Program
MA in French

Department of
Romance Languages & Literatures
College
Arts & Sciences
Year
2014

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I. Program Overview

Department of Romance Languages and Literatures

The Department of Romance Languages at the University of Cincinnati is dedicated to studying and teaching the languages, literatures and cultures of French, Italian and Spanish-speaking countries. We provide high-quality programs that incorporate current research and pedagogical approaches as well as study abroad.

Graduate Education

We offer an MA in French and Spanish; tracks within the French MA allows students to specialize in literature or pedagogy. Our MA graduates enter a variety of professions in the areas of teaching, scholarship, business, social work and law.

Research

The department sees literary, cultural, historical and pedagogical research as well as creative writing as central to its mission. Among our faculty are a number of internationally known scholars, poets and fiction writers. We are committed to the highest standards in our research and to fostering interdisciplinary and cross-cultural connections with the goal of contributing to dialogue on European, Francophone and Latin American issues.

Service

Service is central to the department's mission. Through conferences, workshops, collaborative projects, fund-raising and consultation, we serve the local Cincinnati community, the national and international scholarly community, and the world at large.
II. Program Outcomes

P lease include in this section your program learning outcomes as they are listed in the P-1 form in eCurriculum. If you are already planning to revise those program learning outcomes, indicate in this section which ones might be changed, and what the new program learning outcomes are likely to be. In general, learning outcomes should be measurable, assessable, or observable in some way and aligned with national standards.

MA in French

PO#1 Students will be able to write clear and extensive essays on a variety of topics of French and Francophone Literature.

PO#2 Students will be able to discuss trends and movements in French and Francophone literature along different centuries.

PO#3 Students will acquire a solid foundation that will prepare them to pursue educational opportunities at the doctoral level; and students will demonstrate knowledge and fluency in the French language and in French literature to provide instruction at the secondary level.
III. Curriculum/Program Map

Please include in this section a grid that identifies connections that exist between required courses in this program and the corresponding program-level learning outcomes. In other words: how will program outcomes be met? This grid should further indicate the expected levels of learning at each level (whether emerging, strengthening, or achieved). The CET&L web site includes templates that you might find useful in completing this grid.

Please see document attached
### Key

<table>
<thead>
<tr>
<th>E: Emerging</th>
<th>D: Developing</th>
<th>A: Achieved</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>RLL 7001 Intro to Grad Studies</th>
<th>RLL 7010 Literary Criticism</th>
<th>RLL 7051 Foreign Language Teaching Methods</th>
<th>FREN 7002 Teaching Practicum</th>
<th>Course Grouping French Literature and Culture</th>
<th>Comprehensive MA Examinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to write clear and extensive essays on a variety of topics of French and Francophone Literature.</td>
<td>E</td>
<td>E D A</td>
<td></td>
<td>E D A</td>
<td>A</td>
<td></td>
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<tr>
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<td>E</td>
<td>E D A</td>
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<td>E</td>
<td>E D</td>
<td>E D A</td>
<td>E D A</td>
<td>E D A</td>
<td>A</td>
</tr>
</tbody>
</table>

Examples of courses in the French Literature and Culture grouping include: FREN7030 18th Century French Literature, FREN7055 Intro to Francophone Literature, FREN7087 Literature of the Maghreb, FREN8064 French & Francophone Cinema, FREN8072 Africa Today, FREN7029 Queer Francophone Literature & Culture, FREN7000 Topics in French Culture, FREN7023 Explications de Textes, among others.
IV. Methods and Measures

Please include in this section a description of the assessment methods that your program plans to use in assessing each of its program learning outcomes. These methods ideally include both direct and indirect examples of student learning, with authentic, performance-based assessment performed at all levels. You may find it helpful to include the “Assessment Measures Alignment Matrix” from Activity 5.

