study point to the following noteworthy strengths of Sonoma State University's French Program:

- A high level of student satisfaction with the French Program and its faculty, especially in terms of their student-faculty relationships and the support students receive from the faculty and from their fellow students;
- A highly streamlined major based upon a tight sequence of courses;
- Graduate outcomes of strong speaking, reading and writing skills gained in the program;
- An increasingly diverse student body, more diverse than that of the university as a whole;
- A highly effective use of French Fulbright Language Teaching Assistants, both in the classroom and in co-curricular activities;
- Pointedly intentional academic advising provided to majors and minors.

The French Program fully intends to pursue strong student-faculty relationships that offer students the support they need for success, both academically and professionally. Budgetary constraints will likely require the major to continue to be streamlined; faculty hope to build on existing course offerings by creating classes that will appeal to our changing demographics, both in terms of cultural content (a course on francophone Africa, for example) and in terms of size (a high-enrolled course in French and francophone cinema will help to keep student-faculty ratios high enough to maintain our smaller classes).

### ***Program weaknesses***

The data contained in this self-study suggest weaknesses to be addressed might include:

- A need for increased attention to career advising (already underway);
- A need for more internship opportunities (to be addressed in coordination with the internship advisor of the School of Arts & Humanities);
- A need for more diverse course offerings (which can only be addressed by varying course content, as budgetary restrictions limit the number of courses we can fund within the major);
- A need for additional community outreach (although efforts are already underway to provide opportunities for outreach to local high schools and elementary schools);
- Closer attention to the skills of critical thinking and literary analysis, as well as a stronger emphasis on the development of habits of intellectual inquiry (a need we have begun to address by a shift in approach in the Senior Seminar to a more research-oriented format and increased attention to research and information

competency skills; a similar approach is being introduced in French history and culture classes French 320 and 321).

### ***Notable successes***

The fairly recent opportunity for French students to work with a Fulbright French Language Teaching Assistant (in 2016, 2018 and 2019) has been transformative. Funded in part by generous donations of local francophile Daphne Smith as well as by funds received by Dr. Renaudin as a reward for her leadership in the SYRCE Program, the French FLTAs (Justine LeGoas, Inari Kante and Eloïse Blet) have worked with faculty in French classes (most significantly in French 201), facilitated French tables and movie series, given public lectures, and helped organize cultural events for students. Their efforts have brought new energy to the program and enthusiasm to all of the students who have the chance to get to know and work with them. The French faculty strongly hopes to be able to continue this program indefinitely, if not every year then every other year.

### ***Opportunities for growth***

Over the next five years, the French Program hopes to improve in all areas identified as potential weaknesses, as described above.

In addition, the French faculty plan to:

- remain a persistent and visible presence at summer orientations in order to identify students who have already studied French and place them in the appropriate classes, as well as to recruit new students to the study of the language;
- work with the Wine Business faculty to devise ways to target students for the French Language Certificate for Wine Business earlier in their academic career;
- work with the GEO to encourage more students to study abroad in Paris, Aix-en-Provence, and Montréal.

### ***Future collaborations***

As mentioned above, a new language requirement has been established for all French and Spanish majors, and for students pursuing the Special Major in German Cultural Studies at Sonoma State. This will likely lead to a higher number of Spanish speakers in French classes, and possibly even to the opportunity to offer an accelerated French for Spanish Speakers class. While this might not be feasible with existing resources, because SSU is now a Hispanic-Serving Institution, it would be a significant and fruitful investment in student success. We look forward to collaborating with Spanish faculty on this endeavor.

To date, the French Language Certificate for Wine Business has existed primarily as an add-on to the existing Wine Business major. While we do not foresee this changing significantly in future years, we do see a need to work with the Wine Business faculty to

develop more fruitful mechanisms for recruitment of future WB students into French classes at an earlier point in their academic career.

Finally, discussions are underway between French faculty and Sonoma County high school and middle school French faculty regarding meaningful ways in which SSU students might work with Sonoma County students, whether in a service learning course or through programs and meetings that would bring the two groups into contact. Former SSU alumna and French teacher Maureen Cecil (Piner High School) is the Sonoma County representative leading this effort, along with Dr. Toczyski.

## Report of Site Visit

### Sonoma State University French program

Dr. Patricia E. Black

Since the previous five-year review, the following recommendations of the outside reviewer's report, Dr. Edith Benkov, have come to fruition:

- 1) Faculty work stations are now up to date;
- 2) The French program has access to appropriately-sized and outfitted smart classrooms;
- 3) There are part-time instructors with excellent preparation and skills to help the full-time faculty members further the goals of the program.
- 4) A modern multimedia computer lab now exists in contrast to the aging and essentially functionless facility described in the previous report.
- 5) The French program is now also the beneficiary of two scholarships, of which one is to help a student with graduate study in French. The current beneficiary is applying to the Master's program in French at SFSU. The other scholarship is a substantial amount of funding for international programs. The fact that the French program has such donors speaks well to its quality and potential to attract more funding if it is properly positioned.

#### Assessment:

The French program complies with the yearly assessment task with embedded assessments throughout the program and shows that it understands the feedback loop necessary for continuing improvement throughout the course sequence of the major.

Moreover, the French program possesses a superior instrument for assessment of the major as a whole. As part of the senior capstone course devoted to study of autobiographical writing, including students' writing of their own autobiographical work, finding their own voices as they write in the style of the writers they study, one of the assignments involves filling out a questionnaire. This instrument delves into students' perceptions of what they are currently doing in this course and what has brought them to this point. It asks them to consider how the steps they have taken to achieve mastery not only of the skills but the analytical habits and the in-depth cross-cultural awareness they developed will serve them in the future. This questionnaire also asks them to assess themselves with respect to the goals of the French program. I read two years' worth of these essay-style responses to these questions and reviewed students' self-assessment on the French program goals. What I discovered merits consideration and admiration not only for the accomplishments of the students but also for those of the French program. Because not one student had graduated following this capstone course without making great strides in abilities, knowledge, and intellectual development owing to the courses

preceding this capstone and during it. These were not essays in empty praise or mere platitudes. Every student took pride in the self-assessment and self-knowledge gained through this course that also transferred to the capacity to reach intellectual milestones in the discipline of French. This capstone assessment pertinent to every aspect of the French program represents a model of the genre.

As opposed to the previous recommendation about the goals of the French program, I find that though they include the skills, they give an appropriately significant place to the cultural and intellectual aspects of studying French.

Recommendation:

- 1) Continue the administration of the capstone course's questionnaire and self-evaluation on the goals of the French major for the detailed insights into the program that it offers.
- 2) Discontinue attempts to revamp the cultural and linguistic questionnaires mentioned in the self-study.
- 3) Maintain the current goals of the program, which are clearly defined and addressed in course-embedded assessment tools.

Budget and resources:

The French program is part of the Department of Modern Languages and Literatures that includes German and Spanish. Thus, it is the department that has an administrative coordinator and it is the department's budget in which the French program shares. All evidence indicates that the administrative coordinator is highly efficient and attentive to program as well as department needs. However, the budget is inadequate to the mission of the university, that is, the instructional and advising needs of the students. \$632 per faculty member in operating expenses is not enough to provide for the needs of the program even when it is leveraging online resources and online dissemination of its materials. Furthermore, only a one-time grant devoted to professional development has given somewhat adequate support to mission-critical travel for faculty members, among them the professors of French. That too is inadequate.

One of the professors, Dr. Renaudin, chairs the department. Only one course assigned time is currently allotted to administer the department. That means that only one third of a position is directed toward the administrative tasks whereas the usual assigned time in such departments is anywhere from half a position to three-quarters of a position. It is certain that there is more administrative work involved than the current amount of assigned time indicates. Dr. Renaudin and Dr. Toczyski share coordinating the French program, participating in GE learning communities, and have significant service activities. There are also other tasks that the chairperson should undertake such as planning outreach, keeping department assessment activities current, conducting budget exercises, coordinating events with other departments, undertaking more programming and associate tasks, to

name a few items. The complexity of the modern university assures that one-third time for chairing this department is not enough.

I was also dumbfounded to discover that academic unit budgets at Sonoma State are retrospective and that prior decisions to convert operating expenses to part-time hiring had decimated the budget of the School of Arts and Humanities, and by extension the French program. In addition, there appears to be no plan to refresh faculty computing nor the language lab on the part of the university.

Recommendation:

- 1) Increase the budget by a still reasonable 50% to \$948 per faculty member. At some point the unit budget has to be normalized in order to fulfill the mission of the College of Arts and Humanities.
- 2) Institutionalize mission-critical travel funding.
- 3) Create plans for refreshing faculty computing and special facilities like the language lab.
- 4) Add one course to the assigned time of the chair so that in one semester two courses are devoted to administering the department and in the other semester one course.

Courses and curriculum:

The French program has both a minor and major.

The program of offerings both takes into account standard curriculum, but offers enough flexibility that faculty members are able to take advantage of student interests and developments in the field. Conversation with students reveal that they are interested and high performing. Their comments and conversation, all in French, reveal that their skills and knowledge work in a synergistic fashion thanks to the topics and assignments in courses. Though it would be valuable to have more courses in the program and less of a learning curve, the current slate of offerings integrates skill development and cultural background into every class. In particular, the capstone course offers a very innovative series of readings, discussion, self-reflection, as well as the opportunity for intellectual growth.

At every level of the curriculum students are afforded the opportunity to become acquainted with French and francophone culture, acquire the intellectual underpinnings that allow learning, and do a variety of presentational activities. I saw demonstrations and explanations of various kinds in FREN 102, including a song, games, and how to use a juicer. Students of FREN 202 took certain knowledge that had remained passive and worked on making it active via cultural topics like a reading on the progression of the fast food industry in France. Advanced courses had a robust series of readings, presentations, and discussions.

The institution of four-unit courses throughout the curriculum is having a very positive effect on student learning and achieving the goals of the French program.

Recommendation:

This is an excellent program that should continue as is.

Faculty:

The faculty members of the French program are high performing and very hard working despite strictures on time, money, and library services. One faculty member was already recognized as outstanding teacher and the other is currently nominated for that honor. This speaks well for the esteem with which Dr. Renaudin and Dr. Toczyski are regarded. They have created a very effective, highly structured major that gives students an excellent education in French in particular, but generally in the sense that students leave the program with intellectual and academic background on which they can draw personally and professionally. The two faculty members are well integrated into university service; the list of their committees and roles they have assumed is extensive. Nor do they neglect their scholarship and professional growth. Their cvs detail the on-going evolution of their scholarly career. These are faculty members who have an immense amount of talent. They put it to use in instruction, in service, and in scholarly and creative work. In addition, they participate actively with the students in the French Club and organize many co-curricular activities with them.

There is great potential in the French program for increasing the residential arts and sciences profile of the university and being an example of the integration of creativity as a prominent theme in the humanities. Dr. Renaudin has done several multimedia creative programs. Dr. Toczyski recently brought Heidi Kune to Sonoma for a well-attended lecture.

The two part-time lecturers are also dedicated and intersect well with the student body. All of the instructors of the French program have their students' interests at heart and focus on student learning.

Recommendation:

- 1) Continue to integrate the lecturers in French into the on-going discussion of the French program.
- 2) Make sure that the program gets represented on the Arts and Humanities page in line with the faculty members' contributions and references to the Department of Modern Languages and Literatures alongside currently represented programs.

General education:

Currently, both Dr. Renaudin and Dr. Toczyski are involved with a general education learning community based on the theme of Paris, City of light. This course involves a substantial amount of work and focus on GE goals rather than the goals of the French program. A new general education learning community through the Department of Modern Languages and Literatures will come into being and faculty members hope that this new community will pay dividends to the French program as well as to the other language programs.

In addition, revamping of Area C leaves area C3 as a portion of GE in which the Department of Modern Languages and Literatures figures prominently. This change should bring benefits to the department as a whole and to French in particular. The two faculty members in French desire to participate in the university as widely as possible, witness their cvs, and they plan to continue to be active in the GE learning communities.

Recommendation:

Continue activity in the learning communities program with changes if they become necessary and as long as beneficial to the French program and the Department of Modern Languages and Literatures.

International programs and freshman learning communities:

The goal of the new freshman learning community in Modern Languages and Literatures is two-fold. It both seeks to allow students an early and beneficial start to majoring or minoring in foreign languages and it seeks to raise awareness of international programs. Both the format and course description should be beneficial to students' experience in beginning language. The course creates synergy between languages and international programs. Because of this synergy one could expect more students to declare majors and minors. Advising will be crucial, but the faculty members of the French program have experience practicing quality, in one on one advising sessions for all students involved in the program.

Recommendation:

- 1) Observant of policy, advise students in the freshman learning community of Modern Languages and Literatures of how the community, the beginning language class, and international programs can enrich the university experience of students and their academic profile in, here, majoring or minoring in French.
- 2) At CSU Chico students do not participate in international programs without declaring an appropriate major or minor. I recommend this practice.

Language lab:

The language lab is an excellent facility for language learning. Its equipment is appropriate and allows for the display of more than YouTube clips. There is video display equipment as well as an electronic white board. The number of classes in the department that could benefit from this facility is large and not every course can be scheduled there. Current policy means that the lower division classes have priority. This gives students an excellent start to their program. In addition, peer language learning facilitators and their enthusiasm play a crucial role in these courses by allowing for students to practice their knowledge and skills with sympathetic and trained interlocutors. These peer facilitators enroll in a course to equip them to work effectively with small groups. They then put into practice not only their advanced skills but also newfound abilities in the analysis and theory of language learning. This program serves the French program well. This language presents known difficulties in interaction and so peer mentors play a crucial role in preparing students to be able to function in more advanced classes.

However, this type of equipment should be installed in at least another room. Just like other disciplines, foreign languages and French in particular benefit from certain technologies to help deliver an up-to-date, high-quality program. This current room is not sufficient for the department. Even upper division classes should have use of such equipment.

Recommendation:

Equip one of the other rooms assigned to the Department of Modern Languages and Literatures in like fashion.

Profile and numbers:

Currently, about half the students are male, a significant statistic given that today's American universities as a whole are more than 50% women. Over the five-year period of the self-study the profile of the major was in line with that of the university as a whole.

Certain students are double majors, but at least half of all majors are primary majors. This too is a significant statistic. For this five-year review minors were able to be counted for the first time.

Given that there are only two faculty members, the numbers of majors and minors are large. Given the fact that students have to take all the courses that are offered when they are offered, the numbers of majors and minors are also significantly high. Dr. Renaudin requested information on how many students continue from the general education courses, both under the previous GE system and the new. However, this information is currently unavailable.

Already there are a number of Spanish heritage speakers in the French program. This is a group that could benefit from the French program due to the similarity in

these two Romance languages, but also the French program would benefit from enrolling such students. This would be a win-win for the university and the program. Research shows that students who do not come from the dominant group benefit the most from personal contact with professors and the opportunity to form a community with fellow students. This is what the French program offers.

Recommendation:

- 1) Explore being able to contact Spanish heritage speakers through the admissions process.
- 2) Use contacts formed within the secondary school community in order to advise and recruit students.
- 3) The School of Arts and Humanities website could showcase the French program in line with its priorities which, to this reviewer, appear to focus on the performance aspects of the academic departments which form the School. There are ample examples that could figure on the website and perhaps attract students who have an interest in the performative aspects of French.

Students:

There are a wide variety of student backgrounds in the French program. There are students who have French as a heritage language, those who work full time in order to complete their degree, and others representative of all the ethnicities attending Sonoma State University. The French Club helps integrate all students into the program through the activities that it sponsors which are open to all.

Students speak appreciatively of all the care and concern that the faculty members in French display on a daily basis. Dr. Renaudin and Dr. Toczyski keep a rigorous program going, but are able to make adjustments for individual student needs. The students notice and are also aware of the opportunity that they have.

As far as the draw of Sonoma State University, its smaller size, more bucolic setting, and the intimacy of the campus drew the French majors I met to this campus. The competitors were UC Santa Barbara and Cal Poly San Luis Obispo. In contrast to these campuses, students felt the difference all the more when they entered the French program insofar as it singularly exemplifies exactly what drew students to Sonoma State to begin with. This aspect of the program could pay dividends to the notion of the university as a residential arts and sciences university.

Recommendation:

- 1) Re-consider instituting the French diction competition that drew local French classes to the university to discover what a campus is and what the French major could do for them.

- 2) In smaller format than the former Language Festival this is an activity that could involve the French Club as well and involve students in attracting students suited to the French program.

Conclusions:

The French program of Sonoma State University is well constructed and gives excellent results. The faculty members are high performing and dedicated to their mission. Focusing a few resources on the program has the potential of significantly increasing its pull to students.

Overall recommendation:

Continuation without reservation.

## **APPENDIX 2: Curriculum map and Four-Year Plan for French Majors**

### **Freshman Year: 30 units**

<i>Fall Semester (15 units)</i>	<i>Spring Semester (15 units)</i>
FR 101 (4)** GE A2 (4) MLL 161 A/B (A3) (4) GE B4 (3)	FR 102 (4)** GE C1 (4) GE B1 (3)* Elective or Minor (4)

### **Sophomore Year: 31 units**

<i>Fall semester (15 units)</i>	<i>Spring Semester (15 units)</i>
FR 201 (4)** GE B3 (3)* GE B2 (4) SYRCE MLL 273 (C) (4)	FR 202 (4)** GE D3 (3) § GE D4 (3) § GE D2 (3)*** GE D5 (3)****

### **Junior Year: 30 units**

<i>Fall Semester (15 units)</i>	<i>Spring Semester (15 units)</i>
FR 300 (C3) (UD) (4) FR 321 (C3) (UD) (4) GE D1 (UD) (3) Elective or Minor (4)	FR 411 (C3) (UD) (4) FR 415 (C3) (UD) (4) GE E1 (UD) (3) Elective or Minor (4)

### **Senior Year: 29 units**

<i>Fall Semester (15 units)</i>	<i>Spring Semester (14 units)</i>
FR 320 (C3) (UD) (4) Elective or minor (3) FR 314 (C2) (UD) (4) Elective or minor (4)	FR 410 (C3) (UD) (4) FR 475 (C3) (UD) (4) Elective or minor (3) Elective or minor (3)

### **TOTAL UNITS: 120**

\*Either B1 or B3 must have a lab.

\*\*Counts as C3

\*\*\*Important to take World History before upper-division French.

\*\*\*\*Can be an early pre-requisite for business majors or minors, and might be taken earlier, or later, for those who decide at a later date on an internationally-oriented career other than business.

*§ Advantage of taking D3 and D4 together: understanding the U.S. Constitution in connection with U.S. history*

Variations are easily accommodated in the sequencing of GE requirements, but should be made in consultation with an advisor. Note that courses designated as “elective or minor” total 38 units and could easily accommodate a second major (depending on the selected double major, which might require one or two additional courses). Careful planning and identification of a second major make this feasible. A variation would be to complete the junior or senior year in the CSU International Program, meeting some upper-division French requirements in a single year, and completing the second major in the other upper-division year at SSU.

For more information, see the university catalog:

[http://catalog.sonoma.edu/mime/media/3/1045/2019-20\\_SSUcatalog-FINAL-web.pdf](http://catalog.sonoma.edu/mime/media/3/1045/2019-20_SSUcatalog-FINAL-web.pdf)

### ***APPENDIX 3: List of courses offered by the French Program***

FR 101 First-Semester French (4) Assumes no prior experience in French. Moves from simple, everyday greetings to basic vocabulary and phrases describing people, places, clothing, food, travel, studies, sports, and professions. Competency-based testing of listening, speaking, reading, writing, and cultural skills. Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages).

FR 102 Second-Semester French (4) Students progress through increasingly complex sentence structures. Competency based testing of listening, speaking, reading, writing, and cultural skills. Grammatical content includes past tenses, future, conditional, subjunctive, object pronouns, etc. Prerequisite: FR 101 or by examination. Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages).

FR 201 Third-Semester French (4) A thorough and detailed review of all French grammar, augmented by more sophisticated elements of syntax, presented within the context of French cinema and francophone cultural materials. Prerequisite: FR 102 or by examination. Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages).

FR 202 Oral French (4) Required of majors. Extensive use of oral group activities and discussion of global issues and events based on reading of up-to-date articles (online). Practical work in listening comprehension, phonetics, pronunciation and intonation. Speaking and listening competence at intermediate level. Prerequisite: FR 201 or by examination. Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages).

FR 300 Introduction to Literary Analysis and Critical Writing (4) Study of advanced aspects of French grammar and stylistics with a focus on introducing students to literary analysis, including poetry, theater, and narrative prose. Oral and written presentations. May be repeated for credit when course content is different. Prerequisites: FR 201 or equivalent, and FR 202. Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages). May be repeated for credit.

FR 314 French Literature in English Translation (4) Studies in French-speaking Caribbean, African, Near Eastern, Asian, and/or North American literatures in English translation. Topics may include non-Western cultural and religious values, colonialism versus emerging nationalisms, and the quest for identity, personal, cultural, and national. May qualify as a Writing Intensive Course (WIC). Satisfies GE Area C2 (Literature, Philosophies and Values). Prerequisite: completion of GE Area A. May be repeated for credit.

FR 320 France Yesterday (4) French civilization -- history, social and political institutions, and the arts -- as revealed in written documents and visual media (architecture, painting, graphics, etc.), from the medieval period to the Revolution. Readings, discussion, and oral and written reports in French. Prerequisite: FR 300 or equivalent (may be taken concurrently). Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages).

FR 321 France Today (4) French civilization -- history, social and political institutions, and the arts -- as revealed in written documents and visual media (architecture, painting, graphics, etc.), from the Revolution to the present. Readings, discussion, and oral and written reports in French. Prerequisite: FR 300 (may be taken concurrently). Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages).

FR 410 French Literature (4) Readings in theatre, prose, and poetry representing major writers and movements from the Middle Ages, the Renaissance, Classical, and the pre-Romantic periods. May be organized around themes or genres or by aesthetic movements. Readings, discussion, and oral and written reports in French. Prerequisite: FR 320. Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages).

FR 411 French Literature (4) Readings in theatre, prose, and poetry representing major writers and movements from the 19th and 20th centuries. May be organized around themes or genres or by aesthetic movements. Readings, discussion, and oral and written reports in French. Prerequisite: FR 321. Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages).

FR 415 Special Topics in French Culture (4) Topics vary according to current interests and issues, e.g. the Francophone world, Paris, the French film, French feminism, French impressionism, Theatre and society, etc. Readings, discussions, and oral and written reports. May be repeated for credit when topics change. Prerequisite: FR 320 or 321 (may be taken concurrently). Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages).

FR 475 Senior Seminar (4) An advanced writing course, culminating in a research paper on a literary topic, or a substantial piece of creative writing. This course may only be taken at SSU. It may not be taken abroad or at another U.S. university. Prerequisite: FR 321 or 411 (may be taken concurrently). Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages).

FR 495 Special Studies (1-4) Directed individual study. Prerequisite: consent of instructor. May be repeated once for credit. FR 499 Internship (1-4) Students in the internship program apply skills and methods mastered in their course work in French in a variety of situations in public and private agencies. Credit is awarded for completion of 3 hours of work (weekly average) per unit, participation in a seminar or conferences, and a final report. Placement must be arranged in advance with department coordinator. May be repeated once for credit.

### III- Aligning Courses with Program Learning Outcomes

	FR 101	FR 102	FR 201	FR 202	FR 300	FR 320	FR 321	FR 314	FR 410	FR 411	FR 415	FR 475
1. Ability to understand spoken French, read a 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 the French literature												
4. Appreciation and knowledge of the francophone world, cultures and literatures (including an understanding the 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 cultures												
6. Ability to use state-of-the-art technology to access realia in the target language												
7. Knowledge of phonology, morphology, syntax and semantics of the French language												
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 their own lives												
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												
Practiced	Demonstrated											

SONOMA STATE UNIVERSITY

## FIRST SEMESTER FRENCH 101

Fall 2018

### Class Time

See Schedule Of Classes (FR) on [www.sonoma.edu](http://www.sonoma.edu)

### Instructor

Dr. Olivier Marteau

Courriel : [marteau@sonoma.edu](mailto:marteau@sonoma.edu)

### Office Hours

Carson 14A. Tuesdays/Thursdays 5:00 - 6:00 pm

### Material Required

BUNDLE (pack): Student Edition with iLrn

ISBN 978-1-285-42282-4

Including:

# TEXTBOOK Manley, Smith, McMinn and Prévost. *Horizons. 6<sup>th</sup> edition* (textbook).

Heinle Cengage Learning, 2014. ISBN-10: 1-285-45089-2 / ISBN-13: 978-1-45089-6

# iLrn access card (online workstation eSAM): Heinle Learning Center Printed Access Card

*Where to buy the material?*

a/ go to the campus bookstore (textbook + iLrn access code)

b/ go to the local bookstore: North Light Books & Gifts (1720 East Cotati, Rohnert Park)

c/ shop online with Cengage (publisher):

Textbook or eBook from **\$24.99**:

[https://www.cengagebrain.com/shop/ProductDisplay?urlRequestType=Base&catalogId=10057&categoryId=&productId=659712&errorViewName=ProductDisplayErrorView&urlLangId=-1&langId=-1&top\\_category=&parent\\_category\\_m=&storeId=10151](https://www.cengagebrain.com/shop/ProductDisplay?urlRequestType=Base&catalogId=10057&categoryId=&productId=659712&errorViewName=ProductDisplayErrorView&urlLangId=-1&langId=-1&top_category=&parent_category_m=&storeId=10151)

**iLrn access card** (online workstation eSAM) with eBook: 6 months **\$89.00**

<https://hlc.quia.com/servlets/quia.course.ui.registration.PurchaseCourse?bcp=HLC&bookPackageId=2666>

NEW Cengage Unlimited:

[https://www.cengage.com/unlimited?channel=Eloqua&elq\\_mid=22577&elq\\_cid=8128422&utm\\_medium=email&utm\\_source=eloqua&utm\\_campaign=F2-HED-US-F17-2](https://www.cengage.com/unlimited?channel=Eloqua&elq_mid=22577&elq_cid=8128422&utm_medium=email&utm_source=eloqua&utm_campaign=F2-HED-US-F17-2)

### French 101 Course Objectives & Expectations

This course is intended as the **first semester** of an introduction to the French language and francophone culture, including the basic communication skills of listening, speaking, reading and writing. If you have already studied French, you must obtain the instructor's approval in order to remain in the course.

