ANNUAL REPORT 2019-2020

DEPARTMENT OF FRENCH, FRANCOPHONE, AND ITALIAN STUDIES

By Dr. Lisa F. Signori
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. The most recent published data by the United States Census Bureau American Fact Finder (2017) reports that 1,203,941 people in the U.S. speak French at home, including Cajun. French is the fifth most common non-English language spoken in American households, after Spanish, Chinese, Vietnamese, and Tagalog.

According to the website of the Consulat Général de France in Atlanta, there are an estimated 15,000 French citizens living in the Southeast US. Of the 6,654 registered French citizens in the Southeast US, 32.35 are citizens of both France and the US; 60% are under age 45; 49.9% are female and 50.1% are male. The French population has grown 3% since 2015 ("Mieux connaître la population française ")

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, cinema, music, linguistics, education, and international relations. The same US Census Bureau American Community Survey mentioned
above reports that 723,632 people in the US speak Italian at home.

In June of 2019, the Modern Language Association, with funding from the National Endowment for the Humanities and the National Security Education Program, published its final report on its summer 2016 and fall 2016 language course enrollment survey: **Enrollments in Foreign Languages other than English in United States Institutions of Higher Education**. The report shows that the aggregate enrollments in Foreign Languages across the United States decreased by 9.2% between 2013 and 2016. The total number of language programs offered nationally in fall 2016 was down by 651, or 5.3%, since 2013, whereas between 2009 and 2013 the number of offered programs declined by one. This figure includes commonly taught languages such as French (which fell by 129 programs) and Italian (which fell by 56 programs).

In the state of South Carolina, foreign language enrollments decreased by 7.5% (31,256>28,906), which is less than the national average.

French and Spanish still led as the two most studied languages other than English. During this period French enrollment fell nationally by 11.1% (197,757> 175,667). Enrollments in Italian dropped 20.1% between 2013 and 2016 (70,982>56,743).

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<td>Spanish</td>
<td>822,148</td>
<td>861,015</td>
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<td>789,888</td>
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<td>French</td>
<td>206,019</td>
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<td>German</td>
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<td>95,613</td>
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<td>86,782</td>
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<td>Japanese</td>
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<td>72,357</td>
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<td>Italian</td>
<td>78,176</td>
<td>80,322</td>
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<td>Chinese</td>
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<td>Arabic1</td>
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<td>Latin</td>
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<td>27,209</td>
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<td>Greek, Ancient2</td>
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<td>Hebrew, Biblical3</td>
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<td>12,596</td>
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<td>Hebrew, Modern</td>
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<td>8,307</td>
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<td>6,698</td>
<td>-19.4</td>
<td>5,521</td>
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<td>Other Languages</td>
<td>33,800</td>
<td>39,349</td>
<td>16.4</td>
<td>34,746</td>
<td>-11.7</td>
<td>34,747</td>
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<tr>
<td><strong>Total</strong></td>
<td>1,575,838</td>
<td>1,673,566</td>
<td>6.2</td>
<td>1,561,131</td>
<td>-6.7</td>
<td>1,417,838</td>
<td>-9.2</td>
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</table>

Number of institutions reporting in 2016: 2,547.

2. Includes enrollments reported under “Greek, Ancient,” “Greek, Biblical,” “Greek, Koine,” “Greek, New Testament,” and “Greek, Old Testament.” Excludes enrollments reported under “Greek,” “Greek and Hebrew,” and “Greek and Latin.”
3. Includes enrollments reported under “Hebrew, Biblical,” “Hebrew, Classical,” and “Hebrew, Rabbinic.” Excludes enrollments reported
According to the MLA’s Language Enrollment Database 1958-2016, French enrollments at four-year institutions of higher learning in South Carolina dropped from 4077 in 2013 to 3493 in 2016, a decrease of 14.3%. The College of Charleston’s French enrollment figures reflect the national trend through 2016. French enrollments at the College dropped slightly from 799 in 2013 to 740 in 2016, a decrease of 7.4%, less than the national or state statistics. Through 2016, French enrollments remain the highest of any college or university in the State of South Carolina, including Clemson and the University of South Carolina, Columbia. It is also striking to note that in terms of French enrollment, the College of Charleston ranks 7th of 287 four-year universities and colleges in the South Atlantic region.

Italian enrollments at four-year institutions of higher learning in South Carolina increased from 938 in 2013 to 995 in 2016, an increase of 6%. The College of Charleston’s Italian enrollment decreased slightly over the same reporting period by 6.6% (down from 305 to 285). Only the University of South Carolina has more students of Italian in the state. In terms of Italian enrollment in the South Atlantic Region, the College of Charleston ranks 7th of 87 four-year universities and colleges.

Data from the Language Enrollment Database for French and Italian programs in South Carolina is included in the appendix.

II. PROGRAM

a. 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 Mission Statement was approved by department vote.

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.”

b. Strategic Plan

As revised February 2013, The College of Charleston’s Strategic Plan (http://www.cofc.edu/strategicplan/index.php) summarizes five “goals,” three of which are directly linked to our department’s own mission statement:

- 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.

