FRENCH PROGRAM REVIEW 2013

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MODERN LANGUAGES AND LITERATURES

DEPARTMENT OFFICE
Stevenson Hall 3016
(707) 664-2351

DEPARTMENT CHAIR
Christine B. Renaudin

ADMINISTRATIVE COORDINATOR
Kate Sims

Faculty

Michaela Grobbel / German, Literature and Culture of the German-Speaking World, Ethnic Minority Studies, Feminist Studies, World Literature
Jorge Porras / Spanish, Theoretical Linguistics
Jeffrey Reeder / Spanish, Applied Linguistics, Portuguese
Christine Renaudin / French, French Literature, Culture, Francophone Studies
Parissa Tadrossi / Spanish, Peninsular and Latin American Literatures and Cultures
Suzanne Toczyski / French, French Literature, Culture, Francophone Studies
Robert Train / Spanish, Sociolinguistics, Language & Culture Learning Center Director

Programs Offered

- Bachelor of Arts in French
- Bachelor of Arts in Spanish
- Master of Arts in Spanish
- Minor in French
- Minor in German
- Minor in Spanish
- Courses in World Literatures in English
- A3 C3 Learning Communities

Students can also take advantage of programs offered by International Programs.

The programs and courses of the Department of Modern Languages and Literatures make accessible to students the languages, literatures, and cultures of France and the Francophone world, Germany and Europe, and Spain and Latin America. We recognize students' need for linguistic competency and cultural sensitivity in the multilingual, multicultural world in which they will live and work. Thus, language is taught as an integral part of its cultural context. Programs and courses are designed to complement academic work in many other fields. For further information please consult the department's website at http://www.sonoma.edu/modlang/.

The Department of Modern Languages and Literatures offers major and minor programs in French and Spanish, and a minor program in German. (Students interested in German should also consider a B.A. in Global Studies, Europe concentration.) Modern language courses are taught in the target language; functional control of all language skills (reading, writing, listening, comprehension, and speaking) is a primary goal.

It is highly advisable that students combine a major or minor in modern languages with a major or minor in another discipline. Coursework, minors, and majors in modern languages complement specialized knowledge and expertise in other academic areas. The structure of the modern languages major programs facilitates the planning of double majors and minors. In addition to majors and minors offered by other departments, interdisciplinary and career minor programs of special interest to modern languages students include the global studies minor and the minor in linguistics.

Careers in Modern Languages and Literatures

Through careful academic planning, the study of modern languages and literatures can open a wide range of career options in such fields as international business, government service, domestic and international human services, travel, librarianship, translating and interpreting, and journalism. Many department alumni have pursued work in the Peace Corps and various other nonprofit entities; others have earned teaching credentials or advanced degrees in their discipline and teach at the elementary, secondary, or post-secondary levels. A degree in a second language is also an excellent preparation for a career teaching English as a second language (TESL). The Department of Modern Languages and Literatures successfully prepares students for graduate study in a wide variety of fields, particularly in combination with a second major or a minor. The importance of early and frequent consultation with departmental advisors cannot be overstressed. It is the key to meaningful access to academic and career opportunities, including internships both at home and abroad.

International Programs

Through the International Programs of the California State University, Sonoma State University students may spend an academic year in residence at a university abroad. Courses taken abroad through the International Programs count as residence units in all University programs and can be integrated into an overall academic plan. For further information, contact International Services, (707) 664-2582, located in Salazar 1060.

Language and Culture Learning Center

The Language and Culture Learning Center is dedicated to enhancing the educational experience of students at Sonoma State University through the use of technology in learning modern languages and
exploring world cultures. In keeping with Sonoma State's focus on liberal arts education, the Center strives to integrate learning technologies into students' educational experiences in meaningful, personal, and individual ways.

The facility in 1028 Stevenson provides students with weekday access to language and culture learning materials representative of the courses taught in the Department of Modern Languages and Literatures. The Center's language mentoring program provides individual instruction and assistance to students enrolled in lower-division courses within the Department of Modern Languages and Literatures. For further information on the Language and Culture Learning Center at Sonoma State, please consult our website at www.sonoma.edu/modlang/learning_center/index.html.

Placement in Modern Language Courses

The faculty of the Department of Modern Languages and Literatures will assist students in selecting the appropriate course level. In particular, recommendations for placement in French classes differ slightly from the more general schedule described below; students interested in studying French should contact one of the instructors.

Students with this many years in high school language courses should enroll in courses at this level:

- Less than two years: 101
- Two years: 102
- Three years: 201 or any other 200 course except 202
- Four years: 202 or any other 200 course except 201

Students who have taken an Advanced Placement (AP) exam and scored 3, 4, or 5 should contact an advisor in that language for specific information regarding placement and credit.

Please note that placement can be very individual, particularly for heritage speakers of a language. Any students who have reason to believe that their language skills are more advanced than this table would imply, should consult with the instructor of the course in which they think they would benefit most.

Transfer students with college credit in a modern language may not receive credit for SSU courses in the same language that duplicates previous work. Exceptions may be made by the chair of the department when the following conditions are met:

1. The courses involved are lower-division; and
2. The original study was accomplished three or more years prior to enrollment in the equivalent course at Sonoma State University.

In addition to the four-year graduation plans detailed below, students pursuing the bachelor of arts in French or Spanish may also select a five- or six-year plan. Please see an advisor for details.

Course Challenges

Students may challenge courses, as provided in University procedures (please see more information in the Admissions section of this catalog). It is essential that students interested in this possibility consult instructors of the courses they wish to challenge at the start of the semester.

Grade Requirements

Undergraduate Progression and Retention in French and Spanish Majors and Minors: Students must maintain a minimum grade of C- in each course required for the major in French or Spanish; otherwise, the student will not be permitted to graduate in the programs. The student may repeat the course if s/he does not earn the minimum grade. The student must receive a grade of C- or better when the course is repeated. This policy also applies to courses taken at other institutions, abroad, or in the United States.

Bachelor of Arts in French

The purpose of the French major is to enable students to attain an advanced level of competency in speaking, listening, reading, and writing, and to provide them with a comprehensive knowledge of the historic and contemporary culture and institutions of France and the Francophone world. The French language is studied not as an end in itself, but as a vehicle for students' broader and more informed participation in their chosen fields. Students who study French at SSU also have the option of completing a portion of the course work in France (Paris or Aix-en-Provence) or in Canada, and should visit the International Programs Office for details.

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education</td>
<td>50</td>
</tr>
<tr>
<td>Major requirements</td>
<td>32</td>
</tr>
<tr>
<td>General electives</td>
<td>38</td>
</tr>
<tr>
<td>Total units needed for graduation</td>
<td>120</td>
</tr>
</tbody>
</table>

Note: Students should note the prerequisites for upper-division courses.

Requirements for the Major

Complete the following 32 Units:

- FR 202 Oral French
- FR 300 Introduction to Literary Analysis & Critical Writing
- FR 320 France Yesterday
- FR 321 France Today
- FR 410 French Literature
- FR 411 French Literature
- FR 415 Special Topics in French Culture
- FR 475 Senior Seminar

Total units in the major: 32
Sample Four-Year Program for Bachelor of Arts in French

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

**FRESHMAN YEAR: 30 Units**

<table>
<thead>
<tr>
<th>Fall Semester (16 Units)</th>
<th>Spring Semester (14 Units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FR 101 (*2) (4)</td>
<td>FR 102 (*2) (4)</td>
</tr>
<tr>
<td>FR 101L (1)</td>
<td>FR 102L (1)</td>
</tr>
<tr>
<td>GE A2 (4)</td>
<td>GE C1 (4)</td>
</tr>
<tr>
<td>GE A3 (4)</td>
<td>GE B1 (*1) (3)</td>
</tr>
<tr>
<td>GE B4 (3)</td>
<td>Elective or Minor (2)</td>
</tr>
</tbody>
</table>

**SOPHOMORE YEAR: 31 Units**

<table>
<thead>
<tr>
<th>Fall Semester (15 Units)</th>
<th>Spring Semester (16 Units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FR 201 (*2) (4)</td>
<td>FR 202 (*2) (4)</td>
</tr>
<tr>
<td>FR 201L (1)</td>
<td>GE D3 (*5) (3)</td>
</tr>
<tr>
<td>GE B3 (*1) (3)</td>
<td>GE D4 (*5) (3)</td>
</tr>
<tr>
<td>GE D2 (*3) (3)</td>
<td>GE B2 (3)</td>
</tr>
<tr>
<td>GE C2 (4)</td>
<td>GE D5 (*4) (3)</td>
</tr>
</tbody>
</table>