The goal of first-year French is to develop your proficiency in French while providing you with a francophone context within which to use and practice what you are learning.

Over the course of the semester, we will cover **chapters 0 to 5** in the textbook *Horizons* (6th edition), spending about four class days on each chapter. Homework assignments will include studying vocabulary and grammar in your textbook before that material is covered in class, spending time doing both written and oral exercises on-line.

### Tutoring Sessions

You will have the opportunity to meet a French tutor throughout the semester (not required). Learning a new language is an exciting adventure, but sometimes it may feel difficult. Tutoring is a wonderful way to hone your skills and improve confidence in a low-stress environment.

### Tests & Exams

All tests and exams are MANDATORY.

There will be **4 tests** in the class (**Chapter Préliminaire-1, C2, C3, C4**) during the semester. With a Review guide. **Chapter 5** will be part of the Final exams. Policy on tests: there will be **NO make-up tests (if you miss a test, you will receive a 0 for that test)**.

You will have a **Midterm Oral Exam**: your professor will give you a list of questions to review. To study, prepare answers to all of the questions.

There will also be one **Final Oral** exam called "Présentation" (with a partner) and one **Final Written** exam (about the textbook chapters).

*I hereby reserve the right to assign a final grade of F to any student who does not pass the cumulative final written and oral exams.*

### ***iLrn eSAM (electronic Student Activities Manual)***

In this class you will be doing the great majority of your homework through the eSAM exercises (aka the on-line lab manual) which accompanies your textbook. On-line access to the **iLrn Heinle Learning Center (platform)** includes all homework assignments in the **Heinle eSAM** online workbook, as well as the eBook of your text, enrichment activities, videos, diagnostics (pre-tests, personalized study plans, post-tests) and more!

Note: your text should be packaged with a student "key" or pamphlet which will contain your access code to the on-line materials; use this, along with the course code distributed on the back of the website information in class, to register for the on-line materials.

You must have access to the web to do the homework for this class! Advantages to using the on-line SAM for *Horizons*: many exercises are immediately self-correcting, so you will receive instant feedback, see the progress you are making right away, and can correct mistakes as you make them!

<http://ilrn.heinle.com>

***Your instructor will distribute instructions for registering for iLrn eSAM.***

All homework assignments can be found here, and you need to set up an account with a password to access them. Once you have registered for the on-line manual of *Horizons*, you use the manual as follows:

2. Go to <http://ilrn.heinle.com>

3. Click on *Students*.

4. Click on *Log in*.

Once you're logged in, you should navigate to the *Horizons* 6<sup>th</sup> edition eSAM to locate the exercises you are to do for homework. eSAM provides a fun and dynamic environment where you can complete your out-of-class work. Instead of doing your workstation with paper and pen, eSAM allows you to complete most of your work electronically. You get instant feedback to the questions you answer in a variety of formats only eSAM provides.

The instructor will be viewing your results (or "grades") on these exercises regularly.

### **Grades**

ORAL (Participation, Attendance) 15%

Homework eSAM 20%

Tests (4 x 10%) 40%

Midterm Oral Exam 5%

FINALS (20%) : Présentation orale 8%, Written exam 12%

Grading policy: 90-100 pts A, 80-89pts B, 70-79pts C, 60-69 pts D

*I reserve the right to assign a final grade of F to any student who does not pass the all exams.*

### **Academic Integrity**

Students should be aware of a wide variety of important University policies, such as the add/drop policy; cheating and plagiarism policy; grade appeal procedures; and the diversity vision statement. Go to the URL to find them:

[http://web.sonoma.edu/uaffairs/policies/cheating\\_plagiarism.htm](http://web.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm)

### Other Course Resources

An **online dictionary** and verb conjugator:

<http://www.wordreference.com/fr/>

The website of the **French Program** at SSU:

<http://www.sonoma.edu/modlang/french/index.html>

The **Bay Area Francophile List** website, which lists many, many local activities related to French, including movies, concerts, plays and more:

<http://www.sonoma.edu/users/t/toczyski/BAFLHomepage.shtml>

### Class

In this class you will have several different kinds of **homework to do before the next class**.

Note that you are responsible for any material missed because of an absence, whatever the reason. If you must be absent, make arrangements with another student to get the notes from class. If you have problems catching up, make an appointment to see one of the university's French tutors or to see me.

**Participation** - and, of course, **attendance** - is essential to language learning.

The Participation grade will go up or down depending on how active you are in class:

If you are physically and mentally present and constantly participating: 95-100.

If you are physically and mentally present and participate often: 90.

If you are present and participate from time to time: 85.

If you are present and participate only rarely, and/or if you speak English during class: 80.

If you are present and silent: 70-75.

### Rules of courtesy

Please turn off all cell phones and put them away and out of sight upon entering the classroom. Disruption due to cell phone usage will not be tolerated. Indeed, should your cell phone ring during class, I may answer it for you, in French, which will really confuse your friends! Moreover, please have the courtesy not to text friends while class is in session. Anyone observed texting will be asked either to hand over their phone for the duration, or to leave the class, and will forfeit participation credit for that day.

If you are going to be absent and have a valid excuse (serious illness, death in the family), please make every effort to inform the professor of your absence and of your efforts to make up the work you missed.

At the end of the semester, you will receive a grade for the Attendance: **-3 pts deduction per absence** with no valid excuse.

Students who talk repeatedly amongst themselves, even in French, when course material is being explained will receive a warning. If the behavior should persist, the student's class participation grade for the day will be significantly lowered, and the student may be asked to leave the class.

Finally, keep in mind that I am available for help, in my office during my office hours. Please don't hesitate to come and see me if you are having problems in the class or if you want study suggestions!

### Mission Statement of the SSU French Department

The French Program of Sonoma State University seeks to develop in its students the basic linguistic skills, analytical skills, and cultural and literary knowledge which will enable them to appreciate the uniqueness of other cultures and to function in francophone communities around the world. In all of its offerings, the French Program seeks to support the ideals of a general liberal arts education.

In order to facilitate students' integration of this course into their understanding of the greater goals of the French Program and the General Education Program at Sonoma State University, it should be noted that:

**French 101, First-Semester** French, meets the following French Program learning objectives:

ability to understand spoken French, read a variety of texts written in French, and communicate effectively in French orally and in writing;

appreciation and knowledge of the French culture;

appreciation and knowledge of the francophone world, cultures and literatures (including an understanding of the norms, values and beliefs of areas where the target language is used, as well as recognition of key social and cultural traditions);

ability to respond in culturally appropriate ways in a variety of common situations in the target cultures;

ability to use state-of-the-art technology to access realia in the target language;

knowledge of phonology, morphology, syntax and semantics of the French language

This course also meets the following GE Program learning objectives:

ability to think and read critically;

ability to communicate efficiently orally and in writing;

appreciation and knowledge of grammar and linguistic concepts;

ability to use state-of-the-art technology to access cultural documents and multimedia resources.

This course also exposes students to knowledge about values and ethical issues, including:

appreciation of diversity and difference;

awareness of language as a living product of culture and vice versa;

ability to apply the knowledge and skills learned to situations outside the academic setting.

To view the Mission, Goals and Objectives of SSU's General Education Program, please visit:

[http://www.sonoma.edu/Senate/Resolutions/GE\\_MGO.html](http://www.sonoma.edu/Senate/Resolutions/GE_MGO.html)

### **Welcome to the Francophone World!**

Francophone means French-speaking. The Francophone world is comprised of more than forty countries on five continents where French is commonly used in one of several ways: as native language used in the home, as daily means of public communication, as the official language used in government and business or as the principal language of education.

Onésime Reclus, a French geographer who wanted to classify people according to language, coined the word francophone in the nineteenth century. The term never really caught on until the 1960s when Léopold Sédar Senghor, first president of Sénégal, and one of the founders of the Négritude, or black pride, movement used it consistently. The word is now universally recognized in French.

Worldwide there are more than 150 million francophones. Two of every three francophones in the world today live outside of France, and that proportion is likely to continue to increase.

In the United States French is an official language in one state (Louisiana) and is still an important minority language in several others (New England in particular).

### **Jobs using French**

# Teaching

# Translation, Interpretation

# Editing, Proofreading

# Travel, Tourism, Hospitality

# Foreign Service

# International Organizations: Governmental (United Nations), Non-governmental, Nonprofit charitable (International Red Cross,...)

# Other International Careers: virtually any job, skill, or trade you have can be done in a francophone country. Are you a computer programmer? Try working for a French company. An accountant? How about in Québec?

### **Help available outside of class**

The "Premium Website" which accompanies your text can be accessed on

<http://pws.cengage.com/CPReader/View/9781111969271/default.aspx?anon=True#home>

We have not opted to require you to purchase full access to the materials on this site. However, you may want to visit the site to use the free tutorial quizzes, audio materials, and web search activities available for Chapters 1-9 (there are no free materials to accompany the preliminary chapter).

The Bay Area Francophile List website, which lists many, many local activities related to French, including movies, concerts, plays and more:

<http://www.sonoma.edu/users/t/toczyski/BAFLHomepage.shtml>

An online dictionary and verb conjugator that might be useful:

[www.wordreference.com](http://www.wordreference.com)

### **Disability**

If you have a disability that requires accommodation in this class, please notify the instructor as soon as possible regarding the nature of the accommodation(s) you require. You must register with the campus office of Disabled Student Services, located in Salazar Hall, room 1047, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to the instructor before an accommodation can be made.

### **Le calendrier provisoire**

Tentative Calendar

Semaine 1 (21, 23 août) :

Introduction au cours  
Chapitre Préliminaire

Semaine 2 (27, 30 août) :

Chapitre Préliminaire  
Chapitre 1

Semaine 3 (4, 6 septembre) :

Chapitre 1

Semaine 4 (11, 13 septembre) :

Chapitre 1  
Test 1

Semaine 5 (18, 20 septembre) :

Chapitre 2

Semaine 6 (25, 27 septembre) :

Chapitre 2

Semaine 7 (2, 4 octobre) :

Test 2  
Chapitre 3  
**Présentation FLTA**

Semaine 8 (9, 11 octobre) :

*Midterm Oral Exam*  
Chapitre 3

Semaine 9 (16, 18 octobre) :

Chapitre 3

Semaine 10 (23, 25 octobre) :

Test 3

Présentation publique FLTA (International Education Week)

Chapitre 4

Semaine 11 (30 octobre, 1<sup>er</sup> novembre) :

Chapitre 4

Semaine 12 (6, 8 novembre) :

Chapitre 4

Test 4

Semaine 13 (13, 15 novembre) :

Chapitre 5

Semaine 14 (20 novembre) :

Chapitre 5

*Thanksgiving Holiday (no class)*

Semaine 15 (1<sup>er</sup>, 3 mai) :

Chapitre 5

Révisions

Présentation FLTA

Semaine 16 (8, 10 mai) :

Présentations finales

Final Written Exam: see SSU Final Exam Schedule (**Fall 2018**)

[http://www.sonoma.edu/sites/www/files/18fall\\_finals.pdf](http://www.sonoma.edu/sites/www/files/18fall_finals.pdf)

**SECOND SEMESTER FRENCH 102**

Spring 2018

**Class Time**

See Schedule Of Classes (FR) on [www.sonoma.edu](http://www.sonoma.edu)

**Instructor**

Dr. Olivier Marteau

Courriel : [marteau@sonoma.edu](mailto:marteau@sonoma.edu)

**Office Hours**

Carson 14A. Tuesdays/Thursdays 5:00 - 6:00 pm

**Material Required**

BUNDLE (pack): Student Edition with iLrn

ISBN 978-1-285-422828-4

Including:

# TEXTBOOK Manley, Smith, McMinn and Prévost. *Horizons. 6<sup>th</sup> edition* (textbook).

Heinle Cengage Learning, 2014. ISBN-10: 1-285-45089-2 / ISBN-13: 978-1-45089-6

# iLrn access card (online workstation eSAM): Heinle Learning Center Printed Access Card

*Where to buy the material?*

a/ go to the campus bookstore (textbook + iLrn access code)

b/ go to the local bookstore: North Light Books & Gifts (1720 East Cotati, Rohnert Park)

c/ shop online with Cengage (publisher):

For the textbook: Rental from **\$42.00:**

[https://www.cengagebrain.com/shop/ProductDisplay?urlRequestType=Base&catalogId=10057&categoryId=&productId=659712&errorViewName=ProductDisplayErrorView&urlLangId=-1&langId=-1&top\\_category=&parent\\_category\\_rn=&storeId=10151](https://www.cengagebrain.com/shop/ProductDisplay?urlRequestType=Base&catalogId=10057&categoryId=&productId=659712&errorViewName=ProductDisplayErrorView&urlLangId=-1&langId=-1&top_category=&parent_category_rn=&storeId=10151)

For the iLrn access card (online workstation eSAM): 6 months **\$89.00**

<https://hlc.quia.com/servlets/quia.course.ui.registration.PurchaseCourse?bcp=HLC&bookPackageId=2666>

NEW Cengage Unlimited:

[https://www.cengage.com/unlimited?channel=Eloqua&elq\\_mid=22577&elq\\_cid=8128422&utm\\_medium=email&utm\\_source=eloqua&utm\\_campaign=F2-HED-US-F17-2](https://www.cengage.com/unlimited?channel=Eloqua&elq_mid=22577&elq_cid=8128422&utm_medium=email&utm_source=eloqua&utm_campaign=F2-HED-US-F17-2)

**French 102 Course Objectives & Expectations**

This course is intended as the **second semester** of an introduction to the French language and francophone culture, including the basic communication skills of listening, speaking, reading and writing. If you have already studied French, you must obtain the instructor's approval in order to remain in the course.

The goal of first-year French is to develop your proficiency in French while providing you with a francophone context within which to use and practice what you are learning.

Over the course of the semester, we will cover **chapters 6 to 10** in the textbook *Horizons* (6th edition), spending about four class days on each chapter. Homework assignments will include studying vocabulary and grammar in your textbook before that material is covered in class, spending time doing both written and oral exercises on-line.

**Tutoring Sessions**

You will have the opportunity to meet a French tutor throughout the semester (**not required**). Learning a new language is an exciting adventure, but sometimes it may feel difficult. Tutoring is a wonderful way to hone your skills and improve confidence in a low-stress environment.

**Tests & Exams**

All tests and exams are MANDATORY.

There will be **4 tests** in the class (**Chapter 6, C7, C8, C9**) during the semester. With a Review guide. **Chapter 10** will be part of the Final exams. Policy on tests: there will be **NO make-up tests (if you miss a test, you will receive a 0 for that test)**.

You will have a **Midterm Oral Exam**: your professor will give you a list of questions to review. To study, prepare answers to all of the questions.

There will also be one **Final Oral** exam called "Présentation" and one **Final Written** exam (about the textbook chapters).

*I hereby reserve the right to assign a final grade of F to any student who does not pass the cumulative final written and oral exams.*

### ***iLrn eSAM (electronic Student Activities Manual)***

In this class you will be doing the great majority of your homework through the eSAM exercises (aka the on-line lab manual) which accompanies your textbook. On-line access to the **iLrn Heinle Learning Center (platform)** includes all homework assignments in the **Heinle eSAM** online workbook, as well as the eBook of your text, enrichment activities, videos, diagnostics (pre-tests, personalized study plans, post-tests) and more!

Note: your text should be packaged with a student "key" or pamphlet which will contain your access code to the on-line materials; use this, along with the course code distributed on the back of the website information in class, to register for the on-line materials.

You must have access to the web to do the homework for this class! Advantages to using the on-line SAM for *Horizons*: many exercises are immediately self-correcting, so you will receive instant feedback, see the progress you are making right away, and can correct mistakes as you make them!

<http://ilrn.heinle.com>

***Your instructor will distribute instructions for registering for iLrn eSAM.***

All homework assignments can be found here, and you need to set up an account with a password to access them. Once you have registered for the on-line manual of *Horizons*, you use the manual as follows:

2. Go to <http://ilrn.heinle.com>

3. Click on *Students*.

4. Click on *Log in*.

Once you're logged in, you should navigate to the *Horizons* 6<sup>th</sup> edition eSAM to locate the exercises you are to do for homework. eSAM provides a fun and dynamic environment where you can complete your out-of-class work. Instead of doing your workstation with paper and pen, eSAM allows you to complete most of your work electronically. You get instant feedback to the questions you answer in a variety of formats only eSAM provides.

The instructor will be viewing your results (or "grades") on these exercises regularly.

### **Grades**

ORAL (Participation, Attendance) 15%

Homework eSAM 20%

Tests (4 x 10%) 40%

Midterm Oral Exam 5%

FINALS (20%) : Présentation orale 8%, Written exam 12%

Grading policy: 90-100 pts A, 80-89pts B, 70-79pts C, 60-69 pts D

*I reserve the right to assign a final grade of F to any student who does not pass the all exams.*

### **Academic Integrity**

Students should be aware of a wide variety of important University policies, such as the add/drop policy; cheating and plagiarism policy; grade appeal procedures; and the diversity vision statement. Go to the URL to find them:

[http://web.sonoma.edu/uaffairs/policies/cheating\\_plagiarism.htm](http://web.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm)

### Other Course Resources

An **online dictionary** and verb conjugator:

<http://www.wordreference.com/fr/>

The website of the **French Program** at SSU:

<http://www.sonoma.edu/modlang/french/index.html>

The **Bay Area Francophile List** website, which lists many, many local activities related to French, including movies, concerts, plays and more:

<http://www.sonoma.edu/users/t/toczyski/BAFLHomepage.shtml>

### Class

In this class you will have several different kinds of **homework to do before the next class**.

Note that you are responsible for any material missed because of an absence, whatever the reason. If you must be absent, make arrangements with another student to get the notes from class. If you have problems catching up, make an appointment to see one of the university's French tutors or to see me.

**Participation** - and, of course, **attendance** - is essential to language learning.

The Participation grade will go up or down depending on how active you are in class:

If you are physically and mentally present and constantly participating: 95-100.

If you are physically and mentally present and participate often: 90.

If you are present and participate from time to time: 85.

If you are present and participate only rarely, and/or if you speak English during class: 80.

If you are present and silent: 70-75.

### Rules of courtesy

Please turn off all cell phones and put them away and out of sight upon entering the classroom. Disruption due to cell phone usage will not be tolerated. Indeed, should your cell phone ring during class, I may answer it for you, in French, which will really confuse your friends! Moreover, please have the courtesy not to text friends while class is in session. Anyone observed texting will be asked either to hand over their phone for the duration, or to leave the class, and will forfeit participation credit for that day.

If you are going to be absent and have a valid excuse (serious illness, death in the family), please make every effort to inform the professor of your absence and of your efforts to make up the work you missed.

At the end of the semester, you will receive a grade for the Attendance: **-3 pts deduction per absence** with no valid excuse.

Students who talk repeatedly amongst themselves, even in French, when course material is being explained will receive a warning. If the behavior should persist, the student's class participation grade for the day will be significantly lowered, and the student may be asked to leave the class.

Finally, keep in mind that I am available for help, in my office during my office hours. Please don't hesitate to come and see me if you are having problems in the class or if you want study suggestions!

### Mission Statement of the SSU French Department

The French Program of Sonoma State University seeks to develop in its students the basic linguistic skills, analytical skills, and cultural and literary knowledge which will enable them to appreciate the uniqueness of other cultures and to function in francophone communities around the world. In all of its offerings, the French Program seeks to support the ideals of a general liberal arts education.

In order to facilitate students' integration of this course into their understanding of the greater goals of the French Program and the General Education Program at Sonoma State University, it should be noted that:

**French 102, Second-Semester French**, meets the following French Program learning objectives:

ability to understand spoken French, read a variety of texts written in French, and communicate effectively in French orally and in writing;

appreciation and knowledge of the French culture;  
 appreciation and knowledge of the francophone world, cultures and literatures (including an understanding of the norms, values and beliefs of areas where the target language is used, as well as recognition of key social and cultural traditions);  
 ability to respond in culturally appropriate ways in a variety of common situations in the target cultures;  
 ability to use state-of-the-art technology to access realia in the target language;  
 knowledge of phonology, morphology, syntax and semantics of the French language

This course also meets the following GE Program learning objectives:

ability to think and read critically;  
 ability to communicate efficiently orally and in writing;  
 appreciation and knowledge of grammar and linguistic concepts;  
 ability to use state-of-the-art technology to access cultural documents and multimedia resources.

This course also exposes students to knowledge about values and ethical issues, including:

appreciation of diversity and difference;  
 awareness of language as a living product of culture and vice versa;  
 ability to apply the knowledge and skills learned to situations outside the academic setting.

To view the Mission, Goals and Objectives of SSU's General Education Program, please visit:

[http://www.sonoma.edu/Senate/Resolutions/GE\\_MGO.html](http://www.sonoma.edu/Senate/Resolutions/GE_MGO.html)

### **Welcome to the Francophone World!**

Francophone means French-speaking. The Francophone world is comprised of more than forty countries on five continents where French is commonly used in one of several ways: as native language used in the home, as daily means of public communication, as the official language used in government and business or as the principal language of education.

Onésime Reclus, a French geographer who wanted to classify people according to language, coined the word francophone in the nineteenth century. The term never really caught on until the 1960s when Léopold Sédar Senghor, first president of Sénégal, and one of the founders of the Négritude, or black pride, movement used it consistently. The word is now universally recognized in French.

Worldwide there are more than 150 million francophones. Two of every three francophones in the world today live outside of France, and that proportion is likely to continue to increase.

In the United States French is an official language in one state (Louisiana) and is still an important minority language in several others (New England in particular).

### **Jobs using French**

- # Teaching
- # Translation, Interpretation
- # Editing, Proofreading
- # Travel, Tourism, Hospitality
- # Foreign Service
- # International Organizations: Governmental (United Nations), Non-governmental, Nonprofit charitable (International Red Cross, etc.)
- # Other International Careers: virtually any job, skill, or trade you have can be done in a francophone country. Are you a computer programmer? Try working for a French company. An accountant? How about in Québec?

### **Help available outside of class**

The "Premium Website" which accompanies your text can be accessed on

<http://pws.cengage.com/CPReader/View/9781111969271/default.aspx?anon=True#home>

We have not opted to require you to purchase full access to the materials on this site. However, you may want to visit the site to use the free tutorial quizzes, audio materials, and web search activities available for Chapters 1-9 (there are no free materials to accompany the preliminary chapter).

The Bay Area Francophile List website, which lists many, many local activities related to French, including movies, concerts, plays and more:

<http://www.sonoma.edu/users/t/toczyski/BAFLHomepage.shtml>

An online dictionary and verb conjugator that might be useful:

[www.wordreference.com](http://www.wordreference.com)

### **Disability**

If you have a disability that requires accommodation in this class, please notify the instructor as soon as possible regarding the nature of the accommodation(s) you require. You must register with the campus office of Disabled Student Services, located in Salazar Hall, room 1047, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to the instructor before an accommodation can be made.