Please see next page.
<table>
<thead>
<tr>
<th>Program</th>
<th>Assessment Tools</th>
<th>Course/ Experience</th>
<th>Time Line</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome</td>
<td></td>
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<tr>
<td>1.</td>
<td>Students produce a written essay paper. Essay will assess their D and A levels. Students read and discuss theoretical frameworks and literary works. E and D levels will be assessed through class discussions and written assignments.</td>
<td>Course Grouping French and Francophone Literature, Culture and Literary Theory Courses</td>
<td>Offered yearly</td>
<td>Professor</td>
</tr>
<tr>
<td>2.</td>
<td>Students complete a written essay paper. Essay will assess their D and A levels. Students read and discuss theoretical frameworks and literary works. E and D levels will be assessed through class discussions and written assignments.</td>
<td>Course Grouping French and Francophone Literature, Culture and Literary Theory Courses</td>
<td>Offered yearly</td>
<td>Professor</td>
</tr>
<tr>
<td>3.</td>
<td>Students demonstrate knowledge of professional practices (teaching and research) at the D and A levels. Graduate faculty will evaluate the student’s knowledge of the required materials contained in the Reading List at the D and A levels. These will be</td>
<td>Teaching Practicum, Pedagogy and Professional Practices Courses</td>
<td>Offered yearly</td>
<td>Graduate faculty</td>
</tr>
<tr>
<td></td>
<td>Assessment tool: Teaching E-portfolio (Spring semester), which includes: Teaching Philosophy, Samples of developed activities, assignments, and exam questions written for the course, Samples of Discussion</td>
<td></td>
<td>Spring semester 2nd. year</td>
<td></td>
</tr>
</tbody>
</table>

1. Students will be able to write clear and extensive essays on a variety of topics of French and Francophone Literature.

2. Students will be able to discuss trends and movements in French and Francophone Literature along different centuries.

3. Students will acquire a solid foundation that will prepare them to pursue educational opportunities at the doctoral level; and students will demonstrate knowledge and fluency in the French language and in French literature to provide instruction at the secondary level.
| assessed through the Comprehensive Examinations. A rubric will be developed to assess the D and A level achieved by students as demonstrated in their MA exams. |
| Board entries, Observation reports and Student Course evaluations. Comprehensive Examinations (Assessment Rubric will be developed) |
V. Assessment Infrastructure

Please include in this section a description of the process by which your program intends to assess its learning outcomes.

- Describe which program faculty will be charged with overseeing the execution of the assessment plan as well as the ways in which they will carry out that charge, including a description of the planned timeline for assessment.
- Identify what kinds of administrative support will be available for those faculty.

Please note that assessment plans should be capable of producing reports annually based on their review of the relevant data from their programs. The work of your faculty might also be coordinated and aligned with similar assessment efforts at the college and institutional levels.

Members of the Graduate Studies Committee will assess the information annually, and will report to the faculty for input and discussion. Faculty will meet to review the data and, with the Chair’s approval and leadership, will move forward to implement any recommendations made by the committee.

The committee is composed in the following fashion:

Composition: Two tenure-track or tenured faculty (one in French and one in Spanish) elected for one-year terms by the faculty at the first faculty meeting of Fall semester, and the Director of Graduate Studies. The Director of Graduate Studies is the Chair of the committee.

Once the Graduate Studies Committee has approved the assessment tools, the proposal will be submitted to the Policies and Curriculum Committee for approval. Subsequently, it will be forwarded to the faculty of the Department of Romance Languages and Literatures for final approval.

Assessment schedule: At the beginning of each semester the Director of Graduate Studies will contact all faculty teaching graduate courses to remind them of the assessment data they will need to collect. At the end of the semester they will have to submit the information to the Director of Graduate Studies. Once summarized by RLL administrative staff, this data will be presented to the Graduate Studies Committee for review. An annual report will be generated at the end of each academic year, and changes may be recommended. Every few years (exact frequency TBS) a large scale analysis of assessment will be conducted to complement the annual analysis, with the end goal of identifying and implementing any major changes needed.

The graduate faculty at the Department of Romance Languages and Literatures is committed to collecting and processing the required data as part of our service load. A report will be generated by RLL administrative personnel. Having additional...
administrative personnel provided by the College of Arts & Sciences to aid in the process of generating the annual report would be extremely helpful.
VI. Findings

*Here you will describe and explain in this section any multi-year patterns and trends that your assessment efforts have identified, including a description of any relevant relationships to national standards.*

In progress.

VII. Use of Findings

*In this final section, you will describe how your program intends to make use of the program-level assessment data it has gathered.*

- How will this information be presented to and discussed among the faculty?
- How might this data or these discussions result in review and possible revision of course or program learning outcomes and pedagogical strategies?

Once the Graduate Studies Committee has generated and approved the assessment report, it will be presented to the faculty of the Department of Romance Languages and Literatures. It will then be reviewed by the entire faculty of the Department of Romance Languages & Literatures, and with the Department Chair’s approval and supervision, changes will be proposed and implemented if appropriate. As a first step, any changes proposed are required to be submitted to the Policies and Curriculum Committee for approval. Once they are reviewed and approved, they will be presented to the faculty for discussion and final approval in order to determine implementation logistics and procedures, as well as time line for completion.