The summer internship in a French Workplace (FREN 383) affords students invaluable
“experiential learning” as they gain practical internship experience with French-based firms and
organizations. Our other study abroad programs in La Rochelle, France, Morocco and Italy, also
help to equip students with the “skills and tools that will facilitate their insertion into
complicated social and economic environments” of the 21st century (Liz Reisberg, “Foreign
Language Study Should Be Mandatory, Inside Higher Ed). The Department’s student
organizations, the French Club, the Italian Club, the annual Italian film festival, and the Franco-
Hispano House sponsor various activities throughout the academic year that connect students in
meaningful ways while complementing our academic programs. The departmental faculty lecture
series, poetry night, language conversation tables, cultural festivals, course fairs and recruitment
mix & mingles, among other events, help “establish and promote a vibrant campus life
atmosphere” as specified above by the College’s Strategic Plan. Also, at the core of every French
or Italian course taught in French, Francophone, and Italian Studies – from basic language
through advanced courses in literature, civilization and culture – is an intrinsically
interdisciplinary approach of cultivating in our students’ critical perspectives necessary for
addressing effectively the many issues they will constantly encounter in the world around them.
Language instruction is necessarily interwoven with related culture, literature, history, politics,
business, economics and society. Our disciplines in the Department of French, Francophone, and
Italian Studies have always been fertile ground for nurturing global, interdisciplinary
perspectives.

c. 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, 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, and Independent
Study.
• 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.

d. Student Learning Outcomes

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 Advanced-Low 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. The performance target is to have 80% of our majors rated at the Advanced-Low level or above.

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. The performance target is to have 100% of our students 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. The performance target is to have 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

a. Department Accomplishments

FFIS faculty made notable interdisciplinary contributions to graduate and undergraduate programs, including the First Year Experience program, the Teacher Education program, the M.Ed. in Languages, the School of Education, The Honors College, Comparative Literature, Linguistics, the SNAP program (students needing access to parity), Francophone/Italian Literature in Translation, and Distance Education.

1. Innovative Course Offerings

In the spring of 2020, Dr. Massimo Maggiari offered a special topic LTIT (LTIT 270.01) course titled Wilderness and Ecology in Modern Italian Narrative. In spring 2020, in French, Dr. Shawn Morrison offered a special topic course (FREN 490.01) titled Asterix and Mickey – French Culture in the 20th century, and Dr. Robert Sapp offered another special topic course (FREN 491.01) titled Multicultural Voices and Diaspora in Communities in Québécois Literature.

2. Instructional Contribution to Other Units

This past year, FFIS generously collaborated with other departments and programs, offering one FYE Learning Community that paired FREN 101 but with a First Year Seminar on the City of Light. Another colleague has designed her course to align with the College’s QEP on sustainability. We offer SNAP courses in beginning and intermediate French language, and have a faculty member who also teaches courses for the M.Ed. in Languages and for the School of Education. Francophone and Italian literature were also taught in translation. Two colleagues are affiliate faculty members with Women’s and Gender Studies, and several are mentors for the Global Scholars Program. Another colleague serves as the Program Director of the Comparative Literature Program.

1. FYE: LC 4 FREN 101.03, Dr. Margaret Keneman (fall 2019).
2. FYE: FYSE 116.01 Ghost Stories, Dr. Robert Sapp (fall 2019).
4. FYE: FYSE 116.02, On the Road Again, Modern Journeys on Ancient Pathways, Dr. Lisa Signori (spring 2020).
5. HONS: HONS 381.0 The Art of Pilgrimage, Dr. Lisa Signori (spring 2020).
6. LTFR: LTFR 250, Dr. Martine Hiers (spring 2020).
7. LTIT: LTIT 250.01 and LTIT 350.01, Dr. Massimo Maggiari (summer 2019), LTIT 250.02, Greenburg (summer 2019), LTIT 250 and LTIT 370, Dr. Giovanna De Luca (fall 2019), LTIT 250, Maggiari (spring 2020); LTIT 270, De Luca (spring 2019).
8. School of Education: EDFS 456.01, Dr. Shawn Morrison (fall 2019 and spring 2020); EDFS 460, Morrison (spring 2020).
9. Students Needing Access Parity (SNAP): FREN 201, Mme. Caroline Beeland (fall 2019); FREN 102, Beeland (spring 2020); FREN 202, Beeland (spring 2020).
3. Distance Education

As of spring 2020, our department has six colleagues who have undergone training to offer online courses as part of the Distance Education initiative. At the present time, we offer FREN 101 and FREN 102 each year (offered for the first time online in 2019/2020), FREN 201 and FREN 202 online each semester, and FREN 202 over the summer. LTFR 250 (Francophone Literature in Translation) was also offered online during the spring 2020 semester. One of our faculty members teaching DE courses for the M.ED. offers LALE 602 online in the summer. Two additional faculty members enrolled in the complete Distance Education readiness course offered during summer 2020, and one of these will be offering an online course beginning spring 2021.

4. Contributions to Interdisciplinarity

This past year, faculty members worked with students on high impact academic experiences such as the Bachelor’s Essay (FREN 499) and Independent Studies (FREN 498) and Directed Readings (FREN 496). Our department also provides numerous high impact student experiences through the study abroad programs we offer. This past year our study abroad programs were impacted by the COVID-19 pandemic. All planned spring and summer programs were canceled. Programs canceled including a spring break FYET program to Paris, as well as our Summer Internship in a French Workplace, and two summer programs to Italy.

5. Enrollment Trends

In line with the data presented in the opening statement regarding the status of the discipline from a national perspective, we do see a decrease (14%) in overall enrollment in the Department from 2018 (1000) to 2019 (859) and a slight 3.2 % decrease in overall enrollments from 2019 (859) to 2020 (831). Spring 2020 enrollment in FFIS was the lowest the department has seen since the spring of 2014. This decrease could also be compounded in part due to lower enrollment at the College overall during the last academic year.

Though there had been a downward trend in the overall number of French majors since 2013, with coordinated and systematic recruitment efforts by FFIS faculty in AYS 2017-2018, 2018-2019, and 2019-2020, the yearly decrease in majors has reversed its course from 2018 onward. At the conclusion of the spring 2018 term, there were 31 French majors which represented an increase of 15% from spring 2017 (27 majors), and at the end of spring 2019, we had a total of 39 majors (an increase of 44% over 2017 and an increase of 26% over 2018). By spring 2020, we have a total of 41 majors (an increase of 32% over 2018 and a smaller increase of 5% over 2019, but an increase nonetheless).
The number of French and Francophone Studies minors is on the increase as well. Enrollment in spring 2020 was 41 (up from 39 in spring 2019, representing the largest number of minors since 2015), for an increase of 4.9 %

The number of minors in the Business Language Minor track, however, decreased from spring 2019 (29 minors) to 15 BLMF minors in spring 2020, a decrease of 47.5%.