**JUNIOR YEAR: 30 Units**

<table>
<thead>
<tr>
<th>Fall Semester (15 Units)</th>
<th>Spring Semester (15 Units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FR 300 (C3) (UD) (4)</td>
<td>FR 411 (C3) (UD) (4)</td>
</tr>
<tr>
<td>FR 321 (C3) (UD) (4)</td>
<td>FR 415 (C3) (UD) (4)</td>
</tr>
<tr>
<td>GE D1 (UD) (3)</td>
<td>GE E1 (UD) (3)</td>
</tr>
<tr>
<td>Elective or Minor (4)</td>
<td>Elective or Minor (4)</td>
</tr>
</tbody>
</table>

**SENIOR YEAR: 29 Units**

<table>
<thead>
<tr>
<th>Fall Semester (15 Units)</th>
<th>Spring Semester (14 Units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FR 320 (C3) (UD) (4)</td>
<td>FR 410 (C3) (UD) (4)</td>
</tr>
<tr>
<td>Elective or Minor (3)</td>
<td>FR 475 (C3) (UD) (4)</td>
</tr>
<tr>
<td>Elective or Minor (3)</td>
<td>Elective or Minor (3)</td>
</tr>
<tr>
<td>Elective or Minor (3)</td>
<td>Elective or Minor (3)</td>
</tr>
<tr>
<td>Elective or Minor (2)</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL UNITS: 120**

(*1) Either B1 or B3 must have a lab.

(*2) Counts as C3.

(*3) Important to take World History before upper-division French.

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

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

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**Minor in French**

**Requirements for the Minor**

The French minor presupposes 15 units or the equivalent of FR 101, 102, 201, and lab courses 101L, 102L, and 201L. All or part of these may have been completed elsewhere. Also, the student who wishes to minor in French is required to take:

- FR 202 Oral French
- FR 300 Introduction to Literary Analysis & Critical Writing
- and one of the following pair of courses:
  - FR 320 France Yesterday
  - and FR 410 French Literature
  - or
  - FR 320 France Yesterday
  - and FR 321 France Today
  - or
  - FR 321 France Today
  - and FR 411 French Literature
  - and either FR 415 Special Topics in French Culture
  - or FR 475 Senior Seminar

**Total units in the minor: 20**

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**Minor in German**

The German minor program enriches students' academic and career opportunities by providing them with skills that complement many majors at SSU. German helps students understand themselves as participants in their own culture, it also helps them understand U.S. history and culture, since German-Americans represent the largest single heritage population. Moreover, German is the most widely spoken language in Europe. Knowing German also opens up opportunities to connect with more than 120 million native speakers worldwide. Additionally, the study of German prepares students to be competitive for graduate school, since many graduate programs require or recommend German. German minors may also have a distinct advantage entering a professional career, in fields such as international business, economics, science, history, global studies, music, or teaching. The SSU German program offers a variety of courses that provide students with linguistic skills and cultural knowledge of the German-speaking world. Students are encouraged to participate in the CSU International Programs and take courses in Germany, which may be counted toward the minor. Students wishing to study abroad are strongly encouraged to consult with their German advisor to ensure that courses taken abroad can be applied to the German minor. A minimum of 8 of the 21 required units must be taken at SSU.

**Requirements for the Minor**

The German minor program consists of a minimum of 21 units of college coursework in German, of which 8 units must be taken at SSU: 4 units at the 200 level (GER 200 or GER 210) and 4 units consisting of GER 300. Additionally, German minor students must
attain the “Goethe-Zertifikat B1” (Zertifikat Deutsch), the internationally recognized proficiency certificate offered annually at SSU under the auspices of the Goethe Institute. Students who have successfully completed the SSU German Program may be confident of passing the certification examination, offered at Sonoma State University at the end of every spring semester.

All German courses, except for GER 101, count toward the German minor. Note that GER 300 must be taken in residence at SSU. Students must earn a minimum grade of C- in each course that counts for the German minor. They may repeat the course once if they do not earn the minimum grade. Students must receive a grade of C- or better when the course is repeated. This policy also applies to courses taken at other institutions, abroad or in the United States.

The German minor presupposes 5 units or the equivalent of GER 101 (4 units) and GER 101L (1 unit). Students who wish to minor in German are required to take the following 5 courses:

**GER 102 (4 units)—Fall, Spring**
Second Semester: Contemporary Germany
Prerequisite: GER 101 or consent of instructor.
Requires concurrent enrollment in GER 102L (1 Unit)

**GER 200 (4 units)—Fall**
Intermediate German: The German-Speaking World Today
Prerequisite: GER 102 or consent of instructor.
Requires concurrent enrollment in GER 200L (1 Unit)

**GER 210 (4 units)—Spring**
Intermediate German through Film
Prerequisite: GER 102 or consent of instructor.
Requires concurrent enrollment in GER 210L

**GER 314 (4 units)—Fall**
Literature and Culture of the German-Speaking World
Note: Taught in English; requires concurrent enrollment for German minor students in GER 399L.
Prerequisite: GER 210 or consent of instructor. Course may be repeated for credit if topic changes.

**GER 300 (4 units)—Spring**
Advanced German Studies
Prerequisites: GER 200 and GER 210, or consent of instructor. Course may be repeated for credit if topic changes.

Total units in the minor 20

**Bachelor of Arts in Spanish**

The culture and literary traditions of Spain, the growing interest in the politics, culture, and commerce of Latin America, the proximity of Mexico, and the presence of a large Spanish-speaking population in California and the University's service area all contribute to the shaping of the curriculum of the Spanish program and provide excellent reasons for the study of Spanish. The Spanish program offers a full range of courses in language, literature, and culture, as well as interdisciplinary concentrations. Courses taken abroad in the CSU International Programs, with the exception of Span 490 and 491 (at least one of which must be taken in residence at SSU), may be counted toward the major or minor.

**Degree Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education</td>
<td>50</td>
</tr>
<tr>
<td>Major requirements</td>
<td>36-66</td>
</tr>
<tr>
<td>Electives/Other</td>
<td>14-34</td>
</tr>
<tr>
<td><strong>Total units needed for graduation</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

**Spanish Placement Evaluation**

A free evaluation is offered by the department. Students who have some background in Spanish, whether through study in high school or informal exposure, and have not previously taken a college Spanish course are encouraged to have a placement evaluation. Information is available through the Language and Culture Learning Center, www.sonoma.edu/modlang/learning_center

**Lower-Division Spanish Courses**

These courses are prerequisites for the upper-division courses in the major and minor. Some or all of these courses or their equivalents may be waived by virtue of prior language study, courses in transfer, or placement in higher level courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 101 Basic Spanish, 1st Semester</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 101L Language Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>SPAN 102 Basic Spanish, 2nd Semester</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 102L Language Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>SPAN 201 Intermediate Spanish, 1st Semester</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 201L Language Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>SPAN 202 Intermediate Spanish, 2nd Semester</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 202L Language Laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 150 Elementary Conversation</td>
<td>2</td>
</tr>
<tr>
<td>SPAN 250 Intermediate Conversation</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total units</strong></td>
<td><strong>20-24</strong></td>
</tr>
</tbody>
</table>

**Spanish Minor**

For a minor, students must complete SPAN 300, 301, 304, and 305, and either 306 or 307.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 300 Advanced Spanish Language</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 301 Advanced Composition and Conversation</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 304 Introduction to Spanish Linguistics</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 305 Introduction to Literature and Research</td>
<td>4</td>
</tr>
</tbody>
</table>

**Plus, either:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 306 Cultures of Spain or</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 307 Cultures of Latin America</td>
<td></td>
</tr>
<tr>
<td><strong>Total minor units</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

**Spanish Major**

For the major, students must complete SPAN 300, 301, 304, 305, 306, 307, and three classes at the 400 level, at least one of which must be SPAN 490 or SPAN 491 (490 or 491 must be taken in residence at SSU):

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 300 Advanced Spanish Language</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 301 Advanced Composition and Conversation</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 304 Introduction to Spanish Linguistics</td>
<td>4</td>
</tr>
</tbody>
</table>
Sample Four-Year Program for Bachelor of Arts in Spanish

Note: If students have already completed lower-division classes (or equivalents) before arriving at SSU, they can begin taking advanced-level courses as soon as desired and could take fewer classes per semester than indicated in this plan. In addition to the four-year graduation plan specified, students pursuing the bachelor of arts in Spanish may also elect a five- or six-year plan. Please consult with a Spanish program advisor.

