**Combined BA and MA degree in French Studies**

**Proposal**

**Rationale**

To offer our undergraduates the opportunity to complete two degrees in French in only 5 years, preparing them for the job market or for top-notch PhD or professional degree programs. We aim to attract more attention to our undergraduate and graduate programs, retain our best undergraduate majors through the MA, increase the overall number of students in our upper-level (5000 and above) courses, and create a revenue-generating program for the department.

**Admissions Criteria** (as per section 8.1 of the Graduate School Handbook)

In their junior year, French majors apply to the program through the Graduate School. They must submit the same credentials required of other Graduate School applicants (all undergraduate transcripts, letters of recommendation, and letter of intent) and fill out a Combined Degree Program form. By the time students begin the program, they must have earned a minimum of 90 undergraduate credit hours and a minimum 3.5 cumulative GPA in their French courses. In French, students must have taken at least FR 2101, FR 3101, and two additional courses at the 3000 level or above by the time they begin the program.

**Advising**

A Graduate Faculty member is appointed to advise the student. This may be the Graduate Chair or another Graduate Studies Committee member. The advisor must designate courses to be completed for graduate credit only, for undergrad credit only, and the courses that can count for both programs.

**Funding**

As per Graduate College rules, students enrolled in combined BA/MA programs may hold GA appointments that do **not** involve teaching of other students, meaning students will be self-funded except in extraordinary circumstances. However, they will be eligible for Departmental scholarships at the undergraduate and graduate levels (study abroad scholarships and Bulatkin travel funds). Students will also be eligible for A&H Graduate Research Small Grants and University Fellowships available to Masters students.

**Study Abroad and Teaching Exchanges**

Students in the program will be encouraged to participate in study abroad programs at the undergraduate level, graduate level, or both. Students may also apply and earn credit for OIA’s Teaching Internship in France program. Students may be considered for French and Italian’s graduate teaching exchange program in Rennes or other programs, though PhD students will be given priority.

**Combined Program Requirements**

Students must complete all requirements for the BA in French and all the requirements for the MA in French (see attached requirements for each program). Up to 12 hours of graduate coursework may overlap, counting for both degrees.

**Sample Program**

Students entering the program (normally beginning their 4th year) will have already earnedat least 90 credit hours total toward their BA and at least 9 credit hours toward the French major (courses beyond French 2101). In the sample program below, **hours in blue count toward the undergraduate major only; hours in green, toward both the major and the MA; and hours in orange, toward the MA only.**

*Semester One (4th year):*

FR 4101 Advanced Grammar (3)

FR 3000-level course (3)

FR 3000- to 5000-level course (3)

FR 4000- or 5000-level course (3 if 4000, 3 if 5000)

GE or elective course at undergrad-level (3)

*Semester Two (4th year):*

FR 4000- or 5000-level course (3 if 4000, 3 if 5000 and not already counting course in semester 1 toward MA)

FR 5000 level course (3)

FR 5000-level course (3)

GE or elective course at undergrad level (3)

*Summer* (optional):

Study in Quebec (6)

*Semester Three (5th year*) (all courses in 5th year count toward MA only

FR 7601 (3) Intro to French Studies

FR 7301 Teaching FRIT (3 orange) (for future teachers) (3)

FR 5000-level course (3)

FR 8000-level course (3)

*Semester Four (5th year):*

FR 8998 Examination Prep (3)

FR 5000-level course (3)

FR 8000-level course (3)

Qualifying Paper (our current requirement for the MA)

12 hours toward undergraduate major only

9-12 toward both major and MA

21-27 toward MA only

Total credit hours for major: 30

Total credit hours for MA: 30-39(Note, 30 hours are required for the MA)

**BA/MA in French Advising Form**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID #

Local Address: Phone #

Semester/Yr entered OSU: Projected Graduation date:

Do you have a Second Major: Yes \_\_\_ No \_\_\_\_ If so, please list:

Do you a have a Minor: Yes \_\_\_ No \_\_\_\_ If so, please list:

