ANNUAL REPORT 2013–2014

DEPARTMENT OF FRENCH, FRANCOPHONE, AND ITALIAN STUDIES

By Robyn A. Holman, PhD

Interim Chair
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I. NARRATIVE DESCRIPTION OF THE STATUS OF THE DISCIPLINE
FROM A NATIONAL PERSPECTIVE

French is a major international language spoken by approximately 300 million people in 50 countries on five continents. It is the official language of many well-known organizations, including the United Nations, UNESCO, NATO, the World Health Organization, the World Trade Organization, the International Red Cross, the International Olympic committee, and Amnesty International. French is also a useful and important language in the United States. After Spanish and Chinese, French is the 3rd most widely-spoken language and it is learned by over one million students. (www.tfla.info/advocacy/WhyStudyFrench)

Italian is spoken by 62 million people throughout the world. Italy has the 7th largest world economy and is a major political force in Europe. Italian language study is particularly valuable for students planning careers in art history, music, linguistics, education, and international relations.

A Modern Language Association study released in 2007 indicated that interest in language study at American colleges and universities had increased significantly since 2002. At the time of the study, French was the second most popular language studied on college campuses and represented 13.1% of all language enrollments. Italian, the fifth most popular language, comprised 5% of the total enrollments. Commenting upon the results of the survey, the executive director of the MLA stated: “Students increasingly see their futures taking place in a multilingual world, and they want language preparation to help them function in that world. Students recognize that having the ability to function across cultures and languages is an enormous advantage.” The comprehensive survey, which was funded by the U.S. Department of Education, also conducted a comparative study of enrollment figures for introductory-level versus advanced-level language study. The findings revealed that students were nearly five times more likely to be enrolled in a first or second year course than in an advanced language course, and determined that the majority of students do not pursue the advanced study needed to attain fluency. (www.mla.org Enrollments in Languages Other Than English in United States Institutions of Higher Education)
II. PROGRAM

Departmental Mission Statement

To ensure a sufficient knowledge base that builds fluency in the major and minor programs of study and enhances the experience of non-majors and minors by providing skills which complement their chosen fields of specialization, thus furthering interdisciplinary collaboration. Through linguistic and cultural immersion programs abroad, the Department promotes global awareness and cultural literacy and fosters the application of language skills to kindred disciplines in response to changing needs and times.

The departmental mission statement aligns with the LCWA mission, which is “to prepare students to become knowledgeable, engaged citizens in an increasingly interconnected global society.”

Strategic Plan

The department’s mission statement is linked to three out of five goals set forth in the College of Charleston’s revised Strategic Plan:

- Provide students a highly personalized education based on a liberal arts and sciences core and enhanced by opportunities for experiential learning.
- Provide students the global and interdisciplinary perspectives necessary to address the social, economic, environmental, ethical, scientific and political issues of the 21st century.
- Establish and promote a vibrant campus life atmosphere dedicated to education of the whole person through integration of curricular and co-curricular or extracurricular activities.

Program Goals

The goals, a reflection of the mission statements and the Strategic Plan, can be summarized as “providing language students with the skills needed to cope with the challenges of a changing world and marketplace, equipping students in the area of cultural competency, and offering them the opportunity to engage in meaningful personal enrichment.” In order to achieve these goals the department aims to employ the following strategies:

- Provide student-centered undergraduate language education that emphasizes proficiency in oral and written communications.
- Offer a broad, dynamic curriculum that encompasses the cultural worlds of France, the Francophone regions, and Italy.
- Stress the importance of using the target language in the teaching and learning of language, culture, civilization, linguistics, and literature.
- Strongly recommend semester-long participation in study abroad programs of students majoring in French, and participation in shorter programs of those minoring in French and in Italian.
• Make available high-impact individual projects like Bachelor’s Essay, Independent Study, and the Capstone Seminar.
• Encourage student participation in organizations like the French House, French Club, Italian Club, and in cultural events such as the International Poetry Evening, film showings, and guest lectures.
• Ensure interdisciplinary collaboration through the involvement in programs such as the First Year Experience, the International Business program, the Teacher Education program, and the Comparative Literature and Linguistics minor programs.
• Use an assessment instrument that outlines student learning outcomes in specific terms.

Learning Outcomes

The entire assessment report, written by Associate Dean Shawn Morrison, may be found in the addendum. This report includes analysis of the data, results of assessment, comparisons with past years, and plans for future modifications and improvements.

Student Learning Outcome 1. Speaking

Graduating French majors take the Official OPI test, administered by ACTFL, during their senior year. Their test will be rated by the official raters through LTI, Language Testing International. They speak at the Intermediate-High level or above. They handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, and particular interests. 100% of our majors speak at the Intermediate-High level.

Student Learning Outcome 2. Writing

French majors write at the Intermediate-Mid level on the ACTFL scale (or higher) at the end of the first 300-level course required for majors.

