

PREFACE

This Handbook is designed to assist the graduate students and faculty in the Department of French and Francophone Studies at The Pennsylvania State University. Its purpose is to clarify the policies and procedures regulating progression through the various degree programs in the Department; to provide information about departmental programs, courses, and faculty; and to establish the parameters of student responsibility.

It is important that all graduate students read this Handbook carefully. However, the reader must understand that the policies and procedures of the Graduate School supersede any of those outlined by the Department of French and Francophone Studies. For a complete explanation of the various Graduate School regulations, the reader is referred to the most current edition of The Pennsylvania State University Bulletin: Graduate Degree Programs. Although the information contained in the French and Francophone Studies Department Handbook has been formulated as far as possible according to the policies of the University, it does not serve as a substitute for requirements established by the Graduate School.

GENERAL INFORMATION

THE DEPARTMENT OF FRENCH AND FRANCOPHONE STUDIES AT PENN STATE

Innovation, program diversity, and integration of disciplines are the distinguishing features of the Department of French and Francophone Studies. Defined most broadly, the study of French is considered to include literature, linguistics, culture, and foreign language acquisition; it comprises the study of France and the francophone world; it crosses national boundaries, genres, and disciplines.

The French and Francophone Studies Department faculty and students share the French language as the form of expression that shapes our pursuit of scholarly activities. As a community of scholars, we are committed to the promotion of internationalism and diversity in the University community and beyond. This assumes that people from different cultures, times, and places can communicate with each other, understand each other's traditions, and benefit from such contacts. Through our intellectual curiosity, we are participating in the fundamental humanistic endeavor of bringing together people and ideas in order to further cross-cultural understanding and creative accomplishments.

ABOUT THE PENNSYLVANIA STATE UNIVERSITY

The Pennsylvania State University is composed of the main campus (University Park) and campuses at 18 other locations, as well as the Hershey Medical School and the Dickinson School of Law.

The University Park Campus of Penn State is located in the center of the Commonwealth of Pennsylvania in a scenic area of ridges and forested mountains. The University is within three to five hours of Baltimore, New York City, Philadelphia, Pittsburgh, and Washington, D.C. The surrounding town, the Borough of State College (population about 40,000), offers a variety of apartment dwellings, shopping areas, and specialty stores within walking distance of the campus. With the efficient bus system, many students do not need a car at the University.

There are approximately 43,000 students at the University Park campus, 6,000 of them graduate students. In addition, approximately 36,000 students pursue their studies at the Commonwealth Campuses. Penn State is a public land-grant institution offering undergraduate and graduate degree programs across the entire spectrum of the humanities, the social sciences, and the sciences. The University is large and well equipped, yet compact enough so that you can walk from one end of the campus to the other in half an hour. The Penn State graduate community is served by the Graduate School and the Graduate Student Association, both located in Kern Graduate Building, and by the Office of International Programs in Boucke Building. The Graduate School's functions include admissions, financial aid, and general supervision of the graduate programs in all fields. The Graduate Student Association, which is composed of all graduate students, is an academic and service-oriented organization. The Office of International Programs provides help with visa and job information, guidance in finding housing, and international cultural events for the international graduate students who attend Penn State.

INTERNATIONAL STUDENTS AT PENN STATE

The Office of International Programs and the International Lounge are located in 222 Boucke Building. There are approximately 2,000 international students from more than 100 countries studying at the various University campuses. Approximately 80 percent of these students are enrolled in graduate programs.

Services of the Office of International Students and Scholars, a division of the Office of International Programs, include assistance with immigration regulations and tax information; academic, financial, and personal counseling; emergency loans; billing for sponsored students; assistance in dealing with embassies, consulates, and sponsoring agencies; special orientation programs; mail service; housing information; job and travel information; home country employment information; an international student newsletter; advising international student organizations; and sponsoring intercultural activities.

The presence of international students greatly enhances the diverse climate that benefits everyone in the University community. To get involved with international activities, students should contact the Office of International Programs.

LIBRARY RESOURCES

The general collections in the Libraries at University Park include over 4,000,000 bound volumes and 38,500 serials, as well as large holdings of maps, documents, photographs, manuscripts, and archives. A computerized Library Information Access System (LIAS) and web-based databases permit rapid access to the collections.

Penn State is a member of the Research Libraries Group, a nationwide consortium of research institutions and their libraries. We have access to the rich database of the Research Libraries Information Network (RLIN) and access to the collections of other member libraries.

Penn State is also a member of the Folger Institute, a center for advanced study in the humanities located in Washington, D.C. and affiliated with the Folger Library. Penn State faculty and graduate students may enroll in Folger Institute programs and may be eligible for travel funds and other research-related support.

THE FRENCH GRADUATE STUDENT POPULATION

Students in the Department of French and Francophone Studies come from all over the United States and from a variety of foreign countries. They represent a broad spectrum of interests and career goals. Some pursue their graduate studies having just recently finished their baccalaureate degrees; others are returning students seeking a Master's or Doctoral degree. In addition to degree students, the Department hosts at least two non-degree exchange students from France (Lyon and Strasbourg) every year.

ADMISSION TO ALL FRENCH GRADUATE PROGRAMS

The Department admits new students for the fall and spring semesters and the summer session, although almost all of our students begin their programs of study in the fall. No single criterion stands as an adequate forecaster of probable success in graduate work. The successful degree applicant is evaluated on each of the following criteria: (a) undergraduate grade-point average, with emphasis given to the grade-point average in the major, (b) grade-point average in previous graduate work, (c) Graduate Record Examination scores (not required for international students), (d) at least three professional and academic references, and (e) oral and written samples of skills in the French language for English and speakers of other languages, and in the English language for Francophones.

International students whose native language is not English are required to submit TOEFL scores (minimum paper score of 550 or minimum computer score of 213).

It is strongly recommended that domestic applicants submit GRE scores (verbal, analytical, quantitative). Note that the scores are required for domestic students who wish to be eligible for university fellowships and/or graduate assistantships.

The Department requires a speech sample in French or English of all applicants (in French for Anglophones and speakers of other foreign languages, in English for Francophones). This three-to five-minute tape recording should demonstrate the applicant's ability to speak extemporaneously and coherently about his or her study and career goals. In addition, two written texts must be submitted: a Statement of Purpose and a writing sample. Part One of the Statement of Purpose should focus on your background in French studies as well as your academic or research interests. Part Two of the Statement should list the courses that have shaped your interests in graduate studies in French, including work in related fields. We also request a writing sample (in French for Anglophones and speakers of other foreign languages, in English for Francophones) on a literary, cultural, or linguistic topic. An M.A. paper or thesis or other well-developed research project could also be appended. Both the oral and written samples must accompany the application.

In considering applications for admission, the departmental Graduate Committee looks for strong credentials. It will naturally count in your favor if your grades are high. It will also help if you have taken an ambitious undergraduate program rather than seeking out less challenging courses, if you have done something unusual, such as undertaking a double major, foreign study, or interesting work experience, if your letters of recommendation are very positive, if your preparation in language is good, or if you have high scores on competitive exams or have won competitive awards.

We know that grades do not necessarily tell the whole story and that the expectations vary at different graduate and undergraduate schools. We value and attempt to accredit teaching experience, publications, and workshop experience of returning students. We grant admission when we expect that you will be successful in our graduate program and when it seems that your interests and what we offer are suited to each other.

For information on admissions procedures, write to: Directors of the Graduate Program, Department of French and Francophone Studies, 211 South Burrowes Building, The Pennsylvania State University, University Park, PA 16802. Information is also available at the Department's website at <http://www.french.psu.edu>. If you are planning to apply for a teaching assistantship or a fellowship, we strongly recommend that you forward a complete dossier to us by mid-January to be considered for the following fall semester.

FINANCIAL AID

Various forms of financial aid are available to graduate students in the French and Francophone Studies Department. However, it is not possible to give financial aid to all deserving students because of limitations on funding. There are several kinds of funds: fellowships provided by Penn State's Graduate School and also by the College of the Liberal Arts, and teaching assistantships provided through the French and Francophone Studies Department. Forms of financial aid are processed through the Department when any Penn State budget is the source of the funds. Students interested in most kinds of financial support should begin their application by getting in touch with one of the Co-Directors of Graduate Studies. Deadlines vary somewhat, but in general all material should be submitted by mid-January for support for the following academic year; after this time, some options may be closed.

Assistantships

Several teaching assistantships are usually available in French every year. Most commonly, Teaching Assistants are appointed beginning in the fall semester. Teaching Assistants are assigned to teach beginning and intermediate French courses (French 1, 2, 3), some courses in conversation and

composition (French 201, 202, 401) and, when possible, introductory literature and culture courses, depending on the TA's previous experience and training. In addition to stipends, Teaching Assistants receive grants-in-aid that pay for their tuition and 80% of the Penn State insurance coverage.

Number of years of TA support: Assuming that undergraduate course enrollments remain steady or increase, Teaching Assistants who make satisfactory progress toward their degree and who have satisfactory teaching evaluations are normally given the following number of years of support:

- 2 years (4 semesters) to completion of the M.A. degree
- 3 years (6 semesters) to completion of the Ph.D. Comprehensive Exams and submission of the dissertation proposal
- 1 year (2 semesters) for dissertation support

In cases where a student is granted one or more semesters of credit for graduate-level work done at Penn State or at another institution, the support period will be reduced by the same number of semesters.

During the first semester in residence, all Teaching Assistants are required to participate in an orientation before the Fall semester begins and be registered for French 581 (Theory and Techniques of Teaching French) for 3 credits. Exceptions to this requirement are rare and can be made only by the faculty member teaching French 581. Students who hope to get a Teaching Assistantship during their second semester in residence should also take the course during their first semester (the course is offered only once a year, in the Fall semester).

Teaching Assistants may not normally hold other jobs during the academic year.

Note that students who take a leave-of-absence from the University must reapply for a Teaching Assistantship prior to their return. Teaching Assistantship positions cannot be reserved unless the student is on a departmental international exchange program (see below).

Teaching Assistantships are based on successful teaching performance and satisfactory progress toward the degree. The Department reserves the right to terminate a teaching assistantship if performance in either of these categories is deemed unsatisfactory.

Graduate Student Evaluation. Graduate students are evaluated in December and May of each year by the Graduate Faculty of the Department. Evaluation is based on two major criteria: (1) Satisfactory progress toward the degree, with an overall grade-point average of 3.4 or above (also stipulated by the Graduate School); and (2) satisfactory teaching performance (based on student evaluations and written reports submitted by course coordinators). If performance is unsatisfactory in both of these areas, a student will lose both the Teaching Assistantship and degree status in the Department. If performance is unsatisfactory in the teaching area, the result is the loss of the Teaching Assistantship. In cases of marginal performance, students may be put on probationary appointments resulting in termination if the performance does not improve as stipulated by the Graduate Faculty and the Department Head.

Following the May evaluation meeting, the Co-Directors of Graduate Studies will inform students, in writing, of the assessment of their performance. For additional policies governing Teaching Assistants, see the Department of French and Francophone Studies Handbook for Teaching Assistants.

Liberal Arts College Policy on Instructor Absences from Class.

Teaching your scheduled classes, whether at the beginning of the semester, the end of the semester, before holidays, or during the rest of the semester, is a minimum requirement for all instructors, no matter what your rank or status. If you know in advance that you must be absent from a class for reasons such as attending a conference, you are expected to notify your department head ahead of time and, within the options approved by each department head, inform the head how the class will be

handled in your absence. It is the head's role to approve or not approve the absence. It is not acceptable to reschedule classes, with the exception of independent studies or small graduate courses if this is done in a way that does not shorten the semester or lengthen vacations.

If you are teaching online, or partly online ("blended learning"), it is your responsibility to keep up to date with the course schedule and to promptly respond to student messages and grade their assignments. If you will not be able to do so, you must inform your department head how the class will be handled in your absence; as with residence-education courses, it is the head's role to approve or not approve the absence.

Of course, unanticipated absences for reasons such as sudden illness or injury or serious family emergency are exceptions to this requirement. Obviously, it is not possible in those situations to make arrangements in advance, but you should provide notification to the head as soon as possible.

Fellowships

Penn State's Graduate School offers a number of fellowships for which graduate students in French may compete. Nominations are made by the department Graduate Committee. Detailed information is included in the Graduate School's [Bulletin](#).

Penn State is a member of the Folger Institute of Renaissance and Eighteenth-Century Studies in Washington, D.C. Ask the Department about applying for Folger funds if you plan to work in this period.

Students are encouraged to apply for any national or international fellowships for which they might be eligible. For example, Penn State graduate students have gone to foreign countries on [Fulbright Fellowships](#) (applications from continuing students should be submitted through the French and Francophone Studies Department in early September for subsequent-year fellowships). [Mellon Fellowships](#) are available to support graduate study in several humanistic disciplines: this is a national fellowship program administered by the Woodrow Wilson National Fellowship Foundation, Box 642, Princeton, NJ 08540. An annual directory of fellowship opportunities is included in the September issue of the journal [PMLA](#), which is available in the Department office, in most libraries, and from the Modern Language Association. Additional information can be found on page 8 of this handbook and on our web site.

Note: Some funding competitions carry citizenship restrictions (for example, although Fulbright grants are available in many countries, you must apply through your home country; certain other opportunities are available only to U.S. citizens). Some fellowship applications must be made as nominations by the University. If you have any questions about grants and fellowships, contact the co-directors of graduate studies and the Liberal Arts Coordinator of Grants and Contracts, 116 Sparks Building, 865-9555.

Summer Teaching Positions

Some teaching positions are available to students during the Summer Session. In Resident Instruction, the Department offers a few French 1, 2, and 3 sections, each of which is usually split between two instructors to provide support for a maximum number of TAs. Note that the number of positions available depends on undergraduate enrollment in French.

In addition, several instructorships are available in the Summer Intensive Language Institute (a Continuing Education Program). The instructors are chosen by the Director of the Institute based on exceptional teaching demonstrated during the year. The Institute operates independently from the French and Francophone Studies Department and students wishing to be considered for teaching positions must apply directly to the Institute Director.

Note: Summer teaching opportunities are offered to graduate students based on merit in their teaching and academic performance. Students should not assume that summer teaching appointments are guaranteed or made automatically. It is therefore in the interest of every student to seek other means of summer support. Summer Session appointments are generally made in April.

Students may hold other jobs while teaching during the Summer Session.

Because of visa restrictions, international students cannot hold employment in the summer without being enrolled for a minimum of 5 credits. For more information, students are referred to the Office of International Students in 222 Boucke Building.

Summer Tuition Assistant Program. Tuition grants-in-aid to take courses in the summer are available to Teaching Assistants under the following conditions:

- a) Teaching Assistants who have taught both in the fall **and** spring semesters are entitled to register for up to 9 (nine) credits during the summer session following the year of teaching.
- b) Teaching Assistants who taught during the fall **or** the spring semester **plus** summer session are entitled to register for up to 5 (five) credits during the summer session.
- c) Teaching Assistants on a Fixed Term II appointment during the fall **and** spring semesters are entitled to register for up to 5 (five) credits during the summer session.
- d) Teaching Assistants who complete their degree (the Ph.D. or the M.A. without continuation to Ph.D.) are not eligible for the summer tuition assistant program.

