ANNUAL REPORT 2018-2019

DEPARTMENT OF FRENCH, FRANCOPHONE, AND ITALIAN STUDIES

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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).

**Table 1a Fall Language Enrollments and Percentage Change (Languages in Descending Order of 2016 Enrollments)**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>822,148</td>
<td>861,015</td>
<td>4.7</td>
<td>789,888</td>
<td>-8.3</td>
<td>712,240</td>
<td>-9.8</td>
</tr>
<tr>
<td>French</td>
<td>206,019</td>
<td>215,244</td>
<td>4.5</td>
<td>197,679</td>
<td>-8.2</td>
<td>175,667</td>
<td>-11.1</td>
</tr>
<tr>
<td>American Sign Language</td>
<td>79,744</td>
<td>92,068</td>
<td>15.5</td>
<td>109,567</td>
<td>19.0</td>
<td>107,060</td>
<td>-2.3</td>
</tr>
<tr>
<td>German</td>
<td>94,146</td>
<td>95,613</td>
<td>1.6</td>
<td>86,782</td>
<td>-9.2</td>
<td>80,594</td>
<td>-7.1</td>
</tr>
<tr>
<td>Japanese</td>
<td>65,410</td>
<td>72,357</td>
<td>10.6</td>
<td>66,771</td>
<td>-7.7</td>
<td>68,810</td>
<td>3.1</td>
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<tr>
<td>Italian</td>
<td>78,176</td>
<td>80,322</td>
<td>2.7</td>
<td>70,982</td>
<td>-11.6</td>
<td>56,743</td>
<td>-20.1</td>
</tr>
<tr>
<td>Chinese</td>
<td>51,382</td>
<td>59,876</td>
<td>16.5</td>
<td>61,084</td>
<td>2.0</td>
<td>53,069</td>
<td>-13.1</td>
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<tr>
<td>Arabic1</td>
<td>24,010</td>
<td>35,228</td>
<td>46.7</td>
<td>33,526</td>
<td>-4.8</td>
<td>31,554</td>
<td>-5.9</td>
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<tr>
<td>Latin</td>
<td>32,164</td>
<td>32,446</td>
<td>0.9</td>
<td>27,209</td>
<td>-16.1</td>
<td>24,866</td>
<td>-8.6</td>
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<tr>
<td>Russian</td>
<td>24,784</td>
<td>26,740</td>
<td>7.9</td>
<td>21,979</td>
<td>-17.8</td>
<td>20,354</td>
<td>-7.4</td>
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<tr>
<td>Korean</td>
<td>7,146</td>
<td>8,449</td>
<td>18.2</td>
<td>12,256</td>
<td>45.1</td>
<td>13,936</td>
<td>13.7</td>
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<tr>
<td>Greek, Ancient2</td>
<td>22,842</td>
<td>21,515</td>
<td>-5.8</td>
<td>16,961</td>
<td>-21.2</td>
<td>13,264</td>
<td>-21.8</td>
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<tr>
<td>Portuguese</td>
<td>10,310</td>
<td>11,273</td>
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<td>12,407</td>
<td>10.1</td>
<td>9,827</td>
<td>-20.8</td>
</tr>
<tr>
<td>Hebrew, Biblical3</td>
<td>14,137</td>
<td>13,764</td>
<td>-2.6</td>
<td>12,596</td>
<td>-8.5</td>
<td>9,587</td>
<td>-23.9</td>
</tr>
<tr>
<td>Hebrew, Modern</td>
<td>9,620</td>
<td>8,307</td>
<td>-13.6</td>
<td>6,698</td>
<td>-19.4</td>
<td>5,521</td>
<td>-17.6</td>
</tr>
<tr>
<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>
<td>0.0</td>
</tr>
<tr>
<td>Total</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>
</tr>
</tbody>
</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, 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.

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, Comparative Literature, Linguistics, the SNAP program (students needing access to parity), Francophone/Italian Literature in Translation, and Distance Education.