**Undergraduate-level Courses**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Please note: No more than 15 transfer credit hours are allowed. Only one class in English (E) permitted. | | | | | | | | | | | | | | | | | | | |
| **Prerequisites** (15 hours): | | | |  | |  | | | |  | | |  | | | |  | |  |
| French 1101 |  | | French 1102 | | | |  | | French 1103 | | |  | | French 2101 | | | |  | |
|  | | | | | | | | | | | Semester taken | | | |  | Hours | |  | Grade |
| **Part A: Two Required Courses** **(6 hours):** | | | | | | | | | | |  | | | |  |  | |  |  |
| **French 3101 (French Grammar Review 1)** | | | | | | | | | | |  | | | |  |  | |  |  |
| **French 4101 (Advanced French Grammar)** | | | | | | | | | | |  | | | |  |  | |  |  |
| **Choose at least five courses at the 3000- to 5000-levels (in addition to 3101) (15 credits). One of these may be taken in English:** | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | |  | | | |  |  | |  |  |
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|  | | | | | | | | | | |  | | | |  |  | |  |  |
| **Part B: Advanced Courses. Choose at least three of the following (9 credits)** | | | | | | | | | | | | | | | | | | | |
| **4000-level, 5000-level** | | | | | | | | | | |  | | | |  |  | |  |  |
| **4000-level, 5000-level** | | | | | | | | | | |  | | | |  |  | |  |  |
| **4000-level, 5000-level** | | | | | | | | | | |  | | | |  |  | |  |  |
|  | | | | | | | | | | | | | | | | | | | |
| **Part C: Include Additional Courses and Other Available Courses:** | | | | | | | | | | | | | | | | | | | |
| **Choose a Class** | | | | | | | | | | |  | | | |  |  | |  |  |
| **Choose a Class** | | | | | | | | | | |  | | | |  |  | |  |  |
| Check whether this is: | | Original | | |  | | Revision |  | | | Total of A, B, and C: | | | | |  | |  | |
| Name of College Adviser: | |  | | | | | | | | |  | | | |  | Phone: | |  | |
| Signature of College Adviser: | | |  | | | | | | | | | | | |  | Date: | |  | |

**Graduate-Level Courses :**

Up to 12 credit hours may be used simultaneously to fulfill undergraduate BA requirements – Mark these courses with an asterisk.

Semester Taken Hours Grade

**Core Courses** (required)

7301 Teaching FRIT \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_

7601 Intro to Theory \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_

8898 QP Prep (last semester) \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_

At least four further courses at the MA level

\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_

Total number of courses \_\_\_\_\_X3 credit hours: \_\_\_\_\_\_\_\_\_\_\_(must equal at least 30 credit hours for MA)

Qualifying paper advisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Qualifying paper title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Qualifying paper date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**French BA Requirements**

The following courses are *prerequisites* to the French major: 1101, 1102, 1103, and 2101.

No more than one half of the semester credit hours required for the major (15) can be credit hours transferred to Ohio State from another institution and/or credit by examination. (In other words, at least 15 of the major hours must be credit from completed OSU coursework.)

3101; 4100 (or 5101); and 8 other French courses at the 3000 level and above, at least 2 of which must be at the 4000 level or above, and 1 more of which must be at the 5000 level. In other words, students must complete, at a minimum:

* 3101 and 4100
* 5 additional courses at the 3000 level or above (one of these may be replaced by an approved course in English), plus
* 3 additional courses at the 4000 level or above, at least 1 of which must be at the 5000-level

**French MA Requirements**

The majority of graduate courses in French fall under the following categories:

I. Literature and Culture

1. Middle Ages and Renaissance
2. Modernity and Enlightenment
3. Revolution and Beyond
4. Francophone Studies

II. Film and Visual Culture  
III. Language, Linguistics, and Second Language Acquisition  
IV. Theory and Practice

The typical course load in our program is three graduate courses per semester, or 9 hours. Graduate students may, however, with the permission of the Graduate Advisor, register for up to 18 hours per semester, although it is recommended they take no more than 12 hours per semester. The minimum number of credit hours per semester for which a M.A. student must register to maintain full-time status is 8. A minimum of 30 graduate credit hours are required for the M.A. in French and Francophone Studies and must be distributed in the following way:

|  |  |
| --- | --- |
| **Course** | **Credit hours required** |
| 7301 Teaching French at the College Level or equivalent | 3 |
| 7601 Introduction to Research and Criticism in FRIT or equivalent | 3 |
| At least 1 course in 5 of the following categories: I 1, 2, 3, 4; II; III | 15 |
| At least 1 course in category IV, Theory | 3 |
| 1-3 elective courses (up to two of which may be outside the dept.) | 3-9 |
| 8998 Examination Preparation | 3 |
| **Total** | **30-36** |

**Assessment Plan for BA/MA in French**

Students in the combined degree program will be assessed in both the BA in French and in the MA in French as regular students in both of those programs. There will be a separate assessment plan for the combined degree program, which will gather data from the BA assessment and from the MA assessment by flagging students in the combined program and then adding an additional end of program survey.