<table>
<thead>
<tr>
<th>FRESHMAN YEAR: 30 Units</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester (16 Units)</strong></td>
<td><strong>Spring Semester (14 Units)</strong></td>
</tr>
<tr>
<td>SPAN 101 (4)</td>
<td>SPAN 102 (4)</td>
</tr>
<tr>
<td>SPAN 101L (1)</td>
<td>SPAN 102L (1)</td>
</tr>
<tr>
<td>GE Electives (A2, A3, B4) (11)</td>
<td>GE Electives (C1, B1) (7)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOPHOMORE YEAR: 34 Units</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester (18 Units)</strong></td>
<td><strong>Spring Semester (16 Units)</strong></td>
</tr>
<tr>
<td>SPAN 201 (4)</td>
<td>SPAN 202 (4)</td>
</tr>
<tr>
<td>SPAN 201L (1)</td>
<td>SPAN 202L (1)</td>
</tr>
<tr>
<td>GE Electives (B3, D2, C2, D5) (13)</td>
<td>GE Electives (03, D4, 52) (9)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>JUNIOR YEAR: 33 Units</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester (15 Units)</strong></td>
<td><strong>Spring Semester (18 Units)</strong></td>
</tr>
<tr>
<td>SPAN 300 (C3) (UD) (4)</td>
<td>SPAN 301 (C3) (UD) (4)</td>
</tr>
<tr>
<td>SPAN 305 (C3) (UD) (4)</td>
<td>SPAN 304 (4)</td>
</tr>
<tr>
<td>SPAN 306 (C3) (UD) (4)</td>
<td>SPAN 307 (C3) (UD) (4)</td>
</tr>
<tr>
<td>GE UD (E) (3)</td>
<td>GE UD (C3, D1) (6)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SENIOR YEAR: 23 Units</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester (11-16 Units)</strong></td>
<td><strong>Spring Semester (8-12 Units)</strong></td>
</tr>
<tr>
<td>Two SPAN classes at the 400 level Electives/Minor (4-8)</td>
<td>One SPAN class at the 400 level Electives/Minor (4-8)</td>
</tr>
</tbody>
</table>

**TOTAL UNITS: 120**
FRENCH PROGRAM
MAJORS, SECOND MAJORS, AND MINORS
As of March 19, 2013

MAJORS

Kristine Bjorndal
Joseph Clark
Lorena Cruz
Vanina D'Ambrrosio
Alexandre Diament-Agar
Erika Ann Escobar
Korie Lafond
Robin Marchionni
Milan Morales
Chelsea Mulholland
Spencer Myers
Jason Paiva
George Tapia

MINORS

Stephanie Church
Heather Delman
Gerardo Diaz Lezama
Juliana Drocco
Marisa Hanley
Genevia Hicks
Kelsey Home
Karissa Kirkle
Elizabeth Lemus Guzman
Kyle Muntean
Paul Pfeffer
Jaclyn Porter
Megan Thompson
Sarah Whitaker
Beverly Wong

SECOND MAJORS

Xiomara Danse
Erica Forster
Sarah Heyward
Rebecca Horton
Samara Johnson
Kirsten Zehring
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lower Division</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTES</td>
<td>16.00</td>
<td>15.60</td>
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<td>18.30</td>
<td>16.73</td>
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<tr>
<td>FTEF</td>
<td>0.63</td>
<td>0.63</td>
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<td>0.67</td>
<td>0.90</td>
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<tr>
<td>SFR</td>
<td>24.50</td>
<td>26.80</td>
<td>25.90</td>
<td>22.70</td>
<td>26.20</td>
<td>30.60</td>
<td>26.12</td>
</tr>
<tr>
<td>MAJORS</td>
<td>2.50</td>
<td>6.00</td>
<td>5.50</td>
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## French Class Size Summaries

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Class Size Summaries: 400-level French

The diagram shows the class sizes for different terms from S06 to S13. Each term is represented by a column with different shades indicating the number of students in various courses.

- S07: FR475
- F07: FR415
- F08: FR411
- S09: FR410
- S10: FR415
- F10: FR411
- S11: FR410
- F11: FR415
- S12: FR411
- F12: FR410
- S13: FR415
### Percentage of students who used French to satisfy an Area C requirement for Graduation

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<th>Total Grds for the Term</th>
<th>Percentage who used French to fulfill Area C</th>
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<td>46</td>
<td>313</td>
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<td>1156</td>
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<tr>
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<td>557</td>
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<td>Spring 2009</td>
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<td>Fall 2009</td>
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<td>523</td>
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<td>Spring 2010</td>
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<td>1177</td>
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<td>Fall 2010</td>
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<td>589</td>
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<td>Spring 2011</td>
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<td>1222</td>
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<tr>
<td>Fall 2011</td>
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<td>565</td>
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<td>Grand Total</td>
<td>375</td>
<td>8710</td>
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### Students currently enrolled who have taken French to satisfy an Area C requirement

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<td>Grand Total</td>
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(Additional note: Also submitted for consideration:
- 12 French Majors have been discontinued during the past 5 years
- 9 have taken a Leave of Absence

Only 33 of these students were French majors

Only 46 of these students are French Majors)
French Program Graduates, 2006 to 2012

MAY, 2006 GRADUATES
FRENCH MAJORS
Tamara Lynn Bunge*
Jessica Elizabeth Green*
Jill A. Mattison
Michelle N. Stoner
FRENCH MINORS
Jennifer Claire Bennett
Cynthia C. Boertje
Christine Breining
Mckaela St. George

MAY, 2007 GRADUATES
FRENCH MAJORS
Dianela Calderon
Belinda Ruiz
Elizabeth Ann Thompson*
FRENCH MINORS
Alexandra St. Pierre

DECEMBER, 2007 GRADUATES
FRENCH MAJORS
John Francis Hurley

MAY, 2008 GRADUATES
FRENCH MAJORS
John Francis Hurley
Parland Richard Johnstone
Alessandra Rigal
FRENCH MINORS
Jennifer Chodola

MAY, 2009 GRADUATES
FRENCH MAJORS
Rachel Fauvé Carr
Nicholas K. Firestone *
Stephanie Marie Gorevin
Andrea M. Plummer
Alessandra Rigal
FRENCH MINORS
Blair Bazdarich
Nancy Delaughter
Kelly Dixon
Melissa Strauss
Lindsay Sudut

MAY, 2010 GRADUATES
FRENCH MAJORS:
Caroline Ammann
Kristin McCollum*
Autumn Vowles
FRENCH MINORS:
Lily Rex Comess
Caitlin McCormick

MAY, 2011 GRADUATES
FRENCH MAJORS
Chelsea Marie Blake
Meira Del Carmen Briceño
Chelsea Elizabeth Hix
Aaron McIlney-Moe
Laurel Virginia Thiel
Emily White
FRENCH MINOR
Evelyn Baltazar
Kimberly Anne Savage

MAY, 2012 GRADUATES
FRENCH MAJORS
Alexandra Brooke Cummins
Maria Guadalupe González *
Jenna Riggan
FRENCH MINORS
Monica Dimson
Daniel C. Kendrick
Nicole Preucil

* With Distinction
### III- Aligning Courses with Learning Objectives

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<td>3. Appreciation and knowledge of the French literature</td>
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<td>4. Appreciation and knowledge of the francophone world, cultures and literatures (including an understanding the norms, values and beliefs of areas where the target language is used, as well as recognition of key social and cultural traditions)</td>
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<td>5. Ability to respond in culturally appropriate ways in a variety of common situations in the target cultures</td>
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<td>6. Ability to use state-of-the-art technology to access realia in the target language</td>
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<td>7. Knowledge of phonology, morphology, syntax and semantics of the French language</td>
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<td>8. Ability to think and read critically</td>
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<td>9. Development of the habit of intellectual inquiry</td>
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<td>10</td>
<td>Ability to understand literature as a reflection of heterogeneous cultures and lives</td>
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<tr>
<td>11</td>
<td>Ability to communicate efficiently orally and in writing</td>
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<tr>
<td>12</td>
<td>Appreciation and knowledge of grammar and linguistic concepts</td>
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<td>13</td>
<td>Appreciation of aesthetic dimensions and movements</td>
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<td>14</td>
<td>Ability to use state-of-the-art technology to access cultural documents and multimedia resources</td>
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<td>15</td>
<td>Ability to make connections between the literature studied and their own lives</td>
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<tr>
<td>16</td>
<td>Awareness of global history</td>
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<tr>
<td>17</td>
<td>Appreciation of diversity and difference</td>
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<tr>
<td>18</td>
<td>Awareness of language as a living product of culture and vice versa</td>
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<tr>
<td>19</td>
<td>Ability to apply the knowledge and skills learned to situations outside the academic setting</td>
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FRENCH PROGRAM SYLLABI
For the 2012-2013 academic year

