

French (Bachelors)

Mission: The mission of the French program at FSU is to be a top-ranked undergraduate and graduate program with faculty of international distinction across a wide range of areas and disciplines in French and Francophone studies. Unique among similar programs, the French program at FSU envisions an interconnected curriculum that instills a strong foundation in literary and cultural studies of early modern and modern France alongside detailed investigation into the diverse critical perspectives that Francophone studies bring to the field. With the support of the Winthrop-King Institute, the program draws university-wide, national, and international scholarly attention with high-quality interdisciplinary conferences and collaborative research on cutting-edge topics in the field of contemporary French and Francophone studies. We valorize the liberal arts (a comprehensive perspective on literary and cultural achievements of early-modern and modern France), diversity (critical understanding of non-Western, specifically Francophone, cultural and literary achievements), and interdisciplinarity (an awareness that cultural and literary achievements are best understood in a broad interdisciplinary field).

The BA program aims to impart to students knowledge of Francophone cultures and to develop proficiency in the French language.

<i>Outcomes</i>	<i>Assessment Process</i>	<i>Results</i>	<i>Improvement Plan</i>
<p>PO - Global awareness - At least 10% of students in the BA program perform at the proficiency level in French required to apply for a scholarship to study in France during the summer.</p> <p>Outcome Status: Active</p> <p>Outcome Year(s): 2017-2018, 2018-2019</p> <p>Start Date: 07/01/2017</p> <p>Outcome Type: Program Outcome</p>	<p>Florida State University - At least 10% of majors and minors in the French BA programs will apply for Winthrop-King Summer Scholarships for month-long study in Paris. Scholarship data is collected by the Winthrop-King Institute for Contemporary French and Francophone Studies. Applications are reviewed by the French faculty, a departmental committee, and the Institute. This will result in sustainable language proficiency and increased global awareness.</p> <p>Assessment Method: Department Assessment</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: Criteria Met</p> <p>We received 9 applications for the French undergraduate scholarship. 6 were eligible applications and 5 scholarships were awarded.</p> <p>(09/26/2019)</p> <p>Location: Main Campus</p> <p>Analysis of Results: The outcome was met, despite a lower number of applicants, due to hurricane Michael (even though deadline was pushed back one week)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Conclusion: Criteria Met</p> <p>17 students applied for the scholarship for Summer 18 (12/12/2018)</p> <p>Location: Main Campus</p> <p>Analysis of Results: None available</p>	<p>Improvement Plan: We are going to continue to promote the scholarships, remind students to apply, and encourage them to study abroad. (09/26/2019)</p>
<p>SLO - Interpersonal Communication - Florida State University - 80% of</p>		<p>Reporting Period: 2018 - 2019</p>	<p>Improvement Plan: The choice of</p>

Outcomes	Assessment Process	Results	Improvement Plan
<p>The student will be able to engage in conversation, provide and obtain information, express feelings and emotions and exchange opinions, in French at a level equivalent to Intermediate-high on the ACTFL guidelines.</p> <p>Outcome Status: Active</p> <p>Outcome Year(s): 2017-2018, 2018-2019</p> <p>Start Date: 07/01/2017</p> <p>Outcome Type: Student Learning Outcome</p>	<p>students will score at the Intermediate high level or higher on an oral interview evaluated by two faculty members (the instructor and an outside member) and conducted after spring break in FRE 4422.</p> <p>Assessment Method: Class Performance or Presentation, Department Assessment</p>	<p>Conclusion: Criteria Met</p> <p>100% scored 80% and higher on the oral interview conducted by the instructor and an outside member, at an Intermediate-high level. Students were able to engage in a conversation providing information, feelings, and opinions on a variety of topics addressed in two short stories introduced and discussed in class: Boule de Suif by Guy de Maupassant, and L'hôte by Albert Camus. Students were very eager to do so as these short stories address questions that are still relevant today: role/position of women during war time, occupier/occupied relationship, colonizer/colonized relationship, and the question of choice. (09/27/2019)</p> <p>Location: Main Campus</p> <p>Analysis of Results: Progress was made in part by the choice of short stories which made it more manageable for students and improved their engagement with the texts</p>	<p>short stories will be continued as it fostered students' engagement with and understanding of the texts (09/27/2019)</p>
		<p>Reporting Period: 2017 - 2018</p> <p>Conclusion: Inconclusive</p> <p>No results are available. The professor who taught this class in Spring 18 retired at the end of the semester. (12/10/2018)</p> <p>Location: Main Campus</p> <p>Analysis of Results: None</p>	<p>Improvement Plan: The choice of short stories (rather than a novel) made it more manageable for students, and improved students' engagement with the texts. Therefore, this approach will be continued.</p> <p>(09/27/2019)</p>
<p>SLO - Presentational Communication</p> <p>- The student will be able to present information on a variety of topics in written or oral form in the target language at a level of accuracy approaching or equivalent to an Intermediate-high (ACTFL guidelines). (Presentational mode) This will be assessed upon completion of FRE 4422.</p> <p>Outcome Status: Active</p> <p>Outcome Year(s): 2017-2018, 2018-</p>	<p>Florida State University - 80% of students will score 80% or higher on a writing assignment which will be evaluated independently by two faculty members, the instructor and an outside member.</p> <p>Assessment Method: Written Report or Essay, Department Assessment</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: Criteria Met</p> <p>Students wrote two 5 page papers, at an Intermediate-high level. 100% of students scored 80% or higher on the first paper, and 94% of students scored 80% or higher on the second paper. Students were able to present information and an analysis on a variety of topics. On the second paper, some students chose to write their own short story by applying the elements of the short story genre based on the two short stories we studied in class. (09/27/2019)</p> <p>Location: Main Campus</p> <p>Analysis of Results: The choice of short stories (rather than</p>	<p>Improvement Plan:</p> <p>Improvements were made due to the emphasis on the writing process including instruction on how to writing a critical research paper peer editing, meetings with the professor, revision of drafts, as well as in class discussions, as part of the UDW university requirement. (09/27/2019)</p>