The enrollment in the Italian Studies minor program minor that had been steadily increasing since 2014, took a slight dip in the spring of 2019 (29 IS minors down from 34 in the spring of 2018, a decrease 14.7 of %). Once again, there is an increase in the number of Italian Studies minors in spring 2020 (32) – up from 29 in 2019 for an increase of 10.3 %.

### Total Student Enrollment, Department of FFIS

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<tr>
<td>(includes French Literature in Translation, Italian Literature in Translation)</td>
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<tr>
<td>1,008</td>
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### French and Francophone Studies Major

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<td>(includes French Education Majors, EDFL and EDFF)</td>
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### French and Francophone Studies Minor

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### Business Language Minor in French

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### Italian Studies Minor

| Italian Studies Minor  |  |  |  |  |  |
|-----------------------|---|---|---|---|
| 21  | 22  | 27  | 34  | 29  | 32  |

Though overall enrollment in the department slightly decreased last year from the previous year (from 859 to 831 students), which resulted in fewer classes being offered in the Beginning and Intermediate program, we nonetheless saw an increase in the number of students in the French & Francophone Studies Minor (up 3 students from 50 in 2019 to 43 in 2020. Our number of majors increased slightly by two, from 39 in 2019 to 41 in spring 2020. This is encouraging considering national trends, and we hope that by continuing to offer quality courses, events and programming, we will attract more students through our recruiting efforts and be able to grow our programs further. There was a slight increase in the number of Italian Studies Minors as well (32, up from 29 in the spring of 2019). The numbers in the Business Language Minor in French
decreased by 37.5% from 24 in 2019 to 15 in 2020. This is the lowest number of minors in that program since 2016.

Average Class Sizes

In its revised 2012 statement (https://adfl.mla.org/Resources/Policy-Statements/ADFL-General-Guidelines-for-Departments), the Association of Departments of Foreign Languages (ADFL) recommends that for “foreign language courses that stress all four skills, the maximum class enrollment not exceed twenty students.” ADFL also notes that “class size must be appropriate for enabling, rather than inhibiting, the kind of effective interaction between teacher and students necessary for developing proficiency in speaking and writing. Smaller class size also leads to greater student satisfaction and retention.” Currently, however, the Department of French, Francophone, and Italian Studies generally has enrollment caps of 22 students (higher when necessary) in all 101 through 202-level language courses, not including SNAP courses. Over the year, the departmental average for all classes was 19.4 students per class; 19.3 students per class in French classes and 19.5 students in all Italian classes. This is up from last year’s departmental averages. In 2019, we had an overall average of 17.3 students per class; 17.1 students per class in French classes and 17.7 students in all Italian classes.

Recruitment Efforts

Please see a list of recruitment events and tools below:

- The AMPOPA book project, “le don du livre,” held September 25th at Café Framboise in Charleston to distribute 2,000 new unsold books donated by French publishers and delivered to Charleston by the French Navy to promote its mission to share French culture through reading around the world
- Inaugural “Dessert with the Department” event on February 13th, 2019, including presentations from students returning from FFIS study abroad programs and the Pi Delta Phi National Honor Society induction ceremony
- The Department received weekly reports of prospective undergrads who listed French and Italian as fields of interest. A French major contacted the as an introduction to our program. An Italian faculty member reached out to those students interested in Italian
- Periodic updating of J.C. Long monitor content and photos
- Implementation of “intake form” in 313 and lower-level courses to identify prospective majors and minors in order to personally recruit some of them
- Participation in Majors and Minors Fair, fall 2019
- Fall and Spring course advertising through flyers for all 300/400-level courses and active recruitment in 100-300-level French courses; especially in 202-level in our effort to boost retention and to promote continuation in French and Francophone Studies
- Recruitment Committee Chair visits to FREN 202 classes
- Participation in the phoning of accepted students through Faculty Connect
- Participation in Accepted Students Weekend
- In-Class recruitment for study abroad (including updated flyers and Dr. Martine Hier’s class visits to boost numbers for LaRochelle)
- French Club and French House promotion
6. Departmental Workload Productivity

Over the past 15-20 years, the College of Charleston’s standards for tenure and promotion have become increasingly more rigorous, especially for scholarship. At the same time, however, expectations for excellent teaching and significant service activity continue as we still emphasize the virtues of our undergraduate education and focus on students. The College has attempted to complement increased expectations for scholarship with a 3-3 course load, six courses annually, for tenured and tenure-track faculty (those expected to maintain active and sustained research agendas). For roster faculty the workload is a mixture of basic language courses and upper-division courses. 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 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. The senior instructor teaches a 2-4 load and advises both French, Comparative Literature students as well as students in International Studies and serves as the Program Director of the Comparative Literature Program. This instructor also teaches our distance education courses in French 201 and 202 and LTFR. The assistant professor of French who serves as coordinator of the beginning and intermediate French language courses has a 2-3 teaching schedule given her duties. The instructor of French, who also works as Director the Foreign Language Tutoring Lab, has a 3-2 teaching schedule. This past year, the Director of the Italian Film festival taught a 2-3 teaching schedule to allow time to organize the festival.