Note: To receive the summer grant-in-aid, teaching assistants must complete the application available in the department office. All grants-in-aid are subject to the approval of the Graduate School.

Tuition Grants-in-Aid

The Graduate School offers a number of grants that pay tuition. Information and application forms are available from the Graduate School (307 Kern Building). These grants-in-aid application forms are to be forwarded to the French and Francophone Studies Department, which must endorse each application. Tuition grants are not usually available to first-year students.

Loans and Other Financial Aid

The Office of Student Aid, 335 Boucke Building, offers limited financial assistance in the form of National Direct Student Loans. Apply through the Office of Student Aid well before April 1 for support for the subsequent academic year. Graduate students may also be eligible for Work-Study grants: apply early in the spring through the Office of Student Aid.

The Office of Residential Life Programs offers a limited number of positions for graduate students to serve as Resident Assistants in undergraduate residence halls. Applications for the upcoming academic year are accepted in the preceding fall or early winter. Resident Assistants receive partial tuition grants, plus room and board. Contact the Residential Life Office in 135 Boucke Building for details.

Some students support themselves through part-time work on campus or in State College. For information about work on campus, contact the Student Employment Office in 335 Boucke Building. Note that international students' visas may limit their work opportunities (international students should check with OIS to determine their work eligibility).

Occasionally, part-time instructorships are available in other Penn State academic units (e.g., for native speakers of English, some summer positions may be available in the Intensive English Communication Program). Such positions are usually available to students who have already taught in a department at Penn State and who are highly recommended by course coordinators/supervisors.

RESEARCH/DISSERTATION GRANTS

Both internal and external granting agencies sponsor competitions for funds to assist you in your research, particularly when you are close to the dissertation stage of your studies. You should explore the possibility of obtaining a grant to fund your research at the later stage of your studies. Many grants are available that “buy” your time, giving you some much-needed time to research and write without any teaching responsibilities. Preparing a grant proposal can often actually help you in your dissertation writing because it forces you to formalize your thoughts about your research and to discuss your research in a way that is accessible to a broad audience. *We recommend that you seek a dissertation grant.*

Internal Resources

College of the Liberal Arts Research and Graduate Studies Office:

<http://www.la.psu.edu/graduates/funding.htm>

Dissertation support grants can buy out your time from teaching or provide you with funds for travel and research. The guidelines and requirements are detailed in the RGSO website above as well as information about external funding opportunities.

The Institute for the Arts and Humanities: <http://php.scripts.psu.edu/dept/iah/grants/gradStud.php>
The Institute offers a competitive summer residency program, which includes a stipend and the use of an office in Ihsleng Cottage.

External Resources

Research and dissertation grants for graduate students are available from a variety of governmental and private organizations, including those listed below. If your research involves a particular language or area of the world (Asia, the Hispanic Diaspora, Africa, Germany, etc.), there are other fellowships available that target certain countries or certain regions (e.g., von Humboldt fellowships (Germany), Chateaubriand dissertation grants (France), SSRC dissertation grant. The Linguistic Association of American (LSA) posts a grants calendar on its website which provides deadlines and information about language/linguistic related grants and fellowships: <http://www.lsadc.org/>

The National Science Foundation: <http://www.nsf.org/>

NSF sponsors dissertation grants and grants for young scholars. The field of linguistics is administered by the Language, Cognition and Social Behavior Program branch of the NSF.

National Endowment for the Humanities: <http://www.neh.fed.us/>

NEH dissertation grants support work in the humanities.

Fulbright Student Program (Department of State): <http://www.iie.org/fulbright/>

For U.S. citizens, this program sponsors research and teaching abroad for graduate students to over 140 countries.

IREX: <http://www.irex.org/>

IREX sponsors grants to US scholars working on issues (and languages) of Central and Eastern Europe and Eurasia. Various pre-doctoral programs are available, both for US scholars and for scholars from Eastern Europe and Eurasia.

Rotary International/The Rotary Foundation: <http://www.rotary.org/foundation/>

Rotary's Ambassadorial Scholarships fund research and study projects abroad for graduate students. You must be a non-Rotarian to apply and you need to be sponsored by a regional Rotary organization.

The Harry Frank Guggenheim Foundation: <http://www.hfg.org/>

"The Harry Frank Guggenheim Foundation sponsors scholarly research on problems of violence, aggression, and dominance. The foundation provides both research grants to established scholars and dissertation fellowships to graduate students during the dissertation-writing year." [quoted from their website]

Social Science Research Council: <http://www.ssrc.org/fellowships/>

This organization offers many pre-dissertation grants on a wide variety of research topics in the social sciences, including the *International Dissertation Field Research Fellowship* funded by the Andrew Mellon foundation and *International Predissertation Fellowships*.

The Spencer Foundation: <http://www.spencer.org/>

The Spencer Foundation awards dissertation fellowships for research on the improvement of education, including issues in language and linguistics.

American Educational Research Association: <http://www.era.net/grantsprogram/>

AERA funds research in education. You must be a member of AERA to apply.

Woodrow Wilson National Fellowship Foundation: <http://www.woodrow.org/>

Sponsors the **Charlotte Newcombe** Dissertation Fellowship (on ethics and values), the **Mellon Minority University Fellows** Dissertation Travel and Research Grant, and Dissertation Grants in **Women's Studies**.

TEACHING ASSISTANTSHIPS IN FRANCE

The French and Francophone Studies Department sponsors three assistantships in France: Strasbourg (full year), Lyon II (full year), and Montpellier (summer). Both M.A. and Ph.D. students are eligible to apply once they have been in residence at Penn State for at least one year. To be considered, students should send a letter of application (including the destination of preference) to the Chair of the Graduate Committee in the Department. Letters of application should be received no later than January 15 for an exchange for the following year.

Students who have been selected for the exchanges will spend one year at the designated exchange site as teachers of English or, in the case of Montpellier, one summer as a teacher of French. Criteria for selection are as follows: (a) near-native or native proficiency in English, (b) satisfactory standing in degree program, (c) satisfactory teaching performance. Some preference will be given to students who have never had an extended stay in France or a Francophone country, to those who have a particular need to refine their French language skills, and to those whose graduate program requires experience in France.

JOBS FOR FRENCH M.A. AND Ph.D. GRADUATES

Current Situation

The job market is shifting very rapidly. Currently, because of budgetary constraints, many universities have eliminated faculty positions as retirements occur. In order to be successful in the job market (particularly for large research universities), graduate students must have an outstanding record, including some publications and conference paper presentations. Close consultation with faculty advisors and the Co-Directors of Graduate Studies is recommended for counseling and assistance with

the job search. It is advisable to check MLA job lists carefully (even before the completion of the degree) to monitor job opportunities. As they are published, the MLA job lists are available in the department and also on line.

Furthermore, the U.S. is only one segment of the world of higher education. In some other countries, higher education is in a period of rapid expansion. Finally, there are non-academic jobs that often interest students with an M.A. or Ph.D., including work in the private sector (publishing and business) and the public sector (various federal, state, and local government agencies).

Penn State's Career Development and Placement Services, the French and Francophone Studies Department, the MLA [Job Information List](#), [The Chronicle of Higher Education](#), and various other sources and agencies can help students identify available academic and non-academic jobs in the U.S. and to a lesser extent in other countries. As students prepare their job search, they should establish a dossier in the Educational Career Services (105 MBNA Building, 865-5131). Students interested in combining an M.A. in French with Secondary Teaching Certification should contact the Secondary Education Program Office (143 Chambers Building, 865-6321).

DEPARTMENTAL ACTIVITIES

Graduate students should participate in the activities sponsored by the Department of French and Francophone Studies, which form part of their professional training.

Table Ronde. Held several times each semester, this forum provides faculty and graduate students with the opportunity to hear about new developments in research from visitors as well as faculty and graduate students at Penn State. At the beginning of each semester, the faculty Coordinator of the Table Ronde solicits suggestions from faculty and students to be presented at the various meetings. Since these meetings are designed to contribute to the professional development of graduate students, they are expected to attend all sessions.

Film Series: The French and Francophone Studies Department, along with other departments at Penn State, sponsors an annual free-admission film series in 113 Carnegie on Thursday evenings at 6:30 and 9:00 p.m. For 2004-2005, the list includes Amen (6 :00 p.m. instead of 6 :30, 9/9/04), Une femme de ménage (10/21/04), Les Egarés (11/18/04), La Fleur du mal (1/18/05), Les Invasions barbares (2/17/05), Je chanterai pour toi (3/17/05). Instructors are encouraged to include attendance by students at one or more films as part of course requirements.

THE FRENCH GRADUATE STUDENT ORGANIZATION (FGO)

The French Graduate Student Organization was formed to facilitate communication among the graduate students and between the graduate students and the faculty. It is the responsibility of the elected officers of the FGO to convene regular graduate student meetings and to be in direct contact with the Department Head to voice student issues and concerns.

One faculty member is designated as the liaison person to the FGO. He or she is invited to attend the FGO meetings with the exception of any meetings that have been declared closed by the FGO officers.

The FGO elects two representatives who are invited to attend open faculty meetings and whose responsibility it is to communicate faculty and student concerns to the respective groups. They may not attend faculty meetings that have been declared closed by the Department Head due to agenda items that are deemed to be of a confidential nature. The representatives have one vote in votes taken at open meetings.

Students may not serve on Examination Committees, the Tenure and Promotion Committee, or any other committee that deals with personnel or individual student issues. Students normally serve on standing or ad hoc committees dealing with curricular changes, departmental lecture activities, and policies or procedures of direct concern to them.

Students are invited to participate in discussions about hiring new faculty members. They are asked to absent themselves when a formal vote is taken, and they do not vote on faculty appointments.

The Department Head and faculty members informally solicit suggestions and advice from the graduate students on a variety of issues. These comments are greatly valued and help to promote the collegial atmosphere of the Department. Issues and concerns raised at FGO meetings should be communicated to the Department Head, who has the final decision on how a matter might best be handled. The FGO may request that a particular issue be put on a faculty meeting or committee meeting agenda for discussion.

COMPUTER EQUIPMENT AND FACILITIES

Each graduate student is assigned an office space housed in either room 320 or 401 Burrowes Building. Each desk in the office space is equipped with a word processor. Students share the printer that is available in each room. Students may use the computers any time, day or night. Should you have a problem with your computer equipment, please contact the College's computer support staff.

In addition, graduate students have access to personal computers elsewhere on campus, such as in the MAC-Lab in the main library, as well as to the University's mainframe computers, which provide very sophisticated programming capabilities.

POLICY ON ACADEMIC HONESTY

The departmental document reads as follows:

The success of any academic discipline whose members are engaged in the search for knowledge depends ultimately on the trustworthiness of each person involved. Since the communication of knowledge usually relies on the written word, the intellectual honesty and integrity of the writer must be beyond doubt. It is assumed that the ideas, insights, wording, and phrasing of any scholarly communication are original with the author unless they are attributed to another, or unless the information is common knowledge. Reliable scholars, therefore, are careful to acknowledge the sources of all the ideas, statements, or apt phrases they have borrowed, in order to distinguish them from their own contributions. Deliberate failure to do so is a form of academic dishonesty commonly known as plagiarism.

Because plagiarism strikes at the very heart of scholarship, students who engage in it are subject to academic sanctions such as the removal from a course in which the act of dishonesty was committed. A particularly serious instance may even result in dismissal from the University. In a case where academic dishonesty is alleged, the instructor, the student, and the Department Head will confer. If disposition cannot be made at this point (charge of dishonesty sustained or withdrawn), the Department Head will appoint a five-member departmental committee to review the charge and make pertinent recommendations. In any such case, the student has the right to counsel from any member of the academic community and the right to appeal to the appropriate College or Graduate School board.

Sometimes it is not clear to students exactly what constitutes legitimate borrowing and what constitutes illicit usage or plagiarism. The examples presented in the following pages will help to distinguish between the two.

THE USE OF SOURCES IN SCHOLARLY WRITING

These pages have been adapted, using a different source text, from The Logic and Rhetoric of Exposition by Harold C. Martin (New York: Rinehart and Co., 1958), pp. 178-182, to which the reader is referred for further examples. There are many degrees of illicit usage ranging from straightforward copying to the appropriation of an apt phrase or two. To help distinguish among them, let us take a source text and then look at four different types of dishonest borrowing from it.

The Source

Physics is an organized body of knowledge about nature, and a student of it says that he is learning physics, not nature. Art, like nature, has to be distinguished from the systematic study of it, which is criticism. It is therefore impossible to "learn literature": one learns about it in a certain way, but what one learns, transitively, is the criticism of literature. Similarly, the difficulty often felt in "teaching literature" arises from the fact that it cannot be done; the criticism of literature is all that can be directly taught. Literature is not a subject of study, but an object of study: the fact that it considers words, as we have seen, makes us confuse it with the talking verbal disciplines. The libraries reflect our confusion by cataloguing criticism as one of the subdivisions of literature. Criticism, rather, is to art what history is to action and philosophy to wisdom: a verbal imitation of a human productive power which in itself does not speak.

Northrop Frye, Anatomy of Criticism
(New York: Atheneum, 1966, pp. 11-12)

1. Word-for-word plagiarizing

In our study of criticism we can find a parallel in science. Physics is an organized body of knowledge about nature... (Here the above text is copied word for word)... a human productive power which in itself does not speak. Thus we also find parallels to criticism in history and philosophy.

In this example, the writer has composed an opening and a closing sentence, but otherwise has left the copied text intact. It should be noted that the added sentences have slightly distorted the meaning of the original by shifting the emphasis from the nature of criticism to a comparison with other disciplines. Such distortions are common in plagiarized work because a writer looking for short-cuts will rarely take time to understand someone else's thought.

2. The Mosaic

There seems to be a general confusion about just what literary criticism is. Libraries reflect our confusion by cataloguing criticism as one of the subdivisions of literature. In the sciences a physicist studies nature, but he learns physics. Likewise we must distinguish literature from the systematic study of it, which is criticism. Literature is not a subject of study, but an object of study. Therefore it is not something we can learn directly; what we learn is the criticism of literature. If everyone could agree on this point the confusion about criticism would disappear.

As one can see, the underlined phrases have been lifted out of the original text and moved into new patterns. The first example might have been legitimized by putting the copied text in quotation marks and identifying it in a footnote, but in this case to put every stolen phrase within quotation marks would produce an almost unreadable, and quite worthless, text. Even the conclusion, which is the writer's own, is hardly profound.

3. The Paraphrase

Physics is the ordered study of nature, and anyone who studies it learns physics, not nature. In the same way literature must be differentiated from the study of literature which is called criticism. We cannot, therefore, "learn literature." We can learn about it, of course, but what we learn directly is criticism. If we have difficulty "teaching literature," it is because it is impossible. What we really teach is criticism. Literature is not a subject of study like physics, but an object of study like nature. The confusion that exists in this area seems to stem from the fact that both literature and criticism are made up of words. Criticism, like history and philosophy, imitates a human ability in words and does not have the power to speak by itself.

Notice how the writer has simply traveled along with the original text, substituting approximately equivalent terms except where understanding fails, as it does in the last sentence. Paraphrasing has its uses; it is valuable for the reader as well. To legitimize the above paragraph, the writer might introduce it with a phrase such as: "To paraphrase Northrop Frye..." or "As Frye notes in his Anatomy of Criticism..." and conclude with a footnote giving the additional information necessary.

4. The "Apt" Term

Literature is not something we learn, but something we study. What we learn is a combination of fact and theory passed through the lens of a particular methodology; in other words, we learn criticism. Because literature is made up of words, we tend to confuse it with the talking verbal disciplines such as criticism. Literature does not speak to us discursively. Instead, it is a human productive power analogous to action in human affairs. Just as one does not learn human action, but history, so one does not learn literature, but criticism.

Here the writer was not able to resist the appropriation of two phrases that seemed particularly "apt" to what he or she was saying: "the talking verbal disciplines" and "human productive power." A proper use of these terms would have required only the addition of an identifying phrase: ...we tend to confuse it with what Frye calls "the talking verbal disciplines"... In the remainder of the text above the words are the writer's own, though they were directly influenced by Frye's concept of criticism. An acknowledgement of such influence is clearly in order.

The information above and on the preceding pages is intended to give you general information about the Department of French and Francophone Studies at Penn State. Nothing here or elsewhere in this Handbook is intended to contradict the Graduate School's Bulletin (The Pennsylvania State University Bulletin: Graduate Degree Programs). Students are advised to consult the current issue of the Bulletin. Details about the M.A. and Ph.D. degree programs follow, as do faculty listings and other particulars. If you do not find the exact information that you need, get in touch with the Department and someone will answer your inquiry. All matters not covered by the Graduate School's regulations are subject to periodic revision by the Department of French and Francophone Studies. It is the responsibility of students to keep in touch with their advisor, the Department Head, and the departmental staff assistants, so that they will be aware of any changes.

M.A. DEGREE PROGRAM IN FRENCH AND FRANCOPHONE STUDIES

PROGRAM DESCRIPTION

The purpose of the M.A. program in French and Francophone is to improve students' understanding of French language, literature, and culture beyond the levels of competency expected of undergraduate majors. To realize these goals, further study of French and francophone language, literature, and culture is necessary.

STATEMENT OF GOALS

The M.A. degree program in French and Francophone Studies is designed to provide an introduction to advanced study in the French and francophone language, literature and culture. The core of the program in French and Francophone literature and culture may serve as the foundation for continued study at the Ph.D. level.

The goals of the M.A. program in French and Francophone Studies are:

1. To teach students to read literary and cultural texts with critical appreciation and to articulate their understanding of the texts.
2. To introduce students to the theoretical issues in the study of literature and culture, as well as in additional fields in French and Francophone studies, such as linguistics.
3. To develop students' analytical, critical, and methodological skills.
4. To enhance students' oral and written communication skills in the French.

ADVISING

Once admitted to a degree program, a student is assigned a faculty member for advising. The advisor's role is to assist the student in further clarifying interests and in developing a program of study. It is the responsibility of the advisor to help the student develop an academic plan and to serve as a guide in the successful completion of all requirements. It is the student's responsibility to verify Graduate School policies and procedures pertaining to his or her particular degree program.

Students are urged to consult with their advisors at least two times per semester and more often as needed.

REQUIREMENTS FOR THE MASTER'S DEGREE IN FRENCH AND FRANCOPHONE STUDIES

Courses

Candidates for the master's degree complete a minimum of TEN 3-credit graduate-level courses, plus a master's paper, **or** a minimum of nine 3-credit courses, plus a thesis.

All candidates for the M.A. in French and Francophone Studies take French 571 (Introduction to Criticism), French 502 (Introduction to French Linguistics), French 580 (Approaches to French

Civilization), French 581 (Theory and Techniques of Teaching French). These introductory courses should be taken as early as possible in the student's degree program.

In addition to the four required courses designated above, candidates take three 3-credit courses in French Literature, plus three 3-credit elective courses. At least one elective course should be in the area of projected specialization at the Ph.D. level.

Reading Proficiency in a Second Foreign Language

M.A. students must complete the foreign language requirement before or sometime during the same semester in which they receive the degree. Reading proficiency in a second foreign language (besides English and French), either classical or modern, is required. Proficiency may be demonstrated by undergraduate courses equivalent to an intermediate or twelfth-credit level course with grades of B or better (e.g., Spanish 1, 2, 3), by passing a reading course or passing a reading exam administered by the department offering the language, or by passing an ETS Reading Exam.

Note: If a student wishes to count a language that is not offered at Penn State, it is the responsibility of the student to find a faculty member at another institution to certify proficiency. Students should consult their advisors or the department head to identify specific institutions or faculty.

Master's Examination

M.A. examinations are usually administered during the last two weeks of January of every year. Candidates must file a request for examination by Sept 15 of the previous year.

The examination for the M.A. in French and Francophone Studies consists of the following parts:

1. Written Examination

Knowledge of the works on the Department of French and Francophone Studies MA Reading List is presupposed. The following items may be used during the exam: a) word processor, b) one dictionary (English/French or French/French), c) the M.A. Reading List.

The written examination consists of two parts taken within the same week:

- A. Analysis. Candidates write in French on one of two texts or objects taken from works on the M.A. Reading List (up to 4 hours).
- B. Interpretation. Candidates write in French on one of three questions, illustrating their answers with examples from works on the M.A. Reading List and from course-related or independent readings in metropolitan and non-metropolitan literature and culture (up to 4 hours).

2. Oral Examination

The one-hour oral examination is given 1-2 weeks following the written exam. A three-member faculty committee is selected by the candidate in consultation with the academic advisor. The oral examination is a follow-up to the written examination and may touch on any topic areas covered by the written exams (M.A. reading list).

3. Evaluation of the Examination

A. Written Exam

The graduate faculty available at the time of the examination evaluate the written exam (each candidate is assigned a letter code for evaluation purposes). Each reader forwards an evaluation report to the Department.

B. Oral Exam

A committee of three graduate faculty members (selected by the student, in consultation with his or her advisor) conducts the oral examination and provides evaluations to the committee of the whole.

C. Results of the Written and Oral Exam

The evaluation of the results of the written and oral exams takes place at a meeting of the graduate faculty, with three possible results: (1) Pass, with recommendation to continue on to the Ph.D.; (2) Pass, terminal M.A.; (3) Fail.

In the event of a failing evaluation, the graduate faculty may recommend that the student retake the segments of the exam that were deemed to be unsatisfactory. The Examination Committee will specify the conditions (e.g., further course work, improvement in written/analytical skills, minimum time that must elapse, etc.) under which reexamination is to take place. Exams may be retaken only once; if at all possible, the student's exam committee will remain the same. For students planning to continue their studies, the Committee recommends affirmatively or negatively to let the student continue in the Ph.D. program.

The Department Head communicates orally and in writing the results of the examination to the candidate.

Master's Paper or Master's Thesis

Normally, students opt for a Master's Paper, which is based on research presented as a course project. The student should ask one faculty member to serve as the supervisor of the Master's Paper and another to serve as a second reader. The Master's Paper should be approximately 20 pages in length. A draft of the Master's Paper should be submitted to the supervisor within the second month of the semester that the student plans to graduate. A Report of the Master's Paper Draft Review form, including the signatures of the supervisor and the second reader, must be submitted to the department. The final Master's Paper, along with the signed Report of Completed Master's Paper form, must be submitted to the French and Francophone Studies Department at least two week before the end of classes in the semester that the student plans to graduate. The form is available in the department office.

For some students, an M.A. thesis, demonstrating research methods and interpretive skills, may be appropriate. A thesis must be directed by a French Graduate Faculty member. In consultation with the academic advisor, three of the six credits of thesis research required by the Graduate School for an M.A. thesis replace one elective course. Please check with the Thesis Office regarding format and due dates. Master's theses must be submitted to the French and Francophone Studies Department at least one week prior to published Graduate School deadlines

M.A. IN FRENCH LINGUISTICS

PROGRAM DESCRIPTION

The objectives of the M.A. program in French Linguistics/ Applied Linguistics are two-fold: first, to improve students' understanding of French language, literature, and culture beyond the levels of competency expected of undergraduate majors; and second, to provide an introduction to theoretical issues in linguistics and applied linguistics through the study of contemporary research in these areas. The core of the program in French and Linguistics/Applied Linguistics may serve as the foundation for continued study at the Ph.D. level.

GOALS

1. To teach students to read the literature in linguistics and applied linguistics with critical appreciation and to articulate their understanding of the texts.
2. To introduce students to theoretical issues in linguistics and applied linguistics.
3. To develop students' analytical, critical, and methodological skills.
4. To enhance students' oral and written communication skills in French.

ADVISING

Once admitted to a degree program, a student is assigned a faculty member for advising. The advisor's role is to assist the student in further clarifying interests and in developing a program of study. It is the responsibility of the advisor to help the student develop an academic plan and to serve as a guide in the successful completion of all requirements. It is the student's responsibility to verify Graduate School policies and procedures pertaining to his or her particular degree program.

Students are urged to consult with their advisors **at least 2 (two) times per semester** and more often as needed.

COURSES

All candidates for the M.A. in French are **required** to enroll in **four** core courses: 1) French 571 (French Literary Theory and Criticism); 2) French 502 (Introduction to French Linguistics); 3) French 580 (Approaches to French Civilization); 4) French 581 (Theory and Techniques of Teaching French).

In addition to the four required courses designated above, M.A. candidates in French Linguistics are expected to take **four** three-credit courses in **Linguistics or in Applied Linguistics** and **two** three credit courses in **French electives** (chosen in consultation with the student's adviser).

Below is **one sample** course schedule that fulfills these requirements, ensures that the courses explicitly tested on M.A. Examination are scheduled in the first two semesters, and allows those continuing on in the PhD program to fulfill the maximum number of required credits at the M.A. level, thereby opening up the greatest possible number of electives at the PhD level. Students should bear in mind that this is **only a one of many possible configurations** for their coursework. **While the scheduling indicated for the first two semesters should be followed to the greatest degree allowed by current course offerings**, students do have the option of delaying the **linguistics** courses indicated below in the third and fourth semesters until the PhD. They are strongly encouraged to exercise this option if they prefer to pursue interests in French literature or civilization, anthropology, or other areas of linguistics, including, but not limited to, sociolinguistics and history of the French language.

Semester 1:

APLNG 482 Introduction to Applied Linguistics	3 credits
LING 500 Syntactic Theory or LING 504 Phonology	3 credits
FR 581 Theory and Techniques of Teaching French	3 credits

Semester 2:

FR 502 Introduction to French Linguistics or FR 505 French Semantics	3 credits
LING 520 Seminar in Psycholinguistics	3 credits
FR 503 French Phonology or FR 504 French Syntax	3 credits

Semester 3:

APLNG 591 Seminar in Second Language Acquisition or LING 500 Syntactic Theory or LING 504 Phonology	3 credits
FR 571 French Literary Theory and Criticism	3 credits
FR 580 Approaches to French Civilization	3 credits

Semester 4:

FR 502 Introduction to French Linguistics or FR 505 French Semantics	3 credits
FR 503 French Phonology or FR 504 French Syntax	3 credits
SPAN 513 Acquisition of Spanish as a Second Language	3 credits

MASTER'S EXAMINATION

Formal evaluation for completion of the M.A. degree will take the form of a comprehensive written examination of the major concepts discussed in the coursework in theoretical and applied linguistics and/or natural extensions of those concepts. That is, questions will be drawn from the topics covered in the “first” courses in applied linguistics (APLNG 482, FR 581, LING 520) and their counterparts in theoretical (LING 500 or LING 504 & FR 502 or FR 505).

In addition to verifying native or near-native fluency in the French language, the M.A. examination will also assess the M.A. candidate’s ability to demonstrate appropriate depth of knowledge of the field, skills in synthesis, and ability to deal with a linguistic problem analytically.

Candidates will be asked to answer **three** of a **minimum of four** questions on topics in both theoretical and applied linguistics. **One** of the questions will be written and require an answer **in French**. The exam will take place over two days, four hours each day. The questions will be available at 9:00 a.m. in the secretariat, 72 hours before the date of the examination. After picking up the list of questions, students have up to three days to consult reference material. On the date of the first four-hour exam, students may begin writing any time from 9:00 a.m. to 11:00 p.m. The complete exam must be handed in by 3:00 p.m. at the latest. Students are allowed a single-sided page of typed or hand-written notes only, standard 12 point font, and 1 inch margins. The notes are to be handed in with the examination.

The examination is corrected by a jury of three professors. If the verdict is not unanimous, an additional two members will be appointed. The decision of the majority of members is then final.

The exam is scheduled the last two weeks of January.

Candidates must file a formal request for examination by September 15th of the previous year. The requisite form is available in the main office.

M.A. EXAM IN FRENCH LINGUISTICS: SAMPLE QUESTIONS & READING LISTS

SAMPLE QUESTIONS: Please bear in mind that these are only sample questions. They are not the actual questions that will be given on the exam.

1. Discuss the importance of a foreign/second language instructor's knowledge of her students' L1 and/or native culture. **NOTE:** Organize your answer in the form of a logical, coherent, 8-15 page typewritten, double-spaced essay. Use conventional linguistic style and formatting. Include relevant citations in the text.
2. Donnez un résumé de l'inventaire de phonèmes et de règles phonologiques de la langue française. Indiquez quels aspects de ce système poseraient des problèmes pour les Anglophones qui sont en passe d'acquérir cette langue.
3. Discuss the various theories of Second Language Acquisition upon which Communicative Language Teaching is based. What are the theoretical underpinnings of the Communicative Approach to language teaching?
4. How do nominal expressions receive Case in Government-Binding (GB) theory versus the Minimalist Program? Why is Case checking to be preferred over Case assignment? **NOTE:** Organize your answer in the form of a logical, coherent, 8-15 page typewritten, double-spaced essay. Provide example sentences, trees and definitions where appropriate. Use conventional linguistic style and formatting. Include relevant citations in the text.
5. What is meant by the terms direct and indirect causation? How are these notions encoded in French? Provide a concise, yet technically accurate summary of a model-theoretic approach to this phenomenon in this language. Explain why it is superior to previous accounts. **NOTE:** Organize your answer in the form of a logical, coherent, 8-15 page typewritten, double-spaced essay. Provide example sentences, trees and definitions where appropriate. Use conventional linguistic style and formatting. Include relevant citations in the text.

REQUIRED READINGS: APLNG 482

- Cook, G. (2001). "The philosopher pulled the lower jaw of the hen" Ludicrous Invented Sentences in Language Teaching. *Applied Linguistics*, 22/3 pp. 366-387.
- Cook, V. (2002). The Functions of Invented Sentences: A Reply to Guy Cook. *Applied Linguistics*, 23/2 pp. 262-269.
- De la Fuente, M. (2006). Classroom L2 Vocabulary Acquisition: Investigating the role of pedagogical tasks and form-focused instruction. *Language Learning Research* 10, 3. pp. 263-295.
- Ellis, R. (2006). Researching the Effects of Form-Focused Instruction on L2 Acquisition. In Bardovi-Harlig (Ed.) *Theories in SLA Research – AILA Review*. pp. 18-41.
- Gass, S, and Mackey, A. (2006). Input, Interaction, and Output. In Bardovi-Harlig (Ed.) *Theories in SLA Research – AILA Review*. pp. 3-16.
- Nassaji, H. and Fotos, S. (2004). Current Developments in Research on the Teaching of Grammar. *Annual Review of Applied Linguistics*, 24. pp. 126-145.
- Phillips, S. (2001). Participant Structures and Communicative Competence: Warm Springs Children in Community and Classroom. In A. Duranti (Ed.) *Linguistic Anthropology: A Reader*. Malden, MA: Blackwell. pp. 302-317.
- Scollon, R. and S. Wong-Scollon. 1990. Athabaskan-English Interethnic Communication (& Epilogue). In D. Carbaugh (ed.). *Cultural Communication and Intercultural Contact*. Hillsdale, N.J.: Lawrence Erlbaum Associates. pp. 259-290.
- Slobin, D. I. (1996). Two Ways to Travel: Verbs of Motion in English and Spanish. In M. S. Shibatani & S. A. Thompson (Eds.), *Grammatical Constructions: Their Form and Meaning* (pp. 195-220). Oxford: Clarendon Press.

RECOMMENDED READINGS

Reading materials from APLNG 482Y course packet, prepared by The UPS Store 210 West Hamilton Ave., State College ((814) 237-2552) for Susan Strauss (Associate Professor, Department of Applied Linguistics), Fall 2007.

REQUIRED READINGS: LING 500

LING 500 course packet lecture notes and readings prepared by ProCopy, available for purchase each Fall at The Student BookStore 3330 E. College Ave.
Abraham, W., S. Epstein, H. Thráinsson & C. Zwart (1996) "Introduction", in *Minimal Ideas* ed. by same authors, 1-27. Amsterdam: John Benjamins Publishing Company.
Koopman H. & D. Sportiche (1991) "The position of subjects". *Lingua* 85, 211-258.
Marantz, A. (1995) "The Minimalist Program" in G. Webelhuth (ed.) *Government and Binding Theory and the Minimalist Program*, 352-380. Oxford: Basil Blackwell.
May, R. (1985) *Logical Form*. Cambridge, Mass.:MIT Press.

RECOMMENDED READINGS

Hornstein, N. & A. Weinberg (1990) "The necessity of LF", *The Linguistic Review* 7, 129-167.
McNally, L. (1992) "VP coordination and the VP-internal subject hypothesis". *Linguistic Inquiry* 23.2, 336-341.
Wilder, C., H.M. Gaertner & M. Bierwisch (eds.) (1996) *The Role of Economy Principles in Linguistic Theory*, Berlin: Akademik Verlag.

REQUIRED READINGS: FR 502

FR 502 course packet lecture notes and readings prepared by ProCopy, available for purchase every other Spring at The Student BookStore 3330 E. College Ave.
Authier, Marc & Lisa Reed (1999) *Structure and Interpretation in Natural Language*. Chapters 1-5. Lincom Europa: Munich.
Béal, Christine (1993) "Les stratégies conversationnelles en français et en anglais," *Langue française* 98, 79-106.
Carroll, Raymonde (1987) *Evidences invisibles*. pp. 9-30 and 43-66, Editions du Seuil: Paris.
Ellis, Rod (1995) "Interpretation Tasks for Grammar Teaching," *TESOL Quarterly* 29.1, 87-105.
Grice, H.P. (1989) *Studies in the Way of Words*, Chapter 2, Harvard University Press: Cambridge.
Valdman, Albert. (1976) *Introduction to French Phonology and Morphology*. Chapters 1-7, Chapters 10 and 13. Newbury House Publishers: Rowley.

REQUIRED READINGS: FR 505

FR 505 course packet lecture notes and readings prepared by ProCopy, available for purchase every other Spring at The Student BookStore 3330 E. College Ave.
Dowty, David (1991) "Thematic Proto-Roles and Argument Structure" *Language* 67.3, 547-619.
Dowty, David, Robert Wall & Stanley Peters (1981) *Introduction to Montague Semantics*; Chapters 1-3, D. Reidel: Dordrecht.
Grice, H.P. (1989) *Studies in the Way of Words*, Chapter 2, Harvard University Press: Cambridge.
Karttunen, Lauri & Stanley Peters (1979) "Conventional Implicature," in C.K. Oh and D. Dinneen (eds.) *Syntax and Semantics* 11, 1-56, Academic Press: New York.
Katz, Jerrold and Jerry Fodor (1963) "The Structure of Semantic Theory," *Language* 39, 170-210.
Linebarger, Marcia. (1987) "Negative Polarity and Grammatical Representation," *Linguistics and Philosophy* 10.3, 325-387.
Progovac, Ljiljana (2005), Chapters 3 and 7 of *A Syntax of Serbian Clausal Architecture*, Slavica Publishers, Bloomington, IN.
Putnam, Hilary (1975) "The Meaning of *Meaning*," in K. Gunderson (ed.) *Language, Mind and Knowledge*, Vol. VII, 131-193, University of Minnesota Press; Minneapolis.
Reed, L. (1999) "Necessary versus probable Cause" *Journal of Philosophical Logic* 28, 289-326.

RECOMMENDED READINGS

Levinson, Stephen (1979) *Pragmatics*, Cambridge: Cambridge University Press.

REQUIRED READINGS: FR 581

- H. Douglas Brown, Principles of Language Learning and Teaching. White Plains, NY.: Pearson Longman, 2005.
- Hall, Joan Kelly. Methods for Teaching Foreign Languages : Creating a Community of Learners in the classroom. New York: Merrill Prentice Hall, 2001.
- Lightbown and Spada. How Languages are Learned. Oxford, Oxford University Press, 1993
- Omaggio-Hadley, Alice (1993) Teaching Language in Context. 2nd Edition. Boston: Heinle & Heinle.
- Saville-Troike, Muriel. (2005) Introducing Second Language Acquisition. Cambridge: Cambridge University Press.

RECOMMENDED READINGS

- Hinkel, E. Handbook of Research in Second Language Teaching and Learning. Mahwah, NJ, Lawrence Erlbaum Associates, 2005.
- Lantolf, J. Sociocultural Theory and Second Language Learning, Oxford: Oxford University Press, 2000
- McLaughlin, B. Theories of Second Language Learning. London: Edward Arnold, 1987.

MASTER'S PAPER OR THESIS

Normally, students opt for a Master's Paper, which is based on research presented as a course project. The student should ask one faculty member to serve as the supervisor of the Master's Paper and another to serve as a second reader. The Master's Paper should be approximately 20 pages in length. A draft of the Master's Paper should be submitted to the supervisor within the second month of the semester that the student plans to graduate. A Report of the Master's Paper Draft Review form, including the signatures of the supervisor and the second reader, must be submitted to the department. The final Master's Paper, along with the signed Report of Completed Master's Paper form, must be submitted to the French and Francophone Studies Department at least two week before the end of classes in the semester that the student plans to graduate. The form is available in the department office.

For some students, an M.A. thesis, demonstrating research methods and interpretive skills, may be appropriate. A thesis must be directed by a French Graduate Faculty member. In consultation with the academic advisor, three of the six credits of thesis research required by the Graduate School for an M.A. thesis replace one elective course. Please check with the Thesis Office regarding format and due dates. Master's theses must be submitted to the French and Francophone Studies Department at least one week prior to published Graduate School deadlines

M.A. DEGREE PROGRAM IN FRENCH AND WOMEN'S STUDIES

Admission Requirements for the M.A. Dual-Title Program

Scores from the Graduate Record Examination (GRE) are highly recommended. Applicants for Graduate School fellowships are required to submit GRE verbal, quantitative, and analytical test scores, or other accepted test scores approved by the dean of the Graduate School. Requirements listed here are in addition to general Graduate School requirements stated in the General Information section of the Graduate Bulletin.

A speech sample in French or English is required of all applicants (in French for Anglophones and speakers of other foreign languages, in English for Francophones). This three-to-five minute tape recording (a C-30 cassette) should demonstrate the applicant's ability to speak extemporaneously and coherently about his/her study and career goals. In addition, a written text must be submitted (in French for Anglophones and speakers of other foreign languages and in English for Francophones) on a literary or cultural topic. Both the oral and the written samples must accompany the application. The best-qualified applicants will be accepted up to the number of spaces that are available for new students. Exceptions to the minimum 3.20 grade-point average may be made for students with special backgrounds, abilities, and interests.

Requirements for the M.A. Dual-Title Degree (30 credits plus a Master's Paper)

- French 502: Introduction to French Linguistics (3)
- French 580: Approaches to French Civilization (3)
- French 581: Theory and Techniques of Teaching French (1-6)
- French 571: French Literary Theory and Criticism (3)
- Women's Studies 501: Feminist Perspectives in Research and Teaching (3)
- Women's Studies 502: Global Feminism (3)
- Women's Studies 507: Feminist Theory (3)
- 9 credit hours in literature (6 of those credit hours in Women's Studies approved courses)
- Reading proficiency in a second language
- Master's Examination
- Master's Paper

THE PH.D. PROGRAM IN FRENCH and FRANCOPHONE STUDIES

PROGRAM DESCRIPTION

The Department of French and Francophone Studies offers a Ph.D. degree with specializations in civilization, literature, and applied linguistics, as well as a dual degree in French and Women's Studies. Graduate students accepted into the Department's Ph.D. program are expected to acquire a broad factual and theoretical background in French Studies, advanced proficiency in oral and writing skills, and a thorough grasp of research and teaching methodologies. Students select one specialization and may add other subspecialties.

ADMISSION

Students interested in the Ph.D. program in French may apply for admission directly into one of the three specializations or under general status with the specialization to be determined after arrival at Penn State. No admissions preference is given to either category of students; all prospective students are judged according to the admissions criteria outlined in the handbook the student receives when he or she begins graduate studies in French at Penn State.

REQUIREMENTS FOR ALL THREE SPECIALIZATIONS

Advising

Students admitted with a declared field of interest are assigned to a graduate advisor in that specialization. Students who enter under general status are assigned to one of the Co-Directors of Graduate Studies.

It is the responsibility of students to make contact with their advisor as quickly as possible after arrival at Penn State, if not before. The purpose of this first meeting is for the student and advisor to become acquainted and to discuss the student's general academic goals.

In a subsequent meeting, the advisor and the student determine a long-range academic plan (see Appendix B for advising forms) that includes credits transferred from other institutions, course work to be completed at Penn State, plans for the fulfillment of the foreign language requirements, projected examination dates, and a projected date for dissertation completion.

Each student should meet with his or her advisor at least once every semester. In general, students and their advisors establish academic plans that permit progress toward the degree in a timely and intellectually appropriate fashion.

It is the student's responsibility to check all policies, procedures, and deadlines established by the Graduate School. It is assumed that students take on the responsibility for their educational progress, both academic and administrative.

Courses

Students must earn a minimum of 30 to 36 credits (or equivalent) beyond the Master's degree in French. **Occasionally, the acceleration of course work is possible where a student has a significant academic background in a designated area. Acceleration should be requested by the student's advisor in consultation with the student's graduate committee. Acceleration requires the approval of a graduate officer and the department head.** Candidates whose prior

training does not include courses prerequisite to one of the doctoral specializations are required to complete such courses.

A maximum of 12 credits may be earned in teaching methodology (French 581) and in supervised teaching (French 602). Such credits are supplementary to the 30 to 36 credits required for a doctoral specialization, except in applied linguistics where FR 581 is required for the specialization.

The Chair of the Committee responsible for the specialization, in consultation with other members of the Graduate Faculty and the Department Head, evaluates the graduate training and teaching experience completed at other institutions. A record of any credit to be transferred or of course equivalencies is placed in the candidate's file, with a copy to the candidate. Waiver of any coursework can only be granted with the approval of the advisor, the instructor of the course being waived, and the Department Head.

Ph.D. Foreign Language Requirement

The foreign language requirement at the doctoral level is designed to provide students with a skill that will aid them in research and in securing employment. When choosing a language or languages to study, it is recommended that students consult with their advisors about their potential field of doctoral research. The department feels that the majority of students would profit most from four-skill proficiency in another language. However, some students would benefit most from a reading knowledge of two languages (for example, students planning to specialize in Medieval literature might choose Latin and German).

Students must choose one of the following two options:

- (1) Satisfy the 4-skills language requirement for the Ph.D. by passing with a grade of B or better in one of the following courses: Spanish 200, German 301, or Italian 302 (all 5th semester courses); Russian 204 or 214, or Latin 100 (4th semester courses); or Arabic 3, Swahili 3, Chinese 3, or Japanese 3 (3rd semester courses). Students with advanced knowledge of an ancient language that is pertinent to their area of research may be examined through other means.

Or

- (2) Achieve a reading proficiency in two foreign languages, ancient or modern, equivalent to the 12th-credit level (e.g. German 1, 2, and 3). Reading proficiency may be validated by a transcript of college courses completed with a grade of A or B at the intermediate level, a statement from a Penn State foreign language department validating the proficiency, or a satisfactory score on a standardized test (e.g., a score of 500 or better on the ETS Graduate Reading Exam). Reading knowledge in one language counted for the M.A. degree may count as one of the languages for the Ph.D.

A native language (other than English or French) may be used as one of the languages to fulfill the language requirement for the Ph.D. when it is pertinent to the area of doctoral research. The bearing of the native language on the research interests will be determined by the advisor in consultation with a director of graduate studies and/or another member of the faculty.

Note: The foreign language requirement must be completed prior to the scheduling of the Comprehensive Examination.

Ph.D. English Competency Requirement

The Graduate School requires that all students (international and domestic) demonstrate proficiency in English. English language proficiency may be demonstrated by presenting a conference paper, or by successful completion of French 581 or another graduate course taught in English. Proof of English language proficiency must be provided before the scheduling of the Comprehensive Examination. Please check with our Department's Graduate Staff Assistant to verify completion of this requirement.

Ph.D. Committee and Examinations

All doctoral students must pass a **Candidacy** examination and a **Comprehensive** examination.

Candidacy Examination

The Candidacy Examination takes place during the second semester after admission to the Ph.D. program and must be completed at least four weeks before classes end. If the Candidacy Examination is delayed beyond the second semester, a provisional one-semester teaching contract will be issued during the second year of study and the contract will not be renewed until the examination has been passed.

In the event that a student fails the Candidacy Examination, the committee may approve the student to retake the examination. Whenever possible, students taking the Candidacy Exam for the second time will have the same examination committee as they had for their first exam. Failure to pass the exam a second time results in the termination of the student's French graduate studies at Penn State.

Selection of Exam Committee

At the beginning of the semester of the exam, the candidate chooses a French faculty member to serve as the Chair of the Ph.D. Candidacy Exam. With the help of the Chair, two additional members who are knowledgeable about the student's field of specialization are selected and asked to serve on the committee. When appropriate, a fourth committee member from another department may serve in a consultative capacity.

Scheduling of Exam

See the Graduate Staff Assistant for a candidacy exam request form.

Format of the Exam

Please see the area of your specialty in the handbook for the format.

Comprehensive Examination

After a student's coursework has been completed and the foreign language and English proficiency requirements have been met, a series of content-intensive examinations is scheduled (normally after two or two-plus years of post-Master's study). Candidates may request to see sample questions of examinations on file in the department office.

The candidate selects a Committee Chair (who may or may not be the same chair as for the Candidacy Exam Committee) among available faculty with primary teaching responsibilities in the specialization. A four or five-member Doctoral Committee will then be constituted, including one external member (a Penn State Graduate Faculty member from another department). A Doctoral Committee Signature Page will need to be completed and approved by the Graduate School. The student will need to complete and sign the form, ask each of his or her committee members to sign the form, submit the

form to the graduate staff assistant for signature by the department head and submission to the Graduate School for approval.

The Comprehensive Examination consists of two parts: 1) a written examination and 2) an oral examination. You can find the examination procedures described in the Handbook under the specialization of your studies. The time frame of the exams may be extended if the candidate has chosen to take the written examination immediately prior to a holiday or vacation period.

The student must pass the written examination before proceeding to the oral examination. In case of failure of the written exams, the oral exam is cancelled. Written and oral examinations in one specialization may be repeated only once. Failure to pass either of the exams a second time results in the termination of the student from the program.

Guidelines for the Ph.D. Comprehensive Examination

Responsibilities of the student

- Prepare reading list drafts several months in advance of the examination.
- Meet with the committee chair to discuss the list, come to agreement on what is appropriate for the student's interests, the expectations of the concentration, and the doctoral degree program.
- Arrange dates for the examination after consultation with the committee chair and the graduate staff assistant.
- Arrange with the graduate staff assistant to check the computer equipment two days prior to the exam.
- Arrive on time for each exam.
- Alert the graduate staff assistant immediately if there are any problems with the computer or the room.

Responsibilities of the committee chair

- Circulate the reading list to other members of the committee and solicit suggestions, either directly or via the graduate staff assistant.
- In consultation with the student, make the final decision on the reading list.
- Solicit questions from committee members, either directly or via the graduate staff assistant.
- Prepare the examination and submit the final version for all the exams to the graduate staff assistant two days before the first examination is scheduled to take place. Indicate the order in which the examinations are to be taken, the title of the exam, and the student's primary area (when appropriate).
- Arrange with the graduate staff assistant to be on call during the exam or designate a substitute to be on call to advise on how to solve any problems that may arise.
- Read and evaluate the answers to the questions as well as the evaluations of the members of the committee.
- Supervise the oral examination.
- Report to the student the results of both the written and the oral examinations.

Responsibilities of the committee

- Prepare questions no less than two weeks prior to the first examination date.
- Read the answers to the questions no less than two weeks after the last examination date and give evaluations of the written exam to the chair at least three days before the oral examination.
- Participate in the oral examination.
- Advise the committee chair on whether or not the student has passed the examination, or should take additional courses, or re-take part or all of the examination.

Responsibilities of the graduate staff assistant

- Notify the Graduate School of the date for the oral exam.
- Prepare copies of the examination questions in accordance with what the advisor has submitted.
- Reserve a room for the examination.
- Install or have installed a computer in the room at least two days in advance of the examination.
- Check to see if the computer is working properly.
- Arrange for the student to check the computer two days before the first examination.
- Ask the committee chair to approve the final version of the exam.
- Give the exam questions to the student on the day that each exam is scheduled.
- Call the committee chair or a previously designated substitute (graduate director or head of the department) for advice if problems occur during the administration of the examination.
- Collect and distribute copies of the answers to the committee and the student.

Responsibilities of the graduate director and/or department head

- Check with the graduate staff assistant each day that an examination is being administered to see if there are any problems.
- Resolve any problems that may occur during the preparation, administration, or evaluation of the examination.

Continuous Registration Requirement after Comprehensive Exam is completed

The semester after students pass the comprehensive examination, they must register continuously for each fall and spring semester until the Ph.D. thesis is accepted and approved by the doctoral committee. Students can maintain registration by registering for credits the usual way or by registering for the non-credit FR 601. Students must file their bill to complete their registration.

Students may take FR 601 plus up to 3 additional credits of audit by paying only the thesis fee. Students wishing to take more than 3 additional credits of course work must register for FR 600 or 611. We recommend that students register for 601 and work full-time on thesis preparation. This is the least expensive option and, for international students, this insures full-time status. Students must file their bill to complete their registration.

The Thesis Committee

The Doctoral Committee approved by the Graduate School at the time of the student's comprehensive exam will serve as members of the thesis committee unless membership changes are made at the time the student embarks on the thesis proposal. In the event that the student, in consultation with the advisor, wishes to change the Doctoral Committee, a new Committee Signature Page will need to be submitted to the Graduate School (all members would be listed, but only new committee members would need to sign).

Chair and the Thesis Advisor

The thesis advisor is normally the chair of the doctoral committee. The thesis chair is an officially appointed position recognized by the Graduate School on all official paper work. The chair must be a graduate faculty member with an appointment (not a courtesy appointment) in French.

In some circumstances, a student may wish to recognize a different individual as the thesis advisor, bearing in mind that this person has no official designation other than "committee member" of the thesis. This might be the case, for instance, if a faculty member with whom the student had worked closely leaves the university. The student may wish to informally recognize this faculty member as

his/her “advisor” but the committee chair must still be from within the department. In the case where a student has a separate thesis chair and a thesis advisor, it is generally the advisor who the student invites as a faculty escort to graduation. In sum, the thesis chair is the officially recognized person in charge of a student’s thesis. An advisor is often an academic mentor who, in some circumstances, is unable to serve as a committee chair. Again, in most cases, the thesis advisor is also the chair of the doctoral committee.

It is possible for a student to arrange a committee with co-chairs. In this case, one person is designated as chair and the other as co-chair, at the student’s discretion.

Doctoral Thesis Proposal

Following the successful completion of the Comprehensive Examination (within a few months), candidates will submit a thesis proposal to the thesis director(s) who will then circulate it along with a thesis proposal approval form to the rest of the thesis committee. Preparation of the proposal should take no more than a few months.

The Doctoral Committee approved by the Graduate School will serve as members of the thesis committee, unless membership changes are made at the time the student embarks on the thesis proposal. In the event that the student, in consultation with the advisor, wishes to change the Doctoral Committee, a new Committee Signature Page will need to be submitted to the Graduate School (all members would be listed, but only new committee members would need to sign).

Students and their advisors should keep in mind the possibility of including a distinguished faculty member from another institution to serve as a special member of the Doctoral Committee. After approval by the Graduate School, the special member must participate in the defense (Final Oral Examination) either physically or by video or telephone. The special member may be invited to Penn State during the fall or spring semester to participate in the defense as long as funds are available for her or him to give a public lecture and/or to give talks in graduate seminars.

Guidelines for Thesis Proposal

Lengths indicated for each section of the dissertation proposal are suggested, not required.

1. Question or Problem. State in a paragraph the question you propose to answer or the problem you will solve with your dissertation.
2. Project. State in a paragraph the project you plan to undertake to provide those answers.
3. Background. What is the broader context for the research question? What is the significance of this topic? What has been done so far by others and how is your project going to improve, extend, or controvert past research? (2-3 pages).
4. Approach and methodology. How will you go about the research? What are the methods and materials that will be central to your project? What kinds of archival, library, field, or classroom research will you need to do? What kinds of research authorizations or clearances will you need to obtain? What problems do you anticipate? (2-3 pages).
5. Outcome. What do you expect the outcome of your project to be? Who will be interested in the results of your research? (1-2 pages).
6. Bibliography. List the relevant books and articles (minimum of two pages).

Optional: If you have a clear idea of the structure of your project, you may also provide an outline of the chapters.

The thesis proposal may be approved in writing alone. A meeting of the student and the entire committee is strongly recommended. The Graduate School also recommends that the student and his or her committee meet each year while the thesis is being written.

The Ph.D. Thesis

The thesis (also called “Ph.D. or Doctoral Dissertation”) is a formal demonstration of a student’s ability to conduct high-quality research that poses significant questions and proposes new approaches, implications, and insights. It should represent the culmination of work as a student and, at the same time, demonstrate a student’s expertise to colleagues and peers.

Chapters of the thesis should be submitted to the advisor as they are written. Committee members may prefer to read the thesis chapter by chapter or they may wish to review only the full draft version. This should be decided in consultation between the student and the committee members, preferably at a meeting with the full committee. Both the thesis advisor and the student are responsible for ensuring the completion of a draft of the thesis and for adequate consultation with all committee members well in advance of the oral examination.

Each member of the committee will make any suggestions he or she may have within two weeks of receiving the completed draft. If, at the end of these two weeks, no committee members request major revisions to the thesis (editing suggestions do not qualify), the final oral examination date may be set. The request for examination must be submitted to the dean of the Graduate School for approval **at least three weeks prior to the date of the exam.**

The Thesis Guide

Students should consult the Graduate School *Thesis Guide* for the thesis format. This guide, available online, through the Thesis Office or in Pattee Library, contains complete and updated information regarding the thesis format, preparation, appendices, etc. The Graduate School also provides special thesis formatting templates for use on word-processing systems: <http://cac.psu.edu/psuthesi/>.

Normally, the thesis defense may not be scheduled until at least three months have elapsed after the completion of the Comprehensive Examination, although the dean of the Graduate School may grant a waiver in some cases.

The final oral exam must take place ten weeks before the end of the Semester. Please check the calendar of deadlines posted every semester by the Graduate School.

The Final Oral Examination (“Thesis Defense”)

Major revisions of the thesis should be completed before the final oral examination is scheduled. The dissertation should be in its final draft, with notes, bibliography, tables, figures, appendices, etc. at the time of the oral examination; both the content and style should be correct by the time this final draft is in the hands of the doctoral committee. The thesis defense is scheduled after the thesis director(s) and two other readers have approved the manuscript. Other members of the doctoral committee are expected to have at least two weeks in which to read the final draft of the manuscript. Although additional editorial modifications may be needed after the completion of the defense, the manuscript submitted to all readers must be seen as a "final" copy ready for submission to the Graduate School. Candidates must observe manuscript conventions prescribed by the Graduate School (see "Thesis Information Bulletin"). The Department of French and Francophone Studies accepts editing procedures recommended by the Modern Language Association, by the American Psychological Association, or by the Linguistic Society of America.

Note that the thesis defense is open to the public. However, the audience may not participate in the examination of the student.

The final oral examination (thesis defense) is administered and evaluated by the entire doctoral committee. It consists of an oral presentation of the thesis and a period of questions and responses. These will relate mostly to the thesis, but may cover the whole program of study, since one of the purposes of the final oral examination is to assess a student's scholarly attainments. The portion of the examination in which the thesis is presented is open to the public.

At least three members of the doctoral committee (including the advisor or chair) must be physically present at the final oral examination. The graduate student must be physically present. No more than one member may participate via telephone; a second member could participate via video. A request for exceptions must be submitted to the Graduate School for approval at least three weeks prior to the date of the exam.

A favorable vote of at least two-thirds of the members of the committee is required for passing. The results are communicated to the Office of Graduate Enrollment Services by the program director.

If a candidate fails, it is the responsibility of the doctoral committee to determine whether another examination may be taken.

When a period of more than six years has elapsed between the passing of the comprehensive exam and the completion of the program, the student is required to pass a second comprehensive examination before the final oral examination will be scheduled.

Submission of Bound Copy of Thesis

Students are required to submit a bound copy of the thesis to the Department of French and Francophone Studies. This should be done within three weeks after their final submission to the Thesis Office.

THE PHD IN FRENCH AND FRANCOPHONE STUDIES

SPECIALIZATION IN CIVILIZATION

GENERAL DESCRIPTION

The Specialization in Civilization is designed for students who seek an academic or non-academic career in which they combine advanced training in culture, language, and literature with interdisciplinary study in a related field, such as anthropology, art, architecture, history, economics, philosophy, political science, or sociology.

STATEMENT OF GOALS

French Civilization is an interdisciplinary area of study whose object is France and the Francophone world. It is situated at the confluence of several disciplines, among them history (cultural, intellectual, political, and social), cultural studies (including folklore and popular culture), and interarts studies (including art, architecture, film, and literature). The Specialization in Civilization is designed to develop the skills needed for the analysis and interpretation of a wide range of cultural artifacts in an historical and contextual perspective. Students will acquire a broad base of factual knowledge as well as the capacity to understand and apply a variety of theoretical and methodological approaches.

The goals of the Specialization in Civilization are:

1. To provide students with an essential historical base, consisting of general knowledge of French history, culture, and politics from the Middle Ages to the Revolution, pursued in greater depth from the Revolution to the present.
2. To introduce students to the most important methods of cultural analysis, including the semiotics and sociology of culture, cultural and social history, critical theory, and interarts discourse.
3. To expose students to the diversity of objects encompassed by the term "French civilization." These objects are verbal and visual, material and symbolic, elite and popular.
4. To offer students the opportunity to establish a link with a related area through courses taken within and/or outside the department.
5. To train students to conduct research in French civilization, and to help them develop the skills needed to communicate the results of their research within the profession as future scholars and teachers. Students who are completing the Ph.D. with this specialization will generally be competitive candidates for positions whose primary or secondary area of specialization is French Civilization.

COURSEWORK (See Appendix B for Checksheet)

Students are required to take 33-36 credits in the following courses:

Literature	9 credits
Civilization	12 credits
Introduction to Criticism	3 credits
Electives (French Related Areas)	9-12 credits

At the doctoral level, in addition to FR 580, students must take at least two courses in the three-course historical sequence (FR 545A, FR 545B, FR 530), and they are encouraged to complete all three of these courses.

Candidates who have never spent an extended period of time in a Francophone country are strongly encouraged to spend at least one semester in France or a Francophone country/region.

EXAMINATION PROCEDURES

Candidacy Examinations

At the beginning of the semester of the exam, and in no case later than four weeks before the exam, the candidate chooses a faculty member from the Department of French and Francophone Studies to serve as the Chair of the Ph.D. Candidacy Examination committee. With the help of the Chair, two additional members who are knowledgeable about the student's field of specialization are selected and asked to serve on the committee. When appropriate, a fourth committee member from another department may serve in a consultative capacity. At the time of the constitution of the committee, if not before, the student will select two additional texts to prepare for the exam (see below), in conjunction with the committee chair. The Chair will submit the two texts to the other committee members for their approval.

The exam is expected to last approximately 1-2 hours but may be longer or shorter than that for a specific student. The exam will consist of two parts. The first part will be based on six theoretical texts read in advance by the student. The intent is to determine the student's ability to deal with theoretical concepts and texts in a sufficiently knowledgeable and sophisticated way and to demonstrate their relevance or application to the student's object or field(s) of study. Four of the texts will be stipulated by the department (see below). The remaining two will be chosen, in consultation with the committee Chair, by the student and will be specific to his/her field. The committee members will devise 2-4 questions related to one or several of these texts, and the student will have one hour to prepare responses to the question(s) prior to the oral exam. During the exam itself, the student will be expected to present and discuss responses orally and should be prepared to do so in either French or English. It is assumed that he/she will have made notes on the question(s) but will not read a prepared response.

The following four texts, chosen by the faculty, will be part of the exam for the next two years or more. The list may be revised thereafter; adequate notice will be given to students. Photocopies of the texts will be made available.

Barthes, Roland. "Rhétorique de l'image." *Communications* 4 (1964): 40-51.

Bourdieu, Pierre. "Introduction." *La Distinction: Critique sociale du jugement*. Paris: Editions de Minuit, 1979. I-VIII.

Chartier, Roger. "Le monde comme représentation." *Annales ESC* novembre-décembre 1989: 1505-1520.

De Certeau, Michel. "Faire avec: Usages et tactiques." *L'Invention du quotidien*. Vol. I: *Arts de faire*. Paris: Union Générale d'Éditions, 1980. 50-68.

The two texts chosen by the student in consultation with his/her committee Chair should be primarily theoretical in nature, of moderate length (i.e. an article, section or chapter, not a book), and related to the student's area of specialization.

The second part of the exam is a review of the candidate's record (courses taken, requirements fulfilled etc.), of his/her plans for additional courses, and of the dissertation area and subject, insofar as they

can be defined at the time. The intent is to determine the scope and feasibility of the proposed dissertation topic, and to assess the candidate's preparation for undertaking the project. This portion of the exam is based on a document of about six pages, prepared in advance in French by the candidate in consultation with his/her committee Chair. Roughly three pages should document courses taken and those that, if available, the candidate will take; requirements still to be satisfied, and by what means; and other plans and needs such as applying for departmental teaching exchanges and for grants and fellowships; need to travel to libraries and/or archival collections etc. About three pages should be devoted to the dissertation area and, to whatever extent possible, to the specific subject. A preliminary bibliography should accompany this portion of the proposal, as a supplement to the six-page document prepared for this part of the exam. This section of the exam will be considered to be in part an advising session, though more formal and rigorous than are the usual discussions between students and their advisors.

Comprehensive Examinations

The Comprehensive Examinations in French Civilization reflect both readings from coursework and from the preparation of the dissertation proposal, which comprises the fourth area of the examination. The examination is taken upon completion of all course work and the fulfillment of all degree requirements (usually during the fifth semester of the Ph.D.). The candidate, in consultation with his or her advisor, will assemble a four- or five-member Ph.D. committee by submitting a committee signature page to the Graduate School (see graduate staff assistant for form). The committee reads the written examination as well as the dissertation proposal before proceeding to the oral examination. In case of failure of the written examination, the oral exam is cancelled.

Areas of Examination and Schedule of Written Components:

Approximately two weeks prior to Day One (first segment) of the examination, the candidate will submit a copy of his or her completed dissertation proposal to the graduate staff assistant for distribution.

*Socio-Political History and Social Thought (historical and contemporary) (four-hour exam, student selects two out of four questions).

*Intellectual and Cultural History (historical and contemporary) (four-hour exam, student selects two out of four questions).

*Approaches to French and Francophone Civilization (two-hour exam, students selects one out of two questions).

Oral Component:

Upon completion of the Written Comprehensive Examination, a Comprehensive Oral Examination will take place, lasting approximately two hours. The purpose of the Oral Examination is both to probe further the comprehension of the candidate's preparation in each of the three areas and to examine the dissertation proposal.

THE PHD IN FRENCH AND FRANCOPHONE STUDIES

SPECIALIZATION IN LINGUISTICS

GENERAL DESCRIPTION

The Specialization in Linguistics emphasizes the foundational theory of linguistics and its relation to the acquisition and use of French. The core of the program includes not only the traditional subfields of linguistics (phonology, morphology, syntax, and semantics), but also disciplines that explore the interrelations between those rule systems and the language acquisition process, effective language teaching, and inquiries into the role of language in society.

STATEMENT OF GOALS

The main objective of the French Ph.D. Specialization in Linguistics is to prepare scholars to conduct systematic examinations of the structure of the French language, its acquisition, teaching, and/or use in society in order to build upon existing theories in those areas.

The design of the Specialization enables a graduate student to:

1. evaluate and contribute to existing research in French linguistics and related disciplines.
2. apply appropriate research design and methodologies to the study of language, its acquisition, teaching, and role in society.
3. communicate knowledge of the field to students, faculty, and experts in French Linguistics and related disciplines.
4. design and conduct research that illuminates the multiple dimensions of the study of the French language as a code, a mode of social existence, communication, and cognition.

Graduates from the French Ph.D. Specialization in Linguistics will be prepared for employment in institutions of higher education and/or language acquisition and research centers, where they will conduct research that focuses on matters relating to the theory, acquisition, use, users, and teaching of French. They will also be prepared to teach courses in general, theoretical, and applied linguistics.

COURSEWORK FOR THE PHD SPECIALIZATION IN LINGUISTICS

Students are required to take 36 credits in the following courses. Please note that if a given requirement has already been fulfilled at the MA level at Penn State, the relevant credits automatically revert to the Electives category. Students transferring from other universities and who hold an MA in linguistics may satisfy certain course requirements by successfully passing the relevant questions on the MA Exam. All students should consult with their advisors to determine how best to use Elective credits to prepare for research on the PhD dissertation.

Foundations in Linguistic Theory

Phonology (LING 504 and FR 503)	6 credits
Syntax (LING 500 and FR 504)	6 credits
Semantics (FR 505)	3 credits

Foundations in the Study of Language and Language Learning

Sociolinguistics	3 credits
Second Language Acquisition	3 credits
Psycholinguistics	3 credits
Research Design	3 credits
Pedagogy (FR 581)	3 credits

Electives

6 credits

Suggested Sequence

Semester 1:	LING 500, LING 504, Sociolinguistics
Semester 2:	Second Language Acquisition, FR 503, FR 505
Semester 3:	Psycholinguistics, Sociolinguistics, Elective
Semester 4:	Research Design, Elective, Elective

EXAMINATION PROCEDURES

Candidacy Examinations

During the third semester of Ph.D. work, all candidates in the Linguistics Option must satisfactorily complete a candidacy examination. At the beginning of the semester the candidate should formulate a three member committee and submit a request to schedule the candidacy exam. By the fifth week of the semester the candidate submits a portfolio of work completed to date in their program of study. The portfolio will include a transcript of the candidate's academic record, a program plan, samples of scholarly work in French and Linguistics and related areas, and a brief description of the proposed dissertation research showing relevant coursework completed and projected. Two or three weeks following the submission of the written document, the candidate will meet with the members of his or her doctoral committee for an oral candidacy examination. A portion of this examination will be spoken in French. The purpose of the examination is three-fold: (a) to determine whether the candidate has achieved a level of learning and understanding sufficient to justify acceptance as a doctoral candidate, (b) to discover what further study is required to bring the candidate to the competence required for the proposed dissertation research, and (c) to secure approval of a program of coursework to achieve the requisite competence. The particulars of each candidate's program of study and research are defined on the basis of the candidacy examination.

Comprehensive Examinations

A Candidate in the French Ph.D. Option in Linguistics will complete a comprehensive examination designed to assess in-depth knowledge of and ability to synthesize and integrate theoretical issues in Linguistics and French. This examination is taken upon completion of all course work and the fulfillment of all degree requirements (usually during the fifth semester of the Ph.D.). The candidate, in consultation with his or her advisor, will formulate a four or five-member Ph.D. Committee by submitting a committee signature page to the Graduate School (see graduate staff assistant for form). The Ph.D. Committee contributes to the design of the examination, reads the written examination, and participates in the oral examination. The examination consists of two parts:

Written component

The student will present two original research papers prepared in advance, and two additional papers prepared for the examination. The examination papers address a set of research problems in linguistics related to the candidate's specific interests as defined in consultation with the committee during an initial Ph.D. Comprehensive Examination Meeting.

Oral Component

Within three weeks of successful completion of the written examination, the student will take an oral examination based on the original research papers and the examination papers.

THE PHD IN FRENCH AND FRANCOPHONE STUDIES

SPECIALIZATION IN LITERATURE

GENERAL DESCRIPTION

The Specialization in Literature offers numerous courses in the different periods and genres of metropolitan and non-metropolitan literature. Candidates also choose electives in French and related subjects to ensure breadth of training as well as depth.

STATEMENT OF GOALS

The study of literature is the humanistic discipline that seeks to understand certain aesthetic achievements through the interpretation and analysis of works of oral, written, and dramatic art. It requires a sound knowledge of literary languages, styles, genres, and themes; a familiarity with the history of literary movements and ideas; and an awareness of the range of critical and theoretical approaches to literary works. Moreover, students of literature must acquire and develop the critical skills necessary to analyze and interpret literary texts.

The goals of the Specialization in French Literature are:

1. To provide students with a broad knowledge of French and Francophone literatures and of their general relationship to other literatures, together with a specialized knowledge of a particular literary period, genre, or movement.
2. To provide students with a sound historical basis for the study of literature and introduce them to the insights that other disciplines can bring to an understanding of the relationships between literature and the society for which it was written.
3. To introduce students to a variety of theoretical approaches to literature, such as semiotic, thematic, feminist, narratological, philological, sociological, and phenomenological approaches.
4. To develop in students the linguistic and analytical skills that will enable them to read literary texts with full understanding and to develop the critical skills that will enable them to interpret works of literature with insight and perception.
5. To teach students the techniques of literary research and to develop the skills required to communicate the results of their research to others in the classroom, at professional meetings, and in publications.

COURSEWORK (See Appendix B for Checksheet)

Students are required to take 30-36 credits in the following courses:

- 21 credits of literature (3 of which may, with approval, be taken outside of the department)
- 3 credits of French Literary Theory and Criticism (FR 571)
- 3 credits of History of the French Language (FR 500)
- 9 credits of electives from French Linguistics and/or Civilization

Note that the preceding credits for the specialization in literature total 36. The Ph.D. in literature can be done with fewer than 36 credits only if the student has either 1) taken FR 500 and/or FR 571 in the MA program at Penn State, or 2) taken, in an MA program elsewhere, courses sufficiently similar to FR

500 and/or FR 571 that one or both of the requirements may be waived by a Graduate Director, after consultation as appropriate with other faculty.

To increase the candidate's employment opportunities, it is recommended that a minor be developed. A minor gives special visibility to a substantial secondary interest of the candidate within French Studies. The minor can be another literary specialty, another field within the department (Civilization, Applied or Theoretical Linguistics), or an interdisciplinary topic with courses taken outside the Department. The minor is defined as a minimum of three courses in the specified area. Note that a minor taken entirely outside the department will increase the number of credits hours for the degree by 6, since 3 may be included in the 21 literature credits noted above.

EXAMINATION PROCEDURES

Candidacy Examination

All students entering the doctoral program in literature after October 21, 2002 will be subject to the Ph.D. candidacy exam described below. Students already enrolled in the program before that date will have their choice of the old or the new exam. Details of the former system are available from the department.

The exam is expected to last approximately 1 1/2 hours but may be longer or shorter than that for a specific student. The exam will consist of two parts. One part is a review of the candidate's past record (courses taken, requirements fulfilled, etc.), of his/her plans for additional courses, and of the dissertation area and subject, insofar as they can be defined at that time. This portion of the exam is based on a document of about five pages prepared in advance (and in French) by the candidate in consultation with his/her advisor. Roughly three pages should document courses taken and those that, if available, the candidate will yet take; requirements still to be satisfied (and by what means); and other plans and needs. About two pages should be devoted to the dissertation area and, to whatever extent possible at the time, to the specific subject. This section of the exam will be considered to be in part an advising session, though more formal and rigorous than are the usual discussions between students and their advisors.

The other portion will be an exam based on six theoretical texts read in advance by the student. The intent is to determine the student's ability to deal with theoretical concepts and texts in a sufficiently knowledgeable and sophisticated way. Four of the texts will be stipulated by the department (see below); two will be chosen, in consultation with the advisor, by the student and will be specific to his/her field. The committee members will devise questions related to one or several of these texts, and the student will have one hour to prepare responses to the question(s) prior to the oral exam. In the exam itself, the student will be expected to present and discuss responses orally; it is assumed that he/she will have made notes on the question(s) but will not read a prepared response.

A student who does not pass the exam may retake it once.

The following four texts, chosen by the faculty, will be part of the exam for the next two years or more. (The list may be revised thereafter; adequate notice will be given to students.) Photocopies of the texts will be made available.

- 1) Saussure, excerpts dealing with langue and parole and the nature of signs, from the "Troisième cours de linguistique générale."
- 2) Jakobson, "Linguistique et poétique" from "Essais de linguistique générale."
- 3) Genette, chapter "Voix" from Figures III.
- 4) Foucault, "Qu'est-ce qu'un auteur?"

The two texts chosen by the student in consultation with his/her advisor should be primarily theoretical in nature, of moderate length (i.e., a section or chapter, not a book), and related to the student's area or subject of specialization.

Comprehensive Examination

The candidate, in consultation with the advisor, will draw up a reading list in each of the following three areas: one literary period (chosen from medieval through 20th/21st century, including non-metropolitan); one genre (poetry, narrative, theater); and theory and criticism. The fourth area will be identified as the primary area of specialization and will be the final form of the doctoral dissertation proposal. The proposal will include, but not be limited to: 1) a clearly defined problematic, 2) a description of the project, 3) a background, 4) a description of the approach and the methodology, 5) an anticipated outcome, and 6) a bibliography. The Comprehensive Examination is based on the reading lists inherent to the above-mentioned three areas and the approval of the dissertation proposal.

Written Component

The candidate will take a written examination on each of the three areas for which adequate reading lists have been developed. A typical reading list is expected to feature about twenty-five items. The examinations include the option of a take-home in only one of the three components. Exams taken in-house are four hours in length and must be scheduled within a period of two weeks. The candidate will be given a choice of two or three questions and will respond to one. The dissertation proposal will be developed in consultation with the chair of the doctoral committee and distributed to all members of the committee two weeks before the beginning of the comprehensive examination.