Outcomes	Assessment Process	Results	Improvement Plan
<p>2019 Start Date: 07/01/2017 Outcome Type: Student Learning Outcome</p>		<p>a novel) made it more manageable for students, and improved students' engagement with the texts. Reporting Period: 2017 - 2018 Conclusion: Inconclusive No results available. Dr Walters taught the class in Spring 18, and retired at the end of the semester (12/10/2018) Location: Main Campus Analysis of Results: None</p>	
<p>SLO - Culture II - The student will be able to analyze and demonstrate critical thinking in relation to the products, practices and perspectives of the French culture. This will be assessed upon completion of 9 required hours at the 4000-level. Outcome Status: Active Outcome Year(s): 2017-2018, 2018-2019 Start Date: 07/01/2017 Outcome Type: Student Learning Outcome SLO Outcome Category: Critical Thinking Skills</p>	<p>Florida State University - 80% of students will score 80% or higher on the final writing assignment given in 4000 level courses. Two faculty members will independently assess a representative sample of essays from research papers and examinations collected from a selection of 4000 level courses to determine whether students have attained the performance level. Assessment Method: Department Assessment, Course Embedded Assignment (Often in tandem with exam question bank), Written Report or Essay</p>	<p>Reporting Period: 2018 - 2019 Conclusion: Criteria Met FRW 4460 – FA18 – 100% of students in the course scored above 80% on the final writing assignment on Emile Zola's novel L'Assommoir. FRW 4433 – SP19 – 83.3% of students in the course scored above 80% on the final writing assignment (the score would have been 100% but one student, otherwise a straight-A student in the course, failed to turn in her assignment on time due to a technical emergency); the final writing assignment is a 5-6 page critical research paper that explores a text from the French seventeenth century in its socio-historical and cultural context and requires students to incorporate secondary sources. FRE 4470 SP19- 100% of students in the course scored above 80% on the final writing assignment (5 pages). Students had to address one of the themes discussed in class, incorporate analysis of the primary text(s) and consult published scholarship on the text. (09/28/2019) Location: Main Campus Analysis of Results: The score would have been 100% but one student, otherwise a straight-A student in the course, failed to turn in her assignment on time due to a technical emergency); the final writing assignment is a 5-6 page critical research paper that explores a text from the French seventeenth century in its socio-historical and cultural context and requires students to incorporate secondary sources.</p>	<p>Improvement Plan: FRW 4460 – FA18 – This course was taught as a capstone course exclusively for seniors and advanced undergraduates and was a departure from our usual practice of combining graduate and undergraduate in advanced seminars to ensure enrollment targets are met. Based on student performance and feedback on the course experience, the capstone seminar approach worked very well. It should be continued when enrollment numbers allow. The capstone seminar approach makes it more feasible to develop critical thinking skills and French language competency at a level appropriate for seniors. FRW 4433 – SP19 – In this course, students are allowed to revise one previous assignment (either the class presentation or the 3-page midterm paper) into the final assignment. This is done so as to help students cultivate critical thinking skills over time. This time, more attention was paid to the formulation of argument, use of secondary sources, and analysis of</p>