In addition to their normal teaching schedules this past year, French faculty were responsible for seven independent courses: in the fall, one faculty member directed a Bachelor’s Essay (FREN 499); in the spring, three faculty members led three Independent Studies (FREN 498) and one faculty member guided a Directed Readings course (FREN 496) while another continued to direct the BE (FREN 499) begun in the fall; in summer 2020, a faculty member began to direct a new Bachelor’s Essay with a student in summer I (FREN 499). Along with curricular load, faculty shoulder service duties such as the advising of majors and minors, departmental and college-wide committee assignments, and service to the community and profession. Despite their many tasks, the French and Italian faculty have managed to balance outstanding teaching, selfless dedication to students and service, and admirable scholarly agendas.
Number of Internal Sections Offered (including Independent Study and Conversation Courses)

<table>
<thead>
<tr>
<th>Program</th>
<th>Total Sections</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>French All Faculty</td>
<td>87</td>
<td>49</td>
<td>38</td>
</tr>
<tr>
<td>French Roster Faculty</td>
<td>51</td>
<td>30</td>
<td>21</td>
</tr>
<tr>
<td>French Adjunct Faculty</td>
<td>28</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>French Teaching Assistants</td>
<td>8</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Italian All Faculty</td>
<td>26</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>Italian Roster Faculty</td>
<td>16</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Italian Adjunct Faculty</td>
<td>10</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td><strong>Department Total</strong></td>
<td><strong>113</strong></td>
<td><strong>63</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

FFIS had a decrease in adjunct usage in AY 2019-2020 of 8.3%. The previous year, in AY 2018-2019, roster faculty taught 53.2% of the enrolled students, while adjunct faculty taught 41.9% and TAs 4.8% of students. In AY 2019-2020, roster faculty taught 59.3% of the enrolled students, while adjunct faculty taught 33.6% and TAs 7.1% of enrolled students.

7. Student Accomplishments

2020 Graduates (French)

This past year, nine students graduated with a major in French and Francophone Studies, including one with the Secondary Education Cognate. We had 19 FRFS minors graduate, along with eight BLFM minors and seven Italian Studies minors.

Departmental Awards

The following departmental awards were presented electronically to noteworthy spring 2020 graduates. Grace Lee received Departmental Honors, Massey Demmas, Sarah Monderer, and Melissa McLaughlin named Outstanding Students in French. Melissa also received the French Club Award

Daniel Cramer and Sarah Elizabeth Gray received Italian Club awards.

Departmental Scholarships

Claire Natiez and Isabel Crews were awarded the Kathleen Hudson Rivers Travel Scholarship and would have participated in our study abroad program in La Rochelle, France in the fall of 2020, but it was canceled due to the pandemic. Christina Ferrell received the Beatrice Stiglitz Scholarship for her planned participation in our study abroad program in La Rochelle this fall. Abigail Phillian was awarded the Huguenot Endowed Scholarship. Gianna Bucci was awarded the Friedgen Family Italian Study Abroad Scholarship the summer program in which he was slated to participate was canceled. The Arnaud Family Alliance Française of Charleston Award and the Sabine Hagn-Ford Study Abroad Scholarship were not awarded due to the cancellation of the La Rochelle, France fall program.
8. Student Organizations

The activities undertaken by our French and Italian Club members and French House residents are summarized in reports provided by Dr. Robert Sapp, faculty sponsor of the French Club, Dr. Maher, Faculty Sponsor of the Italian Club, and Dr. Margaret Keneman, Faculty sponsor of the French House. These reports can be found in section III j.

b. Curricular Assessment

Students in the French major are assessed in the middle part of the major and at the end. Faculty teaching courses at the 300-level; specifically, FREN 313, FREN 314, FREN 334, FREN 335, FREN 336, and FREN 337 assign speaking, writing, and cultural analysis activities, which are evaluated on the same rubric as the end of the major assessments. Students are then assessed again in their 400-level courses for writing and cultural analysis, using the same rubric that was used in the lower levels. Graduating majors also take a Speaking Proficiency test, administered by Language Testing International and created by the American Council on the Teaching of Foreign Languages. That test is rated by the company by trained, certified raters. The program collects all the data. Assessment results are shared in department meetings. Program faculty evaluate the data and adjust the program as appropriate. Based on previous years' results, the program raised the expected level of speaking proficiency for its majors. That new performance target has not been met; faculty will implement appropriate and research-based practices for increasing speaking proficiency.

In addition, based on the data for AY16, AY17, AY18 and AY19, the assessment committee members will work with faculty in order to ensure that all faculty teach and assess the SLO of cultural perspectives. Data are not showing that this is being done consistently across all 300 and 400 level courses.

Information on the Oral Proficiency Test: Language Testing International (LTI) has been the leader in the development of language proficiency testing for more than 100 languages in over 40 countries since 1992. As the exclusive licensee of the American Council on the Teaching of Foreign languages (ACTFL) they conduct thousands of tests for small businesses to Fortune 500 companies, including both State and Federal government agencies and academic institutions. ACTFL, founded in 1967, is a leader in the development of proficiency-based teaching and testing, with a membership totaling more than 12,000 language educators and administrators. Their purpose is to strengthen and improve the teaching of foreign languages at all educational levels. To ensure the security and quality of the tests, LTI uses only trained, certified ACTFL testers and raters. As a result of their trusted reputation, their accredited language tests are highly recognized within the Human Resources industry and by educational professionals across the world. The Oral Proficiency Interview – Computer (OPIc) is an on-demand, internet -delivered proficiency test. An avatar provides a customized series of prompts based on the interests and experience of the test-taker as elicited during a survey phase at the beginning of the test. The test is recorded and assessed by trained, certified raters, and a score assigned against the ACTFL Proficiency scale. The OPIc takes 20-40 minutes to complete. The ACTFL Oral Proficiency Interview is a standardized procedure for the global assessment of functional speaking ability; i.e., it measures language production holistically by determining
patterns of strengths and weaknesses. It also establishes a speaker’s level of consistent functional ability as well as clear upper limitations of that ability. The OPI is a testing method that measures how well a person speaks a language by comparing that individual’s performance of specific language tasks, not with some other person’s performance, but with criteria for each of the nine proficiency levels described in the ACTFL Proficiency Guidelines—Speaking (Revised 1999). The OPI assesses language proficiency in terms of the ability to use the language effectively and appropriately in real-life situations. The OPI takes the form of a carefully structured, live, 10- to 30-minute, tape-recorded conversation. A ratable sample is elicited from the interviewee through a series of personalized questions which follow the established ACTFL protocol of warm-up, repeated level checks and probes, and wind-down. Test candidates are often asked to take part in a role-play, which presents the opportunity for them to perform linguistic functions that cannot be elicited through the conversation format. From Buck, K., Byrnes, H., & Thompson, I. (Eds.). (1999). ACTFL Oral Proficiency Interview tester training manual. Yonkers, NY: ACTFL.