Faculty use the ACTFL proficiency guidelines rubric to evaluate papers from the FREN 313 class. We expect 100% of our students to score at the Intermediate-Mid level or higher, which means that they can write short, simple communications, compositions, descriptions, and requests for information in loosely connected texts that are based on personal preferences, daily routines, common events, and other topics related to personal experiences and immediate surroundings. Most writing is framed in present time, with inconsistent references to other time frames. They show evidence of control of syntax in non-complex sentences and in basic verb forms, and they may demonstrate some ability to use grammatical and stylistic cohesive elements.

Student Learning Outcome 3. Knowledge of Literary and Cultural Texts

French majors demonstrate knowledge of literary and cultural texts in their literature and/or civilization survey course taken at the mid-point in the major.

Faculty use the ACTFL rubric to evaluate papers from the French and Francophone Literature Survey courses and/or the French and Francophone Survey of Civilization courses. Students identify themes, authors, historical style, and text types in a variety of media that the cultures
deem important in understanding the traditions of the cultures. They cite key cultural perspectives and provide support through descriptions of products and practices found in the cultural texts. We expect 100% of our majors to satisfactorily analyze the perspectives exhibited in the cultural texts provided in the assessments.

III. NARRATIVE SUMMARY AND ANALYSIS OF DEPARTMENTAL ACCOMPLISHMENTS

This year the Department of French, Francophone, and Italian Studies entered into a period of transition and renewal. Dr. Godwin Uwah, who served as Department Chair for the past ten years, stepped down in the summer and Dr. Robyn Holman was appointed Interim Chair. As a result of the retirement of several senior faculty members in recent years plus the loss of two roster faculty to other institutions last spring, the department was obliged to engage two visiting professors to assist with the teaching for the academic year. A search committee was formed in the fall, and after dutifully carrying out its work over a period of several months, recommended the hiring of three new tenure-track professors to fill vacancies. The newcomers, who will be joining the staff in August, are dynamic individuals and excellent teachers and researchers. We look forward to integrating them into the department.

The 2013-2014 teaching staff of 21 individuals was made up of 14 roster faculty members, four of whom are professors, four associate professors, one assistant professor, two visiting assistant professors, one senior instructor, two visiting instructors; plus six part-time French adjunct instructors and one full-time Italian adjunct instructor. Our faculty shows diversity in age, gender, country of origin, and ethnicity. The 14 women and seven men represent seven different nationalities. Age groups range from seasoned tenured faculty who are approaching retirement to young faculty who are just beginning their careers. Among the 14 roster faculty, there is one in the category of black or African American male, one non-resident alien, one faculty of two or more races, and one faculty reports race and ethnicity unknown.

Faculty members in both French and Italian were active and productive this year in the areas of teaching, research, professional development, and service to the College and to the community. Many commitments took the form of assessment work, interdisciplinary involvement, committee assignments, study abroad programs, and club and event planning. Several noteworthy cultural events and outreach activities took place.

Events and Outreach

One of the department’s most remarkable events of the year was the Nuovo Cinema Italiano Film Festival. This four day world-class affair which featured 14 film screenings, also included other activities such as receptions, short seminars, interviews, and conversations with Italian film directors. Dr. Giovanna De Luca, the organizer of this event, is herself a film specialist who spent her last sabbatical leave in Italy investigating Americans’ perceptions of gangster movies. In the early spring, Dr. Lisa Signori arranged to have screened on our campus the award-winning documentary Walking the Camino, Six Ways to Santiago, accounts of individuals who made the arduous historical pilgrimage to Santiago de Compostela, in Spain. This intercultural and interdisciplinary event was supported by the School of Languages, Cultures, and World
Affairs, and by several other departments and units including Hispanic Studies, Art History, Comparative Literature, and the First Year Experience. Another multicultural event, an *Evening of International Poetry*, was organized and hosted by Drs. Abdellatif Attafi and Massimo Maggiari. Students from the College, from a local high school, and guests from the community presented poetry in various languages. In partnership with the Alliance Française of Charleston, the department sponsored an evening event with the travel-writer, Gary Kraut. Mr. Kraut, an American now living in France, gave a presentation on the D-Day invasion of Normandy in honor of its 70th anniversary. The gathering was coordinated by Dr. Abdellatif Attafi. The Italian Program, directed by Dr. Massimo Maggiari, brought to campus a Jungian analyst from Milano, Italy, Dr. Luigi Zoja, who lectured on well-known historical figures who suffered from the effects of paranoia.

**Research and Development**

In the area of faculty productivity in research and development, colleagues in French, Francophone, and Italian Studies contributed one book, eight peer-reviewed articles (published and/or accepted for publication). One volume of essays was accepted for publication by a university press. One co-authored book chapter will soon be appearing in an edited volume, and one article is forthcoming in an edited volume. In addition, an on-line publication suitable for use in conversation classes is almost complete and publication of the beginning chapters has begun. Two poetry booklets were published. A total of ten presentations were given at regional, national, and international conferences. Two faculty members gave presentations on campus, and one offered professional development workshops for a local school district. In addition, one faculty member participated in a two-day seminar on strategies for teaching French to speakers of other Romance languages, and another participated in a poetry event in Italy. Two professors, Drs. Lisa Signori and Abdellatif Attafi, have been granted a sabbatical leave for the 2014-15 academic year and will be actively engaged in serious research projects during that time.