Courses offered by
Drs. Christine Renaudin & Suzanne Toczyski

French 101: First-Semester French
http://www.sonoma.edu/users/r/renaudin/fr101/default.htm

French 102: Second-Semester French
http://www.sonoma.edu/users/t/toczyski/french102cal.html

French 201: Third-Semester French
http://www.sonoma.edu/users/r/renaudin/fr201/default.htm

French 202: Oral French
http://www.sonoma.edu/users/r/renaudin/fr202/default.htm

French 300: Introduction to Literary Analysis and Critical Writing
http://www.sonoma.edu/users/t/toczyski/fr300.html

French 314: French Literatures in English
http://www.sonoma.edu/users/t/toczyski/french314.htm

French 320: France Yesterday
http://www.sonoma.edu/users/t/toczyski/french320.html

French 321: France Today
http://www.sonoma.edu/users/r/renaudin/fr321/default.htm

French 410: French Literature
http://www.sonoma.edu/users/t/toczyski/french410.html

French 411: French Literature
http://www.sonoma.edu/users/r/renaudin/fr411/default.htm

French 415: Special Topics in French Culture
http://www.sonoma.edu/users/t/toczyski/french415.html

French 475: Senior Seminar
http://www.sonoma.edu/users/r/renaudin/fr475/default.htm

FL 160: Freshman Learning Community
http://www.sonoma.edu/aa/flc/nonresidential/humanities.html
Sonoma State University
French FAQs

What class should I register for?
If you have studied French for three or four years in high school, you should sign up for French 201 and French 201L. If you believe you have a very solid grasp of all major grammatical concepts (including the subjunctive and relative pronouns), please contact either Christine Renaudin (Stevenson 3016C) or Suzanne Toeczyki (Stevenson 3016G) to verify your placement. If you have taken the AP French exam, see below.

NOTE: At the Junior College, French 1 is the same as our French 101; French 2, our French 102; French 3, our French 201; French 4, our French 202.

Can I get university credit for any of my high school French?
If you took the AP French Language exam and scored a 3, credit is given for Fr 101, Fr 102, & FR 201 for a total of 12 units; if you scored 4 or 5, credit is given for FR 101, FR 102, FR 201 and FR 202 for a total of 16 units. If you took the AP French Literature exam and scored a 3, 4 or 5, credit is given for GE C2 FL 214 at 4 units, plus 2 elective units for a total of 6 units.

Do French classes count for GE credit?
Yes! French courses satisfy the requirements for the C3 General Education category. Remember that upper-division French classes count for GE credit only when students have successfully completed 60 units at Sonoma State and thus have junior-level status. French 314 (French Caribbean Literatures in English) counts for Area C2 and may be taken after a student has reached junior status for upper-division GE credit.

Which are the lower-division courses and which are the upper-division courses?
Lower division courses are numbered 100-299; upper-division courses are numbered 300-499. Note that French 202, Oral French, is a lower-division course which is required for the major.

Can I take a lower-division class without taking the lab, or a lab without the class?
First-, Second- and Third-Semester French all require concurrent enrollment in both the class and the lab. Oral French (FR202) has no lab requirement.

Can I challenge a French class?
You may earn unit credit for some French classes (202 and above) by successfully completing the instructor's challenge exam. However, you may only challenge courses which are listed in the catalogue and which are offered during the semester you wish to challenge the class. Only students in residence may challenge a course. Your application for credit-by-challenge must be signed by the department chair. When you pass the exam, a CR will be recorded on your permanent record, but will not be posted to your record until 30 units have been earned in residence. No resident credit is earned, and the CR units do not affect the grade point average.

Which courses do I need for a minor in French?
The French minor presupposes 15 units or the equivalent of French 101, 102, 201 and corresponding labs courses 101L, 102L, and 201L. All or part of these may have been complete elsewhere. Students wishing to minor in French must also take:

<table>
<thead>
<tr>
<th>FR 202</th>
<th>FR 320 and FR 321 or FR 320 and FR 410 or FR 321 and FR 411</th>
<th>FR 415 or FR 475</th>
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<td>And FR 300</td>
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Can I start in French 101 as a freshman and still do a French major?
Yes! In order to finish in four years, a student should do the first two years of French according to the schedule suggested in the University catalog. In the junior and senior years, students should take all upper division courses offered every semester so that they are not lacking at the end of their senior year. Study abroad is strongly encouraged! All French courses except FL 214 and FR 314 are offered in French only. FL 214 and French 314 do not count for the major, but they do count for C2 GE credit.
CHRISTINE B. RENAUDIN

Professor of French
Department of Modern Languages & Literatures
Christine.renaudin@sonoma.edu

EDUCATION

Ph.D., 1993, Cornell University. 18th-century French Literature.
Maîtrise ès Lettres (MA) 1981. Paris IV-Sorbonne, French Literature (Medieval Studies),
Licences ès Lettres (BAs). Paris IV-Sorbonne. English and American Literature, 1981,
French Literature, 1980.
C.A.P.E.S. (Certificat d’Aptitude Professionnelle à l’Enseignement Secondaire, the
equivalent of Single Subject Teaching Credential), English, 1982, Paris, France.

TEACHING EXPERIENCE

FR 101: First Semester French
FR 102: Second-Semester French
FR 201: Intermediate French
FR 202: Oral French
FR 300: Introduction to Literary Analysis and Critical Writing
FR 301: Advanced Comprehension and Expression (old catalog: First Semester)
FR 302: Advanced Comprehension and Expression (old catalog: Second Semester)
FR 320: France Yesterday
FR 321: France Today
FR 410: French Literature (From the Middle Ages through the Eighteenth century)
FR 411: French Literature (From the Revolution to the Present)
FR 415: Special Topics in French Culture (“Francophone Africa”)
FR 430: French Literature (old catalog: "Lumières et littérature, ou la philosophie dans
tous ses états,” Spring 1991)
FR 440: Culture and Society (old catalog: "Enfances en France et Francophonie," Fall
1990)
FR 460: Linguistics for Teachers of French (old catalog, Fall 1993)
francophone,” “Francophone African Literature,” “French Autobiographies.”)
FR 495: Special Studies
FR 499: Internships
UNIV 102: Freshman Seminar
FLIE 214: Foreign Literature in English
FL 214: French Literature and Cinema
FL 160: Humanities Learning Community ("Exploring Self, Exploring Others: Transformations in the City of Light")
ENG 314: World Literature in English
FLIE 314: Francophone Literature in English Translation
FR 314/ENG 349: French Caribbean Literatures
ITDS 497: War & Peace Lecture Series
HUMS 200: Written & Oral Analysis
HUM 300: Written & Oral Analysis (old catalog, Spring 1991)

Vassar College -- Visiting Instructor (Spring 1990)
Cornell University – Teaching Assistant (1986-1988)
Tufts University – French Lecturer (1985-1986)
American College in Paris – Instructor (Summer 1985)
Lycée Aristide Briand (Evreux, France) -- Professeur Certifié d'Anglais (1984-1985)
Collège Braque (Rouen, France) – Professeur Certifié d'Anglais (1983-1984)
Lycée Les Bruyères (Sotteville-Lès-Rouen, France) -- Professeur Certifié d'Anglais (1983-1984)
Scripps College -- Teaching Assistant (1981-1982)

SCHOLARSHIP, RESEARCH, AND CREATIVE ACHIEVEMENTS

Articles and Book Chapters:

Translations:

In Preparation:
Verlaine, Muse and Music Maker: From Reading to Performance. A collection of
research and pedagogical articles, including audiovisual material.


