Course Inventory Change Request

Date Submitted: 01/24/17 8:36 am

Viewing: **BIOL 414 : Principles of Ecology**

Also listed as:

- EVRN 414

Last edit: 01/24/17 8:36 am

Changes proposed by: rschwien

Catalog Pages referencing this course:
- BS in Biology with concentration in Ecology, Evolution, & Organismal Biology
- Bachelor of Arts in Biology
- Bachelor of Science in Environmental Studies
- Biology Undergraduate Program

Academic Career: Undergraduate, Lawrence
Subject Code: BIOL
Academic Unit: Department of Biology (BIOL)
School/College: College of Lib Arts & Sciences

Do you intend to offer any portion of this course online?

- No

Title: Principles of Ecology
Transcript Title: Principles of Ecology
Effective Term: Fall 2017

Catalog Description:
Study of the principles underlying species population density changes, community structure and dynamics, biogeochemical cycles, and energy flow and nutrient cycling in ecosystems.

Prerequisites:
BIOL 152 or BIOL 153, or consent of the instructor.

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVRN 414</td>
<td>Principles of Ecology</td>
</tr>
</tbody>
</table>

Credits: 3
Course Type: Lecture (Regularly scheduled academic course) (LEC)
Grading Basis: A-D(+/-)FI

Is this course part of the University Honors Program?
- No

Are you proposing this course for KU Core?
- No

Typically Offered:
- Only Fall Semester

Principal Course Designator:
- N - Natural Sciences

Are you proposing that the course count towards the CLAS BA degree specific requirements?
- No

Will this course be required for a degree, major, minor, certificate, or concentration?
- No

Rationale for Course Proposal:
This proposed course will provide students, specifically those pursuing a BS, an additional elective. Currently there are no EVRN electives that focus on general ecology.
<table>
<thead>
<tr>
<th>Course Reviewer</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachel Schwien (rschwien) (01/24/17 8:38 am)</td>
<td>BIOL (Greg Burg) approves of adding the cross listing</td>
</tr>
<tr>
<td>Rachel Schwien (rschwien) (01/24/17 8:39 am)</td>
<td>EVRN approves of the cross listing</td>
</tr>
</tbody>
</table>
**Course Inventory Change Request**

### New Course Proposal

**Date Submitted:** 11/30/16 5:34 pm

**Viewing:** EXM 304: Digital Photography I

**Last edit:** 02/08/17 2:28 pm

Changes proposed by: mvelasco

<table>
<thead>
<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Code</td>
<td>EXM</td>
</tr>
<tr>
<td>Course Number</td>
<td>304</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Visual Art (ART)</td>
</tr>
<tr>
<td>School/College</td>
<td>School of the Arts, CLAS</td>
</tr>
<tr>
<td>Locations</td>
<td>Lawrence</td>
</tr>
</tbody>
</table>

**Do you intend to offer any portion of this course online?**

No

**Title**

Digital Photography I

**Transcript Title**

Digital Photography I

**Effective Term**

Fall 2017

<table>
<thead>
<tr>
<th>Catalog Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course explores Digital Photography as a tool and resource with a wide range of expressive and creative interests. Focus on digital processes such as image capturing, editing, printing, and distributing in contemporary culture. Camera and Capture: DSLRs, Point and Shoot Cameras, camera phones, etc. will be used. Picture Editing, file management, and printing will be explored.</td>
</tr>
</tbody>
</table>

**Prerequisites**

ART 101, ART 103, or ART 104; and any introductory art studio, or permission of instructor. This course is offered at the 300 and 500 levels, with the 500 level serving as a continuation of study in the topic area.