1. Unusual Course Offerings
In 2018-2019, Dr. Krista Williams launched two new special topics courses in French and Francophone Studies (FREN 390) in the area of French Sociolinguistics. She offered a Special Topics course FREN 390: French Sociolinguistics in the fall and, in the spring she offered FREN 390 as a phonetics course titled “Les sons du français.”

In the spring, Dr. Lauren Ravalico offered a special topics course FREN 490: The Culture of the French Table, which was an integral part of the LCWA Signature Series Global Foodways that she directed.

Also in the spring, Dr. Giovanna De Luca offered a special topics course in Italian Studies that was of particular interest to students: ITAL 390 (Exploring the Intersection of Food, Culture, and Sustainability in Italy), which also tied in with the College’s Quality Enhancement Plan on Sustainability Literacy.

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). 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), Signori (fall 2018).
2. FYE: FYSE 116, Sapp (fall 2018).
4. School of Education: EDFS 456, Morrison (fall 2018); EDFS 460, Morrison (spring 2019).
5. Students Needing Access Parity (SNAP): FREN 201, Beeland (fall 2018); FREN 102, Beeland (spring 2019); FREN 202, Beeland (spring 2019).
3. Distance Education

As of spring 2019, our department has three colleagues who have undergone training to offer online courses as part of the Distance Education initiative. At the present time, we offer FREN 201 and FREN 202 online each semester and FREN 202 over the summer. LTFR 250 (Francophone Literature in Translation) was also offered over the summer and during the spring 2019 semester. One of our faculty members teaching DE courses for the M.Ed. offers LALE 602 online in the summer. Three additional faculty members enrolled in the DE course offered during summer 2019, and two of these will be offering online or hybrid courses beginning fall 2019.

4. Contributions to Interdisciplinarity

This past year, faculty members worked with students on high impact academic experiences such as the Bachelor’s Essay and Independent Studies. Our department also provides numerous high impact student experiences through the study abroad programs we offer. This past year our faculty led students of French and Italian on five College of Charleston Study abroad programs. Students of French were able to study for a semester in La Rochelle, France, head to Morocco or gain valuable hands-on internship experience in Paris over the summer. Students of Italian were able to study in Chiavari or Sorrento, Italy, over the summer.

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). Spring 2019 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 2016-17, 2017-2018, and 2018-2019, the yearly decrease in majors has reversed its course since 2018. 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 have a total of 39 majors (an increase of 44% over 2017 and an increase of 26% over 2018).

The number of French and Francophone Studies minors is on the increase as well. Enrollment in spring 2018 was 49 (up from 43 in spring 2017), with 50 minors in the spring of 2019.

The number of minors in the Business Language Minor track, however, slightly decreased from spring 2018 (27 minors) to 24 BLMF minors in spring 2019, a decrease of 11%.

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 %).

<table>
<thead>
<tr>
<th>Total Student Enrollment, Department of FFIS</th>
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</table>
Though overall enrollment in the department slightly decreased last year from the previous year, 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 Major and Minor. This is encouraging in light of 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 decrease in the number of Italian Studies Minors (29, down from 34 in the spring of 2018) and Business Language Minors in French (24, down from 27 in the spring of 2018).

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 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:

- 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 2018
- 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
- Participation in the phoning of accepted students
- 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
- French-centric Global Foodways activities
- Department Facebook page
- Department Twitter Account
- Advertising of our events in the LCWA weekly newsletter

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 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. The senior instructor teaches a 2-4 load and advises both French, Comparative Literature students as well as students in International Studies and also 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.

In addition to their normal teaching schedules this past year, two faculty guided two Independent Studies/Directed Readings (FREN 498/FREN 496) in the fall; three faculty members guided three Independent Studies (FREN 498) in the spring; two independent studies were directed by colleagues, one during summer I and the other during summer II (FREN 498); and a colleague
guided a Directed Readings (FREN 496) during summer II. 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.

During the academic year 2018-2019, roster faculty taught 53.2% of the enrolled students, while
adjuncts taught 41.9% and TAs 4.8% of students.

The previous year 2017-2018, tenured/tenure-track faculty taught 34.9% of the enrolled students,
other roster faculty taught 19.8%, adjuncts 39.2%, and TAs 6.1%.

7. Student Accomplishments

2018 Graduates (French)

This past year, eight students graduated with a degree in French and Francophone Studies,
including one with the Secondary Education Cognate.

Departmental Awards

The following departmental awards were presented to noteworthy spring 2019 graduates at a
ceremony organized and hosted by the School of Languages, Cultures, and World Affairs.
Zachary Berry, George Gabriel, and Montana Hicks were named Outstanding Students in
French.

Noah Albertsen, Kelsey Baum, and Taylor Cummings were named Outstanding Students in
Italian; in addition, all three of these students were awarded the Italian Club award.

Departmental Scholarships

Allison Carey and Kathleen Trainor were awarded the Kathleen Hudson Rivers Travel
Scholarship and will participate in our study abroad program in La Rochelle, France in the fall of
2019. Kathleen Catoe and Hannah Hanes received the Beatrice Stiglitz Scholarship for their
participation in our study abroad program in La Rochelle. Taylor Sweezy was awarded the
Alliance Française Arnaud Family Scholarship. She, too, plans to participate in our fall 2019 La
Rochelle program in France. Sally Ott was awarded the Huguenot Endowed Scholarship.
Kyleigh Petersen received the Sabine Hagn-Ford Study Abroad Scholarship.

The Friedgen Family Italian Study Abroad Scholarship was awarded to Reedy Derienzo.

8. Student Organizations

The activities undertaken by our French and Italian Club members and Franco-Hispano and the
LCWA Multicultural House (newly renamed the French House and the Spanish House) residents
are summarized in reports provided by Dr. Robert Sapp, faculty sponsor of the French Club, Dr.
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 make adjustments to 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, and AY18, 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
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 2018-2019 teaching staff of 18 individuals was made up of 12 roster faculty members, two of whom are professors, three associate professors, four assistant professors, one senior instructor, and two instructors. 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 five men represent six 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:


6. Film screening of Agnès Varda’s *The Gleaners and I* (French with English subtitles) with a discussion by Dr. Janet Beizer and Dr. Lauren Ravalico, 3/29/2019. LCWA Signature Series Global Foodways Event.


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. Professional Development Activities

Our coordinator of the beginning and intermediate French language program, Dr. Margaret Keneman, arranged a sequence of meetings this past year on the topics below:

**Google Drive** - September 6th, 2018 3:30pm-4:30pm

**Syllabi, calendars & gradebook in OAKS** - November 27th, 2:00 pm

**Composition Topics/Rubrics and Talk Abroad** – January 7th, 1:00pm-2:00pm

**New Curriculum** – March 13th, 12:00-1:00 pm

g. 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.

h. Curricular Development

Curriculum changes, Italian, 2018-2019

This past year, three changes were enacted to the Italian Studies program:

The Italian Studies Faculty has been offering variable content in LTIT 250 and LTIT 350, so it was appropriate to make it a Special Topics course and to then be able to display the varied title. For this reason, it was also be made repeatable for up to 9 credit hours.

- LTIT 250 title changed from “Italian Literature in (English) Translation” to “Special Topics in Italian Literature in (English) Translation.” Course description also updated.
- LTIT 350 title changed from “Italian Literature in (English) Translation” to “Special Topics in Italian Literature in (English) Translation.” Course description also updated.

In addition, a change was made to the Italian Studies minor. Originally, all students with an ITST minor were required to complete 3 credit hours of an LTIT course (Italian content taught in English). This requirement was modified to include ITAL 300+ courses (taught in Italian). The original requirement was created when Italian had fewer course offerings. If a student is so inclined, the faculty wanted like to accommodate his or her desire to take an additional course taught in Italian.

New catalog language: *Select 3 credit hours from the following ITAL and LTIT courses.*

In French and Francophone Studies, the curriculum revamping begun over the past three years will continue next year. We next will turn to our two gateway courses for the major: FREN 313 and FREN 314 and look to improving articulation between the two courses.

i. Faculty and Staff Development

Permanent Departmental Administrative Assistant Sabine Hagn-Ford retired from the College in September 2018. The Department hired a permanent replacement, Virginia Carlsten in April, 2019.
j. Reports

COMPLETE ASSESSMENT REPORT
Dr. Shawn Morrison

French and Francophone - BA/Minor French and Francophone Studies Major
School/Division: Languages, Cultures, and World Affairs

Program Type: Undergraduate Degree
Start: 7/1/2018 End: 6/30/2019

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 make adjustments to 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, and AY18, 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.