**Performance:**

**DVD:** *Verlaine: Muse and Music Maker.* 2006.

**Website:** [http://www.sonoma.edu/users/r/renaudin/verlaine/](http://www.sonoma.edu/users/r/renaudin/verlaine/)


**In Preparation:**

**Scholarly Presentations:**
University, Rohnert Park, California, June 2002.
13. "L’Interdite, ou comment peut-on être Algérienne." California Language Teacher
Association Annual Conference, Long Beach, California, April 2002.
14. "Quand le Philosophe se met à table." Second Interdisciplinary and Multicultural
Conference on Food Representation in Literature, Film and the other Arts, The University
15. "Leaving Algeria: Women in Search of Identity Beyond Nationalism." Tenth Annual
Women’s Studies Conference, Southern Connecticut University, New Haven,
Francophones Conference, Sousse, Tunisia, June 2000.
17. "One Another: Engaging Love and Law in Marivaux’s Triumph of Love," Graduate
Students Symposium, "Self and Other," Department of Romance Studies, Cornell
University, April 1988.
18. "Desperately Seeking Armance," Graduate Students Symposium, "Women and
Romance Literatures." Cornell University, March 1987.

OTHER PRESENTATIONS, PAPERS AND WORKSHOPS

Overview and Q & A Session,” April 27, 2007.
3. With Suzanne Toczyski. "Preparing Traditional-Aged Freshmen for a Liberal Arts &
http://www.sonoma.edu/senate/apc/freshmen.html

GRANTS, AWARDS and HONORS

3. RSCAP Summer Fellowship, SSU, 2005.
4. SSU Ambassadors Distinguished Faculty, December 2000.
5. SDSU-CIBER scholarship to attend workshop on teaching Business French in
6. SDSU-CIBER scholarship to attend workshop on Business and Legal French at
University of Maryland, College Park, MD, June 5-9, 1995.
7. SDSU-CIBER scholarship to attend conference in Memphis, Tennessee: The Impact of
Globalization: New Directions in Teaching Foreign Language and Culture,” February 23-
26, 1995.

CONSULTANT EXPERIENCE

1. Translator and Language Consultant for the production of Djenkadi ‘s DVD jacket and
2. Coordinator, publicist, monitor & judge, *Concours national de l'Alliance Française*, spring 2005

**PROFESSIONAL DEVELOPMENT**


**UNIVERSITY SERVICE**

1. Department Chair, Fall 2009-present.
2. Curriculum Committee, Spring 2010, Fall 2011-present. Chair since fall 2012.
5. SSU Representative to the CSU Academic Council for International Programs, 2003-2006.
19. With Suzanne Toczyski, coordinator, Concours de diction française. Yearly French contest held at Sonoma State University, which in 2002 became part of a larger, annual Language Festival at SSU. 1999-2006.
23. Faculty participant in International Program Interviews, 1998-present.
Suzanne C. Toczyski  
Professor of French  

Sonoma State University  
1801 E. Cotati Avenue  
Rohnert Park, California 94928  
707.664.4177  
or suzanne.toczyski@sonoma.edu

Education Courses Experience Publications Book Reviews  
Presentations Grants Awards Professional Service Academic  
Service Community Service Miscellaneous

Curriculum vitae

Education


Courses Taught at Sonoma State University

- FL160: Exploring Self, Exploring Other: Transformations in the City of Light (Paris) - Freshman Learning Community: fall/spring 2012-2013
- FR415: Special Topics in French Culture: Théâtre et société, fall 2000, fall 2002, spring 2005
- FR411: French Literature (19th-20th c.), spring 1999
2009

**Previous Teaching Experience**

- Associate Professor of French, Sonoma State University, 2002-2007
- Assistant Professor of French, Sonoma State University, 1998-2002
- Visiting Assistant Professor of French, Pacific Lutheran University, 1996-1998
- Lecturer, Pacific Lutheran University, 1994-1996
- Teaching Associate, University of Washington, 1994-1996
- Teaching Assistant, Yale University, 1989-1992

**Publications**

- Co-authored with Karen Brodsky. "Information Competence in the

**Book Reviews**


**Scholarly Presentations**

'O roi manioc!': Food as a Site of Resistance in Patrick Chamoiseau's *Solibo Magnifique*," PAMLA, Scripps College, Claremont, CA, November 2011.

"Voyage-cyclone: Souvenirs d'Élizette dans L'Espérance-macadam de Gisèle Pineau," Conseil International d'Études Francophones,

http://www.sonom.ca/users/t/toczyski/curriculumvitae.html
- "Navigating the Seas of Altery: Jean-Baptiste Labat's *Voyage aux iles*," invited lecture delivered at Yale University, March 2006. (A slightly modified version of the hour-long talk was also delivered in the A&H Forum at Sonoma State University in spring 2006.)
Barbara, California, 1999.

- "Cette illustre femme: Madeleine de Scudéry Rewrites History," The Sixteenth Annual Cincinnati Conference on Romance Languages and Literatures, Cincinnati, Ohio, 1996.

Other Presentations & Papers

- "Chocolat à la française," San Domenico High School, April 2013 (exact date tba).
- "Il est temps, Seigneur, que tu paraisses..." Program notes for Magnificat Baroque's "Céleste flamme, ardent amour," a concert of Marc-Antoine Charpentier's Pastorale sur la naissance de Notre Seigneur Jésus Christ, December 7-9, 2012.
- Pre-show talk for Marin Shakespeare Company's production of Pierre Corneille's The Liar, September 21, 2012.
- With Chef Arturo Guzman. "Chocolate French." Presentation for the
Campus Author Series. April 2005.
http://www.kqed.org/epArchive/R404240837
http://www.sonoma.edu/senate/apc/freshmen.html
- With Karen Brodsky. "Freshmen and the Library." Teaching &
November 2002.
- "Madeleine de Scudéry et la condition des femmes au XVIIe siècle" Invited lecture before the Alliance Française de Santa Rosa, June 1999.
- "Cuisine et gastronomie au XVIIe siècle." Invited lecture, Marin-

Grants

- Sabbatical, spring 2011.
- RSCAP Summer Fellowship, SSU, 2000.

Awards & Honors

- Sonoma State University Teaching Excellence Award, spring 2006
- Induction into Phi Beta Delta, Zeta Tau chapter, fall 2006
(http://www.phibetadelta.org/)
- Arts & Humanities Nominee, Excellence in Education Award, fall 2004
- SSU Ambassadors Distinguished Faculty, December 2000 and April 2006
- SUNY-Buffalo University Honors Program Scholarship, 1983-1987

http://www.sonoma.edu/users/t/toczyski/curriculumvitae.html
• Westinghouse Family Scholarship, 1983-1987
• Phi Beta Kappa, 1986

Research Experience

• Assistant to the Curator, Yale Collection of American Literature, Beinecke Rare Book and Manuscript Library, Yale University, June-August, 1988-1991.

Consultant Experience


Service to the Profession

• Manuscript evaluator, Cahiers du dix-septième, spring 2006-present.
• California State University Foreign Language Council Secretary / Treasurer, 2002-present.
• SSU Representative to the California State University Foreign Language Council, 1998-present.
• Session chair, "Le boire et le manger chez les écrivain/e/s et cinéastes" (Women in French Session), PAMLA, Riverside, CA, November 2006.
• Chair, California State University Foreign Language Council Election Committee, 2005.
• California State University Foreign Language Council Election Committee, 2000-2002.


Board member, Regional Executive Board of the American Association of Teachers of French, 1995-1997.


**Academic Service at SSU**

Reader at Commencement, May 2013.

University RTP Committee Chair, 2012-2013.

Phi Beta Delta, local chapter president, fall 2011-present

University RTP Committee, fall 2011 to present.

University Contact, Chamson (Chambolle-Sonoma) Alliance, 2002-present.

French Club Advisor, 2000-present.

University Scholarship Committee, 1998-present (both academic year and summer reading).


Global Studies Steering Committee, 2002-2011.

Reader at Commencement, May 2010.

School of Arts & Humanities RTP Committee, fall 2009.

International Programs Taskforce, spring 2009.

Department RTP Committees for both tenure-track and lecturer faculty, 2002-2009.

Reader at Commencement, May 2009.

Post-Promotion Review Committees for the Department of Modern Languages & Literatures, the English Department, and the School of Arts & Humanities, spring 2009.

Department Range Elevation Committee, February 2009

Member, International Learning Committee, fall 2008-spring 2009.

Member, Department Sabbatical Committee, fall 2008.

Reader at Commencement, May 2008.

Member, Global & International Education Committee, 2006-2008.

Member, Hiring Committee, Coordinator of New Student Orientation & Family Programs, December 2007.