**Cross Listed Courses:**

- 3

**Course Type**

Laboratory Main (Laboratory that is a main component) (LAB)

**Grading Basis**

A-D(+/-)FI

**Is this course part of the University Honors Program?**

No

**Are you proposing this course for KU Core?**

No

**Typically Offered**

Once a Year, Usually Spring

**Repeatable for credit?**

No

**Will this course be required for a degree, major, minor, certificate, or concentration?**

No

**Rationale for Course Proposal**

This course has been taught as a topics course for over two years, and has proven popular with students.
Course Inventory Change Request

New Course Proposal

Date Submitted: 11/30/16 5:39 pm

Viewing: EXM 504 : Digital Photography II

Last edit: 12/21/16 11:33 am

Changes proposed by: mvelasco

Academic Career: Undergraduate, Lawrence
Subject Code: EXM
Course Number: 504
Academic Unit: Department of Visual Art (ART)
School/College: School of the Arts, CLAS
Locations: Lawrence

Do you intend to offer any portion of this course online?
No

Title: Digital Photography II
Transcript Title: Digital Photography II
Effective Term: Fall 2017

Catalog Description: This course will explore Digital Photography as a tool and resource for students with a wide range of expressive and creative interests. We will consider and explore how digital photographs are ‘captured’, edited, printed, and distributed in today’s world. Camera and Capture: iPhones, Point and Shoot Cameras, DSLRs, Picture Editing and File Management, Printing and Digital Delivery. Photographing Artwork (in the Studio). May be repeated for credit.

Prerequisites: EXM 304

Cross Listed Courses: EXM 304

Credits: 3
Course Type: Laboratory Main (Laboratory that is a main component) (LAB)
Grading Basis: A-D(+/-)FI

Is this course part of the University Honors Program?
No

Are you proposing this course for KU Core?
No

Typically Offered: Once a Year, Usually Spring
Repeatable for credit?
Yes

How many times may this course be taken: 4 - AND/OR - For how many maximum credits: 12
Can a student be enrolled in multiple sections in the same semester?
No

Will this course be required for a degree, major, minor, certificate, or concentration?
No

Rationale for Course Proposal: This course was taught as a topics course for over two years, and will be added to the roster as a regular rotation course.

Course Reviewer Comments
Course Inventory Change Request

New Course Proposal

Date Submitted: 12/01/16 10:17 am

Viewing: HUM 365: Angry White Male Studies
Also listed as: WGSS 365

Last edit: 12/01/16 10:17 am
Changes proposed by: arcs

Academic Career: Undergraduate, Lawrence
Subject Code: HUM
Course Number: 365
Academic Unit: Department, Humanities (HUM)
School/College: College of Lib Arts & Sciences

Locations: Lawrence

Do you intend to offer any portion of this course online? No

Title: Angry White Male Studies
Transcript Title: Angry White Male Studies
Effective Term: Fall 2017

Catalog Description: This course charts the rise of the "angry white male" in America and Britain since the 1950s, exploring the deeper sources of this emotional state while evaluating recent manifestations of male anger. Employing interdisciplinary perspectives this course examines how both dominant and subordinate masculinities are represented and experienced in cultures undergoing periods of rapid change connected to modernity as well as to rights-based movements of women, people of color, homosexuals and trans individuals.

Prerequisites: None

Cross Listed Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGSS 365</td>
<td>Angry White Male Studies</td>
</tr>
</tbody>
</table>

Credits: 3

Course Type: Lecture (Regularly scheduled academic course) (LEC)
Grading Basis: A-D(+/-)FI

Is this course part of the University Honors Program? No

Are you proposing this course for KU Core? No

Typically Offered: Every Three Semesters

Repeatable for credit? No

Principal Course Designator: H - Humanities

Are you proposing that the course count towards the CLAS BA degree specific requirements? No

Will this course be required for a degree, major, minor, certificate, or concentration? Yes

Which Program(s)?

<table>
<thead>
<tr>
<th>Program Code - Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>(HUM-BA) Humanities, B.A.</td>
</tr>
</tbody>
</table>
This course may count as major elective credit in the Humanities Major BA degree program.

**Rationale for Course Proposal**

In recent decades the "angry white male" has emerged as a recognizable figure in a number of Anglo-American countries and cultures. This course will address a wider range of themes on the topic than what is currently offered in either HUM or WGSS courses.