Speaking Outcome Number: 1

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:
1.1 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.

1.2 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.

1.1. N = 41. 24 (58%) received a score of approaches expectations; 17 (41%) received a score of meets or exceeds expectations.

1.2. N = 8. 2/8 (25%) were rated below Advanced Low; 6/8 (75%) were rated Advanced Low or above.

**Target met for measure 1?** : No

**Did results for measure 1 demonstrate improvement from previous assessments?** : No

**Target met for measure 2?** : No

**Did results for measure 2 demonstrate improvement from previous assessments?** : Yes

**Please describe your selections above for each measure:**

In 2017-2018, the score for 1.1 was 94% and the score for 1.2 was 75%.

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?

This is the first year of a new way of assessing our students. The instructor who assesses 1.1 is a different instructor than the one who assessed 1.1 in the previous few years. The course is different. The assessment committee will consider these data to determine how to standardize the speaking assessment for 1.1, since it is an in-class assessment.

For the ACTFL OPI scores, we saw an improvement in the scores at Advanced Low. Since this is an external test, the scores each year are reliable; this shows an improvement in our students'
speaking ability as they graduate. We set our target very high. (Nationally, only 51% of French majors score at the Advanced Level when they graduate.) We are committed to continuing to improve our graduating French majors' speaking ability.

5. Budget Changes: None.

Writing Outcome Number: 2

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. Due to the fact that 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 = 32. 8 (25%) received a score of does not meet expectations; 24 (75%) received a score of meets or exceeds expectations.

2.2. N = 34. 2 (05%) received a score of does not meet expectations; 32 (94%) received a score of meets or exceeds expectations.
Target met for measure 1?: No
Did results for measure 1 demonstrate improvement from previous assessments? No

Target met for measure 2?: Yes
Did results for measure 2 demonstrate improvement from previous assessments?: No

Please describe your selections above for each measure:

In 2017-2018, 100% of students met expectations in both 2.1 and 2.2.

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? :

This was the first year of a new assessment system; we also had more student data to draw from this year. (In 2017-2018 there was an issue with collecting the data, and only 4 students were assessed.). Assuming last year was an anomaly, we see the scores for this year as a positive sign; students made progress between the formative measure and the summative measure; 75% to 94%. This means that our students are improving their writing skills as they progress throughout our program.

5. Budget Changes: None.

Literary and Cultural Texts

Outcome Number: 3

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 = 63. 13 (20%) received a score of does not meet expectations; 50 (79%) received a score of meets or exceeds expectations.

3.2. N = 34. 3 (08%) received a score of does not meet expectations; 31(91%) received a score of meets or exceeds expectations.

**Target met for measure 1?:** No

**Did results for measure 1 demonstrate improvement from previous assessments?:** Yes

**Target met for measure 2?:** No

**Did results for measure 2 demonstrate improvement from previous assessments?:** No

Please describe your selections above for each measure:

In 2017-2018, 39% of students met expectations for 3.1. 100% met expectations for 3.2, but that was, again, an anomaly, because only 4 students were evaluated in 17-18.

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? :

Based on the previous results, we have made improvements to our curriculum and teaching in the area of cultural perspectives. We made deliberate changes to the curriculum in 2017-2018, as well as this past year, and the results are showing that our students are doing better at understanding cultural perspectives from authentic documents. Results also show that they improve as they move through our program, with students in the 400-level classes doing better than those in the 300-level classes.

5. **Budget Changes:** None.

**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):
A change we made in 17–18 and continued in 18-19 has proven to be effective. Data show that our students are improving in the area of understanding cultural perspectives, which is a result of a change to our curriculum and teaching in our 300 and 400-level French classes. We have closed the loop on SLO 3.1 and will continue to monitor those data.