Library Lecture Series Planning Committee, spring/summer 2006.
• Reader at Commencement, May 2006.
• Arts & Humanities School Curriculum Committee, 2005-2006.
• Chair, Department of Modern Languages and Literatures, Fall 2003-2006.
• Reader at Commencement, May 2005.
• Faculty participant in International Program interviews, 2005.
• German Search Committee Chair, 2004-2005.
• Spanish Search Committee Member, 2004-2005.
• Arts & Humanities GE Subcommittee Chair, 2004-2005.
• Academic Affairs Strategic Planning Committee, 2004-2005.
• Event Coordinator for slide lecture by Dr. Sahar Amer, "Behind the Veil: French Desire & the Middle East," September 13, 2004.
• Reader at Commencement, May 2004.
• University Supervisor for 4 student teachers, 2002-2003 (at Rancho Cotati HS in Rohnert Park; Vintage HS in Napa, and Novato HS in Novato).
• Participant, Well-Educated Teacher Retreat, School of Education, fall 2002.
• Interim Chair, Department of Modern Languages and Literatures, fall 2002.
• New Student Convocation Planning Committee, 2002.
• EMT Training Workshop Coordinator, spring 2002.
• Freshman Interest Group Steering Committee, 2001-2002.
• SOAR Advisor, 2000-2002.
• Freshman Seminar Curriculum Committee (chair), 1999-2002.
• Departmental Proficiency Exam Committee, 1998-2000

**Community Service at SSU**

• Publication of the weekly Bay Area Francophile List providing a calendar of francophilic events in the greater Bay area to French-speaking members of the Sonoma State community, as well as to members of the local community and faculty and students at over ten other California university and community college campuses, 1998-present. A given issue runs approximately 40 pages. Over 100,000 readers to date. Website: http://www.sonoma.edu/users/t/toczyski/BAFLHomepage.shtml
• Hot Lunch Program; summer 2008; summer 2009-winter 2011; summer 2012.
- **Animatrice**, Mill Valley Fluent French Speakers, a monthly meeting of the francophones of Marin County, 2003-present.
- Lector & Extraordinary Minister, Our Lady of Mount Carmel Church, Mill Valley, 1998-present.
- With Christine Renaudin, coordinator, **Concours de diction française**. Yearly French contest held at Sonoma State University. In 2002, the Concours became part of a larger, annual Language Festival at SSU, 1999-2008.
- Coordinator, publicist, monitor & judge, **Concours national de l'Alliance Française**, spring 2005.

_Suzanne C. Toczyski, SSU -- Page mise à jour le 4 avril 2013_
List of events/outreach 2006-2013

- Dr. Toczyski’s Bay Area Francophile List continues to be published weekly.

- “Switzerland’s Unique Patterns of Existence on the European Continent,” a bilingual presentation (French and German) by Irène Dubois-Mahler, Schulz 3001, February 16, 2013.


- “Nicolas Bouvier: In Praise, simply, of what exists,” Schulz 3001, a talk by Professor Stéphane Pétermann, February 26, 2008.

- French Diction Competition and Language Festival, annually through spring 2008.


New French Scholarships 2006-2012

Henri Cardinaux Memorial Scholarship
The Henri Cardinaux Memorial Scholarship was created to honor the memory of a man who was one of the founders of the Sonoma Chambolle-Musigny Sister Cities Inc. (CHAMSON), serving as both its President and a member of the Board of Directors.

The award is intended for students who are applying to study abroad during the coming academic year. Students must either be a permanent resident of Sonoma County or be attending a college or university in Sonoma County at the time of application. In addition, applicants must be at least 17 years of age and able to communicate adequately in the French language. The student’s career objectives should be related to the fields of viticulture, enology, culinary arts, or other profession/vocation for which exposure to the French culture would be relevant. The scholarship committee makes the award based upon scholastic and work records, and a career objective that can be most fully and effectively realized by immersion in the French culture. Recipients receive a financial award of $2000 that is used for transportation costs and other expenses. Upon returning, the recipient is asked to give an oral review at a CHAMSON meeting in order to acquaint members with personal details of the experience.

Reilly French Scholarship
The Reilly French Scholarship was created to help support French majors dedicated to the pursuit of French studies beyond the completion of their BA at Sonoma State University. In 2012, Dr. William Reilly and his wife, Maria, both ardent francophiles and eloquent speakers of French, decided to share their passion for the French language and culture by financially supporting the efforts of students interested in pursuing French studies.

The Reilly French Scholarship provides $1000 to declared French majors intending to pursue a PhD in French and/or career goals involving working internationally and within the French culture.
THREE-YEAR ASSESSMENT PLAN
FRENCH PROGRAM
SONOMA STATE UNIVERSITY

In Spring 2005, the Sonoma State University French Program was judged to be in the “Developing” stage in its plan for educational effectiveness. Following the template provided at http://www.sonoma.edu/assessment, we offer the following three-year plan:

**First Year: 2005-2006**

**Assessment of learning objectives:**
- The French Program will analyze information gleaned from the 2004-2005 assessment of language skills and cultural competence and revise the assessment tools as necessary.
- The French Program will assess students’ competence in learning objectives related to language, culture, history, and literary analysis via a senior project prepared in FR 475, the Senior Seminar. This project will include a 20-page paper written in French as well as a public oral presentation in French.
- The French Program will begin to analyze the data provided by the Department Alumni Survey conducted in April-June 2005.
- The French Program will develop and implement a systematic written exit interview with each graduating French major and minor.

**Review of objectives / Alignment of objectives with Program:**
- The French Program will review its core objectives and revise the Program as necessary to meet those objectives.

**Communication of objectives to students:**
- The French Program will continue to include its course and program objectives on every syllabus for every French course; these syllabi will continue to be available on-line for student and public perusal.
- The French Program will begin to revise Catalog copy to reflect learning objectives for each course.

**Feedback:**
- The French Program will schedule a special program meeting to discuss student learning and recent assessment findings.

**Action Items:**
- The French Program will make decisions about curriculum and pedagogy based on the results of the discussion mentioned above; the overriding goal will be the improvement of student learning.
- The French Program will work to re-establish a viable pool of temporary faculty.

**Program Review with Self-Study focused on Major and General Education**
- The French Program will conduct a full program review based on the newly revised university “Program Review Protocol,” to the extent possible as a program in the “developing stage” of educational effectiveness.
Second Year: 2006-2007

Assessment of learning objectives:
- The French Program will analyze information gleaned from the 2005-2006 senior seminar assessment tool and revise the assessment tool as necessary.
- The French Program will incorporate an analysis of data from the Department’s Alumni Survey in this year’s Annual Assessment Report.
- The French Program will eliminate use of The University of Wisconsin College-Level Placement test in French 300 as a measure of language proficiency; in its place, the French faculty will administer a language competency exam to French 201 students both at the beginning and at the end of the fall semester.
- The French Program will review and revise (if necessary) culture competence survey used in previous years as a measure of student competence.
- The French Program will review rubrics used to measure oral proficiency in both lower-division and upper-division classes.
- The French Program will continue to implement a systematic written exit interview with each graduating French major and minor.

Academic Plan for Educational Effectiveness / Conceptual Framework Based on Learning Theories:
- The French Program will develop an academic plan for educational effectiveness, i.e. a conceptual framework, based on the “5 C’s” theory offered by the national American Council on the Teaching of Foreign Languages
- The French Program will contact sister campuses in the CSU to investigate learning theories related to upper-division learning objectives.

Communication of objectives to students:
- The French Program will continue to include its course and program objectives on every syllabus for every French course; these syllabi will continue to be available on-line for student and public perusal
- The French Program will complete revisions of Catalog copy to reflect learning objectives for each course.
- Other communication means will be implemented, if necessary

Feedback:
- The French Program will continue to schedule a special program meeting to discuss student learning and recent assessment findings.

Action Items:
- The French Program will continue to make decisions about curriculum and pedagogy based on the results of the discussion mentioned above; the overriding goal will be the improvement of student learning.
- Other action items as needed.
Third Year: 2007-2008

Assessment of learning objectives:
- The French Program will analyze information gleaned from the 2004-2005 language proficiency and cultural competence assessment tools and revise the assessment tool as necessary.
- The French Program will assess students’ competence in learning objectives related to language, culture, history, and literary analysis via a senior project prepared in FR 475, the Senior Seminar, revised, as necessary, according to the previous assessment results.
- The French Program will continue to implement a systematic written exit interview with each graduating French major and minor.
- The French Program will reexamine curriculum in response to the Alumni Survey.

Academic Plan for Educational Effectiveness / Conceptual Framework Based on Learning Theories:
- The French Program will continue to develop an academic plan for educational effectiveness in language classes.
- The French Program will conduct additional research with regard to learning theories related to upper-division learning objectives.

Communication of objectives to students:
- The French Program will continue to include its course and program objectives on every syllabus for every French course; these syllabi will continue to be available on-line for student and public perusal
- The French Program will publish on-line rubrics used to measure oral proficiency in both lower-division and upper-division classes.
- Other communication means will be implemented, if necessary

Feedback:
- The French Program will continue to schedule a special program meeting to discuss student learning and recent assessment findings.

Action Items:
- The French Program will continue to make decisions about curriculum and pedagogy based on the results of the discussion mentioned above; the overriding goal will be the improvement of student learning.
- Other action items as necessary
### Alignment of Courses with Assessment Tools or Activities

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<tr>
<td>1. Formal tests to evaluate grammatical structures, vocabulary, effectiveness of written communication, and cultural content</td>
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<td>2. Formal tests to evaluate understanding and knowledge of the major literary texts and authors explored in the course</td>
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<td>3. Formal tests to evaluate understanding and knowledge of French culture</td>
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<td>4. Individual oral interviews in French to evaluate grammatical structures, vocabulary, pronunciation, effectiveness of oral communication, and cultural content</td>
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<td>5. Compositions and other written assignments to evaluate written expression, critical thinking and course content</td>
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<td>6. Oral presentations in class to evaluate oral expression, critical thinking, and critical reading skills</td>
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<td>7. Oral presentations to evaluate the ability to perform literary textual analysis in French</td>
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<td>8. Oral presentations to evaluate students’ ability to understand and analyze aspects of culture</td>
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<td>9. Research papers and other written assignments to evaluate understanding and analysis of aspects of literature</td>
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<td>10. Research papers and other written assignments to evaluate understanding and analysis of aspects of culture</td>
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<td>11. Participation in class discussion and group activities to evaluate effort toward learning and expressiveness in French</td>
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<td>12. Attendance as part of the grade, since presence in language classes represents virtually the students’ only contact with spontaneous linguistic situations and challenges</td>
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<td>13. Portfolios</td>
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<td>14. Creative writing assignments, to evaluate students’ ability to express themselves in French in an original fashion</td>
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Program Review:

FRENCH
in the Department of Modern Languages and Literatures

Reviewer:

Edith J. Benkov
Chair European Studies and Director of French
San Diego State University

11 June 2006

Introduction

The self-study prepared by the French Program, housed in the Department of Modern Languages and Literatures, reveals a solid, quality program despite the limitations of resources. It deals with a number of issues faced by the program, many of which are the result of limited resources. It also presents a clear view of the program’s curricular mission, its assessment processes, and its faculty and students. Particularly noteworthy is the energy, dedication and commitment of the French faculty members themselves.

On May 10, I met with students, faculty, and administrators to broaden my knowledge of the program. Since the program is housed in a larger academic unit and my interactions with members of that unit were limited to the French faculty and the in-coming chair, I must base my review on a partial vision of the department. Nonetheless, the site-visit confirmed what the self-study revealed and also highlighted the students’ overwhelmingly positive assessment of the program.

I recognize the efforts of all involved to facilitate interpreting the self-study submitted by the program and to understand its integration into the DMLL, the college, the university, and the greater Sonoma community and thank them for their help.

The report is organized in to follow the suggested guidelines for external reviewers, concerning the program’s curricular mission, the curriculum, program effectiveness, and resource use, followed by a number of recommendations.
I. The Program’s Curricular Mission

Through its curricular mission, the French program offers an in-depth international perspective on a major world language and culture, with French not only as an official language of the United Nations and the European Union, but also as an important language in the Western Hemisphere, from Canada to South America, in Africa and in Southeast Asia and the Pacific. It reflects a coherent vision of “classical” subject matter in relation to current visions of a postcolonial world, with notions of cultural diversity embedded in the curriculum. Further, this mission recognizes that language is not an end in itself, but rather a vehicle for study in many areas, including, but not limited to a “French” major. Thus, it serves to prepare students for a variety of career options, where knowledge of French language and culture are needed. Further, by emphasizing critical and comparative thinking, oral and written communication, and information technology competence, the program offers students the opportunity to develop skills which will serve them in any career they choose, whether or not the position they take requires French language.

The curricular mission of the French program is closely linked to the SSU Mission Statement and the Diversity Vision Statement. The French program reflects careful thought on the part of its faculty in situating disciplinary standards and subject matter within the context of a broader institutional vision.

II. The Curriculum

The current curriculum of the French program represents a carefully reflected sequence based on fiscal limitations. There is nothing to fault: it provides a solid basis for any student pursuing French as a major; its goals are consistent with the program’s mission; it provides students with a range of cultural experiences; it reveals that current notions of pedagogy and cultural competence have been included in the courses. The two faculty members demonstrate a command of the subject matter and have inspired their students. Yet the fiscal limitations of the program may be a weakness in that there are limited opportunities for spontaneity.

“May be” is particularly important in this observation. Students completing the curricular sequence are given the opportunity to meet all of the programs objectives and it must be stressed that the syllabi reflect careful thought and have been designed to deliver the most comprehensive education possible within the limited range of offerings. Notwithstanding this important fact, students must follow an extremely rigid course sequence. Since many majors in French are double majors – a factor that is extremely important in viewing how French fits in to any broad institutional view, the rigidity of the curriculum, and, more importantly, the sequencing of courses, may deter potential majors.

Nonetheless, the number of majors is impressive, especially in terms of the size of the institution. This speaks, I believe, to the interest in the subject matter and the quality of the instruction. Despite a solid cohort of majors, upper division enrollments tend to be low. This is not unexpected and should not be seen as a negative factor in the program.
Further, if understanding cultural diversity is a key factor to the university’s mission, French is a clarion example of a program that fulfills that mission. With a curriculum that treats a wide range of issues of diversity, students can gain not only global cultural awareness but also insights into the diversity of the SSU campus.

III. Program Effectiveness

The program has undergone significant curricular revision as a result of the interim review in 2000 and developed a solid assessment plan. The goals of coursework within the program successfully mesh subject matter specifics and GE, ensuring that students who take coursework in the French program are well-served.

In terms of classroom practices, the pedagogies described in the self-study were confirmed through classroom observations. Classes showed a normal range of variance among the students themselves, but all were functioning at the level of the course itself. It should be noted that in interviews with the students, they uniformly agreed that they benefited from the small class size which they judged to facilitate their learning. They also recognized that smaller courses allowed the faculty to be more aware of each student’s strengths and weaknesses and that each student received more effective help because of this. Overall, levels of student performance are impressive.

The program’s assessment plan has already been used effectively. For example, they have changed language proficiency assessment tools and have changed the point at which the language proficiency assessment is administered, in order to better determine student learning in a key course. They have added a strong cultural component to beginning French. They have also revised how the student portfolio assignment will be presented in order to assure successful completion of this project. Further, the Linguistic and Cultural Competencies Survey provides useful data and allows for rapid modifications in course content. The French faculty has also undertaken more rigorous advising strategies, to help the students successfully complete their program.

Finally, the recently initiated Alumni Survey indicates a high level of student satisfaction, on a variety of levels. This type of indirect measure is particularly useful for gathering student perceptions in a quantifiable manner. Student interviews conducted during the site visit echo the data gathered in the Alumni Survey.

IV. Resource Use

The French program has been inventive and imaginative in coping with extremely limited resources. Nothing in the self-study or in my visit suggests that program is over-funded. On the contrary, both the self-study and the on-site visit both indicate a potential for growth and some serious deficiencies in funding.
V. Recommendations

These recommendations are based on:
- Strengthening the curriculum
- Positioning the program for growth

and are organized into the following groups:
- Curricular revision/assessment
- Building enrollments: community outreach/student culture
- Technology/"Language Laboratory"
- Faculty positions/workload

1. Curricular Revision / Assessment:

While the curriculum of the program is sound and is designed to meet learning objectives, it would benefit from some restructuring, both in terms of course offerings and course sequencing.

The recent curricular revision, resulting in a strict course rotation, leaves little flexibility for the students. Further, the lock-step nature of the lower division program may make it difficult for students to start and/or continue the language, because of scheduling conflicts.

While current majors in the program were uniformly enthusiastic, emphasizing the quality of their courses and their overall satisfaction with the level of instruction, they indicated the structure and limited course offerings as a source of frustration.