### **Le calendrier provisoire**

#### Tentative Calendar

Semaine 1 (23, 25 janvier) :

Introduction au cours

Révisions/Chapitre 6

Semaine 2 (30 janvier, 1<sup>er</sup> février) :

Chapitre 6

Semaine 3 (6, 8 février) :

Chapitre 6

Semaine 4 (13, 15 février) :

Test 1

Chapitre 7

Semaine 5 (20, 22 février) :

Chapitre 7

Semaine 6 (27 février, 1<sup>er</sup> mars) :

Chapitre 7

Test 2

Semaine 7 (6, 8 mars) :

Chapitre 8

Semaine 8 (13, 15 mars) :

*Midterm Oral Exam*

Chapitre 8

Semaine 9 : ***Spring Break (no class)***

Semaine 10 (27, 29 mars) :

Chapitre 8

Test 3

Semaine 11 (3, 5 avril) :

Chapitre 9

Semaine 12 (10, 12 avril) :

Chapitre 9

Semaine 13 (17, 19 avril) :

Test 4

Chapitre 10

Semaine 14 (24, 26 avril) :

Chapitre 10

Semaine 15 (1<sup>er</sup>, 3 mai) :

Chapitre 10

Révisions

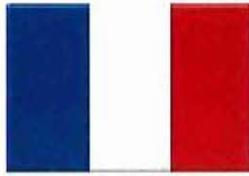
Semaine 16 (8, 10 mai) :

Présentations orales finales

Final Written Exam: see SSU Final Exam Schedule (**Spring 2018**)

[http://www.sonoma.edu/sites/www/files/s18\\_finals.pdf](http://www.sonoma.edu/sites/www/files/s18_finals.pdf)

?



***French 201***  
**Professor Suzanne Toczyski**  
**Sonoma State University**  
**Fall 2018**

- [Course Homepage](#)
  - [Calendar](#)
- [Course Description](#)
  - [Homework](#)
  - [Resources](#)

***Course Homepage***

**Réunions:** le lundi et le mercredi de 10h à 11h50  
dans la salle Carson 14

**Professeur:** Suzanne Toczyski

**Bureau:** Carson 26

**Téléphone:** 707.664.4177

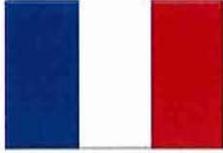
**E-mail:** [suzanne.toczyski@sonoma.edu](mailto:suzanne.toczyski@sonoma.edu)

**Heures de permanence:**

le mardi et le jeudi de 13h00 à 14h0,

le mercredi de 12h30 à 13h30

ou sur rendez-vous



# French 201

Professor Suzanne Toczyski  
Sonoma State University  
Fall 2018

[Skip to Main Content](#)

**[Return to the course homepage.](#)**

[Required Materials](#) | [General Description](#) | [Homework & Labwork](#) | [Participation](#) | [Test Policy & Final Exam](#) | [Calculation of Grades](#) | [Rules of Courtesy](#) | [Disability Policy](#) | [Mission Statement](#) | [Course Calendar](#) | [Resources](#)

## Course Description

### REQUIRED MATERIALS

**SEQUENCES** (3rd edition!! -- please do NOT buy an earlier edition, as the films and a great deal of content changes from edition to edition).

Michèle Bissière.

ISBN: 978-1-305-10563-8

Note: Copies of *Séquences* will be available at the SSU Bookstore. You may also purchase or rent a copy of the book or the eBook at the Cengage website; for a direct link to the **3rd edition**, click [here](#). For this class, you *only* need the textbook or eBook; you do NOT need "Cengage Unlimited" (although you may want to see what textbooks your other profs are using before you decide)! If you decide to go with the eBook, you should probably at least get access through December 31, 2018. (Should there be an option to purchase only selected chapters, note that we are covering the following: the preliminary chapter plus chapters 1, 2, 3, 4, 5, and 7. We will NOT cover chapters 6, 8, or 9. Grammar covered in chapter 6 will be taught in FR202; the last two are review chapters.)

### GENERAL DESCRIPTION

The goal of Third-Semester French is to increase your proficiency in French while providing you with a francophone context within which to use and practice what you have learned. Because total immersion in a language is the best way to learn that language, in class we will speak only French. **DON'T PANIC** if you don't understand everything I say, or even half of what I say at first! And **DON'T PANIC** if you don't understand every word in the textbook, either. I will do my best, with a combination of gestures and pictures and cognates, to communicate the main ideas we are trying to cover. It is normal to get frustrated or confused, and the best way to work through your frustration is simply to come to class ready to listen and to respond assiduously. Be open to new experiences! Take risks! Open your mouth as often as possible and speak, even if you aren't sure of the answer ~ it's the best way to develop a kind of ease in class that fosters language learning. Play by the rules ~ only French, and note that I will make a point of marking down the participation part of your grade if you break the rule! So, remember that there is **NO CHATTING IN ENGLISH** with your neighbor during class. And if you have questions you cannot ask in French, do wait until the break or the end of the class to ask them.

One important suggestion: Students often ask, "Comment dit-on...X... en français?" and I repeat the cognate back to them (the same or a very similar word but pronounced with a French accent). So before you ask, just try saying the word you want with a French accent -- you will be **amazed** at how often you are correct or pretty close!

Our textbook, *Séquences*, is organized around the study of **French and Francophone films**, and thus contains a good deal of cultural content as well as grammar and vocabulary. In addition to review some key points of French grammar, we will spend a good deal of class time discussing the films, reading related authentic texts, and discovering many facets of Francophone life, both in France (l'Hexagone) and the rest of the Francophone world. Our goal is that by the end of this course, you will feel confident in your ability to discuss contemporary issues and cinema, and use language creatively. You will also have seen some pretty great movies!

Also, this semester we will have in class with us **Ms. Inari Kante**, our Fulbright Language Teaching Assistant from France! Inari will also be available for tutoring outside of class, and I hope you will take advantage of getting to know a student your own age who is fluent, and working with Inari to perfect your pronunciation, grammar, etc.

## HOMework & LAB WORK

French 201, Third-Semester French, is intended as an **in-depth review** of French grammar and francophone culture. Attention will be paid to all the basic communication skills of listening, speaking, reading and writing. Note that since it is assumed you have already mastered all or most of the basic points of French grammar, much of your revision of grammar will be done on your own, as you review the pages devoted to grammar in your textbook. Even if you feel you are an expert on a given topic, reread the material in the section anyway: the mastery is in the details. This is a rather fast-paced course which requires **very steady work habits**, so be prepared! Over the course of the semester, we will cover six chapters of the textbook, *Séquences*, spending approximately 4 class days on each chapter. There will be three tests, as indicated on the calendar, including the final exam, which will cover chapters 5 & 7 only.

The best way to learn a language is in small increments. We only meet two times per week, and we can only cover so much material in that time. The rest must be done at home, preferably a little bit each day, including (especially on) days the class doesn't meet. Try to set aside 30 minutes to 60 minutes daily to work on French. Keep up with the daily homework, doing all grammar and writing assignments, and also studying vocabulary and grammar conjugations for the next class's quizzes, and to be sure you are prepared for the next section we cover in the book.

## PARTICIPATION

Participation -- and, of course, attendance -- is essential to language learning, and you will be receiving a daily participation grade (from 0 to 10 points) based on your presence, alertness, and responsiveness in class. Presence and participation will count for 10% of your final grade, and you can get a general idea of your participation grade based on the quality of your participation:

- If you are physically and mentally present and constantly participating, you will earn a 10.
- If you are physically and mentally present and participate often, you will earn a 9.
- If you are present and participate from time to time, you will earn an 8.
- If you are present and participate only rarely, you will earn a 7.
- If you are present and silent, you will earn a 6.
- If you leave halfway through class or come in halfway through class, your grade will automatically start with 5 and decrease from there based on the criteria above.

In other words, the grade will go up or down depending on how active you are in class, or how closely you respect the **only French** rule. So, if you are present and very active in French only during every class, you should easily earn a A for participation!

Note that you are responsible for any material missed because of an absence, whatever the reason. If you must be absent, make arrangements with another student to get the notes from class. If you have problems catching up, make an appointment to see one of the university's French tutors or to see me.

## TEST POLICIES

There are three exams in the class: one on chapters 1 & 2 (**September 26**), one on chapters 3 & 4 (**October 29**), and one on chapters 5 & 7 (during our final exam slot, **December 10**). Missing an exam will make your life (and mine) *extremely* complicated, so please, do whatever it takes to be there those three days.

There will also be one **oral exam** in the middle of the semester. *I hereby reserve the right to assign a final grade of F to any student who does not pass the all written and oral exams.*

The **FINAL EXAM** is scheduled for **Monday, December 10** from 11:00am to 12:50pm.

**NOTE:** Students should be aware of a wide variety of important University policies, such as the add/drop policy; cheating and plagiarism policy; grade appeal procedures; and the diversity vision statement. Go to the URL to find them: <http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml> .

## CALCULATION OF GRADES

Your grade in this course will be calculated as follows:

- Tests and midterm oral: 50%
- Final oral presentation: 10%
- Daily quizzes (on vocabulary and verb conjugations): 10%
- Daily written homework, *corrected* (from the grammar section of your textbook): 10%
- Participation: 10%
- Essays (one per chapter, six in all): 10%

Notice that a big part of your grade is based on test scores, but that you can easily drop a full grade or more by not keeping up with your participation, grammar homework and essays. (See "A Bit of Advice" on the homework page to get a sense of how important this is, mathematically speaking, to your grade!)

A suggestion: I can't stress how much regular work on French is essential to success in this course -- keep from falling behind and you're halfway to success!

## A FEW BASIC RULES OF COURTESY

1. Please **turn off all cellphones when entering the classroom**. Cellphone disruption will not be tolerated; texting during will result in the confiscation of the phone for the remainder of the class. I may feel compelled to answer your phone in French if it rings. Don't tempt me.
2. Students who talk repeatedly amongst themselves when course material is being explained will receive a warning. If the behavior should persist, the student may be asked to leave the class. Please note that there will be ample time for conversation **in French** during class activity periods.
3. **Please save your questions in ENGLISH for the break time!**
4. Finally, keep in mind that I am available for help, both in my office and at home, via [e-mail](#), at your convenience. Please don't hesitate to come and see me or [e-mail](#) me if you are having problems in class or if you want study suggestions

## DISABILITY NOTICE

If you have a disability that requires accommodation in this class, please notify the instructor as soon as possible regarding the nature of the accommodation(s) you require. You must register with the campus office of Disabled Student Services, located in Salazar Hall, room 1047, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to the instructor before an accommodations can be made.

## MISSION STATEMENT OF THE SSU FRENCH PROGRAM

The French Program of Sonoma State University seeks to develop in its students the basic linguistic skills, analytical skills, and cultural and literary knowledge which will enable them to appreciate the uniqueness of other cultures and to function in francophone communities around the world. In all of its offerings, the French Program seeks to support the ideals of a general liberal arts education.

In order to facilitate students' integration of this course into their understanding of the greater goals of the French Program and the General Education Program at Sonoma State University, it should be noted that:

French 201, Third-Semester French, meets the following French Program learning objectives:

- ability to understand spoken French, read a variety of texts written in French, and communicate effectively in French orally and in writing;
- appreciation and knowledge of the French culture;
- appreciation and knowledge of the francophone world, cultures and literatures (including an understanding of the norms, values and beliefs of areas where the target language is used, as well as recognition of key social and cultural traditions);
- ability to respond in culturally appropriate ways in a variety of common situations in the target cultures;
- ability to use state-of-the-art technology to access realia in the target language;
- knowledge of phonology, morphology, syntax and semantics of the French language

This course also meets the following GE Program learning objectives:

- ability to think and read critically;
- ability to communicate efficiently orally and in writing;
- appreciation and knowledge of grammar and linguistic concepts;
- ability to use state-of-the-art technology to access cultural documents and multimedia resources.

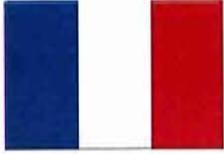
This course also exposes students to knowledge about values and ethical issues, including:

- appreciation of diversity and difference;
- awareness of language as a living product of culture and vice versa;
- ability to apply the knowledge and skills learned to situations outside the academic setting.

To view the Mission, Goals and Objectives of SSU's General Education Program, please visit:

[http://www.sonoma.edu/Senate/Resolutions/GE\\_MGO.html](http://www.sonoma.edu/Senate/Resolutions/GE_MGO.html)

*Suzanne C. Toczyski, SSU --  
Page mise à jour le 31 juillet 2018.*



# French 202

[Skip to Main Content](#)

Professor Suzanne Toczyski  
Sonoma State University  
Printemps 2019

[Course Homepage](#) | [Calendar](#) | [Course Description](#) | [Homework](#) | [Resources](#)

## Course Homepage

**Réunions:** le lundi et le mercredi de 10h à 11h50  
dans la salle Carson 14

**Professeur:** Suzanne Toczyski

**Bureau:** Carson 26

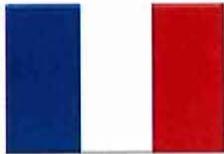
**Téléphone:** 707.664.4177

**E-mail:** [suzanne.toczyski@sonoma.edu](mailto:suzanne.toczyski@sonoma.edu)

**Heures de permanence:**

le mardi de 13h00 à 14h00 ou le mercredi de 12h30 à 13h30  
ou le jeudi de 13h00 à 14h00 ou sur rendez-vous

*Suzanne C. Toczyski, SSU --  
Page mise à jour le 3 janvier 2019*



# French 202

[Skip to Main Content](#)

Professor Suzanne Toczyski  
Sonoma State University  
Spring 2019

**[Return to the course homepage.](#)**

[Required Materials](#) | [General Description](#) | [Homework & Participation](#) | [Calculation of Grades](#) | [Rules of Courtesy](#) | [Disability Policy](#) | [Mission Statement](#) | [Course Calendar](#) | [Resources](#)

## Course Description

### TEXTES OBLIGATOIRES

**All materials for this class will be available to you via Canvas.** These include a packet of pronunciation exercises, which students will be expected to print out and bring to class **every day**, as well as discussion articles, each with its own worksheet, which students will also be expected to print out and bring to class. **Students who fail to bring the requisite materials to class will be docked participation points for that day.** If printing materials represents a financial burden for you, please see me.

### DESCRIPTION DU COURS

Ce cours a pour objet de développer l'aptitude des étudiants à comprendre et pratiquer le français oral, différent, à bien des égards, de la langue écrite. Travaux pratiques en groupes, exercices de compréhension à base des documents audiovisuels, exercices de phonétique constitueront nos outils de travail.

### ELEMENTS MAJEURS DU COURS

1. *Des articles et des films fourniront la base de nos discussions.*

Les articles seront choisis en fonction de diverses rubriques: la francophonie, l'immigration, la condition féminine, la diversité, l'environnement, et la technologie. Je vous proposerai des documents contemporains traitant de ces différentes questions et groupés selon des thèmes qui donnent de nouvelles perspectives sur la société française et le monde francophone d'aujourd'hui. Votre étude de ces textes vous permettra de développer vos connaissances culturelles et langagières ainsi que de former des jugements avisés et de les exprimer dans une perspective interculturelle.

*Les articles sont donc très utiles:*

- pour découvrir la francophonie et les francophones autour du monde et les questions culturelles qui les préoccupent;
- pour approfondir les connaissances des étudiant(e)s sur la vie sociale, culturelle, politique, et économique dans le monde francophone;
- pour développer la culture générale et l'esprit critique des étudiant(e)s;
- pour encourager des étudiant(e)s de niveaux différents à lire des textes authentiques d'actualité;
- pour pratiquer des stratégies de lecture;
- pour donner aux étudiant(e)s la confiance et les moyens de s'exprimer oralement à partir de textes motivants sur des réalités contemporaines.

Pour chaque article, vous aurez des questions à préparer à la maison et à rendre comme devoir écrit; pour en savoir plus, voir ci-dessous.

Parfois nous incorporerons des films pertinents portant sur ces mêmes rubriques. Voir le calendrier pour en savoir plus.

## 2. La prononciation, à perfectionner.

Une autre partie du cours sera consacrée à des exercices de phonétique. Nous avons créé un manuel de prononciation pour faciliter ce travail. Il y aura deux examens de prononciation, l'un à la mi-semestre, et l'autre à la fin du semestre.

## 3. La grammaire, quelques points essentiels...

Bien que la quantité du travail grammatical pour ce cours soit relativement réduite, nous étudierons quelques points de grammaire importants: l'usage des prépositions; l'usage du futur et du futur antérieur, et l'usage du conditionnel et du conditionnel passé. Il y aura un examen concentré exclusivement sur ces points de grammaire à la fin du semestre, pendant la semaine des examens finals, donc le mardi 13 mai de 11h à 12h50.

## 4. La production orale sera manifestée par des présentations et des vidéos

Chaque étudiant participera à la préparation de deux présentations orales, l'une à la mi-semestre, et l'autre à la fin du semestre. Voir la page des devoirs pour en savoir plus.

## DEVOIRS ET OBLIGATIONS

### 1. Présence et participation

L'assiduité et la participation au cours sont primordiales dans ce genre de cours organisé autour d'activités orales. Je ferai l'appel à chaque cours et j'attribuerai une note de participation régulière (x/10). Si un étudiant n'a pas un accès facile aux matériaux du cours lors du cours, il perdra des points pour ce jour-là.

Dans le même esprit, je vous demanderai d'attendre la pause ou la fin du cours pour poser les questions que vous ne savez pas formuler en français, afin de ne pas interrompre le flot du cours en français.

Les étudiants qui persisteront à parler anglais pendant le cours verront leur note de participation baisser dès le deuxième avertissement. Comme contrôle, on utilisera "la grenouille de chagrin." Chaque jour la professeur apportera la grenouille en cours. La première personne qui parlera anglais en cours sans la permission de la professeur verra la grenouille placée devant elle. La grenouille changera de place selon l'usage d'anglais en cours, la personne en possession de la grenouille pouvant l'imposer à un autre étudiant si elle l'entend parler anglais. A la fin du cours, la personne qui aura la grenouille devant elle recevra un "point." Quand elle aura gagné 3 points, cette personne sera obligée de prendre rendez-vous avec la professeur pour parler français pendant 5 minutes entières. Si elle néglige cette obligation, elle aura un 0 pour un jour de participation.

N'oubliez pas qu'il s'agit dans ce cours, avant tout, de savoir jouer la comédie du français parlé... D'imiter intonations et gestes, de les répéter jusqu'à ce qu'ils vous appartiennent, car la langue appartient à qui la pratique... Alors, mesdames et messieurs, faites vos jeux...

### 2. Devoirs écrits et interrogos de vocabulaire portant sur les articles et les films.

Pour chaque classe, vous aurez un devoir écrit à préparer à la maison. Il est à rendre au jour indiqué sur le calendrier et vous sera rendu corrigé avec une note calculée sur vingt points. Aucun retard ne sera toléré, sauf en cas d'absence justifiée. Faites un effort de répondre **en vos propres mots** (au lieu de copier des réponses directement des textes). Si vous voulez reprendre le langage exact de l'article, il faudra bien citer le texte **entre guillemets** ("..."), autrement vous perdrez 5 points. Je vous prie de **sauter une ligne** en écrivant!!

Pour assurer une bonne participation, il est important de partager un certain vocabulaire. Chaque article est accompagné d'une liste de vocabulaire thématique. Vous devrez étudier ce vocabulaire selon le rythme indiqué sur le calendrier; votre assimilation de ces informations sera vérifiée par de petites interrogations écrites au début de chaque cours. Lors du calcul de votre note finale, j'éliminerai les deux plus mauvaises notes.

Au jour le jour, on s'attend à ce que les étudiants:

- lisent l'article que nous discuterons en classe;
- révisent les mots de vocabulaire pour chaque section du texte;
- complètent les devoirs écrits donnés dans le calendrier du cours;

- participent régulièrement à nos discussions.

### 3. Du travail avec notre assistante française Inari

Au cours du semestre, chaque étudiant sera obligé de se réunir (de préférence, en de petits groupes) 5 fois (pendant 30 minutes chaque fois) avec Inari. Je vous demande de consacrer au moins 3 de ces séances à la prononciation. D'autres séances pourraient être consacrées à la lecture collective des articles à discuter en cours, à la grammaire, ou à la répétition de votre présentation orale avant la présentation en cours. Ce travail **obligatoire** avec Inari comptera pour **10%** de votre note dans le cours.

### 4. D'autres critères d'évaluation

Comme on a déjà noté ci-dessus, il y aura deux examens de prononciation, une interrogation de grammaire, ainsi que deux présentations orales. Consultez la page [Devoirs](#) pour une description détaillée de ces différents exercices.

## CALCUL DE LA NOTE FINALE

- Présence et participation: 10%
- Travail avec notre assistante Inari: 10%
- Interrogations de vocabulaire: 10%
- Devoirs quotidiens (écrits): 15%
- Première présentation orale: 10%
- Seconde présentation orale: 15%
- Examens de prononciation: 2 x 10 = 20%
- Interrogation de grammaire à la fin du semestre: 10%

**LES REGLES DU PROGRAMME:** Les règles suivantes ont été instaurées pour assurer le développement intellectuel de chaque étudiant. Veuillez lire ce document avec attention.

1. **Usage des portables:** Veuillez éteindre votre portable et le remettre dans votre sac-à-dos avant le début du cours. Il est hors de question d'accepter des coups de téléphone en cours. Tout effort de composer des textos en cours sera puni par la prise du portable pour la durée du cours.
2. **Attention à la leçon:** Veuillez faire attention à la présentation de la matière académique. Vous aurez suffisamment de temps pour les conversations (en français, bien sûr) à des moments précis. Toute conversation en classe devrait avoir lieu en français.
3. **Questions:** Dans le même esprit, je vous demanderai d'attendre la pause ou la fin du cours pour poser les questions que vous ne savez pas formuler en français, afin de ne pas interrompre le flot du cours en français.
4. **Contactez-moi:** N'hésitez pas à me contacter, soit pendant mes heures de permanence, soit par courrier électronique (e-mail), si vous rencontrez des difficultés au cours du semestre.
5. **Intégrité académique:** On s'attend à ce que les étudiants qui suivent des cours de français à SSU respectent les plus hauts standards de comportement académique. Tout cas de plagiat, de tromperie, ou de conduite inappropriée sera examiné par les professeurs du programme, et soumis au jugement du comité universitaire lorsque cela nous semble essentiel. Les exemples cités ci-dessous constituent les trois cas de plagiat les plus couramment rencontrés dans les devoirs d'étudiants. Faites donc attention d'éviter: l'exacte citation des mots d'une source extérieure sans guillemets (« »);  
l'usage des sources extérieures sans identification explicite de ces sources;  
l'usage d'une idée tirée d'une source extérieure sans référence explicite à cette source. En ce qui concerne l'aide des tuteurs ou d'une personne d'origine française ou francophone, nous prions les étudiants de respecter les règles suivantes: Tout travail soumis dans nos cours doit être de votre propre main et vous devez être capable de l'expliquer en détail (avec des précisions de grammaire, par exemple) et, si nécessaire, de le reproduire devant le professeur du cours pour prouver son origine.  
Si vous consultez un tuteur ou un individu d'origine francophone, il ne faut absolument jamais demander à votre tuteur de corriger ou d'écrire un devoir ou même quelques phrases pour vous. Au mieux, votre tuteur devrait vous signaler certains problèmes grammaticaux ou stylistiques pour vous inviter à vous corriger, car ce n'est qu'en corrigeant vous-même que vous maîtriserez toutes les finesses de la langue française. Au cas où vous utiliseriez un tuteur, nous vous demandons de nous soumettre la copie commentée par le tuteur aussi bien que la version que vous corrigez vous-même, tout seul.

En cas de doute, les professeurs seront obligées de soumettre l'étudiant à une épreuve pour vérifier sa maîtrise du devoir en question

### **DISABILITY NOTICE**

If you have a disability that requires accommodation in this class, please notify the instructor as soon as possible regarding the nature of the accommodation(s) you require. You must register with the campus office of Disabled Student Services, located in Salazar Hall, room 1047, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to the instructor before an accommodations can be made.

### **MISSION STATEMENT OF THE SSU FRENCH PROGRAM**

The French Program of Sonoma State University seeks to develop in its students the basic linguistic skills, analytical skills, and cultural and literary knowledge which will enable them to appreciate the uniqueness of other cultures and to function in francophone communities around the world. In all of its offerings, the French Program seeks to support the ideals of a general liberal arts education.

In order to facilitate students' integration of this course into their understanding of the greater goals of the French Program and the General Education Program at Sonoma State University, it should be noted that:

French 202, Oral French, meets the following French Program learning objectives:

- ability to understand spoken French, read a variety of texts written in French, and communicate effectively in French orally and in writing;
- appreciation and knowledge of the French culture;
- appreciation and knowledge of the francophone world, cultures and literatures (including an understanding of the norms, values and beliefs of areas where the target language is used, as well as recognition of key social and cultural traditions);
- ability to respond in culturally appropriate ways in a variety of common situations in the target cultures;
- ability to use state-of-the-art technology to access realia in the target language;
- knowledge of phonology, morphology, syntax and semantics of the French language

This course also meets the following GE Program learning objectives:

- ability to think and read critically;
- ability to communicate efficiently orally and in writing;
- appreciation and knowledge of grammar and linguistic concepts;
- ability to use state-of-the-art technology to access cultural documents and multimedia resources.