**Faculty Publications**

**Dr. Abdellatif Attafi:**


**Dr. Giovanna De Luca:**

Two peer-reviewed articles in print: “Mediterraneanism and Ironic Postmodern Nostalgia in Sergio Rubini’s Apulia,” in the *Journal of Italian cinema and Media Studies*; and “The New Mafia in Una vita tranquilla,” in the journal *The Italianist, Annual Film Issue*.

Another article, “Seeing Anew: Children in Italian Cinema...,” will be forthcoming in a volume edited by Peter Bondanella and published by Palgrave Macmillan and the British Film Institute.
Dr. Massimo Maggiari:

A book published in February 2014 by Alpine Studio: *Passaggio a nord-ovest: Sulle trace di Amundsen*. Two poetry booklets published with the “mitomodernisti” poets and in collaboration with the photographer Antonio Attini, one in December 2013, and another in February 2014.

Dr. Norbert Sclippa:

A volume of essays accepted for publication by Bucknell University Press: (provisional title) *Sade at 200: Essays on the Bicentennial of his Death*. Co-edited by Kate Parker and Norbert Sclippa.

Dr. Lisa Signori:

Three scholarly articles appeared in print in 2013:


A co-authored book chapter has been accepted for inclusion in an edited volume titled *The Camino de Santiago in the 21st Century: Interdisciplinary Perspectives and Global Views*, edited by Annie Hesp and Samuel Sanchez.

Conferences, Presentations, and Seminars

Dr. Giovanna De Luca:


“L’italiano a Charleston in giro per la città.” Presented at the symposium In Nova Azione: la promozione dell’italiano dentro e fuori l’aula. Sant’ Anna Institute, Sorrento, Italy, June, 2013.


Dr. Robyn Holman:


Dr. Massimo Maggiari:

Participated in a poetry event; a gathering of poets with readings, discussions, round tables. Turin, Italy, December 2013.

Dr. Shawn Morrison:


Dr. Jean-Christophe Reymond:


Dr. Lisa Signori:


Dr. Godwin Uwah:


Other Presentations

Dr. Massimo Maggiari organized a well-attended Italian event in Charleston which showcased our Chiavari and Sorrento summer programs through students’ point of view, fall 2013.

Dr. Shawn Morrison offered two workshops for Berkeley County teachers: “Performance Based Activities, Assessment, and Tasks,” and “Integrated Performance Based Activities, Assessments, and Tasks,” June 2013.

Dr. Lisa Signori gave a talk on the El Camino pilgrimage as a part of the Honors College Faculty Lecture Series, March 2014.
Faculty Recognition

Dr. Giovanna De Luca was named one of CHARLIE Magazine’s 50 Most Progressive People of 2014.

Dr. Massimo Maggiari, the Director of the Italian Program, received a poetry award which he accepted in Italy, February 2014.

Dr. Lisa Signori applied for and was granted the opportunity to participate in the Writing Across the Curriculum Workshop, July 2013. She was also chosen to take part in the Faculty Liberal Arts and Sciences Colloquium, May 2014.

Funding and Grants Received

Dr. Giovanna De Luca

*From external sources:*
(Support for the Italian Film Festival)
Grant from the Italian Ministry of Cultural Heritage and Activities, section cinema, 2013, $3,500
Grant from the South Carolina Humanities Council, 2013, $8,000

*From the College:*
(Support for the Italian Film Festival)
2013, $2,000 from First Year Experience, $400 from English, $100 from Art History, $300 from Multicultural Student Services. For the May 2014 fundraiser, $350 from International Studies

Dr. Massimo Maggiari

*From the College:*
LCWA support for a promotional book tour, Genoa, Italy, 2014, $1,200

Dr. Shawn Morrison

*From the College:*
General Education Reader, 2014, $1,300

Dr. Lisa Signori

*From the College:*
Writing Across the Curriculum Workshop, July 2013, $750
Faculty Liberal Arts and Sciences Colloquium, May 2014, $2,500
(Support for the screening of Camino Documentary) 2013, $300 from French, $150 from Art History, $500 from FYE, $250 from Comparative Literature, $150 from Hispanic Studies
General Education Assessment Reader, 2014, $1,300
Faculty Research Grant, 2014, $1,923
LCWA Faculty Research Grant, 2014, $800
LCWA Strategic Plan Initiative Grant, $650
Faculty Service (to department¹, College², community³, region/nation⁴)

Although faced with an increasing need to devote more time to research agendas, FFIS faculty still remain very committed to service-related endeavors. This year’s activities associated with service to the Department often included participation in governance, such as standing or ad-hoc committee work, or being a member of the faculty search committees. Two faculty members served as course coordinators, and one of the two also supervised the teaching assistants from Versailles. All roster faculty, with the exception of the two visiting professors in French, served as academic advisors to students, and two faculty also advised students for study abroad purposes and evaluated transcripts. Most colleagues contributed in one way or another to student-centered activities such as language clubs, the French House, The French National Honor Society, or other cultural events. On the College level, one colleague represented the Department in the Faculty Senate, and several were members of various committees. Many participated in interdisciplinary activities. An Italian colleague once again took on the time-consuming task of organizing and presenting a film festival. Four faculty members acted as liaisons between the department and the local French and Italian communities, sponsoring or coordinating events that included these groups. One colleague played a leadership role in a national organization.