To address these issues:

a. The lock-step lower division sequence should be phased out and all 4 lower division courses should be offered in both Fall and Spring. I note that the last time French 101 and 102 were offered in the same semester (S'98) both courses were well enrolled, 23 and 21 students, respectively. Increased access should lead to increased enrollments in second year and ultimately, upper-division courses.

b. Additional courses should be developed at the upper-division level: translation, advanced writing and a theme-based course, and in English, a course such as "Contemporary France in Film, for example. These courses, added to the rotation, would make the major more attractive (and, more flexible) without diminishing its quality. The latter, would also be a candidate for larger enrollment, as is the current French 314. They would also allow elective options for students who wished to take more than the minimum major requirements.

c. Students should be allowed to substitute one course taught in English, French 314 or the new cinema course for the major. French majors would have an additional 1 unit discussion session, taught in French, and they would have additional assignments, as appropriate in French. This would also minimize the need for Special Studies.
Instituting such curricular revisions requires an investment both in terms of time and capital, both of which are merited, given the quality of the program. (See section on “Faculty Positions/Workload”)

b) The program has a clearly articulated assessment process. Some minor reorganization in the assessment plan could facilitate the process. Rather than enumerating a long list of learning objectives, broader categories for goals (perhaps 4-5) and specific student learning outcomes for each goal would allow for greater focus and ways to measure the effectiveness of the programmatic goals in areas other than language proficiency. These outcomes could be easily incorporated into the Linguistic and Cultural Competencies survey.

Given the highly structured nature of the major, developing scoring rubrics for some outcomes would allow for in course assessments at different stages of student development, and fine tune courses, should it be deemed necessary.

2. Building Enrollments: Community Outreach/ Student Culture

A dual strategy of bringing the community to the campus and the campus to the community should be continued. The program, “Verlaine: Muse and Music Maker,” amply demonstrates the creativity of the French faculty and the possibilities of promoting the program beyond the confines of the major. The “Bay Area Francophile List” highlights opportunities available to students for exposure to French culture in the region. Other forms of community outreach could help raise the visibility of the program and quite possibly lead to increased enrollments. Again, it is the students themselves who signaled an interest in more activities. Thus, by involving students (majors, minors and those who have enrolled in French because of personal interest) in as many of these activities as possible, the program could capitalize on a nascent student culture. Capitalizing on this desire could also benefit enrollments.

Rather than prescribing any number of activities, the list below has been taken from student comments, and builds on current projects. Activities such as those indicated below do not just happen. Their organization and execution requires a commitment of time and would be difficult to bring to fruition by two tenured faculty members teaching full loads. “Faculty Positions/Workload” addresses this question.

The first group of possible activities includes activities already in place and adds others designed to create a more active student culture.

- continuing the weekly conversation hours & ciné-club;
- establishing a chapter of Pi Delta Phi, the national French honor society;
- having an end-of-semester activity involving all levels of students;
- contacting Francophone students on campus and involving them in program activities, etc.
The second group of possible activities includes those which focus on campus-community interaction:
- conducting an after-school language program at middle schools, with participation by advanced-level French majors and perhaps members of the Francophone community of the greater Sonoma area;
- using National French week (a recurring event each November) for well-publicized French-focused events on campus;
- applying to FACE Council for a grants for film or theater productions; etc.

3. Technology/"Language Laboratory"

The French program, and the DMLL, is lagging behind in access to technology. Faculty workstations, not upgraded since 1998, are many generations behind and inadequate to deal with newer programs. New workstations are essential.

Greater access to “Smart” classrooms is also highly desirable, especially in the context of language and cultural acquisition.

Finally, while the term “language laboratory” when considering the some of the facilities available to students at SSU may bring to mind earphones and audiotapes, that is not the model envisioned here. Indeed, the French program functions independently from the current “language lab” since its facilities are so outmoded.

The fact that an approval has already been granted to create a new facility is encouraging. Adequate funding must be allocated for the implementation of this project and a short construction timeline established. While it may not be possible to have a dedicated lab up and running by F’07, that date indicates the urgency of the project.

4. Faculty Positions/Workload

Ideally, a major should have three full-time faculty members, with some assigned time for research, development, assessment, outreach activities, etc. The two French faculty are stretched to the limit.

While current upper-division enrollments do not merit the addition of a full-time faculty member, the addition of 2 lecturer taught sections per semester would allow the program to break the lock-step lower division sequence. Additionally, it could allow for some measure of assigned time for course revision, research, etc. This relatively modest expansion of the program over the next 3-4 years would offer students more diversity, both in terms of faculty and course offerings. It promises, too, to yield a larger pool of upper-division students. It would also add “another pair of hands” to a program stretched in dealing with issues in developing outreach activities.
To sum up, the French Program at SSU is successful; its mission is congruent with that of the university and shows clear attention to student learning. It merits further resources. These recommendations strongly argue for the allocation of an additional .53 in temporary faculty per semester to the program in French. This allocation will both strengthen the program and allow it to move forward in creative ways. Some curricular revision is desirable but that is linked to the issue of resources, as are expanded community and campus outreach activities. Further, a state-of-the-art computer facility, access to “Smart” classrooms and updated faculty work stations would enhance not only the French program, but other department programs in Spanish and German as well.
Report of Site Visit

Sonoma State University French program

Dr. Patricia E. Black

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

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

Assessment:

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

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

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

Recommendation:

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

Budget and resources:

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

One of the professors, Dr. Renaudin, chairs the department. Only one course assigned time is currently allotted to administer the department. That means that only one third of a position is directed toward the administrative tasks whereas the usual assigned time in such departments is anywhere from half a position to three-quarters of a position. It is certain that there is more administrative work involved than the current amount of assigned time indicates. Dr. Renaudin and Dr. Toczyski share coordinating the French program, participating in GE learning communities, and have significant service activities. There are also other tasks that the chairperson should undertake such as planning outreach, keeping department assessment activities current, conducting budget exercises, coordinating events with other departments, undertaking more programming and associate tasks, to
name a few items. The complexity of the modern university assures that one-third time for chairing this department is not enough.

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

Recommendation:

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

Courses and curriculum:

The French program has both a minor and major.

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

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

Recommendation:

This is an excellent program that should continue as is.

Faculty:

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

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

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

Recommendation:

1) Continue to integrate the lecturers in French into the on-going discussion of the French program.

2) Make sure that the program gets represented on the Arts and Humanities page in line with the faculty members’ contributions and references to the Department of Modern Languages and Literatures alongside currently represented programs.

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

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

Recommendation:

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

International programs and freshman learning communities:

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

Recommendation:

1) Observant of policy, advise students in the freshman learning community of Modern Languages and Literatures of how the community, the beginning language class, and international programs can enrich the university experience of students and their academic profile in, here, majoring or minoring in French.

2) At CSU Chico students do not participate in international programs without declaring an appropriate major or minor. I recommend this practice.

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

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

Recommendation:

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

Profile and numbers:

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

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

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

Already there are a number of Spanish heritage speakers in the French program. This is a group that could benefit from the French program due to the similarity in
these two Romance languages, but also the French program would benefit from enrolling such students. This would be a win-win for the university and the program. Research shows that students who do not come from the dominant group benefit the most from personal contact with professors and the opportunity to form a community with fellow students. This is what the French program offers.

Recommendation:

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

Students:

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

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

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

Recommendation:

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

Conclusions:

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

Overall recommendation:

Continuation without reservation.
French Department is très bon

Dear Editor:

As I conclude my sojourn at SSU, I would like to make a few comments on my experience here.

I enrolled in excellent courses in several departments, including Mathematics and Political Science, but I would particularly like to extoll the French Department, in which I completed three years before a worsening hearing problem has forced me to drop out.

The sequence of French courses is admirably organized to develop oral skills at the same time as practice in writing, and gives an overview of French literature and history, along with some glimpses of French political thought, such as Montesquieu’s concept of the separation of powers, which was so influential in our US Constitution.

The instructors presented the material with contagious enthusiasm and love of French culture, and the students exhibited remarkable elan.

(French is widely spoken throughout much of the world, so there are practical advantages to knowing French -- tourism, education in various disciplines, State Department, international business -- beyond the cultural ones, of course.)

I have two previous degrees from Berkeley and was for years a community college physics instructor, so I know something about teaching, and I can say without reservation that the French Department at SSU is the finest I have ever studied under, and I can only recommend it to my fellow students.

Sincerely,

Richard Kidd