Oral Component

Two weeks after the completion of the Written Comprehensive Examination, a Comprehensive Oral Examination will be scheduled, lasting approximately two hours. The purpose of the Oral Examination is both to probe further the comprehensiveness of the candidate's preparation in each of the three areas and to evaluate the dissertation proposal.

PH.D. DEGREE IN WOMEN'S STUDIES AND FRENCH

ADMISSION REQUIREMENTS FOR THE PH.D. DUAL-TITLE PROGRAM

Scores from the Graduate Record Examination (GRE) are highly recommended. Applicants for Graduate School fellowships are required to submit GRE verbal, quantitative, and analytical test scores, or other accepted test scores approved by the dean of the Graduate School. Requirements listed here are in addition to general Graduate School requirements stated in the General Information section of the Graduate Bulletin.

A speech sample in French or English is required of all applicants (in French for Anglophones and speakers of other foreign languages, in English for Francophones). This three-to-five minute tape recording (a C-30 cassette) should demonstrate the applicant's ability to speak extemporaneously and coherently about his/her study and career goals. In addition, a written text must be submitted (in French for Anglophone and speakers of other foreign languages and in English for Francophones) on a literary or cultural topic. A Master's paper or thesis could also be appended. Both the oral and the written samples must accompany the application. The best-qualified applicants will be accepted up to the number of spaces that are available for new students. Exceptions to the minimum 3.20 grade-point average may be made for students with special backgrounds, abilities, and interests.

REQUIREMENTS FOR THE PH.D. DUAL-TITLE DEGREE

Course Requirements for the Concentration in Literature (30-42 credits beyond MA)

- French 500: History of the French Language (3)
- French 571: French Literary Theory and Criticism (3)
- Women's Studies 501: Feminist Perspectives in Research and Teaching (3)
- Women's Studies 502: Global Feminism (3)
- Women's Studies 507: Feminist Theory (3)
- A further twenty-one credits in Literature courses of which nine credits must be Women's Studies approved
- Six credits of elective study

Course Requirements for the Concentration in Civilization (42 credits beyond MA)

- French 571: French Literary Theory and Criticism (3)
- French 580: Approaches to French Civilization (3)
- Women's Studies 501: Feminist Perspectives in Research and Teaching (3)
- Women's Studies 502: Global Feminism (3)
- Women's Studies 507: Feminist Theory (3)
- A further nine credits in Civilization courses of which six credits must be Women's Studies approved
- A further nine credits in Literature courses of which three credits must be Women's Studies approved
- An additional nine credits in a related area

EXAMINATION PROCEDURES

Candidacy Exam

See the appropriate specialization in the handbook. Research plan to be Women's Studies related.

Comprehensive Exam

See the appropriate specialization in the handbook. The four area reading lists will incorporate the student's focus on Women's Studies.

LANGUAGE REQUIREMENTS

Second Foreign Language: Reading proficiency in two foreign languages or advanced level in one foreign language.

ENGLISH LANGUAGE PROFICIENCY

The Graduate School requires that all students (international and domestic) demonstrate proficiency in English. English language proficiency may be demonstrated by presenting a conference paper, or by successful completion of French 581 or another graduate course taught in English. Proof of English language proficiency must be provided before the scheduling of the Comprehensive Examination. Please check with our Department's Graduate Staff Assistant to verify completion of this requirement.

COMMITTEE COMPOSITION

In the hypothetical situation where proficiency in French might become an issue and with the approval of the committee chair and the Women's Studies Director, an exception could be made to the 2/4 committee composition and allow for one out of three (instead of two out of four) members to be Women's Studies affiliated.

THE GRADUATE CURRICULUM IN FRENCH

ESTABLISHED COURSE OFFERINGS

[FR 500](#) HISTORY OF THE FRENCH LANGUAGE (3) Evolution of French from its origins to the present-day, with emphasis on Old French philology.

[FR 502](#) INTRODUCTION TO FRENCH LINGUISTICS (3) An overview of the major subfields of linguistics as they apply to the French language.

[FR 503](#) FRENCH PHONOLOGY (3) Effective Date: SP2007 A theoretical approach to the sound structure of French.

[FR 504](#) FRENCH SYNTAX (3) An in-depth study of sentence structure in the French language.

[FR 505](#) SEMANTICS OF FRENCH (3) Effective Date: SP2007 An in-depth study of how meaning is computed based on French data.

[FR 508](#) FRENCH BUSINESS COMMUNICATIONS (3 per semester, maximum of 6) Written and oral elements of French commerce and industry. Prerequisite: [FR 510](#)

[FR 510](#) STYLISTIQUE AVANCEE (3) An introduction to literary creativity through practice of textual analysis, interpretation, and to basic concepts of contemporary poetics.

[FR 511](#) READINGS IN OLD FRENCH (3 per semester, maximum of 6) A survey of French literature to 1300, focusing in alternate semesters on either the twelfth or the thirteenth century.

[FR 518](#) MEDIEVAL FRENCH DRAMA (3) The development of French drama from its liturgical origins to the flourishing comic theatre of the late Middle Ages.

[FR 526](#) AGE OF RABELAIS (3) Notions of literary creativity in the context of early sixteenth-century French Humanism; readings from Rabelais, Marguerite de Navarre, Sceve.

[FR 528](#) AGE OF MONTAIGNE (3) Literary culture of Renaissance France in the context of social and political crisis; readings from Montaigne, DuBellay, Ronsard, and Sponde.

[FR 529](#) SEMINAR IN RENAISSANCE LITERATURE (3 per semester, maximum of 6) Intensive study of various French Renaissance writers in relation to selected artistic issues of the period.

[FR 530](#) LA FRANCE CONTEMPORAINE (3) A comprehensive cross-sectional view of French society and its institutions since World War II.

[FR 531](#) FRANCOPHONE CULTURE (3 per semester, maximum of 6) Concept of francophone; French minorities in Europe and North America; role of French language in Africa, Middle East, Far East.

[FR 532](#) FRENCH REGIONS AND REGIONALISMS (3) Interdisciplinary perspectives on the culture, history, and geography of the French regions and their regionalist identity movements.

[FR 533](#) BAROQUE AESTHETICS IN SEVENTEENTH-CENTURY FRENCH LITERATURE AND INTELLECTUAL HISTORY (3) Based on the Foucauldian notion of episteme, the course analyzes major literary texts and intellectual trends.

[FR 534](#) SEVENTEENTH-CENTURY FRENCH DRAMA (3) Theories and practice of theater through analysis of dramatic texts by Rotrou, Corneille, Moliere, Racine et les autres.

[FR 535](#) TEXTS AND PERFORMANCES (3) Based upon current theories of theater, the course focuses on problematics of French drama from the Seventeenth-Century to the present.

[FR 540](#) EIGHTEENTH-CENTURY FRENCH NOVEL (3) Examination of the rise of the genre including formal considerations of narrative technique as well as historical context.

[FR 541](#) THE ENCYCLOPEDIÉ AND KNOWLEDGE IN 18TH-CENTURY FRANCE (3) Exploration of intellectual currents in epistemology, metaphysics, social and political thought, ethics, and aesthetics in eighteenth-century France.

[FR 543](#) SEMINAR: STUDIES IN THE ENLIGHTENMENT (3 per semester, maximum of 6) Discourse and thematic analysis of selected works of French Enlightenment genres: essay, drama, fiction, poetry.

[FR 545](#) ANALYSIS OF FRENCH CIVILIZATION (3 per semester, maximum of 6) French cultural aspects, other than language and literature, conducted in French with the collaboration of specialists outside the French department.

[FR 547](#) MODERNISM AND POSTMODERNISM (3 - 6) Interdisciplinary approaches to these concepts, with a focus on artistic and literary objects in the French context. Prerequisite: [FR 545](#) OR [FR 571](#) OR [FR 580](#)

[FR 558](#) AFRICAN NOVEL IN FRENCH (3) Development of novel in French from colonial era to independence; Africanization of genre with African verbal artforms.

[FR 559](#) ISSUES IN FRANCOPHONE LITERATURES (3) Diversity issues in Francophone literatures explored through various literary genres: variable focus may combine genre and topic.

[FR 562](#) FRENCH ROMANTICISM AND REALISM (3) Romanticism, realism, and their variations in the context of social and political revolution.

[FR 564](#) FIGURES OF ALTERITY IN NINETEENTH-CENTURY FRENCH LITERATURE (3) Representations of otherness in nineteenth-century French literature examined through race, gender, religion, and class paradigms.

[FR 565](#) SEMINAR: NINETEENTH-CENTURY STUDIES (1 - 6 per semester) Various nineteenth-century French writers considered in relation to selected esthetic and cultural problems raised during the period.

[FR 566](#) WOMEN WRITERS IN NINETEENTH-CENTURY FRANCE (3) Women's literary production in nineteenth-century France, including novels, poetry, travel narratives, children's literature, and essays.

[FR 569](#) MAJOR TEXTS OF TWENTIETH-CENTURY FRENCH LITERATURE (3 - 6) Established contemporary literary texts, figures, and aesthetic movements in various genres from Proust to Sartre and from Genet to Conde.

[FR 570](#) MODERN FRENCH POETRY (3 per semester, maximum of 6) Exploration of the poetic genre and its diversification through poetic prose, free verse, and metaphorical narrative, from Baudelaire to Cixous.

[FR 571](#) FRENCH LITERARY THEORY AND CRITICISM (3) Major trends in contemporary theory and criticism from genre debates to socio-political approaches to literature, post-structuralism, deconstruction, and reception theories.

[FR 572](#) SEMINAR: TWENTIETH-CENTURY FRENCH LITERATURE (3 per semester, maximum of 6) Specialized consideration of contemporary writers; for advanced students.

[FR 574](#) FRENCH FOLKLORE AND POPULAR CULTURE (3) Historical survey of French folklore and popular culture, with an emphasis on the modern period.

[FR 580](#) APPROACHES TO FRENCH CIVILIZATION (3) French interdisciplinary methods of cultural analysis and cultural history, with applications to French cultural artifacts.

[FR 581](#) THEORY AND TECHNIQUES OF TEACHING FRENCH (1 - 6)

[FR 583](#) READING AND FOREIGN LANGUAGE ACQUISITION: RESEARCH AND PRACTICE (3) Approaches to the study and teaching of reading in University departments of French; materials development practicum.

[FR 584](#) TESTING FRENCH AS A FOREIGN LANGUAGE: RESEARCH AND PRACTICE (3) Theoretical and practical approaches to problems in the testing of undergraduate French as a foreign language.

[FR 585](#) THE CURRICULUM IN THE PEDAGOGY AND ACQUISITION OF FRENCH AS A FOREIGN LANGUAGE (3) Approaches to the study and development of the undergraduate curriculum of French as a foreign language.

[FR 586](#) RESEARCH METHODS AND BIBLIOGRAPHY IN FRENCH CIVILIZATION (1) Introduction to research resources and skills in interdisciplinary French cultural studies and specific subfields of French and Francophone culture/ civilization.

[FR 587](#) RESEARCH TECHNIQUES AND BIBLIOGRAPHY IN FRENCH LANGUAGE AND LITERATURE (1 - 3 per semester)

[FR 589](#) (CMLIT;GER;SPAN) TECHNOLOGY IN FOREIGN LANGUAGE EDUCATION: AN OVERVIEW (3) Approaches to the uses and research applications of multimedia and other educational technologies applied to the teaching of foreign languages. (also crosslisted with APLNG 589)

INDIVIDUAL STUDIES, INTERNSHIP, AND SPECIAL TOPICS COURSES

Independent Studies Courses

[FR 596](#) INDIVIDUAL STUDIES (1 - 9) Creative projects, including nonthesis research, which are supervised on an individual basis and which fall outside the scope of formal courses.

With the concurrence of a graduate faculty member, a student may take an Independent Studies Course. Students interested in Independent Study should think of a special title and complete the appropriate forms available in the office.

Independent Studies courses are not to be seen as a substitute for required courses in any French graduate degree program, unless expressly approved as such by 1) the student's advisor, 2) the faculty member normally assigned to teach the established course, and 3) the Department Head. In case of disagreement, the Department Head makes the final decision in consultation with all parties concerned.

Internship

Graduate students may work with a faculty member on the development and design of a course in their area of specialization and receive one to three credits of individual studies.

Rights and Responsibilities of Student

Credits: A graduate intern will be awarded 1 to 3 credits of FR596 to be specified as a teaching/research internship. **Note that FR596 cannot substitute for any course or credit requirement in a student's course of study.**

Undergraduate Teaching: A graduate intern who is selected by a faculty member for an internship in an **undergraduate class** is required to teach that class according to the following table:

	Not less than:	No more than:
1 credit internship	1 hour	2 hours
2 credit internship	3 hours	4 hours
3 credit internship	5 hours	6 hours

Graduate course teaching: A graduate student who is selected by a faculty member for an internship in a graduate class is expected to do **an original research presentation** related to the topic of the course at least once during the semester (1 hour minimum – 3 hours maximum). Graduate students are not permitted to teach any course material that forms the basis of the course evaluation for their peers.

Course attendance: A graduate intern is expected to attend 15 hours per semester of the course in which they are interning, including those hours they teach. **Interns cannot be required to attend the full course.**

Other responsibilities: Possible duties of an intern may include: (a) doing library/data-base searches for relevant information and readings, (b) assisting in the design of lessons and activities around a particular topic, (c) assisting in the development of course web-sites or course delivery systems (ANGEL), (d) assisting in the design of assessment measures in undergraduate courses only (assignments, exams, portfolios, etc.).

Working Hours

The hours given below are per semester. The actual weekly working schedule should be worked out between the faculty and the intern.

1 credit internship

15 hours total/semester course attendance, including hours teaching/semester
30 hours total/semester of course design
45 hours/semester (3 hours/week)

2 credit internship

15 hours total/semester course attendance, including hours teaching/semester
60 hours total/semester of course design
75 hours/semester (5 hours/week)

3 credit internship

15 hours total/semester course attendance, including hours teaching/semester
120 hours total/semester of course design
135 hours/semester (9 hours/week)

Rights and Responsibilities of Faculty Members

Professors who wish to engage a graduate student intern must post an announcement of this position on the UP Graduate/Faculty listserv (l-upfrog@lists.psu.edu). The header should read "Graduate Intern Position". The body of the message should include the number and title of the course, the number of credits (1-3), and a course plan in which topics, readings, and other pertinent information about the course are announced.

The faculty and the intern are required to agree upon a work plan based on the number of working hours per credit. The final version of this plan will be in written form. The faculty member must be in attendance when the graduate student intern is teaching or presenting.

The faculty must assess the intern's performance and assign a grade to the student at the end of the semester. Further, at the conclusion of the semester, the faculty member should provide the student with a written evaluation of the student's performance in the form of a letter. With the faculty member's permission, this letter may be used as part of the intern's dossier.