The complete assessment report, written by Associate Dean Shawn Morrison, may be found in section III. i. This report includes analysis of the data, results of assessment, and suggestions for future modifications and improvements.

c. Diversity of Faculty

The 2019-2020 teaching staff of 18 individuals was made up of 12 roster faculty members: one professor, three associate professors, five assistant professors, one visiting assistant professor, one senior instructor, one instructor. In addition, there were four French adjunct instructors and two Italian adjunct instructors. Our faculty show diversity in age, gender, country of origin, and ethnicity. The 14 women and four men represent four different cultural identities.

d. Faculty Research, Professional Development and Service

Faculty members in both French and Italian were active and productive this year in the areas of research and professional development, with refereed publications, conference presentations, editorial board service and membership, as well as service to the Department, School, College, community and profession. Other commitments took the form of assessment work, interdisciplinary involvement, committee assignments, study abroad programs, club and event planning, and service as an auditor for the American Council on the Teaching of Foreign Languages. As clarified with the charge for this year’s annual report, details are not included with this document as they are already available in other institutional databases, particularly the Faculty Activity System (FAS).

e. Outreach and Events

The department had a very exciting year filled with numerous events that engaged our students, our colleagues, and the broader Charleston community, including but not limited to the following:
1. Film Screening of Tailor-Made Crime followed by a Q&A with Gianluca Migliarotti on Neapolitan tailoring and its promotion throughout the world, September 24, 2019. A Global Education Initiative sponsored by LCWA.

2. The AMPOPA book project, “le don du livre,” held September 25th, 2019 at Café Framboise in Charleston to distribute 2,000 new unsold books donated by French publishers and delivered to Charleston by the French Navy to promote its mission to share French culture through reading around the world.

3. Guest Lecture by Dr. Dana Renga, Chair and Associate Professor of Italian and Co-Director of the Film Studies Program at The Ohio State University titled “Italian Television Abroad,” (French, Francophone and Italian Studies/ Film Studies) October 10th, 2019.


5. Film screening of Le Choix de Théo/ Theo’s Choice followed by a Q&A with director Thomas Cauvin via Skype, November 19th, 2019.


The above sample of events underscores the department’s status as a productive interdisciplinary hub where disciplines, discourses, and communities intersect. Our impact across campus and the community is substantial.

f. Department and Program Goals

Overall, we are meeting our program goals, but we do have areas to improve. Evidence supporting the fact that we are delivering a quality, goals-based program comes from the following areas: Students studying 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 Directed Readings. Many are involved in extra-curricular activities like language clubs, conversation groups, and cultural events. We hope to continue to see an increase in majors and minors as a result of our ongoing curricular improvements.

Select departmental objectives for AY 2019-20:

1. Continue to increase the number of French majors and departmental minors.
2. Continue to revamp our French and Italian curriculum, focusing specifically on FREN 313 and FREN 314.
3. Continue to reach out to other departments and programs across campus in the name of interdisciplinary collaboration, both in future FYE learning communities and in joint initiatives.
4. Continue to build relationships with alumni and assist with fund-raising efforts of the LCWA Dean and Development Officer.
5. Raise national visibility of the Department of French, Francophone, and Italian Studies regionally and nationally.
g. Curricular Development

Curriculum changes, French, 2019-2020

In French and Francophone Studies, the curriculum revamping begun over the past three years will continued this past year. We changed the titles and descriptions of our FREN 101-FREN 314 courses to better describe what we are already doing in the courses; that is, teaching cultural themes and aspects of French and Francophone culture in addition to the language. These cultural concepts are taught in such a way that the students are exposed to authentic materials in French and are asked to analyze the cultural perspectives demonstrated in the materials, compare them with American perspectives, and discuss how we need to interact with others, based on cultural respect and understanding, as well as speaking the language with them. The only changes that we made are in the title and description. For complete course descriptions, please visit https://catalog.cofc.edu/content.php?filter%5B27%5D=FREN&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&cur_cat_oid=17&expand=&navoid=825&search_database=Filter&filter%5Bexact_match%5D=1#acalog_template_course_filter.

FREN 101 Beginning French Through Culture I (3)
FREN 102 Beginning French Through Culture II (3)
FREN 201 Intermediate French Through Culture I (3)
FREN 202 Intermediate French Through Culture II (3)
FREN 101C Beginning French through Culture I Conversation Supplement (1)
FREN 102 C Beginning French through Culture II Conversation Supplement (1)
FREN 201 C Intermediate French through Culture I Conversation Supplement (1)
FREN 202 C Intermediate French through Culture II Conversation Supplement (1)
FREN 313 French Composition in Cultural Contexts (3)
FREN 314 Speaking French in Cultural Contexts (3)

Curriculum changes, Italian, 2019-2020

This past year, several changes were enacted to the Italian Studies program. In addition to changing the course titles and descriptions of ITAL 101 through ITAL 314 to align with the French curriculum, the Italian Studies Faculty added an independent study course in Italian at the 300-level to provide greater flexibility to students in need of such a course. For complete course descriptions, please visit https://catalog.cofc.edu/content.php?filter%5B27%5D=ITAL&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&cur_cat_oid=17&expand=&navoid=825&search_database=Filter&filter%5Bexact_match%5D=1#acalog_template_course_filter.