This course also exposes students to knowledge about values and ethical issues, including:

- appreciation of diversity and difference;
- awareness of language as a living product of culture and vice versa;
- ability to apply the knowledge and skills learned to situations outside the academic setting.

To view the Mission, Goals and Objectives of SSU's General Education Program, please visit:

[http://www.sonoma.edu/Senate/Resolutions/GE\\_MGO.html](http://www.sonoma.edu/Senate/Resolutions/GE_MGO.html)

*Suzanne C. Toczyski, SSU --  
Page mise à jour le 3 janvier 2019*

# French Literature and Film

## FL 214

Professor Christine Renaudin  
Department of Modern Languages & Literatures  
 T-TH 5:00-6:50pm  
 Nichols 173

Office: Stevenson 3016C

Telephone: 707.664.3159

Fax: 707.664.2363

E-mail: [christine.renaudin@sonoma.edu](mailto:christine.renaudin@sonoma.edu)

Office Hours: Tuesdays and Thursdays 3:30pm to 4:30pm, or by appointment.

[Course Description](#) [Course Calendar](#) [Assignments](#) [Resources](#) [Christine's Homepage](#)

### COURSE DESCRIPTION

<a href="#">Course Objectives</a>	<a href="#">Texts</a>	<a href="#">Readings &amp; Reading Quizzes</a>	<a href="#">Presence &amp; Participation</a>	<a href="#">Writing Assignments</a>
<a href="#">Exams</a>	<a href="#">Oral Presentation</a>	<a href="#">Grading Policy</a>	<a href="#">Disability Policy</a>	<a href="#">Rules of Courtesy</a>

### COURSE OBJECTIVES

This course will focus on masterpieces of French literature that have inspired film-makers to adapt them for the screen. Our objectives are:

- to sample the vast and rich French literary production;
- to explain and contextualize its existence;
- to appreciate its development and evolution from the Middle Ages to the 20th century;
- to develop analytical skills as they pertain to the study of literary form and meaning;
- to develop analytical skills as they pertain to the study of cinematographic form and meaning;
- to understand and appreciate the diversity of the French culture;
- to expose writing as a tool for individual and cultural identity building;
- to expand our knowledge of world literature and diversity;
- to develop reading, speaking, writing, and research skills.

Prerequisite: English 101.

**Important note:** FLIE 214 satisfies GE, category C2

[\[top\]](#)

### TEXTS

Required texts available at the University Bookstore or on line, as indicated below:

- Chrétien de Troyes, *Perceval*.
- Jeanne-Marie LePrince de Beaumont, *Beauty and the Beast*. <http://www.pitt.edu/~dash/beauty.html>
- Choderlos de Laclos, *Dangerous Liaisons*.
- Gustave Flaubert, *Madame Bovary*.
- Marguerite Duras, *Hiroshima, mon Amour; Moderato Cantabile. The Lover*.

[\[top\]](#)

## READINGS, READING QUIZZES and GROUP WORK

In this course we will read and discuss seven masterpieces of French literature in English translation. We will also view a number of cinematographic adaptations of these works.

Insofar as is possible with a group of this size, class will be conducted, in the form of a seminar, with short lectures and presentations on the part of the instructor, along with extensive group work and discussion amongst the students.

It is important that all students read the texts to be discussed **before** class. Please consult the reading calendar to make sure that you come to class prepared. To insure full class cooperation in this regard, there will be a short reading or viewing quiz at the beginning of most meetings. **There will be no make-up quizzes. Should you miss a quiz, due to absence or tardiness, you will receive a failing grade for that quiz. However, when calculating your final grade, I will drop the worst two grades.**

Twice in the semester, groups will be assigned a particular task, which will provide the basis for oral presentations and discussion in class. Consult the assignment page to know what your particular group should focus on for each reading.

[\[top\]](#)

## PRESENCE & PARTICIPATION

Your presence and participation are crucial and will make up 20% of your grade in the course. You are allowed only **two excused** absence over the course of the semester; any additional absence will decrease your participation grade dramatically.

[\[top\]](#)

## WRITING ASSIGNMENTS

You will be responsible for two major writing assignments over the course of the semester.

The midterm paper (3-4 pages) will be due on **March 20**. The final paper is due on **May 15**. Complete instructions for these papers are posted on the [assignments page](#).

[\[top\]](#)

## EXAMS

There will be a final exam to test the following:

- your knowledge of the texts and authors explored in class;
- your understanding of the various cinematographic adaptations of these texts;
- your understanding and interpretation of them;
- your understanding of the culture which supports them and which they express;
- your technical skills (writing, spelling, quoting, vocabulary, etc.)

The final will be comprehensive, covering all texts and adaptations studied in class. The final exam will take place on **Tuesday May 20, 2008, 5:00pm to 6:50pm**. Please plan your departure from campus at the end of the semester taking this late date into account. **There will be no make-up exams without a verifiable doctor's excuse.**

[\[top\]](#)

## ORAL PRESENTATIONS

Twice during the semester, you will be asked to participate in group oral presentations of a scene analysis. Once again, consult the calendar and assignment pages for details.

Complete instructions for these presentations may be found on the [assignments page](#).

[\[top\]](#)

## GRADING POLICY

Your final grade in the class will be calculated as follows:

Presence/Participation: 10%  
Quizzes: 10%  
Oral presentations: 20%  
Midterm paper: 20%  
Final paper: 20%  
Final exam: 20%

**Late work will not be accepted;** please consult the course calendar regularly for due dates and other important information.

Also, please note that any instance of **plagiarism** (defined as the use of another's words or *ideas* without adequate citation or acknowledgement) will result in a grade of "F" for the class.

[[top](#)]

## UNIVERSITY POLICIES

**PLEASE NOTE:** Students should be aware of a wide variety of important University policies, such as the add/drop policy; cheating and plagiarism policy, grade appeal procedures; and the diversity vision statement. Go to this URL to find them. <http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml>

**ALSO NOTE:** If you have a disability that requires accommodation in this class, you must notify the instructor before the end of the second week of class regarding the nature of the accommodation(s) you require. You must register with the campus office of Disabled Student Services, located in Salazar Hall, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to the instructor before any accommodations can made.

[[top](#)]

## COURTESY CONSIDERATIONS

Please turn off all cell phones upon entering the classroom. Disruption due to cell phone usage will not be tolerated. Moreover, please have the courtesy not to text-message friends while class is in session. Anyone discovered texting friends will be asked to leave the class and will forfeit participation credit and the quiz for that day.

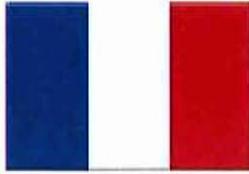
If you are going to be absent and have a valid excuse (serious illness, death in the family), please make every effort to inform the professor of your absence and of your efforts to make up the work you missed.

If you need to talk to me, please come to my office hours, or call, or e-mail me, or make an appointment.

[[top](#)]

[Course Homepage](#) [Course Description](#) [Course Calendar](#) [Assignments](#) [Resources](#) [Christine's Homepage](#)

Page last updated January 9, 2008



# ***French 300*** ***Introduction to Literary Analysis & Critical Writing***

**Professeur Suzanne Toczyski**  
**Sonoma State University**

- [Course Homepage](#)
  - [Calendrier](#)
  - [Description](#)
  - [Devoirs](#)
  - [Ressources](#)

## ***Information générale***

**Bienvenue au cours sur l'analyse littéraire et l'écriture critique en français!**  
**Ce cours se réunit le mardi et le jeudi de 10h à 11h50**  
**dans la salle 201A de International Hall.**

**Mél:** [suzanne.toczyski@sonoma.edu](mailto:suzanne.toczyski@sonoma.edu)

**Téléphone:** 707.664.4177

**Fax:** 707.664.2363

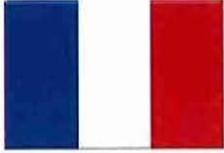
**Bureau:** Carson 26

**Heures de permanence:** le mardi et le jeudi de 13h30 à 14h30,  
le mercredi de 12h30 à 13h30, et sur rendez-vous

N'hésitez pas à me consulter, si nécessaire, par [email](#) ou par téléphone, ou en personne pendant mes heures de permanence. Si ces horaires ne vous conviennent pas, envoyez un mél pour prendre rendez-vous.

Pour retourner à la page web de Suzanne Toczyski, cliquez [ici](#).

*Suzanne C. Toczyski, SSU --*



# English

## *Introduction to Literary Analysis & Critical Writing*

[Skip to Main Content](#)

**Professor Suzanne Toczyski**  
**Sonoma State University**

[Course Homepage](#) | [Calendar](#) | [Description](#) | [Homework](#) | [Resources](#)

### *Course description*

[Entry conditions](#) | [Objectives](#) | [Texts](#) | [Rhythm](#) | [Rating system](#) | [Rules](#) | [Mission](#)

#### *Conditions of entry into the course*

You should have completed FR201 and FR202, or get permission from the teacher.

#### *Course objectives*

This course aims to perfect the acquisition of French grammar, develop the ability to understand and compose complex sentences and ideas, both orally and in writing. It also aims to prepare you for advanced courses in literature and culture by introducing you to the techniques of storytelling, text explanation, essay and dissertation. For this purpose, we have conceived it as a quadruple initiation: to the new, to the poetry, to the theater and to the French novel.

In the perspective of the French program, this course has the following objectives:

- to develop students' ability to speak, read and communicate in a more and more sophisticated French, both written and oral;
- to enable them to begin to appreciate French literature by developing analytical and critical reading techniques and by increasing their knowledge of phonology, morphology, syntax and semantics of French;
- extend their knowledge of the French-speaking world in its literary and cultural diversity;
- to increase their access to French and Francophone texts and culture through the guided use of computers;
- to encourage in them the habit of critical thought and methodical reflection.

#### *Mandatory texts*

The following texts are available at the college bookstore:

- Molière, *The School of Women* (ISBN: 9782011681171)
- André Gide, *The Pastoral Symphony* (ISBN: 2070360180)

Some texts for the course will be available on the web or in the form of "pdf" available in the Canvas platform. It is necessary to print these texts and to bring them in course the day when one is supposed to explore them. You are asked to look at your email account often enough to avoid missing important announcements, etc.

You will also need a "green book" that you devote to your reading journal **and** a notebook in which you will take notes. It is recommended that you organize this booklet as follows:

- A section devoted to the **notes** you will take during our **discussions of the literature** in class;
- A section for **Notes** you take on **grammar** and **style** ;
- A section will be devoted to **new words** : all the vocabulary you acquire in this course. For example, you could have one page for each letter of the alphabet, plus 5 pages reserved for

**idiomatic expressions** , another page for **fake friends** , and 5 more pages for **literary expressions** ...

It is also recommended that you acquire, if you do not already have one, a **good** French-English dictionary (Harrap's, Harper-Collins, Robert-Collins, etc.).

Pour voir la liste de livres à la réserve pour ce cours, visitez le site suivant:

<http://library.sonoma.edu/research/reserves>

### ***Rythme du cours***

Nous nous rencontrons deux fois par semaine en sessions de 110 minutes, généralement entrecoupées d'une petite pause de dix minutes.

**Lectures:** Les sessions s'organisent autour de la lecture approfondie de textes que vous aurez à préparer à la maison avant la classe. Préparer un texte consiste à le **lire** attentivement (plusieurs fois, s'il s'agit d'un poème, et à haute voix), en marquant les passages qui sont difficiles ou provocateurs et en cherchant les mots inconnus dans le dictionnaire. (Certains textes seront disponibles en version "audio" aussi, pour que vous puissiez écouter en lisant.) Tout ce travail fait partie de votre journal de lecture; vous trouverez des instructions plus complètes pour ce journal sur le calendrier du cours.

**Grammaire et stylistique:** A partir des textes lus, ainsi que des besoins repérés parmi les étudiants, nous nous concentrerons sur plusieurs points de grammaire et de stylistique directement en rapport au travail écrit que vous aurez à fournir pour cette classe. Si possible, on vous demande de réviser l'explication de chaque point avant de venir en classe.

**Atelier d'écriture:** Avant de rendre chaque devoir, vous aurez l'occasion de faire lire un premier brouillon de votre travail à vos camarades de classe selon un guide distribué le jour de l'atelier. Vous tiendrez compte de leurs commentaires lors de vos révisions. Vous devrez écrire quatre exercices au cours du semestre: une narration (D1), une explication de texte (D2), un essai (D3) et une dissertation (D4). Au cours du semestre, vous écrirez de 15 à 20 pages au total.

**Présentations orales:** Au milieu et à la fin du semestre, vous préparerez une présentation orale basée sur un texte littéraire ayant un rapport à notre travail en classe.

**Petits devoirs:** Chaque jour, vous aurez du travail écrit à préparer à la maison pour la séance suivante (ce travail est marqué "P" sur le calendrier). Vous rendrez ce travail écrit au début de chaque cours dans le classeur désignée. Je vérifierai aussi les journaux de lecture les jours où cela est marqué sur le calendrier.

**Travail à la maison:** Il comprend la lecture des textes, parfois la révision d'un point de grammaire ou de stylistique à réviser, un travail écrit, les grands devoirs, et la préparation des présentations orales.

### ***Système de notation***

A la fin du semestre, votre note finale sera calculée de la façon suivante:

- Présence et contribution à la discussion, 5%
- Journal de lecture, 5%
- Pages d'écriture ("P"), 10%
- 2 interrogations, 10% chacune = 20%
- 2 présentations orales, 10% chacune = 20%
- Grands devoirs ("D"), 40%
  - narration/prise de conscience, 10%
  - explication de texte, 10%
  - essai, 10%
  - dissertation, 10%

**À noter:** Votre note pour chaque devoir sera calculée sur 100 points; la note du devoir baissera de 5 points (85 -> 80, par exemple) avec chaque jour de retard. Vous aurez l'occasion de ré-écrire ces devoirs une fois. Vous recevrez une note sur 75 pour la première version et pourrez gagner jusqu'à 25 points supplémentaires pour la version finale.

Si vous avez des questions, N'HESITEZ PAS à consulter le professeur!  
(Voir mon numéro de téléphone et mon adresse électronique sur [la page des informations générales du cours.](#))

## *Règles du cours*

Les règles suivantes ont été instaurées pour assurer le développement intellectuel de chaque étudiant. Veuillez lire ce document avec attention.

**Usage des portables:** Veuillez éteindre votre portable avant le début du cours. Il est hors de question d'accepter des coups de téléphone en cours. On vous demande de ne pas lire lire ou composer des textos en classe. Toute infraction, sans aucune exception, conduira la prof à confisquer votre portable pour la durée du cours.

**Intégrité académique:** On s'attend à ce que les étudiants qui suivent des cours de français à SSU respectent les plus hauts standards de comportement académique.

Tout cas de **plagiat**, de tromperie, ou de conduite inappropriée sera examiné par les professeurs du programme, et soumis au jugement du comité universitaire lorsque cela nous semblera essentiel.

Les exemples cités ci-dessous constituent les quatre cas de **plagiat** les plus couramment rencontrés dans les devoirs d'étudiants. Faites donc attention d'éviter:

- l'exacte citation des mots d'une source extérieure sans guillemets (« ») ;
- l'usage de sources extérieures sans identification explicite de ces sources;
- l'usage d'une idée tirée d'une source extérieure sans référence explicite à cette source.
- l'usage d'un outil de traduction (tel que Google Translate; nous recommandons fortement l'usage des dictionnaires et même de [wordreference.com](#), mais aucune source qui traduit des phrases entières ne sera tolérée).

En ce qui concerne l'aide des tuteurs ou d'une personne d'origine française ou francophone, nous prions les étudiants de respecter les règles suivantes:

- Tout travail soumis dans nos cours doit être **de votre propre main** et vous devez être capable de l'expliquer en détail (avec des précisions de grammaire, par exemple) et, si nécessaire, de le reproduire devant le professeur du cours pour prouver son origine.
- Si vous consultez un tuteur ou un individu d'origine francophone, il ne faut absolument **jamais** demander à votre tuteur de corriger ou d'écrire un devoir ou même quelques phrases pour vous. Au mieux, votre tuteur devrait vous signaler certains problèmes grammaticaux ou stylistiques pour vous inviter à vous corriger, car ce n'est qu'en vous corrigeant vous-même que vous maîtriserez toutes les finesses de la langue française. Au cas où vous utiliseriez un tuteur, nous vous demandons de nous soumettre la copie commentée par le tuteur aussi bien que la version que vous corrigez vous-même, tout(e) seul(e).
- En cas de doute, les professeurs seront obligées de soumettre l'étudiant à une épreuve pour vérifier sa maîtrise du devoir en question.

**PLEASE NOTE:** Students should be aware of a wide variety of important University policies, such as the add/drop policy; cheating and plagiarism policy, grade appeal procedures; and the diversity vision statement. Go to this URL to find them.

<http://www.sonoma.edu/uaffaires/policies/studentinfo.shtml>

**ALSO NOTE:** If you have a disability that requires accommodation in this class, you must notify the instructor before the end of the second week of class regarding the nature of the accommodation(s) you require. You must register with the campus office of Disabled Student Services, located in Salazar Hall, room 1047, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to the instructor before any accommodations can be made. <http://www.sonoma.edu/dss/>

## *Mission du programme de français*

The French Program of Sonoma State University seeks to develop in its students the basic linguistic skills, analytical skills, and cultural and literary knowledge which will enable them to appreciate the

uniqueness of other cultures and to function in francophone communities around the world. In all of its offerings, the French Program seeks to support the ideals of a general liberal arts education.

In order to facilitate students' integration of this course into their understanding of the greater goals of the French Program and the General Education Program at Sonoma State University, it should be noted that:

French 300, **Introduction to Literary Analysis and Critical Writing**, meets the following French Program learning objectives:

- Ability to understand spoken French, read a variety of texts written in French, and communicate effectively in French orally and in writing;
- Appreciation and knowledge of French literature;
- Appreciation and knowledge of the francophone world, cultures and literatures (including an understanding of the norms, values, and beliefs of areas where the target language is used, as well as recognition of key social and cultural traditions);
- Knowledge of morphology, syntax, and semantics of the French language;

This course also meets the following **GE Program learning objectives**:

- Ability to think and read critically;
- Development of the habit of intellectual inquiry;
- Ability to understand literature as a reflection of heterogeneous cultures and lives;
- Ability to communicate efficiently orally and in writing;
- Appreciation and knowledge of grammar and linguistic concepts;
- Appreciation of aesthetic dimensions and movements;
- Ability to make connections between the literature studied and their own lives;

This course also exposes students to knowledge about values and ethical issues, including:

- Appreciation of diversity and difference;
- Awareness of language as a living product of culture and vice versa.
- Ability to apply the knowledge and skills learned to situations outside the academic setting.

For a complete description of the **Mission, Goals and Objectives** of the SSU General Education Program, please visit: [http://www.sonoma.edu/Senate/Resolutions/GE\\_MGO.html](http://www.sonoma.edu/Senate/Resolutions/GE_MGO.html)

*Suzanne C. Toczyski, SSU --  
Page mise à jour le 6 août 2018*



***French 314***  
**French Caribbean Literatures in English**  
**Writing Intensive Course**  
**Professor Suzanne Toczyski, fall 2018**

- [Course Homepage](#)
  - [Calendar](#)
- [Course Description](#)
  - [Assignments](#)
  - [Groupwork](#)
  - [Resources](#)

***Course Homepage***

**Class Meeting Times:** Mondays & Wednesdays, 2pm-3:50pm  
**Location:** Stevenson 2006

**Professor's Office:** Carson 26  
**Telephone:** 707.664.4177  
**Fax:** 707.664.2363

**E-mail:** [suzanne.toczyski@sonoma.edu](mailto:suzanne.toczyski@sonoma.edu)

**Office Hours:** Tuesdays & Thursdays, 1:00pm-2:00pm,  
Wednesdays, 12:30pm-1:30pm, and by appt.

*Suzanne C. Toczyski, SSU --  
Page mise à jour le 1er août 2018*



# French 314

[Skip to Main Content](#)

## French Caribbean Literatures in English Writing Intensive Course Professor Suzanne Toczyski, spring 2019

[Return to the course homepage.](#)

[Course Objectives](#) | [Texts](#) | [Reading & Reading Quizzes](#) | [Presence & Participation](#) | [Exams](#) | [Oral Presentations](#) | [Writing Assignments](#) | [Grading Policy](#) | [University Policies](#) | [Rules of Courtesy](#) |

### Course Description

**Class Meeting Times:** Mondays & Wednesdays, 2pm-3:50pm  
**Location:** Stevenson 3044

**Professor's Office:** Carson 26

**Telephone:** 707.664.4177

**Fax:** 707.664.2363

**E-mail:** [suzanne.toczyski@sonoma.edu](mailto:suzanne.toczyski@sonoma.edu)

**Office Hours:** Tuesdays & Thursdays, 1:00pm-2:00pm,  
Wednesdays, 12:30pm-1:30pm, and by appt.

### Course Objectives

- This course will focus on **francophone Caribbean literature**, that is, Caribbean literature of French expression. It is a **reading-intensive** and **discussion-oriented** class. Our objectives include:
  - 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 countries 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 develop students' writing skills, with the expectation of growth over time;
  - to expand our knowledge of world literature and diversity
  - to explore the ways in which Caribbean-born authors have found expression in English;
  - to develop research skills.

- **Writing Intensive Curriculum Course**

This course has been designated as a WIC (Writing Intensive Curriculum) course for Spring Semester 2019. This means that the course is specifically and especially designed to help you develop writing abilities at the advanced level. You will be doing a lot of writing in the class and receiving substantive and direct instruction during your writing process (e.g., using writing to generate and think through ideas, writing and revising drafts, giving and receiving feedback on writing, editing,). Writing assignments will be carefully crafted to support your ability to engage as a writer in a variety of contexts: civic, disciplinary, professional. Writing will also support your learning of the academic class content.

This course serves as a "WEPT equivalent." This means that, if passed with a **C or better**, the course will exempt you from needing to take the WEPT. IMPORTANT NOTE: to receive WEPT / GVAR certification via taking this course, you need to have achieved junior or higher status at the time you registered for the course. The Graduate Written Assessment Requirement (the CSU requirement that most SSU students meet by passing the WEPT) stipulates that writing proficiency must be assessed in the upper division. Students may

certainly take and pass various WIC courses prior to upper division, but those courses will not count for GWAR certification.

If you have achieved junior or higher status, and if you pass this course with a grade of C or better, your GWAR proficiency will be automatically registered via a certification process in the Common Management System a few weeks after the term is completed.

### SSU Writing Center

The SSU Writing Center, located in 1103 Schulz, is available to provide tutoring support as you work on the writing for this course. The Center is open during regular business hours each weekday. To work with a tutor, you should definitely make an appointment—call the Center at 664-4401. Students who visit the Center regularly not only turn in stronger papers but also learn how to work well with others on their writing, a skill which will be essential in professional life.

### Notice Regarding Possible Use of Your Work in Institutional Assessment

The WIC initiative offers an opportunity for SSU to examine practices of teaching and learning, with the aim solely of improving educational offerings. It is possible that your writing may be collected and examined for these purposes. Your work will never be used as a means of evaluating you personally, as any student writing that is assessed will be read anonymously. Likewise, your specific course will not be a subject of assessment; rather, these efforts will be aimed at understanding and assessing the WIC initiative as a whole. Thanks for your help in this vital work.

- **Prerequisite: English 101.**

**IMPORTANT NOTE:** French 314 satisfies GE, category C2. For a complete description of the Mission, Goals & Objectives of the General Education Program of Sonoma State University, please visit the following website: <http://www.sonoma.edu/aa/ap/currdev/ge.html>

### Texts

- The course texts are available either in English (for general university and English students) or in French (for students who wish to take this course for upper-division credit in French).

Required texts available at the University Bookstore:

- Jacques Roumain, *Masters of the Dew*
- Joseph Zobel, *Black Shack Alley*
- Gisèle Pineau, *Macadam Dreams*
- Maryse Condé, *Crossing the Mangrove*
- Edwidge Danticat, *Krik! Krak!*
- *Green Cane and Juicy Flotsam*, eds. Carmen C. Esteves & Lizabeth Paravisini-Gebert

All of these books are **on reserve** at the university library, in addition to many others you may find useful. To see a complete list, visit: <http://library.sonoma.edu/research/reserves>

### Reading & Reading Quizzes

- In this class we will read and discuss four full-length novels over the course of the semester. We will also incorporate some poetry, music and film into the course curriculum. Class will be conducted, insofar as is possible, in the form of a seminar, with short lectures and presentations on the part of the instructor, along with extensive group work and discussion amongst the students. It is important that all students read the texts to be discussed **before** class. Please consult the reading calendar to make sure that you come to class prepared. **I strongly recommend you keep a reading journal, noting important details about characters, setting, plot, etc. as well as any issues or questions the text raises for you as you read.** To insure full class cooperation in this regard, there will be a **short reading quiz** at the beginning of each class based **not only on the readings BUT ALSO on the course content of the preceding class**; you should therefore take notes every class to ensure you have all of the material that might be covered on the quiz. This quiz will also serve as your proof of attendance and participation. If you miss the reading quiz due to tardiness, it is up to you to inform the instructor of your presence in the class before you leave class that day. There will be no make-up quizzes.