**Course Reviewer Comments**

*Rachel Schwien (rschwien) (11/23/16 9:15 am):* requested confirmation from WGSS

*Rachel Schwien (rschwien) (11/23/16 11:01 am):* WGSS (Katie Batza) approves of the cross listing

*Rachel Schwien (rschwien) (11/28/16 9:53 am):* requested consultation with departments listed in course description as well as change to major

*Rachel Schwien (rschwien) (11/30/16 11:18 am):* Rollback: for course description edits
Hi, Antha,

In response to CUSA’s request, below please find my clarification of the proposed title of this new course.

The proposed title of this course – “Angry White Male Studies” – intentionally evokes a widely cited and recognizable “type” of Anglo-American man who emerged since the 1950s but whose demands have become more vocal since the 1980s. Grounded in earlier depictions of the white male as a “victim,” this figure has been named as the subject of gender critique in sociologist Michael Kimmel’s *Angry White Men: American Masculinity at the End of an Era* (2015) as well as inspiration in Wayne Allyn Root’s *Angry White Male: How the Donald Trump Phenomenon is Changing America* (2016). Admittedly, the addition of the term “Studies” is meant to be ambiguous and provocative, though my own perspective is much closer to that of Kimmel, the doyen of pro-feminist men’s studies in the United States. Moreover, the structure of the proposed course draws upon the key terms of the title. Thus the course will invoke the history of emotions to probe the relationship between masculinity and anger, critical studies of race to examine how whiteness inflects concepts of masculinity, and the marketing of reductively biological concepts of “maleness” to explore how some modern men have been encouraged to naturalize traits that are to a large extent socially elicited. The three thematic planks named in the course title – anger, whiteness, and maleness – will be complemented by additional topics pertaining to sexuality, class, violence, domesticity, and the conditions of modernity.

Let me know if this is will be sufficient, and if the committee would like any further information.

Best,

Chris
Program Change Request

Date Submitted: 01/25/17 9:47 am

Viewing: GEOG-BS : Atmospheric Science, B.S.

Last approved: 11/11/16 6:11 am
Last edit: 01/27/17 11:11 am
Changes proposed by: koerner

In Workflow

A. CLAS
   Undergraduate Program and Course Coordinator
B. CUSA Subcommittee
C. CUSA Committee
D. CAC
E. CLAS Final Approval
F. Future Academic Catalog

Approval Path

A. 01/27/17 11:12 am
   Rachel Schwien (rschwien):
   Approved for CLAS Undergraduate Program and Course Coordinator
B. 02/07/17 1:56 pm
   Rachel Schwien (rschwien):
   Approved for CUSA Subcommittee

History

A. Nov 11, 2016
   by Kim O'Bryon (kobryon)

Catalog Pages Using this Program

Bachelor of Science in Atmospheric Science

Academic Career: Undergraduate, Lawrence
Program Type: Degree/Major
Department/Program: Geography (GEOG)
School/College: College of Lib Arts & Sciences
Degree Code: Bachelor of Science - BS
Consulting School(s)/College(s)
Consulting Department(s)
CIP Code: 400401
Program Name: Atmospheric Science, B.S.
Do you intend to offer a track(s)?
   No
Do you intend for this program to be offered online?
   No
Effective Catalog: 2017 - 2018

Program Description

Degree Requirements

Advising

Students who may decide to major in atmospheric science should confer early with a departmental representative about the selection of courses.

Requirements for the B.S. Degree in Atmospheric Science

4 specialized options are available for students who plan professional careers in meteorology or atmospheric science. The general meteorology option satisfies all the traditional professional meteorology requirements for employment with the National Weather Service, airlines, or other agencies. The air pollution meteorology option meets the need for trained specialists. The hydrometeorology option may lead to a career as a meteorologist in one of the many water-related activities in private and governmental agencies. The news media forecasting option can lead to a career forecasting the weather on television or radio. The B.S. degree with any of these specialties also prepares students to begin graduate programs in meteorology or atmospheric science.
Written Communication - Core Skill and Critical Inquiry

Composition (0)
Satisfied by one of the following:

ENGL 101 Composition
ACT English score of 27 or above or SAT English score of 600 or above
AP English Literature & Composition score of 3 or above
Equivalent transfer course