Dr. Abdellatif Attafi
Advisor to students studying abroad, with both the College of Charleston and other institutions¹,²
Coordinator, 200 level French courses¹
Member, Departmental Outcome Assessment Committee for French 202¹
Member, French Department Search Committees¹
Chair, Ad Hoc Scholarship and Awards Committee¹
Member, Advisory Committee to the Chair¹
Member, Grievance Committee²
Co-organizer, Evening of International Poetry at the College of Charleston¹,²,³
Member, Board of Trustees, Alliance Française³
Member, Honorary Editorial Board for the Journal of Arts and Humanities²,⁴

Prof. Brigitte Codron
Liaison between the Alliance Française and the French Department¹,²,³
Director, Foreign Languages Tutoring Lab¹,²
Participated in annual Tutor Training Workshops offered to all CSL Tutors¹,²
Participated in the Reading Day Cougar Countdown Program: Ask a Prof³,²
Maintained the Alliance Française web page³

Dr. Giovanna De Luca
Member, Graeser Award Committee¹,²
Member, the Film Studies Steering Committee¹,²
Organizer, Nuovo Cinema Italiano Film Festival¹,²,³,⁴
Liaison, Italian community³
Dr. Martine Hiers
Member, Ad Hoc Scholarship and Awards Committee\textsuperscript{1}
Volunteer, final exam review for French 202\textsuperscript{1}

Dr. Massimo Maggari
Co-sponsored an International Poetry Night on campus\textsuperscript{1,2,3}
Hosted a poetry event and baroque music concert for students on the Italian Riviera\textsuperscript{1,2}
Hosted a guest speaker on campus to expose our students and community to different aspects of Italian culture\textsuperscript{1,2,3}
generated funds for the Italian program by contacting various organizations including, the Olivetti Foundation\textsuperscript{1,2,3}

Dr. Michael Maher
Helped streamline the Italian program by updating the current Italian Studies minor and eliminating the redundant Italian minor\textsuperscript{1}
Worked closely with senior faculty to execute the General Education Assessment Process\textsuperscript{1,2}
Promoted the Italian Studies minor and study abroad programs at various study abroad fairs\textsuperscript{1,2}
Co-organized multiple cultural events sponsored by the Italian Studies Program\textsuperscript{1,2}
Advised the Italian Club and assisted in the organization of all events\textsuperscript{1}
Planning Committee Member, Mountain Interstate Foreign Language Conference\textsuperscript{1,2,4}

Dr. Shawn Morrison
Sponsor, Pi Delta Phi National Honor Society\textsuperscript{1}
Member, Curriculum Committee, French Department\textsuperscript{1}
Member, Assessment Committee, French major\textsuperscript{1,2}
Member, Assessment Reading Group, French 202\textsuperscript{1,2}
Member, French Department Search Committees\textsuperscript{1}
Coordinator, Annual Meetings for French Majors and Minors\textsuperscript{1}
Coordinator, first year French courses\textsuperscript{1}
Member, Teacher Education Council\textsuperscript{2}
Member, Portfolio Committees, Exit requirement for M.Ed. student in Languages\textsuperscript{2}
Member, Academic Planning Committee,\textsuperscript{2}
Member, General Education Assessment Ad Hoc Committee\textsuperscript{2}
Reviewer, NCATE reports\textsuperscript{4}
National Review Audit Team, ACTFL/NCATE\textsuperscript{4}

Dr. Jean-Christophe Reymond
Co-sponsor, French Club and French House\textsuperscript{1}

Dr. Robert Sapp
Co-sponsor, French Club and French House\textsuperscript{1}
Member, Scholarship and Awards Committee\textsuperscript{1}

Dr. Norbert Sclippa
Library liaison\textsuperscript{1}
Dr. Lisa Signori
Member, Curriculum Committee
Member, Search Committees
Major and Minor Academic Advising
Director, Bachelor’s Essay
Faculty Mentor, Global Scholars Program
Member, Assessment Reading Group, General Education Assessment
Member, Ad Hoc Committee on Interdisciplinarity
Departmental Representative, French 202 Assessment Committee
Tenure and Promotion Panel, Outside Reviewer for Hispanic Studies
Faculty Senator
Member, URCA Grant Review Committee
Member, SURF Grant Review Committee
Faculty Mentor, the Global Scholars Program
Member, Comparative Literature Steering Committee

Dr. Godwin Uwah
Advisor to International Business majors with a minor in language
Member, Advisory Committee to the Chair
Member, the Steering Committee of the African Studies program
Co-director, the Global Trade Minor
Director, Language and International Business Minor (being phased out)

Study Abroad Directors

Our study abroad programs are an essential component of the French and Italian curriculum, and the directors, who give generously of their time to ensure the success of these programs, are indispensable to us.