A new change to be considered for 19-20 is how to normalize and regulate the teaching and assessment of our student's speaking ability in the lower level course, FREN 314, where the assessment is conducted, such that the scores from year to year and professor to professor are reliable and such that the assessment itself is valid. The French assessment committee will meet in Fall 2019 to discuss these data and to determine what changes we can make.

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.

In an effort 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. This year we also completed the migration from OrgSync to Cougar Connect. In effort to promote the club’s visibility on campus, French Club members took part in the LCWA’s annual World Culture’s Fair in March 2019 and accepted students’ weekend.

French Club officers were also successful in acquiring funds from the SGA. In Fall 2018 they used funds granted the previous semester ($285) 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, French Club has secured $330 from SGA which includes conversation hour ($150), game nights ($80), a party ($100), and $75 for administrative costs for the upcoming Fall 2019 semester.

FRANCO-HISPANO/ LCWA MULTICULTURAL HOUSE REPORT
Dr. Gilles Glacet

For the 2018-19 school year, Devon Hanahan (Hispanic Studies) and Gilles Glacet (French, Francophone and Italian Studies) were the faculty advisers for the LCWA Multicultural House and the Franco-Hispano House. They both made sure to be present to welcome the new residents for both houses on Move-in Day. The Franco-Hispano House had two students registered as French students in the fall and only one in the spring.
The first goal of Devon and Gilles was to go back to the two independent houses for fall 2019: a Spanish House (La Casa Hispana), and a French House (La Maison Française), so these houses could serve their full purpose for the programs and the students.

Gilles and the student officers of the French club kicked off the school year with a Welcome Reception for the residents and everyone interested in participating in the different activities organized by the French Club and the French House. Some food was served and the event was very well-attended. It was a good opportunity for the students to get to know each other as well as the faculty adviser.

Gilles also worked with the French Club officers to organize and host regular events at the House. There was a movie night every two weeks, and a game night on alternate weeks.

Gilles hosted a Crêpes Night during each of the two semesters, and hosted a special event for Mardi Gras in conjunction with the French Club.

The French House was also used for an event (Cheese tasting) which was part of a FREN 490 special topics class about gastronomy.

At the time of the report (7/21/2019), eight residents are registered to live in the French House for the school year 2019-2020. Gilles is working with Megan Rowe from Campus Housing to fill the last slot.

ITALIAN CLUB EVENTS AND ACTIVITIES
Dr. Michael Maher

The Italian Club at the College of Charleston was very active during the 2018-'19 academic year. At the beginning of each semester, club officers Noah Albertsen, Kelsey Baum, and Taylor Cummings held informative meetings to establish the club’s plans and organization. The club’s officers and advisor sent email communications regarding club activities to all students enrolled in ITAL and LTIT courses. The club organized weekly conversation hours throughout the academic year at various locations.

In Fall 2018, the club offered significant volunteer service at the Nuovo Cinema Italiano Film Festival. Club officers submitted a budget request and received funding for Spring 2019. The Italian Club organized a spaghetti dinner at the Faculty House in October. The club organized an Italian Horror Movie Night for Halloween. The semester concluded with pizza night at D’Allesandro’s Pizzeria.

In Spring 2019 the Italian Club organized a table for the World Cultures Fair in collaboration with Instructor Marinella Griffith and Donor Gloria Friedgen. The Italian Club also organized a Carnevale Celebration at the Faculty House including food and traditional dance. Graduating seniors Noah Albertsen, Kelsey Baum, and Taylor Cummings were awarded the Italian Club Awards and the Outstanding Italian Student Awards at the LCWA Awards Ceremony.
The Italian Club has enjoyed two very successful years leading to a large group of core students who regularly attend the conversation hours and events. The officers of the last two years have created momentum that will undoubtedly carry over to the upcoming academic year with new officers and, hopefully, the same level of involvement and success.

**COMPARATIVE LITERATURE PROGRAM REPORT**

*Dr. Martine Cuvillier-Hiers*

The minor in Comparative Literature is a small program with 7 students enrolled from fall 2018-spring 2019. Most students enrolled in the Interdisciplinary Minor in Comparative Literature come from International Studies and chose CPLT for their 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 (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.