Note: Only one intern per course per semester is permitted.

Special Topics courses

[FR 597](#) SPECIAL TOPICS (1 - 9)

On occasion, Special Topics Courses are offered by faculty under the experimental numbers French 497 or French 597. Such a course may be either a one-time offering without subsequent change to an established course, or it may be offered several times under the experimental number before being entered permanently (with its own number) into the French curriculum.

Special Topics courses are not listed in the Graduate School Bulletin. Each semester, the Department publishes a full list of courses to be offered during the subsequent semester. Students should consult the list before seeing their advisor during the University's advance registration period.

Course Offerings in Related Areas

Although the French and Francophone Studies Department requires that all students take a prescribed number of French courses each semester, interdisciplinarity is encouraged whenever appropriate. However, students must demonstrate to their advisors that courses outside the Department will make a substantial contribution to their area of specialization. In some specializations, some of the related areas are specified in the program description.

NUMBER OF CREDITS AND COURSE REGISTRATION

Credits for Graduate Students with Teaching Assistantships

To maintain full student status, Teaching Assistants must register for a minimum of 9 credits per semester and may take as many as 12 credits. Credits taken for audit are not counted into the minimum, but are counted into the maximum number of credits allowed per semester. Students who wish to take more than 12 credits must be granted an exception on an individual basis by the advisor (with the concurrence of the Director of Graduate Studies) and the Graduate School.

During each semester in which students hold a Teaching Assistantship the department usually enrolls them in French 602 for variable credit depending on the number of sections they are teaching during the given semester. Registration in this course involves weekly meetings with the course coordinator

for further teacher development and exam preparation. A grade is given to each student for this course. French 602 credits are not counted in the number of credits required for a graduate degree.

Credits for Graduate Students without Teaching Assistantships

To maintain full student status, graduate students must register for a minimum of 9 credits per semester and may register for as many as 15 credits. Students who wish to take more than 15 credits must be granted an exception on an individual basis through the Office of Graduate Student Programs in Kern Building.

Course Registration

Except for students new to the Department, it is advisable that students register in advance for courses during the "Advance Registration Period" of the preceding semester. Failure to do so may result in one of the following consequences: (1) the course may be closed and the student may not be able to take it; (2) the course may be cancelled due to insufficient enrollment.

In general, students should select French graduate courses numbered 500 and 600. However, the Department permits the use of 6 credits of courses numbered 400 to 499. The decision to take a 400-level course should be made in consultation with the adviser. A 400-level course cannot substitute for a 500-level course on the same topic.

Students who have held a Teaching Assistantship during the two previous, consecutive semesters are given a tuition waiver for 5 credits during the Summer Session. Students are expected to pay tuition for any credits beyond the 5 covered by the tuition waiver.

Course Waivers

A skills course (e.g., FR 581) may be waived for students who have successfully passed an equivalent course at another university. A waiver of this kind requires the consent of (1) the person teaching the course, (2) the student's advisor, and (3) the Department Head. In such a case only the course requirement is waived; the credits must be made up by substituting another course.

In cases where a student can demonstrate successful completion elsewhere of a course with essentially the same content as one required for a graduate degree program in the French and Francophone Studies Department, the credits may be waived provided the following conditions apply. For M.A. candidates, the course must represent credits earned beyond the baccalaureate degree. For Ph.D. candidates, the course must represent credits earned beyond the M.A. degree. All such waivers require the consent of the student's advisor, Director of Graduate Studies, and the Department Head.

GRADING SYSTEM

The Graduate School Bulletin mandates the following policies:

A grade is given solely on the basis of the instructor's judgment as to the student's scholarly attainment.

The following grading system is in effect: any one of nine quality grades (A, A-, B+, B, B-, C+, C, D, F) may be given a graduate student for course work. Cumulative grade point averages are calculated on a 4.0 scale.

At the 400, 500, and 600 levels, grades of A, A-, B+, B, B-, C+, and C denote graduate credit, whereas D and F are failing grades for graduate students, D being the normal failing grade. A grade of F indicates doubt, in the judgment of the instructor, of the student's potential for further graduate study.

A minimum grade-point average of 3.4 for work done at the University is required for all graduate degrees.

Deferred Grades

If work is incomplete at the end of a semester because of circumstances beyond the student's control, or if very little work remains to be done, the instructor may report DF (deferred) in place of a grade. It is not appropriate to use the DF either casually or routinely to extend a course beyond the end of the semester or to extend a course for a student who is failing so that the individual can do extra work to improve the grade. The DF must be removed (i.e., the course must be completed) within nine weeks of the beginning of the subsequent semester (not counting summer), with three possible exceptions: (a) a completion deadline longer than nine weeks may have been previously agreed upon by the instructor and student, with a memo on the agreement having been sent to the Office of Graduate Programs (114 Kern Graduate Building) for inclusion in the student's file; (b) as the 9-week deadline nears, it may become evident that an extension is warranted; or (c) if the student is enrolled in the Summer Session, the deadline for removal of deferred grades from the spring semester is six weeks after the beginning of the Summer Session. The instructor then sends a request for extension (to a specified date) to the Dean in the Office of Graduate Programs, with a justifying statement. If the course is not completed or the instructor does not submit a quality grade for completed work, the graduate recorder automatically records a failing grade.

No deferred or missing grade may remain on the record at those times when a student reaches an academic benchmark. Benchmarks include completion of a Master's program, the doctoral candidacy and comprehensive exams, and the final oral defense. Graduate programs may add additional benchmarks.

There are only three circumstances under which a course grade, once assigned, can be changed: (1) if there was a calculating or recording error on the instructor's part in the original grade assignment (Senate Policy 48-30); (2) if it is a course for which an R grade has been approved and in which an initial R can be assigned and changed later to a quality grade; (3) if, as discussed above, a DF was assigned and the deadline for course completion has not yet passed.

"R" Designation

In the case of thesis work, either in progress or completed, and in certain courses (e.g., 590, 594, 595, 596, 597, 600, 601, and a few others) approved by the Graduate Council, the instructor may report the symbol R in place of a grade. An R does not influence the grade-point average. It indicates that the student has devoted adequate effort to the work scheduled but gives no indication of its quality. The symbol may be used, for instance, in courses that are officially designed to extend over more than one semester or in courses for which a quality grade is inappropriate. An R in an approved course need not be changed later to a quality grade, but may be changed if the instructor deems it appropriate when the course work has been completed. Normally, a quality grade must be reported no later than the end of the following semester.

GRADUATE STUDENT RESPONSIBILITIES AND PRIVILEGES

RESPONSIBILITIES

1. It is the responsibility of graduate students to remain informed about departmental and Graduate School policies and procedures. All such policies have been clearly formulated in this Handbook and more extensively in the Graduate School Bulletin. Failure to read pertinent information or to obtain it from appropriate sources may result in serious delays in progress toward the degree.

2. It is the responsibility of students to strike a reasonable and manageable balance between teaching responsibilities and academic work. It is best to determine early in one's graduate career how much time should be devoted to both sets of responsibilities in order to accomplish them both successfully.
3. It is the responsibility of students to seek out their advisors, understanding that faculty members are not necessarily always available when students find it convenient. Faculty members are engaged in teaching, research, committee work (departmental, College, University), advising, departmental administrative duties, and a variety of consulting activities. They must often juggle complex schedules that allow for little flexibility. However, every faculty member has posted office hours. Students should take advantage of these hours to have frequent discussions with their advisors.
4. It is the responsibility of Teaching Assistants to fulfill all of the terms of their employment contracts in a professional manner. For specific information on teaching responsibilities, please see the [Handbook for Teaching Assistants](#).
5. Most important, it is the responsibility of students to engage in their academic work in a manner consistent with the scholarly goals set forth by the Department and with the more tangible goal of completing the degree requirements in a timely fashion through work of high quality. Students should not define academic work as merely the material assigned in courses but should also supplement their learning through independent research in the library and by attending lectures given by faculty and visitors. And finally, engaging in informal conversations with colleagues and faculty as well as with students in small groups goes a long way in furthering the learning process. As Martin Kramer states in his article "Curriculum Reform" ([Change](#), July/August 1990, p. 54), "When a good deal of 'extra-academic' transfer takes place, one can be pretty sure that learning has been internalized in important ways."

Students should feel assured that the faculty of the Department of French and Francophone Studies will make every effort to facilitate the learning process. We recognize the crucial role that graduate students play in the intellectual well-being of the Department and of the profession as a whole. We appreciate the contributions that they make, not only in the teaching of undergraduates, but as future scholars in both academic and non-academic professions. In short, we view our graduate students as colleagues.

RIGHTS AND PRIVILEGES

1. Students can expect that, although any programmatic modifications cannot be applied retroactively, they always have the choice of entering the modified program. Policies and procedures in place at the time of admission to the program will continue to apply to them through the end of their program. However, interrupted study is likely to result in the application of the new policies at the point of re-entry (with the exception of participation in Penn State international exchange programs).
2. Students can expect faculty to react substantively and in depth to written and oral work presented in courses. They should feel free to discuss their work in separate meetings with instructors in order to get corrective feedback and constructive criticism.
3. Students have the right to evaluate each faculty member at the end of each course, using both the standardized University evaluation form and the departmental qualitative form.
4. Students, either individually or through the FGO, should feel free to raise issues and make suggestions to the Department Head and to individual faculty members. We believe that the channels of communication have been firmly established in the Department and that faculty members welcome student input into matters of concern to the Department as a whole.

THE FRENCH AND FRANCOPHONE STUDIES GRADUATE FACULTY

The list below includes graduate faculty members at University Park. It is in the interest of graduate students to make contact with all faculty members whose field coincides with their own area of study. For more detailed information on each faculty member, consult the Department web site.

J.-Marc Authier, Associate Professor of French and Applied Linguistics (Southern California): Grammatical theory and French linguistics.

Jennifer Boittin, Assistant Professor of French, Francophone Studies, History and Josephine Berry Weiss Early Career Professor in the Humanities (Yale): Contemporary French Civilization; French Colonial; Immigration.

Barbara E. Bullock, Professor of French and Linguistics (Delaware): Theoretical linguistics; language contact and change; bilingualism.

Christine Clark-Evans, Associate Professor of French and Women's Studies (Bryn Mawr): 16th-century French poetry and rhetoric; 18th-century French literature; Diderot studies.

Meredith C. Doran, Assistant Professor of French and Applied Linguistics (Cornell University): French and applied linguistics.

Kathryn M. Grossman, Professor of French (Yale): 19th-century French literature and novel; utopian studies; Hugo studies.

Thomas A. Hale, Edwin Erle Sparks Professor of African, French, and Comparative Literature (Rochester): Franco-African and Caribbean literatures and cultures; oral literature.

Celeste Kinginger, Associate Professor of French and Applied Linguistics (University of Illinois, Urbana-Champaign): Foreign language acquisition, applied linguistics, and teacher education.

Norris J. Lacy, Edwin Erle Sparks Professor of French and Medieval Studies (Indiana): Medieval French literature; Arthurian studies; 12th- and 13th-century romance.

Christiane P. Makward, Emerita Professor of French (Sorbonne): 20th-century French literature; contemporary criticism; francophone women's studies.

Vera Mark, Assistant Professor of French and Linguistics (Texas-Austin): French civilization; French anthropology and folklore; regional languages and cultures; cultural studies.

Heather McCoy, Lecturer of French (Brown): Second Language Acquisition and Cinema; 20th-century French culture.

Bénédicte Monicat, Associate Professor of French and Women's Studies (Maryland): 19th-century French literature; travel literature; women's studies.

Monique Oyallon, Adjunct Assistant Professor of French (Sorbonne): French and Franco-American civilization.

Lisa A. Reed, Associate Professor of French and Linguistics (Ottawa): Syntax; semantics; Canadian French.

Willa Z. Silverman, Associate Professor of French and Jewish Studies (NYU): 19th- and 20th-century French culture, society, and politics; history and literature; French women writers 1870-1914.

Allan Stoekl, Professor of French and Comparative Literature (SUNY-Buffalo): 20th-century French literature; French film; Literary Theory; Modern and Contemporary French Intellectual History.

Jean-Claude Vuillemin, Professor of French (Michigan State): 17th-Century French Literature and Philosophy; Post-structuralism and Reception theories; Baroque Aesthetics; Semiotics of Drama and Theater Theory; Intellectual History.

Monique Yaari, Associate Professor of French (Cincinnati): 20th-century French literature and culture; interarts discourse; semiotics; irony.

USEFUL ADDRESSES AND TELEPHONE NUMBERS

Central Penn State Information (for campus addresses and telephone numbers)
814-865-4700

Department of French and Francophone Studies
211 Burrowes Building
The Pennsylvania State University
University Park, PA 16802
814-865-1492

Media and Technical Support (to reserve AV equipment for classroom use)
26 Willard Building
The Pennsylvania State University
University Park, PA 16802
814-865-5400

Computer Support (to report problems with computer or printer)
<http://techsupport.ls.psu.edu>
814-865-3412

The Graduate School Admissions Office
114 Kern Graduate Building
The Pennsylvania State University
University Park, PA 16802
814-865-1795

The Graduate School Thesis Office
115 Kern Graduate Building
The Pennsylvania State University
University Park, PA 16802
814-865-5448

Graduate Student Association
111B Kern Graduate Building
The Pennsylvania State University
University Park, PA 16802
814-865-4211

Housing Assignment Office (for information about on-campus housing)
101 Shields Building
The Pennsylvania State University
University Park, PA 16802
814-865-7501

Office of International Programs
International Students and Scholars
410 Boucke Building
The Pennsylvania State University
University Park, PA 16802
814-865-7681 or 814-865-7681
Email: issadvisor@ip.psu.edu

Student Insurance Office
University Health Services
Student Affairs
208 Boucke Building
University Park, PA 16802
814-865-7467
www.sa.psu.edu/uhs/basics/insurance.cfm

Office of Student Aid (for loans, part-time jobs, work-study funds)
314 Shields Building
The Pennsylvania State University
University Park, PA 16802
814-865-6301

American Association of Teachers of French (AATF)
Mailcode 4510
Southern Illinois University
Carbondale, IL 62901-4510
618-453-5731
Fax: 618-453-5733
E-mail: abrate@siu.edu

The Modern Language Association of America (MLA)
10 Astor Place
New York, NY 10003-6981
212-614-6382
fax: 212-477-9863

American Council on the Teaching of Foreign Languages (ACTFL)
6 Executive Plaza
Yonkers, NY 10701-6801
914-963-8830
Fax: 914-963-1275
headquarters@actfl.org

Career Services
101 MBNA Career Service Center
865-2377 or 865-7681

AU SECOURS!

The administrative assistant and staff assistants in the French and Francophone Studies Department Office are extremely knowledgeable and resourceful people who have a great deal of information at their disposal. Students who need information of various kinds should feel free to consult them.