Dr. Abdellatif Attafi, assisted by Dr. Parson, directed the summer 2014 study abroad trip to Morocco (12 students).

Dr. Martine Hiers directed the Department’s semester-long immersion program in La Rochelle, France, fall 2013 (7 students).

Dr. Massimo Maggari, assisted by Dr. Michael Maher, directed the summer program in Chiavari, Italy, summer 2014 (12 students).

Interdisciplinary Involvement of Faculty and Contributions to Other Units

FFIS faculty made notable contributions to graduate and undergraduate programs, including the Teacher Education program, the M.Ed. in Languages, International Business, Comparative Literature, Linguistics, and the SNAP program (students needing access to parity).

Prof. Carol Ayer
Responsible for teaching a French 201 SNAP class
Prof. Caroline Beeland
Responsible for teaching 2 French SNAP classes

Dr. Giovanna De Luca
Responsible for teaching LTIT 270 and 370

Dr. Martine Hiers
Program Director, the Comparative Literature Minor
Advisor, Comparative Literature students
Responsible for teaching CPLT 400 and LTFR 250

Dr. Robyn Holman
Graduate Program Director, M.Ed. in Languages
Member, Graduate Council
Chair, Graduate Student Exit Portfolio Committees
Member, committee selecting Versailles teaching assistants
Member, Linguistics Minor Committee
Member, Teacher Education Council
Interviewer, Hispanic Studies’ job candidates
Member, School of Education Ad Hoc Committee considering creation of doctoral programs

Dr. Shawn Morrison
Associate Dean of the School of Languages, Cultures, and World Affairs
Responsible for undergraduate (EDFS) and graduate (LALE) teacher preparation courses
Member, Graduate Student Exit Portfolio Committees
Member, Teacher Education Council

Dr. Godwin Uwah
Co-director, the Global Trade Minor
Director, Language and International Business Minor (being phased out)
Advisor to International Business majors with a minor in language
Member, Steering Committee of the African Studies program

**Departmental Workload Productivity**

Tenured and tenure-track employees who must be provided adequate time to pursue research and development agendas usually teach a 3-3 load, six course annually, however, there is some necessary variation in teaching loads due to faculty involvement outside the department. For example, one faculty member is the associate dean and also teaches courses in the School of Education. The colleague who serves as the on-site program director for the semester-long study abroad program in La Rochelle has an altered schedule and workload. For tenured and tenure-track faculty, the workload is a mixture of basic language courses and upper-division courses. In addition to teaching, most take on a substantial amount of student advising duties. The senior instructor teaches a 4-4 load and advises both French and Comparative Literature students. The visiting instructor, who also works in the Tutoring Lab, has a 3-2 teaching
schedule. The two visiting assistant professors in French and the visiting instructor in Italian taught 8 courses, four per semester, this year. The Italian visiting faculty was also assigned advisees since he was familiar with the Italian program, having been an adjunct last year.

During the academic year 2013-2014, tenured faculty taught 40.2% of the enrolled students, other roster faculty taught 30.5%, and adjuncts, 29.2%. The previous year, tenured/tenure-track faculty were responsible for 41.9% of the total enrollment, other roster faculty 16.7%, and adjuncts 41.3%. The comparison shows that adjunct reliance was significantly reduced this year, as more courses were taught by visiting professors. Tenured faculty’s portion stayed essentially the same.

**Distance Education Offerings**

Dr. Godwin Uwah has offered an experimental French 202 class for the past two summers and will be giving it again this year. Although the department has not yet seen any data that would shed light on the pros and cons of this distance learning class, as this year’s summer class reached its maximum enrollment capacity several weeks before the start date, the idea is apparently attractive to a number of students. Another faculty member has also expressed an interest in taking the TLT preparatory workshops.

**Enrollment Trends**

The total department enrollment for 2013-2014 was somewhat lower than that of the past two years, and the number of French majors and minors continued the downward slide that began most noticeably last year. The combined enrollment of the two Italian minors has remained relatively stable for the past three years. According to available data, numbers in some other LCWA language departments and programs showed a similar drop in enrollment this year, indicating that the occurrence is not limited to FFIS.