ITAL 101 Beginning Italian Through Culture I (3)
ITAL 102 Beginning Italian Through Culture II (3)
ITAL 201 Intermediate Italian Through Culture I (3)
ITAL 202 Intermediate Italian Through Culture II (3)
ITAL 313 Italian Composition in Cultural Contexts (3)
ITAL 314 Speaking Italian in Cultural Contexts (3)
ITAL 398 Independent Study (3)
French and Francophone Studies Major

School/Division:
Languages, Cultures, and World Affairs

Program Type:
Undergraduate Degree

Program/Unit Name:
Department of French, Francophone, and Italian Studies

Assessment Coordinator:
Lisa Signori

Coordinator's Email:
signoril@cofc.edu

Coordinator's Phone:
843-953-0872

Coordinator's Office Address:
406 JC Long

IAC Member(s):
Shawn Morrison

Administrative Unit Head receiving assessment updates:
Dean Johnson

Academic Program/Administrative Unit Mission Statement:
The French major builds students' language proficiency in the three modes of Interpretive, Interpersonal, and Presentational communication. Students also gain knowledge of a broad range of different French and Francophone cultures and literatures. Graduating French majors are able to communicate and function in the French-speaking world.

Unit/School/College Mission:
The School of Languages, Cultures and World Affairs prepares students to become discerning, knowledgeable, and engaged citizens in an ever changing, interconnected global world.

Assessment Process: The assessment process description should present a clear understanding of how the program/unit utilizes assessment data for continuous quality improvement:
Students in the French major are assessed in the middle part of the major and at the end. Faculty teaching courses at the 300-level; specifically, FREN 313, FREN 314, FREN 334, FREN 335, FREN 336, and
FREN 337 assign speaking, writing, and cultural analysis activities, which are evaluated on the same rubric as the end of the major assessments. Students are then assessed again in their 400-level courses for writing and cultural analysis, using the same rubric that was used in the lower levels. Graduating majors also take a Speaking Proficiency test, administered by Language Testing International and created by the American Council on the Teaching of Foreign Languages. That test is rated by the company by trained, certified raters. The program collects all the data. Assessment results are shared in department meetings. Program faculty evaluate the data and adjust the program as appropriate. Based on previous years' results, the program raised the expected level of speaking proficiency for its majors. That new performance target has not been met; faculty will implement appropriate and research-based practices for increasing speaking proficiency.

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1 Speaking

Research:
No

Community/public service:
1. **Outcome:** The outcomes are specific, measurable, attainable, results oriented, and time bound. The outcomes are clearly related to the mission and focus on activities of the Program/Unit. Students will demonstrate their ability to speak French at the Advanced Low level or higher on the American Council on the Teaching of Foreign Languages (ACTFL) Speaking Proficiency scale.

2. **Assessment Methods:** The measure matches the outcome, uses appropriate direct and indirect methods, indicates desired level of performance, helps identify what to improve, and is based on tested, known methods. Please enter at least 2 measures:

   1. All students in FREN 314 give an oral presentation in class. The presentation is evaluated by the faculty using a rubric that is aligned to the ACTFL Rubric for speaking proficiency. **Performance Target:** 80% of students speak at the Intermediate-low level or higher. Based on previous data, the program faculty will specifically target speaking proficiency in the 314 class, using best practices and research-based strategies.

   1. All graduating French majors take the Official Oral Proficiency Interview Exam their senior year. The test is rated by certified raters through Language Testing International (LTI). Students speak at the Advanced Low 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. **Performance Target:** 80% of graduating French majors will be rated at the Advanced Low level or above.

3. **Assessment Results:** Reported data are aligned and appropriate to the outcome and the corresponding measure. Sampling methodology, population size (N), and sample size (n) must be provided:

   1. N = 24. 19/24 meet or exceed expectations. (80%).

   1.2 N = 7. 2/7 meet or exceed expectations (29%).

4. **Use of Assessment Results:** Reflect on the data. What do the data mean for your unit? What changes/strategies were implemented based on the results?

   Our students scored at expected levels for measure 1.1.

   However, our graduating majors did not meet expectations. We increased our expectations in AY 14-15, due to the number of students who tested higher in previous years. However, since then, the numbers have been at our original expectations of Intermediate High.

   Due to this continued trend, we will consider changing our expectations back to Intermediate High. With that expectation, the numbers would be 100% at Intermediate High or above this year. We will continue to seek ways to improve our majors' speaking ability, hoping that our students' scores will be higher in the future.

**RELATED ITEM LEVEL 1**

1. Enhance the undergraduate academic core.
2 Writing

Research:
No

Community/public service:
No

1. Outcome: The outcomes are specific, measurable, attainable, results oriented, and time bound. The outcomes are clearly related to the mission and focus on activities of the Program/Unit:

Students will demonstrate their ability to write in French. They will be able to narrate and describe with detail in all major time frames with good control of aspect. They will be rated at the Advanced-Mid level or higher on the ACTFL scale for proficiency in writing.