Should you miss a quiz, you will receive a failing grade for that quiz. However, when calculating your final grade, I will drop the worst two grades.

### ***Presence & Participation***

- Your presence and participation are crucial and will make up 10% of your grade in the course. Students who actively participate without constant prompting are sure to receive a better participation grade (8, 9 or 10 out of 10) than students who remain silent throughout the class (6 or 7). You are allowed **two excused** absences over the course of the semester; any additional absences will decrease your participation grade dramatically. If you leave halfway through class or arrive at the midpoint, your maximum possible participation grade will be a 5 for that day.

Please note that any use of cellphones, either to call or receive calls, or to text, will severely decrease your participation grade for that day, and may result in your expulsion from the class. Beware! If your phone rings during my class, I may answer it in French - won't your friends be confused!

### ***Writing Assignments***

- You will be responsible for writing (1) a **letter on your reading and writing habits**; (2) **three preparatory writing assignments** (2 pages each); (3) a **critical response** paper (two drafts, at least 4 pages each); (4) a **literary analysis** paper (two drafts, at least 8 pages each). Prompts for all of these writing assignments except (1) can be found on the [assignments page](#). Your two long assignments will also include a **"turn-it-in"** requirement via Canvas.
- In addition to these formal writing assignments, we will do a great deal of exploratory writing in this class. These exercises will not be graded; they are designed to stimulate your thoughts on a given piece of writing, to help brainstorm ideas, etc. As such, they are a fundamental part of the learning process in this writing-intensive course.

### ***Exams***

- Following the strong suggestion from students in this class previous semesters, there will be **NO REQUIRED FINAL EXAM** in this class. However, **we will meet for one final session during finals week**. Please note that we will follow the final exam schedule in this regard, and thus will meet on Monday, 13, from 2pm to 3:50pm.

### ***Oral Presentations***

- Early in the semester and again at the end of the semester, you will participate in a group oral presentation before the class. For the first round of oral presentations, your group will choose a short story from Edwidge Danticat's collection *Krik! Krak!* For the second round of presentations, groups will choose a text from the collection *Green Cane and Juicy Flotsam*. Complete instructions for these presentations may be found on the [assignments page](#). Each presentation will be worth 10% of your grade.

### ***Grading Policy***

- Your final grade in the class will be calculated as follows:
  - Participation: 10%
  - Daily reading quizzes: 8%
  - Short writing assignments (3 in all): 12%
  - Critical Response Paper: 20%
  - Literary Analysis Paper: 30%
  - First Oral Presentation: 10%
  - Second Oral Presentation: 10%

Late work will **ABSOLUTELY NOT** be accepted, so please do not even ask! Please **DO NOT EMAIL ME PAPERS** -- you must bring a hard copy to class to turn them in. Please consult the course calendar regularly for due dates and other important information. I will also regularly send emails with announcements, so read your email faithfully!

Please note that any instance of **plagiarism** (defined as the use of another's words, images or ideas without adequate citation or acknowledgement) will result in a grade of "F" for the class. I also reserve the right to fail any student who ends the semester with a failing grade on quizzes overall. To view the university's plagiarism and cheating policy, click [here](#).

### ***University Policies***

- **PLEASE NOTE:** Students should be aware of a wide variety of important University policies, such as the add/drop policy; [cheating and plagiarism policy](#), grade appeal procedures; and the diversity vision statement. Go to this URL to find them.  
<http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml>

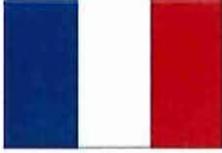
**ALSO NOTE:** If you are a student with a disability and you think you may require accommodations, please register with the campus office of Disability Services for Students (DSS), located in Salazar Hall - Room 1049, Phone: (707) 664-2677, TTY/TDD: (707) 664-2958. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to the instructor before any accommodations can be made.

### ***Courtesy Considerations***

- Please turn off all cell phones and put them away and out of sight upon entering the classroom. **Disruption due to cell phone usage will not be tolerated.** Indeed, should your cell phone ring during class, I may answer it for you, in French, which will really confuse your friends! Moreover, **please have the courtesy not to text** friends while class is in session.

If you are going to be absent and have a valid excuse (serious illness, death in the family), please make every effort to inform the professor of your absence and of your efforts to make up the work you missed. (Note: you may not make up quizzes, but I will drop one or two. You may not miss an oral presentation.) I am eminently available via e-mail ([suzanne.toczyski@sonoma.edu](mailto:suzanne.toczyski@sonoma.edu)), or during my office hours.

*Suzanne C. Toczyski, SSU --  
Page mise à jour le 3 janvier 2019*



# French 320

Professor Suzanne Toczyski  
Sonoma State University  
Fall 2017

[Skip to Main Content](#)

[Page d'accueil du cours](#) | [Calendrier](#) | [Description du cours](#) | [Ressources](#) | | [Survol Devoirs](#)

## *Page d'accueil du cours*

**Réunions:** le lundi et le mercredi de 14h à 15h50 dans la salle Stevenson 1028.

**Professeur:** Suzanne Toczyski

**Bureau:** Carson 26 (c'est nouveau!)

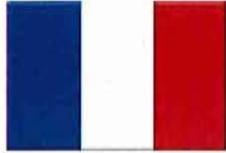
**Téléphone:** 707.664.4177

**E-mail:** [suzanne.toczyski@sonoma.edu](mailto:suzanne.toczyski@sonoma.edu)

**Heures de permanence:**

le mardi de 13h à 14h,  
le mercredi de 12h30 à 13h30,  
le jeudi de 13h à 14h,  
ou sur rendez-vous

*Suzanne C. Toczyski, SSU --  
Page mise à jour le 15 août 2017*



# French 320

Professor Suzanne Toczyski  
Sonoma State University  
Fall 2017

[Skip to Main Content](#)

## [Return to course homepage.](#)

[Conditions d'entrée](#) | [Textes à se procurer](#) | [Rythme de travail](#) | [Système de notation](#) | [Règles du programme](#) | [Mission du programme](#) |

## *Description du cours*

### OBJECTIFS DU COURS

Ce cours a pour objet l'étude de l'histoire et de la civilisation françaises de ses origines à l'époque préhistorique jusqu'à la Révolution.

Il vous permettra aussi de faire des comparaisons entre l'histoire française et celle d'autres groupes culturels dans le monde.

Vous y trouverez l'occasion d'analyser les rapports qui existent entre divers mouvements sociaux, littéraires et artistiques.

Enfin les devoirs, les lectures, les présentations du professeur, les différents exercices de préparation, ainsi que votre active participation au cours vous donneront ample occasion de cultiver et d'améliorer, sinon de parfaire votre français à l'écrit comme à l'oral.

### CONDITIONS D'ENTREE

Il faut avoir suivi **FR300** ou être en train de suivre **FR300** ou obtenir la permission du professeur.

### TEXTES A SE PROCURER

*Histoire de France*, Jean Matheix (Hachette, 1996, ISBN 978-2-01-155076-7)  
Accès à l'**Internet** et un compte électronique (email).

### RYTHME DE TRAVAIL

Pour chaque cours, il y aura des **lectures (HDF ou PDF)** à faire et des **questions de compréhension (Q)** à préparer avant de venir en classe. A chaque cours, je vous donnerai **une petite interrogation** basée sur la lecture et/ou la préparation donnée pour ce jour, afin de vérifier que vous avez bien lu et fait votre travail. Attention! Les questions ressembleront pas mal aux questions de compréhension à la fin de chaque lecture, donc prenez des notes en lisant!

Chaque semaine vous aurez **un devoir écrit (D)** à faire et à rendre. Ces devoirs devront être tapés à **double interligne** et écrits par vous, et seulement vous, et avec vos mots à vous (voir les règles du programme). Ces devoirs feront souvent appel à l'Internet. Vous soumettrez une version corrigée de chaque devoir la semaine d'après.

Par deux fois dans le semestre, vous devrez passer **un examen** sur table, c'est-à-dire en classe et sans notes à votre disposition. Le **11 octobre** aura lieu l'examen de la mi-semestre, le **11 décembre**, l'examen final.

Enfin, vous devrez donner **deux présentations orales**:

- l'**une**, préparée avec un partenaire, durera environ 15 minutes et sera une présentation du traitement de l'histoire française dans un film que vous choisirez à partir de la liste suivante:

le 13 septembre: *Lancelot du Lac* (Bresson, 1974)

le 13 septembre: *Percival le Gaulois* (Rohmer, 1968)

le 27 septembre: *La Passion de Jeanne d'Arc* (Dreyer, 1928)

le 27 septembre: *Jeanne la Pucelle* (Rivette, 1994)  
 le 2 octobre: *Le Retour de Martin Guerre* (Vigne, 1982)  
 le 9 octobre: *La Reine Margot* (Chéreau, 1994)  
 le 18 octobre: *Tous les matins du monde* (1991)  
 le 23 octobre: *Louis, enfant-roi* (Planchon, 1993)  
 le 25 octobre: *Vatel* (Joffé, 2000)  
 le 30 octobre: *Molière* (Tirard, 2007)  
 le 1er novembre: *La Princesse de Montpensier* (Tavernier, 2012)  
 le 8 novembre: *Les liaisons dangereuses* (Vadim, 1959)  
 le 27 novembre: *La Marseillaise* (Renoir, 1938)  
 le 29 novembre: *Beaumarchais l'insolent* (Molinaro, 1996)  
 le 4 décembre: *Ridicule* (Leconte, 1986)  
 le 6 décembre: *L'Anglaise et le Duc* (Rohmer, 2001)  
 le 6 décembre: *Les Adieux à la Reine* (Jacquot, 2012)

- l'**autre** de 10 minutes, basée sur votre sujet de recherche (voir ci-dessous)...et vous **écrirez un devoir de recherche** sur le même sujet que la deuxième présentation, de 7 à 8 pages et pour lequel vous aurez aussi la possibilité d'écrire deux versions. Vous devriez absolument consulter la professeur individuellement avant de commencer à préparer votre devoir de recherche! Prenez donc rendez-vous...

## SYSTEME DE NOTATION

A la fin du semestre, votre **note finale** sera calculée comme suit:

- Présence et contribution à la discussion: 10%
- Devoirs hebdomadaires: 20%
- Interrogations: 10%
- Examens: 10% x 2 = 20%
- Présentations orales: 10% x 2 = 20%
- Devoir de recherche: 20%

Notez bien que vous avez la permission de rendre **deux** groupes de questions de compréhension (**Q**) et **un** devoir hebdomadaire (**D**) en retard, à l'exception du devoir de recherche, qui devra être rendu dans les temps indiqués au calendrier. Tout autre devoir rendu en retard ne recevra que **la moitié du crédit**.

Je laisserai tomber deux petites interrogations, y compris les interrogations manquées à cause d'une absence OU d'une arrivée tardive. Soyez donc à l'heure!

**Si vous avez des questions, N'HESITEZ PAS à consulter le professeur à votre gré!**  
 (Voir mon numéro de téléphone ci-dessus.)

## REGLES DU PROGRAMME DE FRANÇAIS

Les règles suivantes ont été instaurées pour assurer le développement intellectuel de chaque étudiant. Veuillez lire ce document avec attention.

**Usage des portables:** Veuillez éteindre votre portable avant le début du cours. Il est hors de question d'accepter des coups de téléphone en cours. Il est encore plus hors de question -- impensable! -- de texter des amis ou d'autres personnes en cours!

**Intégrité académique:** On s'attend à ce que les étudiants qui suivent des cours de français à SSU respectent les plus hauts standards de comportement académique. Tout cas de plagiat, de tromperie, ou de conduite inappropriée sera examiné par les professeurs du programme, et soumis au jugement du comité universitaire lorsque cela nous semble essentiel.

Les exemples cités ci-dessous constituent les trois cas de plagiat les plus couramment rencontrés dans les devoirs d'étudiants. Faites donc attention d'éviter:

- l'exacte citation des mots d'une source extérieure sans guillemets (« ») ;
- l'usage des sources extérieures sans identification explicite de ces sources;
- l'usage d'une idée tirée d'une source extérieure sans référence explicite à cette source.

En ce qui concerne l'aide des tuteurs ou d'une personne d'origine française ou francophone, nous prions les étudiants de respecter les règles suivantes:

- Tout travail soumis dans nos cours doit être de votre propre main et vous devez être capable de l'expliquer en détail (avec des précisions de grammaire, par exemple) et, si nécessaire, de le reproduire devant le professeur du cours pour prouver son origine.
- Si vous consultez un tuteur ou un individu d'origine francophone, il ne faut absolument jamais demander à votre tuteur de corriger ou d'écrire un devoir ou même quelques phrases pour vous. Au mieux, votre tuteur devrait vous signaler certains problèmes grammaticaux ou stylistiques pour *vous* inviter à vous corriger, car ce n'est qu'en corrigeant vous-même que vous maîtriserez toutes les finesses de la langue française. Au cas où vous utiliseriez un tuteur, nous vous demandons de nous soumettre la copie commentée par le tuteur aussi bien que la version que vous corrigez vous-même, tout seul.

En cas de doute, les professeurs seront obligées de soumettre l'étudiant à une épreuve pour vérifier sa maîtrise du devoir en question.

**Note regarding University policies:** There are important University policies that you should be aware of, such as the add/drop policy; cheating and plagiarism policy, grade appeal procedures; accommodations for students with disabilities and the diversity vision statement. ( Go to this URL to find them: <http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml> )

### DISABILITY NOTICE

If you have a disability that requires accommodation in this class, please notify the instructor as soon as possible regarding the nature of the accommodation(s) you require. You must register with the campus office of Disabled Student Services, located in Salazar Hall, room 1047, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to the instructor before an accommodations can be made.

### MISSION DU PROGRAMME

The French Program of Sonoma State University seeks to develop in its students the basic linguistic skills, analytical skills, and cultural and literary knowledge which will enable them to appreciate the uniqueness of other cultures and to function in francophone communities around the world. In all of its offerings, the French Program seeks to support the ideals of a general liberal arts education.

In order to facilitate students' integration of this course into their understanding of the greater goals of the French Program and the General Education Program at Sonoma State University, it should be noted that:

French 320, France Yesterday, meets the following French Program learning objectives:

- ability to understand spoken French, read a variety of texts written in French, and communicate effectively in French orally and in writing;
- appreciation and knowledge of the French culture;
- appreciation and knowledge of the French literature;
- Ability to use state-of-the-art technology to access realia in the target language.

This course also meets the following GE Program learning objectives:

- ability to think and read critically;
- development of the habit of intellectual inquiry;
- ability to communicate efficiently orally and in writing;
- appreciation of aesthetic dimensions and movements;
- ability to use state-of-the-art technology to access cultural documents and multimedia resources;
- Awareness of global history.

This course also exposes students to knowledge about values and ethical issues, including:

- appreciation of diversity and difference;

- awareness of language as a living product of culture and vice versa

To view the Mission, Goals and Objectives of SSU's General Education Program, please visit:

[http://www.sonoma.edu/Senate/Resolutions/GE\\_MGO.html](http://www.sonoma.edu/Senate/Resolutions/GE_MGO.html)

*Suzanne C. Toczyski, SSU --  
Page mise à jour le 25 juillet 2017*

## SONOMA STATE UNIVERSITY

### FRENCH 321 Fall 2018

#### Class Time

See Schedule Of Classes (FR) on [www.sonoma.edu](http://www.sonoma.edu)

#### Instructor

Dr. Olivier Marteau

Courriel : [marteau@sonoma.edu](mailto:marteau@sonoma.edu)

#### Office Hours

Carson 14A. Tuesdays/Thursdays 5:00 - 6:00 pm

#### Material

Les textes seront fournis par le professeur ou disponibles sur **Moodle**.

#### Optional Supplementary Materials

Mathiex, Jean. *Histoire de France*.

Edition: 1996. Collection Outils. Publisher: HACHETTE. ISBN: 9782011550767

Rochat, Denise. *Contrastes: Grammaire du français courant*.

Edition: 2ND 10. Publisher: PEARSON. ISBN: 9780205646999

Kendris. *501 French verbs* (with CD)

Edition: 6TH 07. Publisher: BARRON. ISBN: 9780764179839

#### Course requirements

FR 300, or instructor's permission.

#### Course Objectives and Expectations

Ce cours a pour objet l'étude de l'histoire et de la civilisation françaises depuis la Révolution Française jusqu'à nos jours. Il vous permet aussi de faire des comparaisons entre l'histoire de la civilisation française et celle d'autres groupes culturels dans le monde. Et il vous aidera à comprendre le rôle et la place de la France en Europe.

Vous analyserez les rapports qui existent entre divers mouvements sociaux, politiques, littéraires et artistiques.

Les devoirs, les lectures, les présentations du professeur, celles des étudiants, les différents exercices de préparation, ainsi que votre active participation au cours vous donneront ample occasion de cultiver et d'améliorer, sinon de parfaire, votre français à l'écrit comme à l'oral.

Les lectures seront accompagnées de documentaires ou de films proposés par le professeur.

Des petits **devoirs** écrits permettront de développer votre réflexion et votre analyse critique. Vous aurez la possibilité de produire deux versions pour chaque essai : après avoir reçu une note pour la première version, une "grille de corrections" vous donnera la possibilité de corriger et de préparer une seconde version (optionnelle). L'un des devoirs vous permettra de présenter un article de **presse** concernant l'actualité française (Cf. Liste de journaux périodiques fournie par le professeur) et d'en discuter avec la classe.

Durant le semestre, vous devrez préparer un court **exposé oral avec un(e) partenaire**, sur un sujet abordé en cours.

Durant le milieu du semestre, une **composition écrite collective** permettra à la classe de faire le point sur les connaissances acquises.

Lors de l'**examen final** vous présenterez oralement les résultats d'un dossier de recherche concernant un aspect (social, politique, économique, scientifique,...) de la France contemporaine par rapport à son évolution depuis 1789. Exemples de sujets : *les jeunes, les retraités, l'immigration, les discriminations, la France dans l'Europe, la diplomatie française, la France et la Francophonie, les élections*

(présidentielles, ...), le système éducatif, le système de santé, les exportations, les médias, le rôle de l'état, la politique de l'énergie, la politique de décentralisation, la composition du gouvernement,...

### Grades

ORAL Participation, Attendance 20%

Devoirs : écrits, presse 20%

Exposé (avec un partenaire) 15%

Composition écrite collective 15%

Présentation finale (oral + écrit) : 30%

Grading policy: 90-100 pts A, 80-89pts B, 70-79pts C, 60-69 pts D

*I reserve the right to assign a final grade of F to any student who does not pass the all exams.*

### Material available

#### *Explorateurs culturels*

Abu: <http://abu.cnam.fr/>

Agora: <http://agora.qc.ca/> (Encyclopédie en ligne)

Auteurs en ligne: <http://www.lexpress.fr/culture/livre/> (site littéraire de l'Express)

Littérature française en ligne: <http://www.lehman.cuny.edu/depts/langlit/french/lit.html>

La République des Lettres: <http://www.republique-des-lettres.com/>

Voilà: <http://encyclo.voila.fr/> (Encyclopédie Wikipédia)

#### *Sites utiles sur la langue française*

Atlas sémantiques: <http://dico.isc.cnrs.fr/fr/index.html>

Conjugaison des verbes français: <http://www.leconjugueur.com/>

Cours de phonétique: <http://www.unil.ch/ling/phon/index.html>

Dictionnaire terminologique: [http://www.granddictionnaire.com/fs\\_global\\_01.htm](http://www.granddictionnaire.com/fs_global_01.htm)

Grammaire interactive: <http://grammaire.reverso.net/>

Lexique des termes littéraires: <http://www.lettres.net/lexique/>

Office québécois de la langue française :

[http://www.OLF.gouv.qc.ca/index.html?ressources/faq/faq\\_liste.html](http://www.OLF.gouv.qc.ca/index.html?ressources/faq/faq_liste.html)

#### *Films disponibles à la bibliothèque*

*Marat/Sade* Mis en scène en 1967 par Peter Brook, d'après la pièce de Peter Weiss, qui lui a valu un Tony Award, avec les acteurs de la Royal Shakespeare Theatre Company. D'excellentes performances et un fabuleux collage de textes du Marquis de Sade. La révolution continue sous l'empire, "à Charenton où il est enfermé, sous l'Empire, Sade organise des représentations théâtrales où les pièces sont jouées par des fous. Celle de l'assassinat de Marat par Charlotte Corday le 13 juillet 1793 dégénère." VHS 4294 (120 mn)

[http://www.cineinfo.fr/films/fichefilm.php?film\\_id=3689](http://www.cineinfo.fr/films/fichefilm.php?film_id=3689)

*Danton* Mis en scène par Andrzej Wajda en 1982, avec Gérard Depardieu dans le rôle de Danton, qui lui a valu un Oscar du meilleur acteur. Ce film montre la rupture entre Robespierre, devenu dictateur, et Danton, qui voudrait en finir avec la Terreur. VHS 4456 (138 mn)

*Napoléon* Réalisé par Abel Gance en 1927, ce film muet, retrace la montée de Napoléon au pouvoir, depuis l'enfance, jusqu'à la campagne d'Italie, qui voit naître, sous l'égide du Général Bonaparte, la grande Armée. Un grand classique du cinéma muet, comme des études napoléoniennes, ce film plonge avec passion dans le personnage napoléonien en ce qu'il a de plus romantique et de révolutionnaire. La copie de la version restaurée par Coppola disponible à la bibliothèque est malheureusement en anglais. VHS 215-216 (235 mn)

*La Marseillaise* Réalisé par Jean Renoir en 1938, ce film raconte, en une série de vignettes, la chute de la monarchie. Il nous fait suivre, au son de ce qui deviendra l'hymne national, les Fédérés de Marseille jusqu'à Paris. VHS 552 (130 mn)

*La Bête humaine* Adaptation du roman de Zola. VHS 1157

*Uranus* Les représailles de l'après-guerre dans une petite ville de province. VHS 3499

*La Bataille d'Alger* Les événements de 1957 et de la lutte pour l'indépendance de l'Algérie. DVD 513

### **Sur la France contemporaine**

Le Monde Diplomatique: <http://www.monde-diplomatique.fr/>

Les Echos: <http://www.lesechos.fr/>

L'Express: <http://www.lexpress.fr/>

Le Nouvel Observateur: <http://tempsreel.nouvelobs.com/index.html>

Institut National de la Statistique et des Etudes Economiques: <http://www.insee.fr/fr/>

### **Course Policies**

All classroom activities will take place in French. You are expected to contribute to the French-only atmosphere of the class by speaking French during class. Do you have any questions in English? There will be time at the end of class, or during my office hours.

### **Academic Integrity**

Tout cas de plagiat, de tromperie, ou de conduite inappropriée sera examiné par les professeurs du programme, et soumis au jugement du comité universitaire lorsque cela nous semblera essentiel. Les exemples cités ci-dessous constituent les trois cas de plagiat les plus couramment rencontrés dans les devoirs d'étudiants. Évitez :

l'exacte citation des mots d'une source extérieure sans guillemets (« »)

l'usage de sources extérieures sans identification explicite de ces sources

l'usage d'une idée tirée d'une source extérieure sans référence explicite à cette source.

En ce qui concerne l'aide des tuteurs ou d'une personne d'origine française ou francophone, nous prions les étudiants de respecter les règles suivantes:

# tout travail soumis dans nos cours doit être de votre propre main et vous devez être capable de l'expliquer en détail (avec des précisions de grammaire, par exemple) et, si nécessaire, de le reproduire devant le professeur du cours pour prouver son origine.

# si vous consultez un tuteur ou un individu d'origine francophone, il ne faut absolument jamais demander à votre tuteur de corriger ou d'écrire un devoir ou même quelques phrases pour vous. Au mieux, votre tuteur devrait vous signaler certains problèmes grammaticaux ou stylistiques pour vous inviter à vous corriger, car ce n'est qu'en vous corrigeant vous-même que vous maîtriserez toutes les finesses de la langue française. Au cas où vous utiliseriez un tuteur, nous vous demandons de nous soumettre la copie commentée par le tuteur aussi bien que la version que vous corrigez vous-même, tout(e) seul(e).

En cas de doute, les professeurs seront obligés de soumettre l'étudiant à une épreuve pour vérifier sa maîtrise du devoir en question.

*Students should be aware of a wide variety of important University policies, such as the add/drop policy; cheating and plagiarism policy; grade appeal procedures; and the diversity vision statement. Go to the URL to find them:*

[http://web.sonoma.edu/uaffaires/policies/cheating\\_plagiarism.htm](http://web.sonoma.edu/uaffaires/policies/cheating_plagiarism.htm)

### **Class**

In this class you will have some **homework to do before the next class**.

Note that you are responsible for any material missed because of an absence, whatever the reason. If you must be absent, make arrangements with another student to get the notes from class. If you have problems catching up, make an appointment to see one of the university's French tutors or to see me.

**Participation** - and, of course, **attendance** - is essential to language learning.

The Participation grade will go up or down depending on how active you are in class:

If you are physically and mentally present and constantly participating: 95-100.

If you are physically and mentally present and participate often: 90.

If you are present and participate from time to time: 85.

If you are present and participate only rarely, and/or if you speak English during class: 80.  
If you are present and silent: 70-75.

### **Rules of courtesy**

Please turn off all cell phones and put them away and out of sight upon entering the classroom. Disruption due to cell phone usage will not be tolerated. Indeed, should your cell phone ring during class, I may answer it for you, in French, which will really confuse your friends! Moreover, please have the courtesy not to text friends while class is in session. Anyone observed texting will be asked either to hand over their phone for the duration, or to leave the class, and will forfeit participation credit for that day.

At the end of the semester, you will receive a grade for the Attendance: **-3 pts deduction per absence** with no valid excuse.

If you are going to be absent and have a valid excuse (serious illness, death in the family), please make every effort to inform the professor of your absence and of your efforts to make up the work you missed. Students who talk repeatedly amongst themselves, even in French, when course material is being explained will receive a warning. If the behavior should persist, the student's class participation grade for the day will be significantly lowered, and the student may be asked to leave the class.

Finally, keep in mind that I am available for help, in my office during my office hours. Please don't hesitate to come and see me if you are having problems in the class or if you want study suggestions!

### **Critères d'évaluation**

#### ***Devoir écrit***

Vous serez évalués aussi bien sur le fond (sujet traité) que sur la forme (qualité du langage).

#### ***Caractéristiques d'un devoir méritant un F:***

Il y a trop d'erreurs grossières.

On ne comprend pas ce que l'auteur veut dire.

Le devoir est hors sujet.

L'auteur est coupable de plagiat ou de paraphrase.

Le devoir montre une incompréhension du problème donné.

#### ***Caractéristiques d'un devoir méritant un D:***

Il y a beaucoup d'erreurs grossières et la syntaxe est simpliste.

Le vocabulaire est limité.

Certains passages sont incompréhensibles.

Les problèmes de grammaire empêchent souvent une claire compréhension des idées.

Les idées sont vagues et mal développées.

Les idées ne se suivent pas harmonieusement, ne sont pas illustrées.

L'analyse est pauvre.

#### ***Caractéristiques d'un devoir méritant un C:***

La structure des phrases est très simple et répétitive.

Il y a de nombreuses erreurs de grammaire, souvent grossières.

Le vocabulaire est limité.

Certains passages sont incompréhensibles.

Les problèmes de grammaire empêchent parfois une claire compréhension des idées.

Les idées ne sont pas toujours cohérentes.

L'analyse est simpliste et/ou mal illustrée.

#### ***Caractéristiques d'un devoir méritant un B-:***

La structure des phrases se veut plus complexe et plus variée, mais les erreurs grammaticales restent fréquentes et parfois grossières.

Les phrases simples sont grammaticalement correctes.

La syntaxe porte des traces d'anglicisme qui ne nuisent cependant pas à la compréhension des idées.

Le sujet est traité de façon suffisamment claire.

**Caractéristiques d'un devoir méritant un B+:**

Les erreurs de grammaire sont peu fréquentes et n'empêchent en rien la communication des idées.

La syntaxe française est correcte de façon générale.

Le vocabulaire est varié et convient au sujet.

Il y a peu de traces d'anglicismes.

Le sujet est traité de façon claire, et les idées sont cohérentes.

**Caractéristiques d'un devoir méritant un A-:**

Il y a peu d'erreurs de grammaire.

La syntaxe française est généralement bien maîtrisée.

Le vocabulaire est varié, parfois idiomatique.

Les idées sont claires et s'articulent de manière cohérente.

**Caractéristiques d'un devoir méritant un A:**

Il y a très peu d'erreurs grammaticales ou de syntaxe.

Le vocabulaire est varié et choisi avec soin.

L'expression est aisée.

Le sujet est bien traité, les idées bien illustrées.

Le devoir est original au niveau de l'expression des idées et de leur organisation.

**Présentation orale****A: Communication, 50% :**

- volume, contact visuel, présence
- prononciation/intonation
- grammaire
- fluidité/compréhensibilité
- durée

**B: Structure et contenu 50% :**

- respect des directives
- lecture
- organisation : introduction, développement, ...
- contenu
- conclusion

**Mission Statement of the SSU French Department**

The French Program of Sonoma State University seeks to develop in its students the basic linguistic skills, analytical skills, and cultural and literary knowledge which will enable them to appreciate the uniqueness of other cultures and to function in francophone communities around the world. In all of its offerings, the French Program seeks to support the ideals of a general liberal arts education.

In order to facilitate students' integration of this course into their understanding of the greater goals of the French Program and the General Education Program at Sonoma State University, it should be noted that:

**French 321**, "French Today," meets the following French Program learning objectives:

- . ability to understand spoken French, read a variety of texts written in French, and communicate effectively in French orally and in writing;
- . appreciation and knowledge of the French culture;
- . appreciation and knowledge of the French literature;
- . ability to use state-of-the-art technology to access realia in the target language.

This course also meets the following GE Program learning objectives:

- . ability to think and read critically;
- . development of the habit of intellectual inquiry;
- . ability to communicate efficiently orally and in writing;
- . appreciation of aesthetic dimensions and movements;
- . ability to use state-of-the-art technology to access cultural documents and multimedia resources;

. awareness of global history.

This course also exposes students to knowledge about values and ethical issues, including:

- . appreciation of diversity and difference;
  - . awareness of language as a living product of culture and vice versa
  - ability to understand spoken French, read a variety of texts written in French, and communicate effectively in French orally and in writing;
  - appreciation and knowledge of French literature;
  - appreciation and knowledge of the francophone world, cultures and literatures (including an understanding of the norms, values, and beliefs of areas where the target language is used, as well as recognition of key social and cultural traditions);
  - Knowledge of morphology, syntax, and semantics of the French language;
- This course also meets the following GE Program learning objectives:

- Ability to think and read critically;
- Development of the habit of intellectual inquiry;
- Ability to understand literature as a reflection of heterogeneous cultures and lives;
- Ability to communicate efficiently orally and in writing;
- Appreciation and knowledge of grammar and linguistic concepts;
- Appreciation of aesthetic dimensions and movements;
- Ability to make connections between the literature studied and their own lives;

This course also exposes students to knowledge about values and ethical issues, including:

- Appreciation of diversity and difference;
- Awareness of language as a living product of culture and vice versa.
- Ability to apply the knowledge and skills learned to situations outside the academic setting.

For a complete description of the Mission, Goals and Objectives of the SSU General Education Program, please visit: [http://www.sonoma.edu/Senate/Resolutions/GE\\_MGO.html](http://www.sonoma.edu/Senate/Resolutions/GE_MGO.html)

### **Jobs using French**

Teaching

Translation, Interpretation

Editing, Proofreading

Travel, Tourism, Hospitality

Foreign Service

International Organizations: Governmental (United Nations), Non-governmental, Nonprofit charitable (International Red Cross,...)

Other International Careers: virtually any job, skill, or trade you have can be done in a francophone country. Are you a computer programmer? Try working for a French company. An accountant? How about in Québec?

### **Disability**

If you have a disability that requires accommodation in this class, please notify the instructor as soon as possible regarding the nature of the accommodation(s) you require. You must register with the campus office of Disabled Student Services, located in Salazar Hall, room 1047, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to the instructor before an accommodation can be made.

### **Le calendrier provisoire**

Tentative Calendar

Semaine 1 (21, 23 août) :

Introduction au cours  
La Révolution française

Semaine 2 (28, 30 août) :  
La Révolution française  
Présentation FLTA

Semaine 3 (4, 6 septembre) :  
Napoléon  
Du Premier au Second Empire  
Victor Hugo

Semaine 4 (11, 13 septembre) :  
Le socialisme  
III<sup>e</sup> République

Semaine 5 (18, 20 septembre) :  
Dreyfus  
1914-1939

Semaine 6 (25, 27 septembre) :  
L'État français 1940-1944  
De Gaulle  
Présentation FLTA

Semaine 7 (2, 4 octobre) :  
De Gaulle (II)  
IV<sup>e</sup> République 1946-1958

Semaine 8 (9, 11 octobre) :  
V<sup>e</sup> République, Mai 1968  
Georges Pompidou, Valérie Giscard d'Estaing

Semaine 9 (16, 18 octobre) :  
Décolonisations  
De Mitterrand à Macron

Semaine 10 (23, 25 octobre) :  
Les institutions politiques, les partis  
Présentation publique FLTA (International Education Week)  
*Composition collective (examen écrit)*

Semaine 11 (30 octobre, 1<sup>er</sup> novembre) :  
Les discriminations

Semaine 12 (6, 8 novembre) :  
Les discriminations  
La francophonie

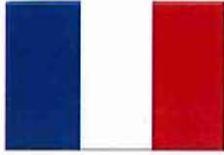
Semaine 13 (13, 15 novembre) :

La France multiculturelle  
Cultures régionales et régionalisation  
Présentation FLTA

Semaine 14 (20 novembre) :  
Mouvements artistiques et littéraires  
***Thanksgiving Holiday (no class)***

Semaine 15 (27, 29 novembre) :  
Mouvements artistiques et littéraires  
La France aujourd'hui

Semaine 16 (4, 6 décembre) :  
Présentations finales



# French 410

[Skip to Main Content](#)

Professor Suzanne Toczyski  
Sonoma State University  
Spring 2018

[Page d'accueil du cours](#) | [Calendrier](#) | [Description du cours](#) | [Devoirs](#) | [Ressources](#)

## *Page d'accueil du cours*

**Réunions:** le lundi et le mercredi de 10h à 11h50  
dans la salle Nichols 166

**Professeur:** Suzanne Toczyski

**Bureau:** Carson 26

**Téléphone:** 707.664.4177

**E-mail:** [suzanne.toczyski@sonoma.edu](mailto:suzanne.toczyski@sonoma.edu)

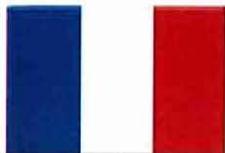
**Heures de permanence:**

le mardi de 13h à 14h,

le mercredi de 12h30 à 13h30,

le jeudi de 13h à 14h, et sur rendez-vous

*Suzanne C. Toczyski, SSU --  
Page mise à jour le 5 janvier 2018*



# French 410

Professor Suzanne Toczyski  
Sonoma State University  
Spring 2018

[Skip to Main Content](#)

## [Return to course homepage.](#)

[Conditions d'entrée](#) | [Textes à se procurer](#) | [Rythme de travail](#) | [Système de notation](#) | [Règles du programme](#) | [Mission du programme](#) |

## Description du cours

Ce cours a pour objet l'exploration de la littérature française du Moyen Age à la Révolution. Nous tâcherons d'en suivre l'évolution et la diversité à travers des textes choisis, autant que possible dans leur intégrité.

### CONDITIONS D'ENTREE

Il faut avoir suivi **FR300** et **FR320** ou obtenir la permission du professeur.

### TEXTES A SE PROCURER (2 livres obligatoires !!)

- Corneille, *Le Cid* (gratuit en ligne; voir Moodle)
- Lafayette, *La Princesse de Clèves*
- Quinault/Lully, *Cadmus et Hermione* (gratuit en ligne, voir Moodle)
- Graffigny, *Lettres d'une péruvienne*
- Beaumarchais, *Le Mariage de Figaro* (gratuit en ligne, voir Moodle)
- PDFs disponibles sur [notre site Moodle](#)

### RYTHME DE TRAVAIL

Dans ce cours nous discuterons les liens entre différents textes littéraires et le contexte historique et social dans lequel ils ont été écrits. Nous ferons des analyses des textes dans leur intégrité aussi bien que des explications de texte selon le cas. Les étudiants participeront à la discussion par leur présence et par leurs contributions à la conversation. Afin d'encourager plus d'engagement avec les textes, chaque jour vous préparez une réponse à la lecture dans votre "[journal de lecture](#)". Une note de **participation** (sur 10) sera donnée à **chaque** étudiant à la fin de **chaque** session. Ceux qui arrivent en retard perdront vite des points dans cette catégorie.

Il y aura donc des **lectures** à préparer pour chaque session; il faut absolument lire selon le calendrier et écrire *religieusement* dans votre journal de lecture. Pour vérifier que tout le monde a lu, vous rendrez votre journal à la mi-semestre et à la fin du semestre. Il y aura une petite interrogation au début de chaque cours. A la fin du semestre il y aura un examen final (sur tout ce qu'on aura lu après les vacances de printemps).

Vous préparerez **deux présentations orales & un long devoir écrit basés sur votre présentation de recherche**. L'un sera une courte biographie d'un auteur dans le cours. Un autre sera soit une explication d'un texte choisi en conjonction avec la professeur ou un devoir thématique, à rendre exactement à la date prévue au calendrier. **L'explication de texte et/ou l'étude thématique sera au moins 7 pages**. Vous recevrez une note pour la première version de chaque devoir écrit, une autre note pour la seconde version, la note finale comptant 75% pour la première version, 25% pour les corrections. Vous avez donc tout intérêt à soigner votre travail dès la première tentative. Le calendrier sera établi dès la première semaine du semestre. Notez en passant que le "texte" de la présentation orale et celui du devoir final ne devraient pas être exactement la même chose! Une présentation **orale** doit être **orale**, pas *écrite et lue*! Faites donc attention à la différence.

### SYSTEME DE NOTATION

Votre note finale sera calculée selon les critères suivantes:

- 5% pour la présentation d'auteur
- 20% pour le long devoir (explication ou thème)
- 20% pour la grande présentation orale (explication ou thème)
- 10% pour le journal de lecture
- 10% pour les petites interros tous les jours
- 10% pour chaque examen x 2 = 20% au total
- 15% pour la participation *active* à la discussion, en groupes et tous ensemble

**A noter!** L'assiduité en cours est essentielle. A partir de deux absences, votre note s'en ressentira.

**Si vous avez des questions, N'HESITEZ PAS à consulter le professeur à votre gré!  
(Voir mon numéro de téléphone ci-dessus.)**

## REGLES DU PROGRAMME DE FRANÇAIS

Les règles suivantes ont été instaurées pour assurer le développement intellectuel de chaque étudiant. Veuillez lire ce document avec attention.

**Usage des portables:** Veuillez éteindre votre portable avant le début du cours. Il est hors de question d'accepter des coups de téléphone en cours. Il est encore plus hors de question -- impensable! -- de texter des amis ou d'autres personnes en cours!

**Intégrité académique:** On s'attend à ce que les étudiants qui suivent des cours de français à SSU respectent les plus hauts standards de comportement académique. Tout cas de plagiat, de tromperie, ou de conduite inappropriée sera examiné par les professeurs du programme, et soumis au jugement du comité universitaire lorsque cela nous semble essentiel.

Les exemples cités ci-dessous constituent les quatre cas de plagiat les plus couramment rencontrés dans les devoirs d'étudiants. Faites donc attention d'éviter:

- l'exacte citation des mots d'une source extérieure sans guillemets (« ») ;
- l'usage des sources extérieures sans identification explicite de ces sources;
- l'usage d'une idée tirée d'une source extérieure sans référence explicite à cette source;
- l'usage d'un outil de traduction (tel que Google Translate; nous recommandons fortement l'usage des dictionnaires et même de wordreference.com, mais aucune source qui traduit des phrases entières ne sera tolérée).

En ce qui concerne l'aide des tuteurs ou d'une personne d'origine française ou francophone, nous prions les étudiants de respecter les règles suivantes:

- Tout travail soumis dans nos cours doit être de votre propre main et vous devez être capable de l'expliquer en détail (avec des précisions de grammaire, par exemple) et, si nécessaire, de le reproduire devant le professeur du cours pour prouver son origine.
- Si vous consultez un tuteur ou un individu d'origine francophone, il ne faut absolument jamais demander à votre tuteur de corriger ou d'écrire un devoir ou même quelques phrases pour vous. Au mieux, votre tuteur devrait vous signaler certains problèmes grammaticaux ou stylistiques pour *vous* inviter à vous corriger, car ce n'est qu'en corrigeant vous-même que vous maîtriserez toutes les finesses de la langue française. Au cas où vous utiliseriez un tuteur, nous vous demandons de nous soumettre la copie commentée par le tuteur aussi bien que la version que vous corrigez vous-même, tout seul.

En cas de doute, les professeurs seront obligées de soumettre l'étudiant à une épreuve pour vérifier sa maîtrise du devoir en question.

## DISABILITY NOTICE

If you have a disability that requires accommodation in this class, please notify the instructor as soon as possible regarding the nature of the accommodation(s) you require. You must register with the campus office of Disabled Student Services, located in Salazar Hall, room 1047, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to the instructor before an accommodations can be made.

## MISSION DU PROGRAMME

The French Program of Sonoma State University seeks to develop in its students the basic linguistic skills, analytical skills, and cultural and literary knowledge which will enable them to appreciate the uniqueness of other cultures and to function in francophone communities around the world. In all of its offerings, the French Program seeks to support the ideals of a general liberal arts education.

In order to facilitate students' integration of this course into their understanding of the greater goals of the French Program and the General Education Program at Sonoma State University, it should be noted that:

French 410, Littérature française, meets the following French Program learning objectives:

- appreciation and knowledge of the French culture;
- appreciation and knowledge of the French literature.

This course also meets the following GE Program learning objectives:

- ability to think and read critically;
- development of the habit of intellectual inquiry;
- ability to understand literature as a reflection of heterogeneous cultures and lives;
- ability to communicate efficiently orally and in writing;
- appreciation of aesthetic dimensions and movements;
- ability to make connections between literature studied and students' own lives.

This course also exposes students to knowledge about values and ethical issues, including:

- appreciation of diversity and difference;
- awareness of language as a living product of culture and vice versa

To view the Mission, Goals and Objectives of SSU's General Education Program, please visit:

[http://www.sonoma.edu/Senate/Resolutions/GE\\_MGO.html](http://www.sonoma.edu/Senate/Resolutions/GE_MGO.html)

*Suzanne C. Toczyski, SSU --  
Page mise à jour le 5 janvier 2018*

## SONOMA STATE UNIVERSITY

## French 411

*French Literature*

[Information générale](#)   [Calendrier](#)   [Devoirs](#)   [Ressources](#)

**Description du cours****Instruction**

Professeur [Christine Renaudin](#)

Bureau: STEV3016C

Téléphone: x43159

Permanence: le mardi de 13h à 14h, et le jeudi de 14h à 15h.

N'hésitez pas à me consulter, si nécessaire, par téléphone, par courrier électronique, ou en personne pendant mes heures de permanence. Si ces horaires ne vous conviennent pas, téléphonez pour prendre rendez-vous.

**Conditions d'entrée dans le cours**

Il faut avoir suivi FR 300 et FR 320-321, ou obtenir la permission du professeur.

**Objectifs du cours**

Ce cours a pour objet d'explorer les développements de la littérature française depuis la révolution jusqu'à la période contemporaine. A travers la lecture approfondie de textes en tous genres -- romans, nouvelles, pièces de théâtre, et poésie --, nous étudierons les grands courants littéraires qui ont informé la culture française au cours des trois derniers siècles.

Ce cours offrira aussi aux étudiant(e)s avancé(e)s de français l'occasion de parfaire leurs connaissances de la langue à travers la pratique de diverses formes complexes d'expression écrite et orale (résumés, explications de textes, essais, discussion, débats, présentations, et autres exercices académiques et créatifs).

**Textes à se procurer**

Les textes suivants sont ou seront disponibles à la librairie du collège. Vous pouvez bien sûr vous les procurer ailleurs, mais faites bien attention à acquérir l'édition mentionnée dans la liste de la librairie du campus, que nous soyons tous à la même page!

George Sand, *Indiana*.

Prosper Mérimée, *Carmen*.

Gustave Flaubert, *Madame Bovary*.

Emile Zola, *La Curée*.

Colette, *La Vagabonde*.

Marguerite Duras, *Agatha et Hiroshima, Mon Amour*.

Darieusseq, *Truismes*.

D'autres textes plus courts, des poèmes en particulier, seront à se procurer sur la Toile, ou distribués en cours, comme indiqué au calendrier ou en classe.

Si vous ne les avez pas déjà, procurez-vous les deux titres suivants:

Rochat, Denise. *Contrastes: Grammaire du français courant*. Edition:2ND 10 Publisher:PEARSON ISBN: 9780205646999

Kendris. *501 French verbs* (with CD) Edition:6TH 07 Publisher:BARRON ISBN: 9780764179839

Enfin, il faudra vous procurer un cahier relié qui vous servira de journal de lecture (du genre "black composition notebook").

## Rythme

Nous nous rencontrons deux fois par semaine en sessions de 110 minutes.

### Le(s) et journal de lectures:

Les sessions s'organisent la plupart du temps autour de la lecture approfondie de textes que vous aurez à préparer à la maison avant la classe. **Préparer un texte** consiste à le lire attentivement, en marquant les passages qui sont difficiles ou provocateurs et en cherchant les mots inconnus les plus importants dans le dictionnaire.

Je vous demanderai régulièrement de préparer réponse à certaines questions sur les textes dans votre journal de lecture. Ces pages du journal de lecture seront à apporter en cours pour alimenter l'analyse et la discussion des textes. Elles serviront de point de départ à votre contribution à la discussion. J'attribuerai une note de **participation à chaque** étudiant à la fin de **chaque** session. Cette note reflètera donc aussi le degré de préparation.

Il y aura donc des **lectures** à préparer pour chaque séance; il faut absolument lire selon le calendrier et écrire religieusement dans votre journal de lecture. Pour vérifier que tout le monde a lu, il y aura une brève **interrogation** au début de presque chaque session. Ceux qui auront loupé l'interro parce qu'ils seront arrivés en retard ou auront été absents recevront un 0 pour cette interrogation-là. Comme il n'y a ni examen à la mi-semestre ni examen final dans ce cours, les interros compteront pour beaucoup dans le calcul de la note finale.

### Petits devoirs:

Il y en aura environ un toutes les deux semaines, à rendre **aux dates indiquées sur le calendrier**. De nature souvent plus créative que le grand devoir littéraire traditionnel, ils seront aussi beaucoup plus courts (un ou deux paragraphes bien pesés, deux pages maximum).

Vous aurez la possibilité de produire deux versions pour chaque essai, **si et seulement si vous respectez les dates du calendrier**. Vous recevrez une note pour la première version, une autre note pour la seconde version, la note finale étant la moyenne des deux. Vous avez donc tout intérêt à soigner votre travail dès la première tentative.

### Présentations orales et projet final:

Chaque étudiant aura l'occasion de participer aux explorations menées en classe en préparant des présentations qui serviront à étayer nos discussions. Ainsi, chaque étudiant devra, prendre en charge deux exposés, une explications de texte et/ou une étude thématique, sur des textes différents, selon un calendrier établi lors des premiers cours.

L'une de ces présentations orales servira de base au projet final de cinq à six pages, qui consistera soit en une explication de texte ou bien une analyse plutôt thématique d'un texte. Je vous conseille de choisir aussitôt que possible le(s) texte(s) et le sujet dont vous aimeriez traiter. Encore une fois, vous recevrez une note pour la première version, une autre note pour la seconde version, la note finale étant la moyenne des deux. Vous avez donc tout intérêt à soigner votre travail dès la première tentative.

Notez bien que le "texte" de la présentation orale et celui du devoir final ne devraient pas être exactement la même chose! Une présentation *orale* doit être *orale*, pas *écrite et lue*! Faites donc attention à la différence.

### Système de notation

Votre note finale sera calculée selon les critères suivants:

- 20% pour les devoirs à rendre toutes les deux semaines;
- 20% pour le grand devoir final;
- 40% pour les présentations orales (2x20);
- 10% pour les interrogations quotidiennes;
- 10% pour la participation active aux discussions de classe, qu'elles soient générales ou en groupes (incluant/reflétant les préparations accomplies dans le journal de lecture).

Notez que l'assiduité en cours est essentielle. A partir de deux absences, votre note s'en ressentira.

## REGLES DU PROGRAMME DE FRANÇAIS

Les règles suivantes ont été instaurées pour assurer le développement intellectuel de chaque étudiant. Veuillez lire ce document avec attention.

### Usage des portables:

Veuillez éteindre votre portable avant le début du cours. Il est hors de question d'accepter des coups de téléphone en cours. Il l'est encore moins de texter des amis ou d'autres personne en cours!

**Intégrité académique:** On s'attend à ce que les étudiants qui suivent des cours de français à SSU respectent les plus hauts standards de comportement académique. Tout cas de plagiat, de tromperie, ou de conduite inappropriée sera examiné par les professeurs du programme, et soumis au jugement du comité universitaire lorsque cela nous semblera essentiel.