Outcomes	Assessment Process	Results	Improvement Plan
			<p>textual examples in the previous assignments so that feedback was given earlier, thus allowing students to better cultivate critical thinking skills.</p> <p>(09/28/2019)</p>

Reporting Period: 2017 - 2018

Conclusion: Criteria Met

FRW 4460 in FA 17: 80% of students scored 80% or above in the advanced undergraduate seminar on Paris in the Nineteenth-Century. (12/10/2018)

Location: Main Campus

Analysis of Results: FRW 4460 in FA 17: The topic of the advanced undergraduate seminar on Paris in the Nineteenth-Century drew the interest of seniors in French. The course examined nineteenth-century French novels about Paris as well as the geography of the city's neighborhoods and the history of urban renewal under Baron Haussmann. As has been the program's practice, the seminar combined advanced undergraduates with graduate students and in Fall 2017 there were ten seniors and ten MA & PhD students. Although combined classes often work, it did not work effectively with this group. One of the factors may have been the even number of each group (10 + 10), or the presence of 2-3 undergraduates with low intermediate French alongside doctoral candidates who were native speakers and exceptionally gifted. In addition, at the beginning of the semester the hurricane disrupted the class schedule and some students never seem to have caught up with the reading. Notwithstanding, several students' performance was top-notch. I implemented a mentorship program in the class by pairing each undergraduate with a graduate mentor and this exercise worked very well for the majority of the class. I was pleased that one student presented his research conducted in the course at the FSU graduate student conference Terra Incognita in April 2018.

<i>Outcomes</i>	<i>Assessment Process</i>	<i>Results</i>	<i>Improvement Plan</i>
<p>SLO - Comparisons - The student will be able to analyze elements of the target language, such as time, tense, idioms, and cognates, and compare them to linguistic elements in English. Students will be able to demonstrate an understanding of the nature of language through comparisons of the language studied and their own. This will be assessed upon completion of FRE 4422.</p> <p>Outcome Status: Active Outcome Year(s): 2017-2018, 2018-2019 Start Date: 07/01/2017 Outcome Type: Student Learning Outcome</p>	<p>Florida State University - 80% of students will score 80% or higher on grammar or translation exercises included in the final examination.</p> <p>Assessment Method: Written Report or Essay, Instructor Constructed Exam</p>	<p>Reporting Period: 2018 - 2019 Conclusion: Criteria Met Students were introduced to some elements of Comparative Stylistics which allowed them to learn and apply methods that deal with the many differences in expression between French and English. This is new and difficult for students, but many students welcome the challenge, and learn a great deal as this approach gives them a new awareness of the linguistic similarities and differences between their own language and the target language. (09/27/2019)</p> <p>Location: Main Campus</p> <p>Analysis of Results: Some test results for this section of the course remain low. However, Improvement was made by devoting more time to this section. Some low scores can be attributed to a lack of preparation by some students.</p>	<p>Improvement Plan: Some test results for this section of the course remain low. However, Improvement was made by devoting more time to this section. Some low scores can be attributed to a lack of preparation by some students, however, reducing the amount of material covered will be considered (09/27/2019)</p>
<p>SLO - Interpretive Communication - The student will be able to demonstrate an understanding of the plot, main ideas or themes of a written or spoken text in French, on a variety of topics. (Interpretive mode) This will be assessed upon completion of the FRE 4422.</p> <p>Outcome Status: Active Outcome Year(s): 2017-2018, 2018-2019 Start Date: 07/01/2017 Outcome Type: Student Learning Outcome</p>	<p>Florida State University - 80% of students will score 80% or higher on an oral interview evaluated by two faculty members (the instructor and an outside member) and conducted after spring break in FRE 4422.</p> <p>Assessment Method: Department Assessment</p>	<p>Reporting Period: 2017 - 2018 Conclusion: Inconclusive No results are available. The professor who taught this class in Spring 18 retired at the end of the semester. (12/10/2018)</p> <p>Location: Main Campus</p> <p>Analysis of Results: None</p>	<p>Improvement Plan: The choice of short stories with engaging and relevant themes will be continued (09/27/2019)</p>
<p>SLO - Interpretive Communication - The student will be able to demonstrate an understanding of the plot, main ideas or themes of a written or spoken text in French, on a variety of topics. (Interpretive mode) This will be assessed upon completion of the FRE 4422.</p> <p>Outcome Status: Active Outcome Year(s): 2017-2018, 2018-2019 Start Date: 07/01/2017 Outcome Type: Student Learning Outcome</p>	<p>Florida State University - 80% of students will score 80% or higher on an oral interview evaluated by two faculty members (the instructor and an outside member) and conducted after spring break in FRE 4422.</p> <p>Assessment Method: Department Assessment</p>	<p>Reporting Period: 2018 - 2019 Conclusion: Criteria Met 100% scored 80% and higher on the oral interview conducted by the instruction and an outside member, at an Intermediate-high level. Students were able to discuss the plot and the themes of two shorts stories: Boule de Suif by Guy de Maupassant, and L'hôte by Albert Camus. Themes included questions such as the role of women during war time, occupier/occupied relationship, colonizer/ colonized relationship, the question of choice. Students' understanding was facilitated by group and whole class discussions. (09/27/2019)</p> <p>Location: Main Campus</p> <p>Analysis of Results: The choice of short stories (rather than a novel) made it more manageable for students, and</p>	<p>Improvement Plan: The choice of short stories with engaging and relevant themes will be continued (09/27/2019)</p>

Outcomes	Assessment Process	Results	Improvement Plan
		<p>improved students' engagement with the texts.</p> <p>Reporting Period: 2017 - 2018 Conclusion: Inconclusive Not available. The professor who taught this class in Spring 18 retired at the end of the semester (12/10/2018) Location: Main Campus Analysis of Results: None</p>	
<p>SLO - Culture I - The student will be able to identify and summarize a representative sample of major cultural and aesthetic products and practices of the French culture. This will be assessed upon completion of FRW 3100 and FRW 3101. Outcome Status: Active Outcome Year(s): 2017-2018, 2018-2019 Start Date: 07/01/2017 Outcome Type: Student Learning Outcome SLO Outcome Category: Content/Discipline Knowledge and Skills</p>	<p>Florida State University - 80% of students who have completed the courses will score 80% or above on the identification and definition section of class examinations. The examinations will be assessed by two faculty members (the instructor and an outside member). Assessment Method: Department Assessment, Instructor Constructed Exam</p>	<p>Reporting Period: 2018 - 2019 Conclusion: Criteria Met This learning outcome was assessed through an evaluation of students' performance on the identification sections (multiple choice, in French) of the final exams in FRW 3100 (Fall) and in FRW 3101 (Spring). In FRW 3100, 85% scored 80% or higher on the identification sections of 3 exams. In FRW 3101, 75% scored 80% or higher on the identification sections of 3 exams. The instructor as well as a second outside faculty member confirmed this score.</p> <p>Moreover, in FRW 3100, on the first day of the course, students completed "baseline quiz" of multiple-choice identifications, which was later included on the final exam to assess student improvement. On the first day, 55% of students answered 50% or higher of the questions correctly. At the end of the semester, on the final exam, 100% students answered 50% or higher. (09/27/2019) Location: Main Campus Analysis of Results: his learning outcome was assessed through an evaluation of students' performance on the identification sections (multiple choice, in French) of the final exams in FRW 3100 (Fall) and in FRW 3101 (Spring). In FRW 3100, 85% scored 80% or higher on the identification sections of 3 exams. In FRW 3101, 75% scored 80% or higher on the identification sections of 3 exams. The instructor as well as a second outside faculty member confirmed this score.</p> <p>Moreover, in FRW 3100, on the first day of the course, students completed "baseline quiz" of multiple-choice identifications, which was later included on the final exam</p>	<p>Improvement Plan: although scores in FRW 3101 were lower than previous years (2/8 scored below 80% on the ids on the 3 tests combined), these scores are unrepresentative because one student who failed to show up at the final exam received a zero.</p> <p>In FRW3100, Students improved on their abilities to identify key authors, movements, and dates throughout the semester. Students enjoyed engaging with the texts through my opening lectures, guided discussions through Canvas and in groups, as well as in their opportunities to write 4 short compositions. Students also enjoyed a final oral exposition project in which paired students selected two writers from the semester to impersonate in the form of dialogue. Students enjoyed doing this activity as it allowed students to apply early modern French writers' thoughts into current events and controversies. Expectations and more scaffolding could have been used to enhance this final project. (09/27/2019)</p>