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<thead>
<tr>
<th>Total Student Enrollment, Department of FFIS</th>
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<tr>
<td>(Includes French Literature in Translation, Italian Literature in Translation)</td>
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<tr>
<td><strong>Spring 2012</strong></td>
<td><strong>2013</strong></td>
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<td><strong>1,140</strong></td>
<td><strong>1,122</strong></td>
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<th>French and Francophone Studies Major</th>
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<td><strong>2011</strong></td>
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<td><strong>62</strong></td>
<td><strong>61</strong></td>
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<th>French and Francophone Studies Minor</th>
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<tr>
<td><strong>Spring 2010</strong></td>
<td><strong>2011</strong></td>
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<tr>
<td><strong>70</strong></td>
<td><strong>72</strong></td>
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### Average Class Sizes

Most classes in French had a maximum capacity of 22 students or fewer, resulting in an average size of 16.4. Due to the personnel shortage in the popular Italian program, we were unable to hold Italian class sizes to this limit, and as a consequence, the average enrollment figure in Italian classes was 24. However, the factoring in of the Italian Literature in Translation classes, with an average enrollment of 18 students, yielded an overall departmental average of 18 students per class, slightly lower than last year’s 18.3%, and far lower than the 2010 average of 24.2%.

### Graduates

Ten students graduated in the spring with a degree in French, Francophone, and Italian Studies, including three with the Secondary Education Cognate.

### Student Accomplishments

The following departmental awards were presented to spring 2014 graduates at a ceremony organized and hosted by the School of Languages, Cultures, and World Affairs: The Outstanding Student Award was bestowed on Alexandra Beanland, Chelsea Cash, and Katrina Wowaka. Katrina Wowaka also received awards for her work with the French Club and French House. Silvana Liguori was presented with the Language and International Business Award.

Cheryl Schlaeppi achieved the Highly Distinguished category for faculty honors for both fall and spring semesters and has been placed on the Dean’s List for the academic year.

Spring 2012 graduate Adam Dexter was recently awarded a full scholarship to pursue a PhD in French literature at Tulane University.

### Departmental Scholarships

The following scholarships, supported by donors, the Huguenot endowment, the Stephanie Sheffield, the Kathleen Hudson Rivers, the Béatrice Stiglitz and the Anna Cox-Alliance Française scholarships, were awarded to seven deserving students who will be studying abroad in La Rochelle in the fall. A total amount of $15,200 was awarded.

<table>
<thead>
<tr>
<th>Italian Studies Minor</th>
<th>Spring 2010</th>
<th>2011</th>
<th>2012</th>
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<tr>
<th>Italian Minor</th>
<th>Spring 2010</th>
<th>2011</th>
<th>2012</th>
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<td>10</td>
<td>8</td>
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**Student Organizations**

The many activities undertaken by our French Club members and French House residents are summarized in a report provided by Dr. Robert Sapp, faculty co-sponsor of the French Club and French House, which appears in the addendum.

**Curriculum Assessment**

As the survey of the 2013 spring graduates showed a student satisfaction rate of 70% with the French curriculum, a figure considerably lower than the LCWA average of 86.2%, this was obviously an area of concern. This year we began to reorganize our curriculum by taking the following steps: French 150 and 350, two accelerated courses that had not been taught in several years were removed from the offerings. The French Studies minor, which never had any substantial enrollment, was eliminated, as was the Language and International Business minor. In order to streamline the Italian Studies minor, the redundant Italian minor was deactivated. Over the next few years further curricular improvements can be expected. We will be restructuring some of our upper-division courses. The blueprint includes offering more courses that are theme-oriented, those that examine a genre or idea that spans several centuries, and those that provide in-depth cultural analyses, and moving away from some courses that focus only on one century or literary period. Our newly-hired faculty members will play an important role in the redesigning of the curriculum. A special topics course given this spring by one of our visiting professors “Monsters and Marvels in Early Modern French Literature,” and one planned for the fall “The Culture of the French Table” are representative of this new direction. Dr. Lauren Ravalico’s draft course description for the upcoming fall culture course is included in the addendum.

**Success in Meeting Goals**

Overall, we are meeting our program goals. The satisfaction rate with the French program, 80% as reported by the 2013 student exit poll, is good, but we would like to see that figure rise. Evidence supporting the fact that we are delivering a quality, goals-based program comes from the following areas: Students majoring in French and minoring in French and Italian are participating in our departmentally-directed study abroad programs in France and in Italy, as well as being placed in other overseas programs by the Office of International Educations. On campus, they are engaging in high impact experiences such as Bachelor’s Essay, Independent Studies, and the Capstone course. They are involved in extra-curricular activities like language clubs, conversation groups, and cultural events. Our French majors are performing well on the Oral Proficiency Interview. This year 100% met the oral proficiency goal of “intermediate high” on the ACTFL scale. This measure of success encouraged us to raise the bar for next year, and to expect an “advanced low” rating of our students.

An issue brought up in last year’s annual report, the detrimental effect produced by the lack of smart classrooms, has become less of a problem, as more and more classrooms are being updated. Maybank 105, a classroom assigned to the French Department, will be undergoing a total renovation in the fall. The French staffing issue, also mentioned last year as a concern, is being addressed. Three new tenure-track faculty members have been hired.
Curricular Development and/or other Changes Planned for the Next Three Years

As mentioned above, substantial curriculum revamping began this year and will continue for the next two or three years. We expect the upcoming course offerings at the advanced level of French given by the three newly hired professors to be very attractive to students. We plan to re-examine the Capstone Seminar course and fine tune it. Some redundant or low-enrollment programs were deactivated this year, the French Studies minor, the Italian minor, as well as the Language and International Business Minor. However, we must continue to monitor the progress of the Business Language Minor in French, which was launched in the fall of 2012 with the assumption that it would be more appealing to students than was the LAIB. It presently contains only one student.