Les exemples cités ci-dessous constituent les trois cas de plagiat les plus couramment rencontrés dans les devoirs d'étudiants. Faites donc attention d'éviter:

1. l'exacte citation des mots d'une source extérieure sans guillemets (« ») ;
2. l'usage des sources extérieures sans identification explicite de ces sources;
3. l'usage d'une idée tirée d'une source extérieure sans référence explicite à cette source.

En ce qui concerne l'aide des tuteurs ou d'une personne d'origine française ou francophone, nous prions les étudiants de respecter les règles suivantes:

1. Tout travail soumis dans nos cours doit être de votre propre main et vous devez être capable de l'expliquer en détail (avec des précisions de grammaire, par exemple) et, si nécessaire, de le reproduire devant le professeur du cours pour prouver son origine.
2. Si vous consultez un tuteur ou un individu d'origine francophone, il ne faut absolument jamais demander à votre tuteur de corriger ou d'écrire un devoir ou même quelques phrases pour vous. Au mieux, votre tuteur devrait vous signaler certains problèmes grammaticaux ou stylistiques pour *vous* inviter à vous corriger, car ce n'est qu'en corrigeant vous-même que vous maîtriserez peu à peu toutes les finesses de la langue française. Au cas où vous utiliseriez un tuteur, nous vous demandons de nous soumettre la copie commentée par le tuteur aussi bien que la version que vous corrigez vous-même, tout seul.

En cas de doute, les professeurs seront obligées de soumettre l'étudiant à une épreuve pour vérifier sa maîtrise du devoir en question.

## Disability notice

If you have a disability that requires accommodation in this class, please notify the instructor as soon as possible regarding the nature of the accommodation(s) you require. You must register with the campus office of Disabled Student Services, located in Salazar Hall, room 1047, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to the instructor before an accommodations can be made.

## Mission du programme

The French Program of Sonoma State University seeks to develop in its students the basic linguistic skills, analytical skills, and cultural and literary knowledge which will enable them to appreciate the uniqueness of other cultures and to function in francophone communities around the world. In all of its offerings, the French Program seeks to support the ideals of a general liberal arts education.

In order to facilitate students' integration of this course into their understanding of the greater goals of the French Program and the General Education Program at Sonoma State University, it should be noted that:

French 410, Littérature française, meets the following French Program learning objectives:

1. appreciation and knowledge of the French culture;
2. appreciation and knowledge of the French literature.

This course also meets the following GE Program learning objectives:

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 of aesthetic dimensions and movements;
6. ability to make connections between literature studied and students' own lives.

Particularly, this course meets each of the sub-area specific learning outcomes of GE area C3 (Comparative Perspectives and/or Foreign Languages) as follows:

1. Demonstrate understanding of diverse cultures through their cultural expressions such as languages, literatures, performance, and arts. *In French 411, students explore, discuss, and write about a wide variety of literary texts produced by French author, each studied in its historical and cultural contexts. This year, students will be encouraged to attend the performance of No Exit, at A.C.T. in the period during which they read the play in class in its original language).*

2. Demonstrate cultural and/or linguistic competency through the study of diverse cultures and ethnicities. *In French 411, students conduct independent research on diverse francophone literary texts and present their findings to the class, thereby demonstrating both cultural and*

*linguistic competency.*

3. Engage in critical cross-cultural analysis in order to better understand one's own culture in relation to other cultures. *In French 410 and 411, students are regularly encouraged, in written and oral arguments as well as during class discussions, to compare and contrast the diverse cultures under study with their own culture. As a result, students become better informed global citizens who are able to reflect upon their place in the world.*

4. Demonstrate verbal and non-verbal skills in persuasive oral arguments, written assignments and presentations. Students in French 411 research and defend arguments around literary texts. They must complete multiple literary analyses, present their work in front of the class, convince their classmates of their ideas, write a number of papers based on this research, thereby demonstrating all the skills listed above.

This course also exposes students to knowledge about values and ethical issues, including:

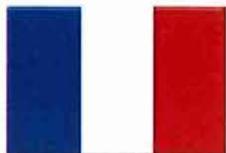
1. appreciation of diversity and difference;
2. awareness of language as a living product of culture and vice versa

To view the Mission, Goals and Objectives of SSU's General Education Program, please visit:

[http://www.sonoma.edu/Senate/Resolutions/GE\\_MGO.html](http://www.sonoma.edu/Senate/Resolutions/GE_MGO.html)

[Information générale](#) | [Calendrier](#) | [Devoirs](#) | [Ressources](#)

Page mise à jour le 8 janvier 2013



# **French 415**

**Professor Suzanne Toczyski**  
**Sonoma State University**  
**Spring 2019**

[Skip to Main Content](#)

[Page du cours](#) | [Calendrier](#) | [Description du cours](#) | [Devoirs](#) | [Ressources](#)

## ***Page du cours***

**Réunions:** le mardi et le jeudi de 10h à 11h50 dans la salle Stevenson 3015.

**Professeur:** Suzanne Toczyski

**Bureau:** Carson 26

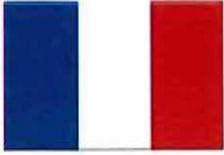
**Téléphone:** 707.664.4177

**E-mail:** [suzanne.toczyski@sonoma.edu](mailto:suzanne.toczyski@sonoma.edu)

**Heures de permanence:**

le mardi de 13h00 à 14h00 ou le mercredi de 12h30 à 13h30  
ou le jeudi de 13h00 à 14h00 ou sur rendez-vous

*Suzanne C. Toczyski, SSU --  
Page mise à jour le 2 janvier 2019*



# French 415

Professor Suzanne Toczyski  
Sonoma State University  
Spring 2019

[Skip to Main Content](#)

[Page du cours](#) | [Calendrier](#) | [Description du cours](#) | [Devoirs](#) | [Ressources](#)

## Description du cours

[Conditions d'entrée](#) | [Objectifs](#) | [Textes](#) | [Rythme](#) | [Système de notation](#) | [Règles](#) | [Mission](#)

Ce cours a pour objet l'exploration des représentations de la ville de Paris à travers les âges. Nous tâcherons d'en suivre l'évolution de la grande ville à travers des textes choisis avec une concentration supplémentaire sur l'histoire, l'art, la musique et le cinéma.

**Conditions d'entrée dans le cours:** Il faut avoir suivi FR300 ou obtenir la permission du professeur. Nous recommandons que les étudiants fassent aussi FR320, FR321, FR410 et FR411 avant de commencer ce cours.

### Textes à se procurer:

- Marguerite Duras, *La douleur* (Folio, ISBN 2-07-038704-6)
- Patrick Modiano, *Chien de printemps* (Seuil, ISBN 2-02-025260-0)
- Leïla Sebbar, *Métro, instantanés* (Ed. du Rocher, ISBN 978-2-268-06049-1)
- Des textes supplémentaires seront disponibles soit sur Internet (voir les liens à la page du calendrier), soit en fichier pdf que je vous offrirai à travers Canvas; on recommande que les étudiants impriment les textes supplémentaires dès le début du semestre. Les images sur powerpoint seront disponibles à travers Canvas (si vous voulez) aussi.

**Rythme de travail:** Dans ce cours nous aborderons l'histoire et la culture de Paris à travers une étude de divers textes littéraires et du contexte social dans lequel ils ont été écrits. Nous ajouterons à cette étude diverses représentations de Paris en art, en musique, et au cinéma.

Il y aura donc des lectures à préparer pour chaque session; il faut absolument lire selon le calendrier. Pour assurer l'engagement sérieux avec les textes en question, chaque étudiant prendra des notes de lecture et les organisera dans un journal de lecture (dans un "bluebook") selon les indications données en classe.

De plus, pour vérifier que tout le monde a lu, il y aura une interrogation au début de presque chaque session (basée moitié sur le cours précédent, moitié sur la nouvelle lecture). A la différence des cours offerts dans le passé, ce cours-ci ne comprend pas d'examens, donc une très grande partie de la note finale (à savoir, 20%) sera basée sur le journal de lecture et sur les interrogations quotidiennes. Ceux qui arrivent en retard et ceux qui sont absents perdront le droit de passer les interrogations et recevront un O pour cette interro-là. Il est donc essential:

- (1) que chaque étudiant **lise le(s) texte(s)** en question,
- (2) qu'il/elle prépare soigneusement son **journal de lecture**, et
- (3) qu'il/elle **arrive à l'heure** et réussisse aux **interrogations** quotidiennes.

Je me réserve le droit d'accorder la note de "F" pour le cours à quiconque ne réussisse pas aux interros quotidiennes.

Chaque étudiant préparera aussi **deux études culturelles**, chacune consistant en **une présentation orale et un devoir écrit de 5-8 pages** selon le schéma suivant:

- Etude A1:* Visite guidée à un arrondissement de Paris (présentation individuelle de 10 minutes)  
ou  
*Etude A2:* Paris en art et en musique (présentation individuelle de 10 minutes)  
et  
*Etude B:* Paris au cinéma (présentation de 40 minutes, avec un partenaire)

A noter: L'étude B sera basée sur de la recherche approfondie sur la représentation de Paris au cinéma; chaque groupe choisira un film différent dans une liste préparée à l'avance, et le devoir.

L'étudiant rendra chaque devoir **le même jour** où il/elle fait la présentation en question en classe et sera obligé(e) de réviser le devoir pour améliorer la note.

Comme toujours, toute instance de **plagiat** sera sévèrement punie et risquera d'aboutir à un F comme note pour le cours.

Finalement, votre **participation** aux discussions est essentielle.

**Système de notation:** Votre note finale sera calculée selon les critères suivantes:

- Interrogations quotidiennes: 10%
- Journal de lectures + discussion: 10%
- Etude A (présentation et devoir): 35% (15% oral, 20% écrit)
- Etude B (présentation et devoir): 35% (15% oral, 20% écrit)
- Présence et participation: 10%
- A noter! L'assiduité en cours est essentielle. A partir d'UNE absence, votre note s'en ressentira.

Si vous avez des questions, N'HESITEZ PAS à consulter le professeur à votre gré!  
(Voir mon numéro de téléphone ci-dessus.)

## RÈGLES DU PROGRAMME DE FRANÇAIS

Les règles suivantes ont été instaurées pour assurer le développement intellectuel de chaque étudiant. Veuillez lire ce document avec attention.

*Usage des portables:* Veuillez éteindre votre portable avant le début du cours. Il est hors de question d'accepter des coups de téléphone en cours, et je confisquerai le portable de tout étudiant qui compose des textos en cours.

*Intégrité académique:* On s'attend à ce que les étudiants qui suivent des cours de français à SSU respectent les plus hauts standards de comportement académique. Tout cas de plagiat, de tromperie, ou de conduite inappropriée sera examiné par les professeurs du programme, et soumis au jugement du comité universitaire lorsque cela nous semble essentiel.

Les exemples cités ci-dessous constituent les trois cas de plagiat les plus couramment rencontrés dans les devoirs d'étudiants. Faites donc attention d'éviter:

- l'exacte citation des mots d'une source extérieure sans guillemets (« ») ;
- l'usage des sources extérieures sans identification explicite de ces sources;
- l'usage d'une idée tirée d'une source extérieure sans référence explicite à cette source.

En ce qui concerne l'aide des tuteurs ou d'une personne d'origine française ou francophone, nous prions les étudiants de respecter les règles suivantes:

- Tout travail soumis dans nos cours doit être de votre propre main et vous devez être capable de l'expliquer en détail (avec des précisions de grammaire, par exemple) et, si nécessaire, de le reproduire devant le professeur du cours pour prouver son origine.
- Si vous consultez un tuteur ou un individu d'origine francophone, il ne faut absolument jamais demander à votre tuteur de corriger ou d'écrire un devoir ou même quelques phrases pour vous. Au mieux, votre tuteur devrait vous signaler certains problèmes grammaticaux ou stylistiques pour vous inviter à vous corriger, car ce n'est qu'en corrigeant vous-même que vous maîtriserez toutes les finesses de la langue française. Au cas où vous utiliseriez un tuteur, nous vous demandons de nous soumettre la copie commentée par le tuteur aussi bien que la version que vous corrigez vous-même, tout seul.
- En cas de doute, les professeurs seront obligées de soumettre l'étudiant à une épreuve pour vérifier sa maîtrise du devoir en question.

Notice to all students with disabilities: If you are a student with a disability and you think you may require accommodations, please register with the campus office of Disability Services for Students (DSS), located in Salazar Hall - Room 1049, Phone: (707) 664-2677, TTY/TDD: (707) 664-2958. DSS will provide you with written confirmation of your verified disability and authorize recommended

accommodations. This authorization must be presented to the instructor before any accommodations can be made.

### **MISSION STATEMENT OF THE FRENCH PROGRAM**

The French Program of Sonoma State University seeks to develop in its students the basic linguistic skills, analytical skills, and cultural and literary knowledge which will enable them to appreciate the uniqueness of other cultures and to function in francophone communities around the world. In all of its offerings, the French Program seeks to support the ideals of a general liberal arts education.

In order to facilitate students' integration of this course into their understanding of the greater goals of the French Program and the General Education Program at Sonoma State University, it should be noted that:

French 415, PARISI!, meets the following **French Program learning objectives**:

- appreciation and knowledge of the French culture;
- appreciation and knowledge of the French literature.

This course also meets the following **GE Program learning objectives**:

- ability to think and read critically;
- development of the habit of intellectual inquiry;
- ability to understand literature as a reflection of heterogeneous cultures and lives;
- ability to communicate efficiently orally and in writing;
- appreciation of aesthetic dimensions and movements;
- ability to make connections between literature studied and students' own lives.

This course also exposes students to **knowledge about values and ethical issues**, including:

- appreciation of diversity and difference;
- awareness of language as a living product of culture and vice versa.

*Suzanne C. Toczyski, SSU --  
Page mise à jour le 2 janvier 2019*

# SONOMA STATE UNIVERSITY

## French 475 Senior Seminar

### *French Autobiographies*

[Information générale](#)   [Calendrier](#)   [Devoirs](#)   [Ressources](#)

#### **Instruction**

[Professeur Christine Renaudin](#)

Bureau: STEV3016C

Téléphone: x43159

Permanence: le lundi de midi à 13heures, et le mardi de 11 heures à midi.

N'hésitez pas à me consulter, si nécessaire, par téléphone, par courrier électronique, ou en personne pendant mes heures de permanence. Si ces horaires ne vous conviennent pas, téléphonez pour prendre rendez-vous.

#### **Conditions d'entrée dans le cours**

Vous devez avoir complété FR 301-302 (ancien catalogue), ou FR 300 ET FR 320-321, ou obtenir la permission du professeur.

#### **Objectifs du cours**

Ce cours s'adresse aux étudiants de dernière année. Il se présente comme un rite de sortie au cours duquel les étudiants doivent démontrer leur aptitude à utiliser les connaissances culturelles, littéraires, linguistiques et techniques acquises tout au long du programme de français, tout en continuant d'élargir leur horizon linguistique, culturel et littéraire. Ce cours se propose en particulier d'étendre leur connaissance du monde francophone dans la diversité littéraire et culturelle à travers celle de l'écriture autobiographique, en exigeant des étudiants de multiples travaux de recherche et d'expression personnelle.

#### **Textes à se procurer**

Les textes suivants sont ou seront disponibles à la librairie du collège, mais peuvent aussi s'obtenir en ligne ou dans toute autre librairie:

Marguerite Duras. *L'Amant*.

George Perec. *W ou le Souvenir d'enfance*.

Jean-Jacques Rousseau. *Les Confessions I*.

Nathalie Sarraute. *Enfance*.

Kim Thui. *Ru*.

D'autres textes vous seront à l'occasion distribués en classe ou mis à votre disposition en ligne, selon les besoins.

#### **Rythme**

Nous nous rencontrons deux fois par semaine en sessions de 110 minutes, entrecoupées d'une petite pause.

#### **Lectures et journal de lectures:**

Les sessions s'organisent la plupart du temps autour de la lecture approfondie de textes que vous aurez à préparer à la maison avant la classe.

**Préparer un texte** consiste à le lire attentivement, en marquant les passages qui sont difficiles ou provocateurs et en cherchant les mots inconnus dans le dictionnaire.

Je vous demanderai régulièrement de préparer réponse à certaines questions sur les textes dans votre journal de lecture. Ces pages du journal de lecture seront à apporter en cours pour alimenter la discussion.

## Essais d'autobiographie:

Il y en aura trois, à rendre **aux dates indiquées sur le calendrier**. Ces essais de trois ou quatre pages permettront aux étudiants de combiner expression personnelle et connaissance des auteurs étudiés. Ils pourront être combinés entre eux et contribuer à l'élaboration du projet final.

Vous aurez la possibilité de produire deux versions pour chaque essai, **si et seulement si vous respectez les dates du calendrier**. Je ferai la moyenne des notes obtenues aux deux versions.

## Exposés:

Chaque étudiant aura l'occasion de participer aux explorations menées en classe en préparant des présentations qui serviront à étayer nos discussions. Ainsi, chaque étudiant devra, seul(e) ou avec un(e) partenaire, prendre en charge trois exposés (explications de texte, ou études thématiques ou stylistiques) à reprendre par l'ensemble de la classe, selon un calendrier établi lors des premiers cours.

Vous aurez la possibilité, soit individuellement, soit par groupe de deux, de remplacer un des trois exposés par la présentation soit d'un texte intégral différent des textes mentionnés ci-dessus, soit d'un article critique en rapport avec un des auteurs au programme. Vous présenterez à la classe ce livre que les autres étudiants n'auront pas nécessairement lu, ou bien vous guiderez vos camarades dans la lecture d'un texte critique. Une liste de suggestions de titres vous est donnée à la page devoir, ainsi que les directives nécessaires pour mener à bien cet exercice.

## Portfolio:

À la fin du semestre, je vous demanderai de me soumettre votre portfolio, c'est à dire votre dossier de cours, comprenant:

- les notes prises en cours (datées);
- les pages de votre journal de lecture (datées et par moi vérifiées);
- les essais autobiographiques (premières et deuxième versions)
- les préparations des petits travaux de recherche, avec tous les documents associés;
- tous autres documents accumulés à votre propre initiative, soit en rapport avec le cours en général, soit en rapport avec votre travail de recherche;
- votre projet final et les documents associés;
- une auto-évaluation des progrès accomplis en cours rédigée selon un formulaire qui vous sera remis en temps utile.

Ces portfolios feront l'objet d'une **présentation publique** à la fin du semestre, qui nous tiendra lieu d'examen final.

## Projet final:

Vous aurez le choix entre deux formes de projet final:

- un devoir de recherche; ou
- un projet d'expression personnelle.

Ce projet, d'une vingtaine de pages, constitue le plus important de vos travaux écrits dans ce cours. Consultez la page devoirs pour de plus amples renseignements sur cette tâche.

Quel que soit le projet choisi, vous devrez en faire une brève **présentation orale et publique** à la fin du semestre. Cette présentation sera préparée en cours, où vous pourrez bénéficier des conseils, appréciations, et critiques constructives de vos camarades et du professeur.

## Système de notation

**Essais d'autobiographie: 30% (3x10%)**

**Exposés oraux: 30% (3x10%)**

**Projet final: 30%**

Ce pourcentage prend en compte la performance de la présentation finale.

**Présence et participation au cours, portfolio et journal de lecture: 10%**

Ce pourcentage prendra en compte votre assiduité au cours, votre préparation aux cours, et votre participation active aux discussions de classe, (soutenue par le journal de lecture). Notez qu'au-delà de 3 absences, votre note de participation descendra d'une lettre entière. Il prendra aussi en compte la qualité du portfolio ainsi que celle de sa présentation orale lors de notre exposition finale.

# REGLES DU PROGRAMME DE FRANÇAIS

Les règles suivantes ont été instaurées pour assurer le développement intellectuel de chaque étudiant. Veuillez lire ce document avec attention.

**Usage des portables:**

Veuillez éteindre votre portable avant le début du cours. Il est hors de question d'accepter des coups de téléphone en cours. Il l'est encore moins de texter les amis ou d'autres personnes en cours!

**Intégrité académique:**

On s'attend à ce que les étudiants qui suivent des cours de français à SSU respectent les plus hauts standards de comportement académique. Tout cas de plagiat, de tromperie, ou de conduite inappropriée sera examiné par les professeurs du programme, et soumis au jugement du comité universitaire lorsque cela nous semblera essentiel.

Les exemples cités ci-dessous constituent les trois cas de plagiat les plus couramment rencontrés dans les devoirs d'étudiants. Faites donc attention d'éviter:

- l'exacte citation des mots d'une source extérieure sans guillemets (« ») ;
- l'usage des sources extérieures sans identification explicite de ces sources;
- l'usage d'une idée tirée d'une source extérieure sans référence explicite à cette source;
- l'usage d'un outil de traduction tel que Google Translate (Nous recommandons fortement l'usage du dictionnaire, et même de Wordreference.com, mais aucune source traduisant des phrases entières ne sera tolérée).

En ce qui concerne l'aide des tuteurs ou d'une personne d'origine française ou francophone, nous prions les étudiants de respecter les règles suivantes:

Tout travail soumis dans nos cours doit être de votre propre main et vous devez être capable de l'expliquer en détail (avec des précisions de grammaire, par exemple) et, si nécessaire, de le reproduire devant le professeur du cours pour prouver son origine.

Si vous consultez un tuteur ou un individu d'origine francophone, il ne faut absolument jamais demander à votre tuteur de corriger ou d'écrire un devoir ou même quelques phrases pour vous. Au mieux, votre tuteur devrait vous signaler certains problèmes grammaticaux ou stylistiques pour vous inviter à vous corriger, car ce n'est qu'en corrigeant vous-même que vous maîtriserez peu à peu toutes les finesses de la langue française. Au cas où vous utiliseriez un tuteur, nous vous demandons de nous soumettre la copie commentée par le tuteur aussi bien que la version que vous corrigerez vous-même, tout seul.

En cas de doute, les professeurs seront obligés de soumettre l'étudiant à une épreuve pour vérifier sa maîtrise du devoir en question.

**Disability notice**

If you have a disability that requires accommodation in this class, please notify the instructor as soon as possible regarding the nature of the accommodation(s) you require. You must register with the campus office of Disabled Student Services, located in Salazar Hall, room 1047, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to the instructor before an accommodations can be made.

**Mission du programme**

The French Program of Sonoma State University seeks to develop in its students the basic linguistic skills, analytical skills, and cultural and literary knowledge which will enable them to appreciate the uniqueness of other cultures and to function in francophone communities around the world. In all of its offerings, the French Program seeks to support the ideals of a general liberal arts education.

In order to facilitate students' integration of this course into their understanding of the greater goals of the French Program and the General Education Program at Sonoma State University, it should be noted that:

French 475, Senio Seminar, meets the following French Program learning objectives:

- appreciation and knowledge of the French culture;
- appreciation and knowledge of the French literature.

This course also meets the following GE Program learning objectives:

- ability to think and read critically;
- development of the habit of intellectual inquiry;
- ability to understand literature as a reflection of heterogeneous cultures and lives;
- ability to communicate efficiently orally and in writing;
- appreciation of aesthetic dimensions and movements;
- ability to make connections between literature studied and students' own lives.

Particularly, this course meets each of the sub-area specific learning outcomes of GE area C3 (Comparative Perspectives and/or Foreign Languages)

1. Demonstrate understanding of diverse cultures through their cultural expressions such as languages, literatures, performance, and arts. In French 475, students explore, discuss, and write about a wide variety of literary texts produced by French and/or francophone author, each studied in its historical and cultural contexts. This year, students will be encouraged to attend the performance of *Je reviens de la vérité*, produced on campus by the French company Prospero Miranda.

2. Demonstrate cultural and/or linguistic competency through the study of diverse cultures and ethnicities. In French 475, students conduct independent research on diverse francophone literary texts and present their findings to the class, thereby demonstrating both cultural and linguistic competency. They also engage in creative writing in the target language.

3. Engage in critical cross-cultural analysis in order to better understand one's own culture in relation to other cultures. In French 475, students are regularly encouraged, in written and oral arguments as well as during class discussions, to compare and contrast the diverse cultures under study with their own culture. As a result, students become better informed global citizens who are able to reflect upon their place within the world.

4. Demonstrate verbal and non-verbal skills in persuasive oral arguments, written assignments and presentations. Students in French 475 research and defend arguments around literary texts. They must complete multiple literary analyses, present their work in front of the class, convince their classmates of their ideas, thereby demonstrating all the skills listed above. They also must present a summary of their work publicly at the final symposium.

This course also exposes students to knowledge about values and ethical issues, including:

- appreciation of diversity and difference;
- awareness of language as a living product of culture and vice versa.