**Goal 1: Students will critically interpret and understand significant features of French and Francophone cultures and cultural objects, such as literary movements, the linguistic diversity of French, French and Francophone film, music, *bande dessinée*,and other cultural productions. In addition, they will appreciate the concept of global awareness and the importance of interacting effectively with people of other cultures.**

Direct: Exam given on Carmen at the 5000 level, see details about the Exam in the appendix

Indirect: Student Surveys, Syllabus Review

* Essays from the exam should include a critical analysis/interpretation and in doing so demonstrate understanding of one of a variety of French social, linguistic, literary, or cultural issues. Essays are rated using the following rubric:

|  |  |  |  |
| --- | --- | --- | --- |
| 4 | 3 | 2 | 1 |
| Students critically evaluate clear positions responding to the social, cultural, and/or aesthetic issues and values. | Students express a critical position with awareness of the social, cultural, historical and/or aesthetic issues and values. | Students communicate the social, cultural, and/or aesthetic issues and values. | Students are aware of the social, cultural, and/or aesthetic values. |

* Minimum average responses sought on the exit survey: 4/5 (response of 5 = I strongly agree; 1 = I strongly disagree.)
* Syllabi should, overall, include the amount of reading and the type of analysis that supports critical thinking regarding French issues.

**Goal 2: Students will demonstrate understanding of French history as well as historical processes related to various literary and cultural moments.**

Direct: Exam given on Carmen at the 5000 level, see details about the Exam in the appendix

Indirect: Student Surveys, Syllabus Review

* Essays from the exam should include a critical analysis/interpretation and in doing so demonstrate understanding of one of major events in French history (French Revolution, WWI, The Algerian War, etc.) and of historical processes of cultural change. Essays are rated using the following rubric:

|  |  |  |  |
| --- | --- | --- | --- |
| 4 | 3 | 2 | 1 |
| Students critically evaluate clear positions responding to historical moments and historical processes. | Students express a critical position with awareness of historical moments and historical processes. | Students communicate basic facts about historical moments and historical processes.. | Students are aware of historical moments and historical processes. |

* Minimum average responses sought on the exit survey: 4/5 (response of 5 = I strongly agree; 1 = I strongly disagree.)
* Syllabi should, overall, include the amount of reading and the type of analysis that supports thinking critically about French and Francophone history and cultural history.

**Goal 3: Students should achieve a high level of written and reading fluency in French,**

Direct: Exam given on Carmen, see details about the Exam in the appendix

Indirect: Student survey (self -assessment), Syllabus review

* Essays from the exam will demonstrate between an Advanced Low and an Advanced High level of French on the ACTFL scale in writing, defined as being able to sustain an argument in French on a variety of topics in a manner that would be easily understood by native speakers. A good comprehension of grammatical structures and a varied vocabulary.
* Essays from the exam will demonstrate between an Advanced Low and an Advanced High level of French on the ACTFL scale in reading, defined as being able to read long texts from any discipline and to understand not only the main facts presented but also the inferences of the author.
* Minimum average responses sought on the exit survey: 4/5 (response of 5 = I strongly agree; 1 = I strongly disagree.)
* Syllabi should, overall, include sufficient practice in writing and adequate assigned reading.

**Goal 4:** **Students will be able to use their background in French to engage with specific disciplines, such as History, History of Art, or Music, to contextualize and critically interpret French issues, movements and/or significant contributions.**

Direct: Carmen Exam at the 5000 level, see details about the Exam in the appendix

Indirect: Student Surveys, Syllabus Review

* Essays should include critical analysis/interpretation of French issues, movements and/or significant contributions. Essays are rated using the following rubric:

|  |  |  |  |
| --- | --- | --- | --- |
| 4 | 3 | 2 | 1 |
| Student’s interpretation and analysis of French thought, culture, and expression shows connections across contexts and demonstrates superior understanding. | Student is able to effectively analyze and interpret French thought, culture, and expression. | Student demonstrates ability to recognize and classify French thought, culture, and expression. | Student is able to recognize French thought, culture, and expression, but is unable to classify, interpret or analyze these elements. |

* Minimum average responses sought on the exit survey: 4/5 (response of 5 = I strongly agree; 1 = I strongly disagree.)
* Syllabi should, overall, include the amount of reading and the type of analysis that supports critical thinking regarding French and Francophone issues.

**Goal 4:**

Students will gain the analytical tools and research skills necessary to conceive, create, and publish original and significant research in their chosen fields of French Studies.

Each Spring semester, all final-year BA/MA students in French undertake the Qualifying Paper, which will serve as a Masters examination. The Qualifying Paper is a 30-page, polished, potentially publishable research paper in an area of the student’s choice. This paper is then presented to the whole department as a twenty-minute conference talk. The student’s QP committee (advisor, second reader, and the grad chair) will conduct an oral defense.