To relieve somewhat the overburdened Italian classes, we are in the process of hiring a new part-time adjunct to help with the teaching of lower-level Italian, but a full-time instructor is needed. A search will be conducted in the fall for a French Instructor position. We plan to seek an individual with a specialty in second language acquisition. This person will assume the coordination of the first and second year courses in French and will teach basic language classes. The following year we will most likely search for a sub-Saharan literature specialist in order to replace a previous employee who was not awarded tenure. This line is currently being lent to the Department of German and Slavic.
ADDENDUM

Annual Report of the Comparative Literature Program

By Dr. Martine Cuvillier-Hiers, Program Director

The minor in Comparative Literature is still a relatively small program. There were five minors this year, plus eight International Studies students doing a concentration. The program consists of three tiers and classes are well-rotated to prevent any interruption in the curriculum. The introductory course CPLT 200 is normally taught on a regular basis (fall/spring) by Prof. Meglena Miltcheva, but additionally was offered this summer. In the spring of 2014 Dr. Lola Cololina from Hispanic Studies graciously offered to teach LTSP 252, a course that explored dictatorship in Latin American literature. The course was well-populated with 21 students. Dr. Hiers taught LTFR 250 Francophone Literature in Translation in the spring with 17 students enrolled. The one hour capstone course is taught by different faculty, including Dr. Martine Hiers, Dr. Simon Lewis, and Prof. Meglena Miltcheva.

The mission of the Interdisciplinary Minor in Comparative Literature is to afford students the opportunity to study various national literatures while stressing the historical, social and cultural context of all primary sources within a comparative framework. It differs, however, from what is commonly referred to as World Literature in that it introduces comparative methods to teach students on one hand, to identify the connections which exist between the literary phenomena of those different traditions and on the other hand to examine the relationship that exists between a national literature and other interdisciplinary fields such as music, theater or other art forms. Tools of inquiry, such as literary criticism, literary theory and various forms of hermeneutics are introduced to promote students' critical thinking, enhance their research capability, improve their written and oral skills while deepening their interest in cross-cultural knowledge.

Learning outcomes for students of the Interdisciplinary Minor in Comparative Literature:

To read and interpret texts from various literary traditions in the original language or in translation with the ability to situate them within their historical, social and cultural contexts.

To be able to read primary sources, secondary sources and criticism in another language besides English.

To be able to interpret and write on a literay topic in another language besides English.

Take at least one literature course in the original language or in translation in a national literature other than English and the foreign language required by the core curriculum.

To demonstrate knowledge of the different interpretive methods studied.
To show an ability to conduct sound research.

To show critical thinking when discussing and analyzing a literary text or texts from primary sources as well as from secondary sources and critical essays.

The ability to apply comparative methodologies to texts from different literary traditions.

The ability to interpret the evolution of a particular literary form from one national literary tradition to the other based on literary history and other social and cultural phenomena.

To demonstrate good written and verbal skills when interpreting literature.
Assessment Report

By Dr. Shawn Morrison

SLO 1. Speaking

Graduating French majors take the Official OPI test, administered by ACTFL, during their senior year. Their test will be rated by the official raters through LTI, Language Testing International. They speak at the Intermediate-High level or above. They handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, and particular interests. 100% of our majors speak at the Intermediate-High level.

Official OPI-c tests were given to all our graduating French majors. 100% of our majors were at or above our goal level of Intermediate High or Advanced Low; of those, 20% exceeded our expectations. 10% were rated at Advanced Mid and 10% were rated at Advanced High.

After three years of testing our graduating majors, with 100% of our majors taking the test and 100% of our majors meeting our goals, we will be raising our standards beginning in Fall 2014. We will increase the expected level for our "meets" standard to Advanced Low instead of Intermediate High.

We will monitor those results over the next three years to see if we can meet this higher goal for our program.

SLO 2. Writing

French majors write at the Intermediate-Mid level on the ACTFL scale (or higher) at the end of the first 300-level course required for majors.

Faculty use the ACTFL proficiency guidelines rubric to evaluate papers from the FREN 313 class. We expect 100% of our students to score at the Intermediate-Mid level or higher, which means that they can write short, simple communications, compositions, descriptions, and requests for information in loosely connected texts that are based on personal preferences, daily routines, common events, and other topics related to personal experiences and immediate surroundings. Most writing is framed in present time, with inconsistent references to other time frames. They show evidence of control of syntax in non-complex sentences and in basic verb forms, and they may demonstrate some ability to use grammatical and stylistic cohesive elements.