2. Assessment Methods: The measure matches the outcome, uses appropriate direct and indirect methods, indicates desired level of performance, helps identify what to improve, and is based on tested, known methods. Please enter at least 2 measures:

2.1 Students write an in-class essay in the FREN 313 class. Faculty will use the ACTFL proficiency guidelines rubric for writing to evaluate the essays. See attached rubric. Students will be able to write in loosely connected texts that are based on personal preferences, daily routines, common events, and other topics related to personal experiences and immediate surroundings. They show evidence of control of syntax in non-complex sentences and in basic verb forms. Performance Target: 100% of students score at the Intermediate-Mid level or higher.

2.2 All graduating French majors write research papers in the 400-level French classes. Faculty use the ACTFL proficiency guidelines for writing to evaluate the papers. See attached rubric. Students will demonstrate the ability to narrate and describe with detail in all major time frames with good control of aspect. Because students' papers are corrected over a period of several drafts before the final version, the assessment committee will evaluate the first draft of the research papers rather than the final draft. This will more clearly demonstrate our students' writing abilities. Performance Target: 80% of graduating French majors write at the Advanced Mid-level or higher on the first draft of their research paper.

3. Assessment Results: Reported data are aligned and appropriate to the outcome and the corresponding measure. Sampling methodology, population size (N), and sample size (n) must be provided:

2.1. N = 23. 18/23 met or exceeded expectations. (78%).

2.2 N = 6. 5/6 met or exceeded expectations. (83%).

4. Use of Assessment Results: Reflect on the data. What do the data mean for your unit? What changes/strategies were implemented based on the results:

2.1. We did not meet our expectations for measure 2.1. The Assessment committee will review these findings, as well as the assessments used, to see what may have happened and to find ways to correct this.

2.2. We met our expectations for our graduating majors.
1 Enhance the undergraduate academic core.

3 Literary and Cultural Texts

Research:
No

Community/public service:
No

1. Outcome: The outcomes are specific, measurable, attainable, results oriented, and time bound. The outcomes are clearly related to the mission and focus on activities of the Program/Unit.: Students will demonstrate knowledge of literary and cultural texts from France and Francophone countries.

2. Assessment Methods: The measure matches the outcome, uses appropriate direct and indirect methods, indicates desired level of performance, helps identify what to improve, and is based on tested, known methods. Please enter at least 2 measures.:
3.1 Students write an in-class essay in the French survey courses (FREN 334, 335, 336, and 337). Faculty use the ACTFL rubric to evaluate the essays. See attached rubric. These in-class essays are analyses of authentic literary and cultural texts. 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. Performance Target: 80% of students satisfactorily analyze the perspectives exhibited in the cultural texts. New Strategy based on assessment data: faculty teaching these courses will deliberately focus on teaching and assessing analysis of cultural perspectives.

3.2 Graduating French majors write a research paper in their 400-level French courses. Faculty use the ACTFL rubric to evaluate the paper. See attached rubric. Students write an in-depth analysis of literary or cultural texts using secondary resources as well as their own analyses. They cite key cultural perspectives and provide support through descriptions of products and practices found in the cultural texts. Performance Target: 100% of our graduating majors satisfactorily analyze the perspectives in cultural texts. New Strategy based on assessment data: The instructors of the 400-level French classes will deliberately and specifically focus on analyzing cultural perspectives as part of the research paper.

3. Assessment Results: Reported data are aligned and appropriate to the outcome and the corresponding measure. Sampling methodology, population size (N), and sample size (n) must be provided.:
3.1. N = 3. 3/3 met or exceeded expectations. (100%)

3.2. N = 6. 5/6 met or exceeded expectations. (83%)

4. Use of Assessment Results: Reflect on the data. What do the data mean for your unit? What changes/strategies were implemented based on the results?:
We exceeded expectations for measure 3.1 in the 300-level, which is a good indication for the new group of French majors.
We did not meet expectations for the graduating majors. This is in line with their performance in speaking. We will monitor this new group of French majors as they move through the curriculum to make sure they stay on target and continue to improve.

1 Enhance the undergraduate academic core.

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s): We had fewer assessments, due to COVID-19 and the inability to assess appropriately in our unexpected e-learning situation. However, we had enough data from the fall and the graduating majors in the spring to be able to analyze our program. According to the data from this year and the past five years, our students are not reaching the high proficiency levels in speaking (SLO 1) that they were from the earlier years that we assessed them. We will consider re-adjusting our expectations to make sure we do not fall below the more realistic expectations that we had in the beginning. We will continue to work on SLO 1, which is the weakest part of our program.

FRENCH CLUB REPORT
Dr. Robert Sapp

The French Club plans, organizes, and promotes activities relevant to the Francophone world for the students of College of Charleston. We regularly host (every two weeks) a conversation hour at Kudu coffee that allows students to practice French, often with native speakers, from the campus community in an environment that is less stressful than the classroom.

This year we have worked in close collaboration with the French House to organize monthly film screenings and monthly game nights.

To reach more students on social media and publicize our events, the French Club officers created a new Instagram account, and a “Group me” cluster to send reminders to those interested in the French Club.

French Club officers were also successful in acquiring funds from the SGA. In Fall 2019 they used funds granted the previous semester ($330) for free coffees for the first five to arrive at conversation hour, snacks for movie night and food for bigger events (Mardi Gras party). Looking ahead, the French Club will continue working with the French House and having conversation hour in a manner that is amendable to social distancing.

LA MAISON FRANCAISE RESIDENTIAL LEARNING COMMUNITY
Dr. Margaret Keneman

Prior to the 2019-2020 school year, the French House (La Maison Française) had been merged with the Spanish House (La Casa Hispana) to become the Franco-Hispano/LCWA multicultural
house. However, in order to support language and cultural immersion in either the context of Hispanic Studies OR French and Francophone Studies, a goal for 2019-2020 was to revert to two independent houses. This goal was accomplished as faculty in French successfully recruited eight highly motivated students (of which most were majors and minors) to live in the residential learning community in Fall 2019.