Critical Reading and Writing (0)
Satisfied by one of the following:

ENGL 102 Critical Reading and Writing
ENGL 105 Freshman Honors English
AP English Literature & Composition score of 4 or above
Equivalent transfer course

Sophomore Reading and Writing II (0)
Satisfied by one of the following:

ENGL 203 Topics in Reading and Writing: _____
ENGL 205 Freshman-Sophomore Honors Proseminar: _____
ENGL 209 Introduction to Fiction
ENGL 210 Introduction to Poetry
ENGL 211 Introduction to the Drama
ENGL 362 Foundations of Technical Writing (recommended)
AP English Literature & Composition score of 5 or above
Equivalent

Requirement must be completed during initial term of admission at KU.
Requirement must be completed within the first academic year at KU.

Communication - Core Skills and Critical Inquiry. Satisfied by the following:
Select one of the following:

COMS 130 Speaker-Audience Communication
COMS 131 Speaker-Audience Communication, Honors
or COMS 150 Personal Communication

Humanities - Understanding the Human Condition. Satisfied by completing 1 course with requirement code H. Approved courses may be searched for availability through the Kyocera portal.

Social and Behavioral Sciences - Understanding Society and Behavior. Satisfied by completing one course with requirement code S. Approved courses may be searched for availability through the Kyocera portal.

Atmospheric Science Prerequisite or Co-requisite Knowledge (47-50)
Majors must complete courses as specified in each of the following areas. Majors are advised to take honors courses when eligible. These hours do not contribute to the minimum number of hours required for the major.

Computing and Programming. Satisfied by the following:

EECS 138 Introduction to Computing: _____ (Fortran preferred; C++ and Matlab accepted) 3

Scientific Principles of Environmental Studies. Satisfied by the following:

EVRN 148 Scientific Principles of Environmental Studies 3

Calculus I. Satisfied by one of the following:

MATH 125 Calculus I 4
or MATH 145 Calculus I, Honors
Equivalent

Calculus II. Satisfied by one of the following:

MATH 126 Calculus II 4
or MATH 146 Calculus II, Honors
Equivalent

General Physics I. Satisfied by one of the following:

PHSX 211 General Physics I
& PHSX 216 General Physics I Laboratory
PHSX 114 College Physics I
& PHSX 201 and Calculus Supplement to College Physics I
& PHSX 216 and General Physics I Laboratory
PHSX 213 General Physics I Honors

General Physics II. Satisfied by one of the following:

PHSX 212 General Physics II
& PHSX 236 and General Physics II Laboratory
PHSX 115 College Physics II
& PHSX 202 and Calculus Supplement to College Physics II
& PHSX 236 and General Physics II Laboratory
PHSX 214 General Physics II Honors

Foundations of Chemistry I. Satisfied by the following:

CHEM 130 General Chemistry I 5
or CHEM 190 Foundations of Chemistry I, Honors
Vector Calculus. Satisfied by the following:
- MATH 223 Vector Calculus
- or MATH 243 Vector Calculus, Honors
- MATH 127 Calculus III
- or MATH 147 Calculus III, Honors

Elementary Linear Algebra. Satisfied by the following:
- MATH 290 Elementary Linear Algebra
- or MATH 291 Elementary Linear Algebra, Honors

Applied Differential Equation. Satisfied by the following:
- MATH 320 Elementary Differential Equations
- or MATH 220 Applied Differential Equations

Statistics. Satisfied by the following:
- MATH 526 Applied Mathematical Statistics I
- or DSCI 202 Statistics

Numerical Methods. Satisfied by the following:
- MATH 581 Numerical Methods
- GEOG 358 Principles of Geographic Information Systems