Outcomes	Assessment Process	Results	Improvement Plan
		<p>to assess student improvement. On the first day, 55% of students answered 50% or higher of the questions correctly. At the end of the semester, on the final exam, 100% students answered 50% or higher.</p> <p>Reporting Period: 2017 - 2018 Conclusion: Criteria Met</p> <p>In FA 17 and SP 18 respectively, the baseline test initial results were an average of 3.75 and 3.9 whereas when students took the same test on the final, the average score was 8.48 and 8.5.</p> <p>In FA 17, in FRW 3100, 91 % of students scored 80% or above on the identification sections of all three exams combined.</p> <p>In SP 18, in FRW 3101, 81 % of students scored 80% or above on the identification sections of all three exams combined. Also worth stating is that 5 students scored 98% or above on the final exam. (12/10/2018) Location: Main Campus</p> <p>Analysis of Results: Both courses were revamped in fall 2016/spring 17 to meet the requirements of the Liberal Studies for the 21st Century Program at FSU. Specifically the courses now satisfy two categories of competencies: Humanities and Cultural Practice and Scholarship in Practice. In 2017-18, both surveys were successfully taught with the new syllabi.</p> <p>This academic year, the survey classes were of a fairly homogeneous level with good group cohesion. Learning gains (judged by the baseline assessment) were significant. Both classes enjoyed group projects so I will be sure to keep those activities on future course programs. A pleasure to teach this cohort!</p>	
<p>SLO - Connections - The student will be able to recognize the distinctive viewpoints that are only available through the foreign language and its cultures. Students will have a new window onto the world and will be</p>	<p>Florida State University - 80% of students will score 80% or higher on the final written paper in a selection of 4000-level courses. The preparation of the oral presentation or written report requires them to</p>	<p>Reporting Period: 2018 - 2019 Conclusion: Criteria Met</p> <p>FRW 4460 – FA18 – 100% of students in the course scored above 80% on the final writing assignment on Emile Zola’s novel L’Assommoir.</p>	<p>Improvement Plan: FRW 4460 – FA18 – This course was taught as a capstone course exclusively for seniors and advanced undergraduates and was a departure from our usual practice</p>

<i>Outcomes</i>	<i>Assessment Process</i>	<i>Results</i>	<i>Improvement Plan</i>
<p>able to make connections between the new sources of information available to them in the target language/culture and those sources only accessible in English. This will be assessed upon completion of 9 hours at the 4000 level.</p> <p>Outcome Status: Active</p> <p>Outcome Year(s): 2017-2018, 2018-2019</p> <p>Start Date: 07/01/2017</p> <p>Outcome Type: Student Learning Outcome</p> <p>SLO Outcome Category: Content/Discipline Knowledge and Skills</p>	<p>use a variety of sources, printed (books, newspapers), electronic (Internet), or audiovisual (films), intended for native speakers</p> <p>Assessment Method: Written Report or Essay, Class Performance or Presentation</p>	<p>FRW 4433 – SP19 – 83.3% of students in the course scored above 80% on the final writing assignment (the score would have been 100% but one student, otherwise a straight-A student in the course, failed to turn in her assignment on time due to a technical emergency); the final writing assignment is a 5-6 page critical research paper that explores a text from the French seventeenth century in its original language and in its socio-historical and cultural context, and requires students to incorporate secondary sources.</p> <p>FR 4470 - SP19- 100% of students in the course scored above 80% on the final writing assignment (5 pages). Students had to address one of the themes discussed in class, incorporate analysis of the primary text(s) and consult published scholarship on the text.</p> <p>(09/28/2019)</p> <p>Location: Main Campus</p> <p>Analysis of Results: The score would have been 100% but one student, otherwise a straight-A student in the course, failed to turn in her assignment on time due to a technical emergency); the final writing assignment is a 5-6 page critical research paper that explores a text from the French seventeenth century in its original language and in its socio-historical and cultural context, and requires students to incorporate secondary sources.</p>	<p>of combining graduate and undergraduate in advanced seminars to ensure enrollment targets are met. The capstone seminar approach makes it more feasible to develop discipline specific skills (close reading skills, knowledge about the rise of the realist novel in France and Emile Zola’s naturalist novel) and assess students’ understanding of French context at a level appropriate for seniors. Student read novels in their original.</p> <p>FRW 4433 – SP19 – In this course, students are allowed to revise one previous assignment (either the class presentation or the 3-page midterm paper) into the final assignment. This is done so as to help students craft a coherent argument while embedding it accurately in secondary sources in the target language. This time, more attention was paid to the use of secondary sources in the previous assignments so that feedback was given earlier, thus allowing students to see connections between various sources. (09/28/2019)</p>
		<p>Reporting Period: 2017 - 2018</p> <p>Conclusion: Criteria Met</p> <p>All fourteen of the undergraduate students received an 80% or higher. (12/10/2018)</p> <p>Location: Main Campus</p> <p>Analysis of Results: Not available</p>	