At the beginning of the semester, members of the French Club and faculty advisors kicked off the school year with a reception to not only welcome residents to the French House but also to publicize French House events that are open to all students on campus. Throughout the Fall semester, students participated actively in these events, usually hosted by officers of the French Club, including movie nights and game nights alternating every other week.

Another special event at the French house during the Fall was the “Waffles and Books” reception that took place on Thursday, October 17th, 2019. Attended by members of the CofC community, this event was related to Le Don du Livre, a community initiative to bring books from France to Charleston area schools. Also, as part of the French 313 course required by French majors and minors, Dr. Lauren Ravalico hosted two “food journalism” cheese tastings at the French House. Dr. Ravalico’s interactive (and tasty!) lessons are always a student favorite and a great testament to the ways in which both experiential and academic learning happens at the French House. A goal for 2020-2021 and beyond will be to continue to sponsor similar events that foster collaborative learning between French House residents, members of the French Club, professors, departmental majors and minors, the extended Charleston community (perhaps including the Alliance Française), and any student at the College who is interested in French and Francophone culture.

In Spring 2020, I was appointed faculty advisor to the French House. During January and February students continued with movie nights and game nights, but these events were unfortunately suspended due to the onset coronavirus pandemic in March. Thankfully, we were still able to have our departmental reception in mid-February, at which point a French House resident, Christina Ferrell, shared her experiences and launched the recruitment process for AY 2020-2021. Thanks to dedicated recruitment efforts by all faculty in French, and even in the midst of the pandemic, we were able to fill all French House spaces (9 beds) for Fall 2020.

De-densifying protocol to prevent the spread of COVID-19 were implemented during the summer of 2020, so only 5 of these students can live in the French House in Fall 2020. Thankfully, I was able to work with Megan Rowe to secure rooms in 4 Bull St. (the historic house next door to the French House) to house the overflow students. On a technical note, this need to reorganize the students prompted me to update the application paperwork for future semesters so that I have a little more information about students in order to facilitate the assignment of rooms in a fair way. For example, I now have information about their background in French and the amount of credit hours they have completed at CofC so that I know who has seniority and who can get their first-choice room. Another technical piece I would like to work on in the future is creating a flyer (similar to the one used by the Casa Hispana) to easily advertise the French House at any point during the year.
At the time of this report (7/30/19), I am in regular communication with all French House residents to assure them that this upcoming year, although unusual, will still be a productive time for learning and growth. I am confident that we can still organize activities within social distancing guidelines to provide a variety of French and Francophone learning opportunities that align with our regular goals for the house, the department, the College and the community.

ITALIAN CLUB EVENTS AND ACTIVITIES
Dr. Michael Maher

The Italian Club at the College of Charleston was very active during the 2019-‘20 academic year. At the beginning of each semester, club officers Daniel Cramer, Sarah Gray, and Giuliana Tosi held informative meetings to establish the club’s plans and organization. The officers sent email communications regarding club activities to students enrolled in ITAL and LTIT courses as well as other interested parties. The club organized weekly conversation hours throughout the academic year at various locations.

In Fall 2019, the club offered significant volunteer service at the Nuovo Cinema Italiano Film Festival. Club officers submitted a budget request and received funding for Spring 2020. The Italian Club helped to organize the Festa di fine estate: a pizza party with games and activities at the Blacklock House on September 19th. The Italian club officers and members presented at the FFIS Dessert with the Department event on February 13th. Furthermore, the club promoted the Italian Studies Program at various campus fairs and events.

There were many events for the Spring Semester 2020 that never materialized because of the pandemic. The Italian Club is always an active participant at the annual World Cultures Fair, having offered Tarantella dance performances in the past. The club was planning on participating as a group in the annual Cooper River Bridge Run, unfortunately the race was canceled. Graduating seniors Daniel Cramer and Sarah Gray were awarded the Italian Club Awards.

The Italian Club has enjoyed success in recent years leading to a large group of core students who regularly attend conversation hours and events. The officers of the 2019-‘20 academic year have continued on this trajectory, maintaining momentum that will carry over when student organizations resume activity.

COMPARATIVE LITERATURE PROGRAM REPORT
Dr. Martine Cuvillier-Hiers

The minor in Comparative Literature is a small program with 3 students enrolled from fall 2019-spring 2020. Most students enrolled in the Interdisciplinary Minor in Comparative Literature came from International Studies and chose CPLT for their concentration. However, Comparative Literature is no longer a concentration for the program of International Studies. Those changes in the Intel curriculum were presented to me in December 2019 by Dr. Pehl who explained that Comparative Literature was the only concentration which was more disciplinary than regional in nature and that students have felt limited in their knowledge of specific areas particularly in upper-level courses in their major.
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 (spring and summer by Ms. Meglena Miltcheva). One of the required survey courses LTFR 250 is also taught in spring and fall while the other survey courses in English and Spanish are regularly offered in both spring and fall. The one-hour capstone course is taught by different faculty, including Dr. Cuvillier-Hiers, Dr. Simon Lewis, Dr. Noelle Zeiner-Carmichael and Prof. 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 introduces comparative methods to teach students how to identify the connections which exist between the literary phenomena of those different traditions and 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, and 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:
1. To read and interpret texts from various literary traditions in the original language or in translation with the ability to understand their historical, social and cultural contexts.
2. To be able to read primary sources, secondary sources and criticism in another language besides English.
3. To be able to interpret and write on a literary 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.)
4. To demonstrate knowledge of the different interpretive methods studied.
5. To show an ability to conduct sound research.
6. 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.
7. To demonstrate the ability to apply comparative methodologies to texts from different literary traditions.
8. 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.
9. To demonstrate good written and verbal skills when interpreting literature.