This assessment was not done this year in the FREN 313 classes. The program will make sure that this is done every semester, beginning in Fall 2014. However, samples from a different 300-level class were assessed. This class is the class taken after the prerequisite courses of FREN 313 and FREN 314, but it was useful in assessing the program.
Students in a mid-level 300-level course were rated at 14% below the standard and 86% meeting or exceeding the standard. This is troubling, due to the fact that this course is taken after the FREN 313 and FREN 314 classes. We will continue to monitor the results of our students' writing, beginning in the FREN 313 class next fall.

SLO 3. Knowledge of Literary and Cultural Texts

French majors demonstrate knowledge of literary and cultural texts in their literature and/or civilization survey course taken at the mid-point in the major.

Faculty use the ACTFL rubric to evaluate papers from the French and Francophone Literature Survey courses and/or the French and Francophone Survey of Civilization courses. Students identify themes, authors, historical style, and text types in a variety of media that the cultures deem important in understanding the traditions of the cultures. They cite key cultural perspectives and provide support through descriptions of products and practices found in the cultural texts. We expect 100% of our majors to satisfactorily analyze the perspectives exhibited in the cultural texts provided in the assessments.

Students' analysis of an authentic cultural text were evaluated. 33% of the students did not meet the standard; 67% met or exceeded the standard.

It was noted that students paraphrased or quoted from the text more than was anticipated, therefore casting doubt on their own ability to analyze the perspectives evident in the text. This could be mitigated in the future by the prompt for the analysis limiting the use of quotes and paraphrasing OR including less of the original text, which would require more of the students' own analysis and allow them less to quote or paraphrase.

The texts, assignments, and writing prompts will be edited beginning in fall 2014 to attempt to counter this issue. Faculty teaching the 300-level cultural and literary courses will work together to create appropriate prompts and choose appropriate texts to be used in each course.
Student Activities Report

By Dr. Robert Sapp

Throughout the 2013-2014 academic year on-campus activities related to French and Francophone cultures at College of Charleston were organized through a concerted effort between members of the French Club and residents of the French House.

In the fall of 2013 renovations to the French House were completed and residents were able to move into the house in late October. Thanks to funds from the Department of French, Francophone, and Italian Studies, a new flat-screen television was installed to replace a broken television in the front room where residents can watch TV5 monde (an amenity provided by the Department of French, Francophone, and Italian Studies as well). After completion of renovations, the residents of the French House hosted French Club meetings, bought presents for Christmas Angels (the French House served as a holding area for gifts purchased), and held a spring dinner party in which students and faculty gathered to enjoy French cuisine and discuss the year in a less formal setting. Funds appropriated by the French Club purchased food for the event. Dr. Lisa Signori generously provided home-made patisseries (palmiers) for the event as well. Working closely with the new French Club president, we hope to coordinate a similar event for the commencement of the Fall 2014 semester in an attempt to welcome back French Club members, recruit first-year students to the French Club, and promote awareness of French Club and French House activities to the campus at large.

While many events were coordinated between the French Club and the French House, the French Club also organized events in off-campus settings. For instance, the French Club regularly held a conversation hour at the artisanal chocolate shop Christophe’s on Society Street. Each event saw between 15-20 students of various levels of French and at least two faculty members actively communicating in French for over an hour. Thanks to involvement of colleagues in French at neighboring institutions, this event brought together students of French and Francophone Studies from College of Charleston as well as cadets from The Citadel. Eventually, we would like to expand the event to include Francophone speakers from within the community, but for now the relaxed and welcoming atmosphere continues to attract students of all levels of French expression.

This year also saw the creation of a French Club site on ORGSYNC. Through this site, executive members and faculty advisors could efficiently organize and promote events both on and off campus. These include two dinners at Fast and French restaurant and the Soirée Cinéma series which featured four Francophone films shown to the campus community. Next year, we hope to further expand this event in conjunction with Dr. Robert Sapp’s FREN 326 course, offering a chance for students to introduce films before screenings. The French Club also had a prominent presence this spring at the World Cultures Fair. Taking part in this campus-wide event, members designed a table to promote French and Francophone cultures, present opportunities for study abroad in French-speaking countries and expose the campus community to French Club events. Several students submitted their French and Francophone inspired culinary creations to the Food Contest.
The French gastronomic meal was recently inducted into UNESCO’s list of world heritage sites as part of the “intangible culture of humanity.” Eating good food is a hallmark of modern French life and a cultural practice folded within the zesty layers of eighteenth-century history, when questions of taste, social networking around the table, and the politics of food commerce were at the forefront of Enlightenment thinking. In this course we will trace the literary, artistic, political, and philosophical roots of the French culinary tradition to understand how the history of food tells a complex story about what it means to be French. We will examine a variety of literary materials in addition to other cultural sources like cookbooks, newspapers and magazine articles, television, painting and film to study the evolution of food culture in France from the eighteenth century until now. We will also learn the language and practice of tasting (dégustation) at local French restaurants and other food-related events to gain a gustative sense of different French and Francophone regional identities.