Atmospheric Science Core Knowledge and Skills (30)
Majors must complete all of the following:
- Introductory Meteorology. Satisfied by:
  - ATMO 105 Introductory Meteorology
- Climate and Climate Change. Satisfied by:
  - ATMO/GEOG 321 Climate and Climate Change
- Weather Forecasting. Satisfied by:
  - ATMO 505 Weather Forecasting
- Microclimatological. Satisfied by:
  - ATMO/GEOG 521 Microclimatology
- Synoptic Meteorology. Satisfied by:
  - ATMO 630 Synoptic Meteorology
- Dynamic Meteorology. Satisfied by:
  - ATMO 640 Dynamic Meteorology
- Remote Sensing. Satisfied by:
  - ATMO 642 Remote Sensing
- Advanced Dynamic Meteorology. Satisfied by:
  - ATMO 660 Advanced Dynamic Meteorology
- Physical Meteorology. Satisfied by:
  - ATMO 680 Physical Meteorology
- Seminar for Seniors. Satisfied by:
  - ATMO 697 Seminar for Seniors

Total Hours 77-80

Meteorology Option

Students selecting this major must select one of the following options:

General Meteorology Option
This option satisfies all the traditional professional meteorology requirements for employment with the National Weather Service, airlines, or other agencies.
- Air Pollution Meteorology. Satisfied by:
  - ATMO 525 Air Pollution Meteorology
- Operational Forecasting. Satisfied by:
  - ATMO 605 Operational Forecasting
- Advanced Synoptic Meteorology. Satisfied by:
  - ATMO 650 Advanced Synoptic Meteorology

Air Pollution Meteorology Option
This option meets the need for trained specialists.
- Air Pollution Meteorology. Satisfied by:
  - ATMO 525 Air Pollution Meteorology
- Foundations of Chemistry II. Satisfied by:
  - CHEM 135 General Chemistry II
- Introduction to Environmental Engineering and Science. Satisfied by:
  - CE 477 Introduction to Environmental Engineering and Science

Hydrometeorology Option
This option may lead to a career as a meteorologist in one of the many water-related activities in private and governmental agencies.
- Air Pollution Meteorology. Satisfied by:
  - ATMO 525 Air Pollution Meteorology
- Operational Forecasting. Satisfied by:
  - ATMO 605 Operational Forecasting
- Statics and Dynamics. Satisfied by:
### Concentration in Business

An undergraduate student may graduate from the School of Business with a concentration in atmospheric science.

**Major Hours & Major GPA**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE 301</td>
<td>Statics and Dynamics</td>
<td>5</td>
</tr>
<tr>
<td>CE 330</td>
<td>Fluid Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>CE 455</td>
<td>Hydrology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Overview**

- **Fluid Mechanics** satisfied by CE 330 (3 hours).
- **Hydrology** satisfied by CE 455 (3 hours).
- **News Media Forecasting Option**
  - This option can lead to a career forecasting the weather on television or radio.
  - Operational Forecasting satisfied by ATMO 605 (2 hours).
  - Advanced Synoptic Meteorology satisfied by ATMO 650 (3 hours).
  - Informania: Information Management satisfied by JOUR 302 (3 hours).
  - Writing for Media satisfied by JOUR 304 (3 hours).
  - Multimedia Reporting satisfied by JOUR 415 (3 hours).

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**Atmospheric Science Prerequisite or Co-requisite Knowledge (0)**

- Student selecting this minor must complete courses as specified in each of the following areas. Majors are advised to take honors courses when eligible.
- These hours do not contribute to the minimum number of hours required for the major.
- **Computing and Programming** satisfied by the following:
  - EECS 138 Introduction to Computing: 3 hours.
- **Calculus I** satisfied by one of the following:
  - MATH 125 Calculus I
  - MATH 145 Calculus I, Honors
- **Calculus II** satisfied by one of the following:
  - MATH 126 Calculus II
  - MATH 146 Calculus II, Honors
- **General Physics I** satisfied by one of the following:
  - PHSX 211 General Physics I
  - PHSX 213 General Physics I Honors
  - PHSX 114 College Physics I
  - PHSX 201 & PHSX 216 College Physics I and General Physics I Laboratory
  - PHSX 213 General Physics I Honors