**Rubric: French Qualifying Paper and Exam**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds Expectations | Meets Expectations | Meets Some Expectations | Does not Meet Expectations |
| Presentation and clarity. The student ensured that the committee member can read the text without difficulty and that the  paper is clear, ‘user friendly,’ and well-organized. |  |  |  |  |
| Statement of research question. The student clearly articulated the research question. |  |  |  |  |
| The student ensured that the arguments in the body of the paper adequately respond to the research question |  |  |  |  |
| Methodology. The student clearly states the methodology and the methodology allows the research questions to be answered adequately. |  |  |  |  |
| Coherence. The student ensured an intellectual unity to the essay. |  |  |  |  |
| Originality and creativity. The student produced and original essay and can work independently. |  |  |  |  |
| The student engages the audience during the QP presentation, reading the paper in an animated fashion and using presentation to optimal effect |  |  |  |  |
| The student show advanced proficiency in French and English (e.g. in the text itself, in comprehension of quotations and texts analyzed, in accurate translations) |  |  |  |  |

**Use of Rubric**: The rubric will be distributed to students and will be used by all faculty involved in the student’s oral defense. The rubric will then be uploaded to the student’s share file.

**Criterion**: By the time that the student is taking the Qualifying paper, we expect 70% of students to meet expectations and 20% of students to exceed expectations. We expect no more than 10% of students to fall below expectations.

**Timeline/Use of Data**: The Graduate Studies Committee will review data on a three-year rotation which will begin the spring semester that the first students are admitted. The Graduate Studies Chair will then report the data to TracDat. Should more than 10% of students not meet expectations, we will further discuss ways in which students can be properly prepared to conduct original research, and scrutinize the graduate course curriculum, mentoring process, writing workshops offered by the department, and the structure of the Qualifying Paper.

**Use of outcome information**: The Graduate Studies Committee will write up the results of the assessment procedure and make suggestions for changes if they are necessary, reviewing the data on a three year rotation, beginning with the first year that the BA/MA takes effect. This report will be distributed to all faculty in French who will be asked for their feedback.

**Department of French and Italian**

**Exit Survey for Graduating Students in the BA/MA program in French Studies**

Please complete this survey anonymously and return it to 200 Hagerty Hall. The information in this questionnaire will help the department improve its Combined Degree program. We appreciate your feedback!

I expect to graduate: Autumn \_\_\_\_ Spring \_\_\_\_ Summer \_\_\_\_

My GPA is: \_\_\_\_

Please indicate whether you agree or disagree with the following statements by writing the appropriate number next to each question.

5=strongly agree 4= agree 3=neutral 2= disagree 1= strongly disagree

**Program**

\_\_\_\_ 1. I was satisfied with the advising I received in my French Combined Degree program.

\_\_\_\_ 2. I was satisfied with the types and varieties of courses that were part of my undergraduate major.

\_\_\_\_ 3. I was satisfied with the types and varieties of courses that were part of my MA degree.

\_\_\_\_ 4. I was satisfied with the quality of instruction in my courses in the Department of French and Italian.

\_\_\_\_ 5. I was satisfied with the quality of instruction in my courses outside of the Department of French and Italian.

Additional comments:

**Language skills**

\_\_\_\_ 1. (speaking) I am able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.

\_\_\_\_ 2. (writing) I am able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames.

\_\_\_\_ 3. (listening) I am able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. My comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur.

\_\_\_\_ 4. (reading) I can understand information conveyed in simple, predictable, loosely connected texts. I rely heavily on contextual clues and most easily understand information if the format of the text is familiar, such as in a weather report or a social announcement. I am able to understand texts that convey basic information such as that found in announcements, notices, and online bulletin boards and forums. These texts are not complex and have a predictable pattern of presentation. The discourse is minimally connected and primarily organized in individual sentences and strings of sentences containing predominantly high-frequency vocabulary.

Additional comments:

**French Studies**

\_\_\_\_ 1. I am able to critically interpret and understand significant features of French and Francophone cultures, such as historical and literary movements, the history of the language and linguistic diversity in France, and French film.

\_\_\_\_ 2. My coursework has enhanced and refined my global awareness and my understanding of the importance of interacting effectively with people of other cultures.

\_\_\_\_ 3. I can use my background in specific disciplines, such as History, History of Art, or Music, to contextualize and critically interpret and Francophone issues, movements and/or significant contributions.

\_\_\_\_ 4. My coursework has enabled me to conduct original research in French.

\_\_\_\_ 5. I have been sufficiently prepared to continue further graduate study at the PhD level in French and/or find other career options in education, business, global NGOs, etc.

Additional comments: