

MLAN-Fren Assessment Report for 2024-2025

Submitted by Annie Doucet, Graduate Advisor

We have seen **four** students (Verna Corinne Bryan, Katie Byler, Fernando Martinez, Joseph Okezi) through the MLAN-Fren program this year.

Their ability to pass our program's comprehensive examination attests to their broad knowledge and advanced critical understanding of French and Francophone culture, civilization, and literature, as described in our first Program Goal. Our MA reading list is lengthy and covers every period in the history of French literature, from the Middle Ages to the twenty-first century. MA candidates are not allowed to narrow their focus on certain periods for their comprehensive exams. They thus master a wide breadth of canonical French and Francophone literature and will be well placed to continue their graduate studies in a PhD program and qualified to teach both literature and language. In preparation for their exams, students are responsible for a number of texts that are not taught in class: We are adamant about their developing the ability to read and analyze independently of our classes.

These students are able to express themselves effectively in French thanks to our emphasis on discussion-centered graduate classes conducted in the target language and exclusive use of the target language in the classes they teach. Our MA program includes graduate courses on both intensive grammar and phonetics, ensuring students are able to correctly pronounce French and communicate effectively. Additionally, the pedagogy, technology, and linguistics classes taken as part of their graduate curriculum have exposed them to a wide range of teaching methods and language teaching-related technologies. Our students are active in the Digital Humanities Studio, often attending and even presenting at professional development workshops aimed at innovative pedagogies for teaching language. Those who complete our degree are effective oral and written communicators and problem-solvers (Program Goals 2 and 3).

Our MA students write analytical papers in our literature courses (either several short ones or a long term paper); we work with them closely on these, from the choice of a topic through the remaining stages (outline, first draft, subsequent drafts). These papers are entirely in French (as are their comprehensive exams, with no dictionaries or other sources allowed).

The French faculty meet frequently to discuss every individual student's progress through the curriculum. We share our impressions about this and about their teaching with the students during the spring graduate reviews. We are very pleased with our students' achievements and feel strongly that we are more than meeting our program goals. Our students are well prepared to go on to PhD programs, to continue teaching in other contexts, or to work in the business world.

At this juncture we believe that our student learning outcomes are right where they should be; we foresee no changes to our process of assessment. Maria Comsa has continued her excellent work as basic language program coordinator and TA supervisor,

observing TA teaching and conducting in-depth follow-up interviews as well as scheduling weekly meetings with the TAs to review lesson plans and assessment materials in alignment with Communicative Language Teaching.

For the 2025-2026 academic year, we have already awarded three assistantships and have a further six applications in-progress, a strong indication of our program's reputation.