To view the Mission, Goals and Objectives of SSU's General Education Program, please visit:  
[http://www.sonoma.edu/Senate/Resolutions/GE\\_MGO.html](http://www.sonoma.edu/Senate/Resolutions/GE_MGO.html)

[Information générale](#) | [Calendrier](#) | [Devoirs](#) | [Ressources](#)

Page mise à jour le 8 janvier 2013

[Information générale](#) | [Calendrier](#) | [Devoirs](#) | [Ressources](#)

Page mise à jour le 8 janvier 2014

SONOMA STATE UNIVERSITY

**FRENCH 475 Seminar**  
Spring 2018

An advanced writing course, culminating in a research paper on a literary or cultural topic.

**Class Time**

See Schedule Of Classes (FR) on [www.sonoma.edu](http://www.sonoma.edu)

**Instructor**

Dr. Olivier Marteau

Courriel : [marteau@sonoma.edu](mailto:marteau@sonoma.edu)

**Office Hours**

Carson 14A. Tuesdays/Thursdays 5:00 - 6:00 pm

**Material**

Les textes seront fournis par le professeur ou disponibles sur Moodle.

**Course requirements**

Prerequisite: FR 321 or 411 (may be taken concurrently), or instructor's permission.

**Objectifs du cours**

Ce cours s'adresse aux étudiants de dernière année. Il se présente comme un rite de sortie au cours duquel les étudiants doivent démontrer leur aptitude à utiliser les connaissances culturelles, littéraires, linguistiques et techniques acquises tout au long du programme de français, tout en continuant d'élargir leur horizon linguistique, culturel et littéraire. Ce cours se propose en particulier d'étendre leur connaissance du monde francophone dans la diversité littéraire et culturelle à travers celle de l'écriture autobiographique, en exigeant des étudiants de multiples travaux de recherche et d'expression personnelle.

Le thème privilégié du cours concernera l'expression autobiographique chez les écrivains francophones d'Amérique du Nord. L'écriture du "je" semble problématique et s'apparente à un défi pour les représentants de communautés en situation minoritaire. Ils doivent alors opter pour des stratégies littéraires variées et adaptées. Tel un véritable cri, le "Qui suis-je ?" (identité problématique) domine un corpus caractérisé par sa diversité.

A travers des genres différents (poésie, théâtre, nouvelle, roman), je vous propose un parcours original qui concernera les écrivains de minorités américaines (Cajuns, Créoles noirs, Indiens Houmas, Franco-Américains) et canadiennes (Québécois, Acadiens, Franco-Ontariens, etc.) sans oublier les expatriés français nombreux en Californie.

L'étude de ces auteurs francophones peut aussi intéresser les étudiants travaillant sur les formes d'expression littéraire ou artistique de tout autre groupe en position minoritaire.

**Système de notation**

ORAL Participation, Attendance 15%

Devoirs Portfolio (complet) : 15%

Essais autobiographiques : 30% (3 x 10%)

Exposé de recherche (oral) : 10%

Projet final (écrit 15%, oral 15%) 30%

Grading policy: 90-100 pts A, 80-89pts B, 70-79pts C, 60-69 pts D

*I reserve the right to assign a final grade of F to any student who does not pass the all exams.*

**Lectures**

Les sessions s'organisent la plupart du temps autour de la lecture approfondie de textes que vous aurez à préparer à la maison avant la classe. Préparer un texte consiste à le lire attentivement, en marquant

les passages qui sont difficiles ou provocateurs et en cherchant les mots inconnus dans le dictionnaire. Je vous demanderai régulièrement de préparer une réponse à certaines questions sur les textes dans un Portfolio (Devoirs). Ces pages serviront à alimenter les discussions en cours.

### ***Essais d'autobiographie***

Il y en aura **trois**. Ces essais permettront aux étudiants de combiner expression personnelle et connaissance des auteurs étudiés. Ils pourront être combinés entre eux et contribuer à l'élaboration du projet final. Vous aurez la possibilité de produire deux versions pour chaque essai.

#### ***Premier essai d'autobiographie***

En vous inspirant de *Moi Jeanne Castille*, vous choisirez un événement de votre passé, de votre enfance ou de votre jeunesse qui vous a profondément marqué(e). Vous écrirez 3-4 pages pour évoquer l'événement en question en respectant bien le modèle de l'usage des temps du passé pour l'évocation du souvenir, et du présent pour la réflexion critique.

#### ***Deuxième essai d'autobiographie***

En vous inspirant des textes de Jean Arceneaux (*Je suis Cadien, Schizophrénie linguistique*), vous rédigerez un poème autobiographique (personnel) de 2 pages.

#### ***Troisième essai d'autobiographie***

Sur le modèle de la *Route d'Altamont* de Gabrielle Roy, vous écrirez 3-4 pages où vous développerez un récit narratif (avec des dialogues et des descriptions) en imaginant un personnage principal qui vous ressemble.

### ***Exposé de recherche***

Chaque étudiant aura l'occasion de participer aux explorations menées en classe en préparant **un** exposé de recherche qui servira à étayer nos discussions. L'exposé inclura plusieurs étapes de travail. Ces courtes présentations orales auront aussi pour objectif de préparer votre projet final.

### ***Portfolio***

Il est à constituer dès le début du cours. Prenez l'habitude d'organiser (pages datées) :

- #1 Les devoirs, les essais autobiographiques
- #2 Les notes et les textes étudiés en classe
- #3 Les travaux de recherche (préparation Exposé)
- #4 Le projet final (et les documents associés)
- #5 Le dictionnaire personnel

A la fin du semestre, je vous demanderai de me soumettre votre portfolio, c'est à dire votre dossier de cours. Le portfolio fera aussi partie de la présentation orale du projet final.

### ***Conférences***

Pendant le semestre, nous accueillerons des personnalités francophones locales : entrepreneurs, écrivains ou artistes, ils nous parleront de leur expérience personnelle en tant que membre d'une minorité linguistique résidant en Amérique en Nord. Ils utilisent le français chaque jour dans leur travail (Wine Business) ou ont décidé d'exprimer leur différence à travers la littérature.

French Senior Lecture Series (en français) : « Le français en Californie ».

*Sponsored by the SSU Modern Languages Departement, the French Program and Phi Beta Delta.*

### ***Projet final***

Le projet final est un **projet d'expression personnelle**. Vous devrez en faire une brève **présentation orale** et publique à la fin du semestre. Cette présentation sera préparée en cours, où vous pourrez bénéficier des conseils, appréciations et critiques constructives de vos camarades et du professeur.

#### ***Projet final écrit***

Ce projet de 12-15 pages constitue le plus important de vos travaux écrits dans ce cours. Vous élaborerez sur une partie de votre vie (autobiographie) particulièrement importante ou intéressante. Contrairement aux autres essais autobiographiques guidés, vous aurez entièrement le choix du style et du sujet. Pour cette forme de projet, il est particulièrement important de **développer un style** et une voix personnelle auxquels vous vous tiendrez sur toute la longueur de l'exercice. Vous pourrez utiliser

les essais autobiographiques écrits au cours du semestre, soit pour en développer un, soit pour les combiner en un nouvel essai.

#### *Conseils*

efforcez-vous de le formuler très clairement au début de votre devoir et d'en définir les termes avec précision;

expliquez clairement de quoi vous voulez parler, ce que vous voulez montrer et pourquoi il vous semble qu'un tel sujet est important pour la connaissance de la diversité de l'écriture autobiographique; organisez-vous avec méthode pour montrer ce que vous avez à montrer. Si cela vous aide, expliquez votre méthode;

préparez un plan de développement très précis, avec différentes parties et différents paragraphes dans chaque partie;

si cela vous est utile, donnez un titre à chaque partie pour clarifier son objet, faites de même, si nécessaire, avec les paragraphes;

n'oubliez pas d'illustrer vos propos par des exemples, de les justifier par des références;

soignez les transitions qui font passer le lecteur d'une idée à une autre;

ne négligez pas la conclusion, qui doit rassembler les grandes idées que vous avez démontrées dans le corps du devoir et/ou ouvrir sur une nouvelle étape.

Je vous encourage à travailler avec un ou une partenaire. Il ne s'agit pas de travailler en groupe sur le même sujet, mais d'établir avec un(e) autre étudiant(e) de la classe une sorte de partenariat grâce auquel tester vos idées, la qualité de votre français, la clarté de votre expression, le degré d'intérêt de votre travail.

#### *Rédaction*

Elle devra évidemment se faire en français, et par étapes. Il vous sera d'abord demandé de présenter un plan de votre devoir, puis une première version écrite, une seconde version écrite revue et corrigée, et enfin, une version orale de votre travail.

#### *Présentation orale finale*

Après une présentation générale de votre portfolio, vous présenterez oralement les résultats de votre projet final (projet d'expression personnelle). Il vous faudra, en 10-12 minutes:

résumer votre entreprise;

expliquer les étapes de votre démarche;

présenter un extrait de votre travail à lire;

expliquer le choix de cet extrait;

résumer les bénéfices et/ou les difficultés de rédaction du devoir final ;

tirer les conclusions de votre expérience du cours.

#### **Intégrité académique**

On s'attend à ce que les étudiants respectent les plus hauts standards de comportement académique.

Tout cas de plagiat, de tromperie, ou de conduite inappropriée sera examiné par les professeurs du programme, et soumis au jugement du comité universitaire lorsque cela nous semblera essentiel.

Les exemples cités ci-dessous constituent les trois cas de plagiat les plus couramment rencontrés dans les devoirs d'étudiants. Faites donc attention d'éviter:

l'exacte citation des mots d'une source extérieure sans guillemets (« ») ;

l'usage des sources extérieures sans identification explicite de ces sources;

l'usage d'une idée tirée d'une source extérieure sans référence explicite à cette source;

l'usage d'un outil de traduction tel que Google Translate (Nous recommandons fortement l'usage du dictionnaire, et même de Wordreference.com, mais aucune source traduisant des phrases entières ne sera tolérée).

En ce qui concerne l'aide des tuteurs ou d'une personne d'origine française ou francophone, nous prions les étudiants de respecter les règles suivantes:

Tout travail soumis dans nos cours doit être de votre propre main et vous devez être capable de l'expliquer en détail (avec des précisions de grammaire, par exemple) et, si nécessaire, de le reproduire devant le professeur du cours pour prouver son origine.

Si vous consultez un tuteur ou un individu d'origine francophone, il ne faut absolument jamais demander à votre tuteur de corriger ou d'écrire un devoir ou même quelques phrases pour vous. Au mieux, votre tuteur devrait vous signaler certains problèmes grammaticaux ou stylistiques pour vous

inviter à vous corriger, car ce n'est qu'en corrigeant vous-même que vous maîtriserez peu à peu toutes les finesses de la langue française. Au cas où vous utiliseriez un tuteur, nous vous demandons de nous soumettre la copie commentée par le tuteur aussi bien que la version que vous corrigez vous-même, tout seul. En cas de doute, les professeurs seront obligés de soumettre l'étudiant à une épreuve pour vérifier sa maîtrise du devoir en question.

[http://web.sonoma.edu/uaffaires/policies/cheating\\_plagiarism.htm](http://web.sonoma.edu/uaffaires/policies/cheating_plagiarism.htm)

### **Class**

In this class you will have some **homework to do before the next class**.

Note that you are responsible for any material missed because of an absence, whatever the reason. If you must be absent, make arrangements with another student to get the notes from class. If you have problems catching up, make an appointment to see one of the university's French tutors or to see me.

**Participation** - and, of course, **attendance** - is essential to language learning.

The Participation grade will go up or down depending on how active you are in class:

If you are physically and mentally present and constantly participating: 95-100.

If you are physically and mentally present and participate often: 90.

If you are present and participate from time to time: 85.

If you are present and participate only rarely, and/or if you speak English during class: 80.

If you are present and silent: 70-75.

### **Rules of courtesy**

Please turn off all cell phones and put them away and out of sight upon entering the classroom.

Disruption due to cell phone usage will not be tolerated. Indeed, should your cell phone ring during class, I may answer it for you, in French, which will really confuse your friends! Moreover, please have the courtesy not to text friends while class is in session. Anyone observed texting will be asked either to hand over their phone for the duration, or to leave the class, and will forfeit participation credit for that day.

At the end of the semester, you will receive a grade for the Attendance: **-3 pts deduction per absence** with no valid excuse.

If you are going to be absent and have a valid excuse (serious illness, death in the family), please make every effort to inform the professor of your absence and of your efforts to make up the work you missed.

Students who talk repeatedly amongst themselves, even in French, when course material is being explained will receive a warning. If the behavior should persist, the student's class participation grade for the day will be significantly lowered, and the student may be asked to leave the class.

Finally, keep in mind that I am available for help, in my office during my office hours. Please don't hesitate to come and see me if you are having problems in the class or if you want study suggestions!

### **Mission du programme**

The French Program of Sonoma State University seeks to develop in its students the basic linguistic skills, analytical skills, and cultural and literary knowledge which will enable them to appreciate the uniqueness of other cultures and to function in francophone communities around the world. In all of its offerings, the French Program seeks to support the ideals of a general liberal arts education.

In order to facilitate students' integration of this course into their understanding of the greater goals of the French Program and the General Education Program at Sonoma State University, it should be noted that:

**French 475**, Senior Seminar, meets the following French Program learning objectives:

appreciation and knowledge of the French culture;

appreciation and knowledge of the French literature.

This course also meets the following GE Program learning objectives:

ability to think and read critically;

development of the habit of intellectual inquiry;

ability to understand literature as a reflection of heterogeneous cultures and lives;

ability to communicate efficiently orally and in writing;

appreciation of aesthetic dimensions and movements;

ability to make connections between literature studied and students' own lives.

Particularly, this course meets each of the sub-area specific learning outcomes of GE area C3 (Comparative Perspectives and/or Foreign Languages) as follows:

1. Demonstrate understanding of diverse cultures through their cultural expressions such as languages, literatures, performance, and arts. In French 475, students explore, discuss, and write about a wide variety of literary texts produced by French and/or francophone author, each studied in its historical and cultural contexts.
2. Demonstrate cultural and/or linguistic competency through the study of diverse cultures and ethnicities. In French 475, students conduct independent research on diverse francophone literary texts and present their findings to the class, thereby demonstrating both cultural and linguistic competency. They also engage in creative writing in the target language.
3. Engage in critical cross-cultural analysis in order to better understand one's own culture in relation to other cultures. In French 475, students are regularly encouraged, in written and oral arguments as well as during class discussions, to compare and contrast the diverse cultures under study with their own culture. As a result, students become better informed global citizens who are able to reflect upon their place within the world.
4. Demonstrate verbal and non-verbal skills in persuasive oral arguments, written assignments and presentations. Students in French 475 research and defend arguments around literary texts. They must complete multiple literary analyses, present their work in front of the class, convince their classmates of their ideas, thereby demonstrating all the skills listed above. They also must present a summary of their work publicly at the final symposium.

This course also exposes students to knowledge about values and ethical issues, including:  
appreciation of diversity and difference;  
awareness of language as a living product of culture and vice versa.

To view the Mission, Goals and Objectives of SSU's General Education Program, please visit:

[http://www.sonoma.edu/Senate/Resolutions/GE\\_MGO.html](http://www.sonoma.edu/Senate/Resolutions/GE_MGO.html)

#### **Disability notice**

If you have a disability that requires accommodation in this class, please notify the instructor as soon as possible regarding the nature of the accommodation(s) you require. You must register with the campus office of Disabled Student Services, located in Salazar Hall, room 1047, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to the instructor before an accommodation can be made.

#### *Liens d'intérêt général sur la littérature française*

ABU: La Bibliothèque universelle

(Accès à des textes du domaine public francophone)<sup>TM</sup>

<http://abu.cnam.fr/>

Littérature française en ligne:

<http://www.lehman.cuny.edu/deanhum/langlit/french/lit.html>

Site de L'Express sur la culture française

<http://www.lexpress.fr/culture/livre/>

Encyclopédie de l'Agora:

<http://agora.qc.ca/encyclopedie.nsf/Categories/Lettres>

La République des Lettres:

<http://www.republique-des-lettres.fr/>

France diplomatie:

<http://www.diplomatie.gouv.fr/fr/>

Littérature des îles françaises:

<http://www.lehman.cuny.edu/ile.en.ile/paroles/index.html>

#### **Sites utiles sur la langue française**

Dictionnaire terminologique:

[http://www.granddictionnaire.com/btml/fra/r\\_motclef/index800\\_1.asp](http://www.granddictionnaire.com/btml/fra/r_motclef/index800_1.asp)

Grammaire interactive:

<http://grammaire.reverso.net/>

Lexique des Termes littéraires:

<http://www.lettres.org/lexique/index.htm>

Rhétorique et Figures de style:

<http://people.ucalgary.ca/~dmaher/figures.htm>

Cours de phonétique:

<http://www.unil.ch/ling>

### *Calendrier provisoire*

Semaine 1 (23-25 janvier) :

Introduction au cours

Francophones en Amérique du Nord

Semaine 2 (30 janvier, 1<sup>er</sup> février) :

Jeanne Castille *Moi Jeanne Castille*

Évangéline

Semaine 3 (6, 8 février) :

Jeanne Castille *Moi Jeanne Castille*

Glen Pitre

Semaine 4 (13, 15 février) :

*Premier essai d'autobiographie*

Jeanne Castille *Moi Jeanne Castille*

Semaine 5 (20, 22 février) :

Jeanne Castille *Moi Jeanne Castille*

CONFÉRENCE "Français en Californie" (1)

Semaine 6 (27 février, 1<sup>er</sup> mars) :

*Tantine : L'histoire de Lucielle Gabrielle Landry racontée par elle-même*

Deborah Clifton

Semaine 7 (6, 8 mars) :

Jean Arceneaux *Je suis Cadien*

Kirby Jambon *Fricassée d'poésie*

Écrivains cadiens

Semaine 8 (13, 15 mars) :

*Deuxième essai d'autobiographie*

Richard Guidry *C'est p'us pareil: Le bon vieux temps*

T. Mayheart Nadar *Je suis Houma*

Semaine 9 : ***Spring Break (no class)***

Semaine 10 (27, 29 mars) :

Gabrielle Roy *La Route d'Altamont*

CONFÉRENCE "Français en Californie" (2)

Semaine 11 (3, 5 avril) :

Gabrielle Roy *La Route d'Altamont*

*Tintamarre*

Semaine 12 (10, 12 avril) :

*Exposé #2 (Recherche 3 étapes)*

Gabrielle Roy *La Route d'Altamont*

Semaine 13 (17, 19 avril) :

*Troisième essai d'autobiographie*

Raymond Leblanc *Je suis Acadien*

Semaine 14 (24, 26 avril) :

Antonine Maillet *La Sagouine*

CONFÉRENCE "Français en Californie" (3)

*Origine de la poésie québécoise* (revue Francofonia)

Semaine 15 (1, 3 mai) :

Michèle Lalonde

*La mosaïque des Francophones aux États-Unis*

Portofio complet (corrections)

Semaine 16 (8, 10 mai) :

Présentations orales en classe (préparation)

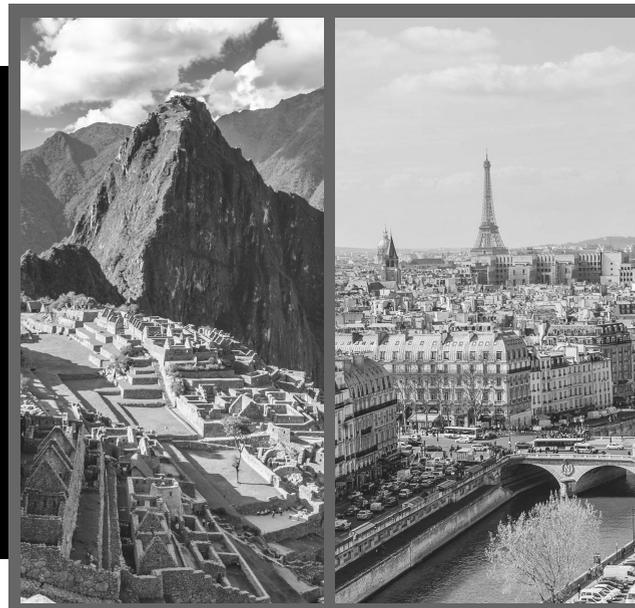
Présentations orales publiques (Finals)

# THE SSU CAREER CENTER CAN HELP YOU PREPARE

Drop in hours:  
Tuesday + Wednesday 10-4  
Thursday 12-4  
International Hall 107

# MODERN LANGUAGES & LITERATURES

FRENCH - GERMAN - SPANISH  
Sonoma State University



# Advice for life after graduation

A Career Preparation Guide  
for Language Programs Graduates

## OR YOU CAN MAKE AN APPOINTMENT

Contact:  
Becky Young, Career Advisor  
(707) 664-2198  
careerservices@sonoma.edu  
www.career.sonoma.edu

## CONTACT US

1801 E. Cotati Ave  
Rohnert Park, CA 94928  
+707 664 2351  
Rachel Carson Hall 18  
www.sonoma.edu/modlang





## Our Multi-Lingual Graduates Appeal to Employers Because You...

- *have greater cognitive, memory, and problem-solving skills.*
- *are able to work well with people of diverse backgrounds and perspectives.*
- *have a heightened understanding of verbal and non-verbal communication.*
- *have advanced speaking and writing skills, both in English and in your additional language(s).*
- *have an increased ability to multi-task and code-switch as needed.*
- *have refined reading skills, including an enhanced alertness for how language is being applied.*

## Our Graduates Have Advanced Degrees in:

- Law and Criminal Justice
- Immigration Law
- Medicine
- Social Work
- Education
- Teaching Credentials, both single-subject and multiple-subject
- Music
- Counseling
- Museum Studies
- Library Studies
- Anthropology
- Engineering
- Public Administration
- Business Administration
- Viticulture and Winery Management
- Global Economics
- Marine Biology
- Information Technology
- Fine Arts/Graphic Arts
- Art History
- Manufacturing Design
- Fashion Design
- French, German, and Spanish Studies

## Explore what is of interest to you.



## Our Graduates Work For:

- International Industrial Companies
- Hospitals and Medical Offices
- Public and Private Schools
- Local and State Government
- Law Firms and Criminal Justice Org.s
- International Student Programs
- Corporate Programs for Study Abroad
- Non-Profit Organizations
- Hospitality, Restaurants & Hotels
- Banks and Financial Institutions
- Airlines, Cruise Lines, Travel Websites

## Consider what you want to do most.

### Tips & Ideas

- *Be familiar with current world events and use that knowledge in interviews.*
- *Include your travel to other countries in your resume.*
- *Undertake work/study in the country where the target language is spoken.*
- *Become more fluent by reading books, and using streaming audio and video.*
- *Network and attend job fairs.*
- *Get connected with local commerce org.s*
- *Develop business and technical skills to compliment language skills.*
- *Apply to or intern with international companies based in the U.S.*
- *Consult a directory of foreign firms based in the U. S.*
- *Consult a directory of U. S. firms abroad.*

*:Avoir une autre  
langue, c'est  
posséder une  
deuxième âme.*

*:To speak another language is to  
possess a second soul.*

- Charlemagne



**French Programs**  
Department of Modern Languages & Literatures

+1-707-664-2351  
[web.sonoma.edu/modlang/french](http://web.sonoma.edu/modlang/french)

Dr. Christine Renaudin    Dr. Suzanne Toczyski  
[renaudin@sonoma.edu](mailto:renaudin@sonoma.edu)    [tozyski@sonoma.edu](mailto:tozyski@sonoma.edu)

# French Programs

Major    Minor    Certificate

Sonoma State University



# Bachelor of Arts in French

The purpose of the French major is 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. Students who study French at SSU also have the option of completing a portion of the course work in France (Paris or Aix-en-Provence) or in Canada, and should visit the International Programs Office for details.

# Requirements for the Major

(Each course is 4 units)

- FR 202 Oral French
- FR 300 Introduction to Literary Analysis & Critical Writing
- FR 320 France Yesterday
- FR 321 France Today
- FR 410 French Literature
- FR 411 French Literature
- FR 415 Special Topics in French Culture
- FR 475 Senior Seminar

**Total Units in the Major**  
**32**

# Requirements for the Minor

The French minor presupposes 15 units or the equivalent of FR 101,102 & 201. All or part of these may have been completed elsewhere.

You are also required to take: (8 units)

FR 202 and FR 300

and one of the following pair of courses:  
(8 units)

FR 320 and FR 410; or

FR 320 and FR 321 ; or

FR 321 and FR 411

Followed by : (4 units)

FR 415 Special Topics in French Culture; or

FR 475 Senior Seminar

**Total Units in the Minor**  
**20**

# Requirements for the Certificate

CLASS	UNITS	MINIMUM GRADE
French 101	4	A-
French 102	4	A-
(Beginning Cert.) French units 8		
French 201	4	C
French 202	4	C
(Intermediate) French units 8-16		
French 300	4	C
French 3-400-level	4	C
(Advanced Cert.) French units 8-24		

To see all requirements for the French Language Certificate for Wine Business, visit:

[sonoma.edu/modlang/french/winebizfrench.html](http://sonoma.edu/modlang/french/winebizfrench.html)