**Atmospheric Science Required Courses (0)**

- Students selecting this minor must complete all of the following:
- **Climate and Climate Change** satisfied by the following:
  - ATMO/GEOG 321 Climate and Climate Change
- **Weather Forecasting** satisfied by the following:
  - ATMO 505 Weather Forecasting
- **Microclimatology** satisfied by the following:
  - ATMO/GEOG 521 Microclimatology
- **Air Pollution Meteorology** satisfied by the following:
  - ATMO 525 Air Pollution Meteorology
- **Dynamic Meteorology** satisfied by the following:
  - ATMO 640 Dynamic Meteorology
- **Physical Meteorology** satisfied by the following:
  - ATMO 680 Physical Meteorology

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While completing all required courses (above), majors must also meet each of the following hour and grade-point average minimum standards:

**Major Hours**

Satisfied by 33 hours of major courses.

**Major Hours in Residence**

Satisfied by a minimum of 15 hours of KU resident credit in the major.

**Major Junior/Senior (300+) Hours**

Satisfied by a minimum of 30 hours from junior/senior courses (300+) in the major.

**Major Junior/Senior (300+) Graduation GPA**

Satisfied by a minimum of a 2.0 KU GPA in junior/senior courses (300+) in the major. GPA calculations include all junior/senior courses in the field of study.
Rationale for proposal

<table>
<thead>
<tr>
<th>Additional Information</th>
<th>Supporting Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG-BS: Atmospheric Science, B.S.</td>
<td>See the Semester/Cumulative GPA Calculator.</td>
</tr>
</tbody>
</table>

Replaced MATH 223 with MATH 127 in response to the updated Math sequence. Added GEOG 358 which has been a requirement but was missing from the catalog. Removed the Concentration in Business since that has not been in effect for some time.
Program Change Request

Date Submitted: 12/22/16 9:43 am

Viewing: HUM-BA HWC-BA : Humanities, B.A.

Last approved: 03/11/16 4:00 pm

Changes proposed by: arcs

Catalog Pages Using this Program

Bachelor of Arts in Humanities

Academic Career Undergraduate, Lawrence
Program Type Degree/Major
Department/Program Humanities Humanities & Western Civ (HUM HWC)
School/College College of Lib Arts & Sciences
Degree Code Bachelor of Arts - BA
Consulting School(s)/College(s) College of Lib Arts & Sciences
Consulting Department(s) Humanities
CIP Code 240103
Program Name Humanities, B.A.

Do you intend to offer a track(s)?

Do you intend for this program to be offered online?
No

Effective Catalog 2017 2016–2018 2017

Program Description

Students in the Humanities degree program have freedom to select courses from a variety of departments. Majors work closely with a faculty advisor to create integrated interdisciplinary programs, and choose an emphasis in either Global Humanities or Peace and Conflict Studies. Depending on the emphasis, majors may focus on a particular era or culture, or they may examine a theme or issue that cuts across disciplinary lines.

Degree Requirements

Requirements for the B.A. Major

Humanities Major Core Knowledge and Skills
The Humanities major requires a total of 30 credit hours. Students must take courses in at least 3 humanities or social science departments or programs with a maximum of 15 hours from 1 department (except HUM in which students will take more than 15 hours). 18 of the 30 credit hours must be in courses numbered 300 or above.

Note: Sharing course work (credit hours) between any of the HUM major tracks and another major is restricted to 6 hours.
All non-HUM other courses taken toward the major must be approved by the HUM undergraduate coordinator. Majors must choose 1 of the following tracks: Civilizations in a Global Humanities Context, World Literatures, or Peace and Conflict Studies.

**Majors are strongly encouraged to study abroad. Please see your advisor about this opportunity.**

**Track 1: Civilizations in a Global Humanities Context**

This track studies aspects of the cultures of Western civilization and one non-Western civilization (e.g., Africa, Asia, the Middle East, or Latin America, or Indigenous Peoples). It is designed to provide the student with knowledge of diverse cultures and with methods for investigating their differences and commonalities. 30 credit hours, to include the following:

- **Introduction to Humanities**
  - HUM 110 Introduction to Humanities 3
  - or HUM 111 Introduction to Humanities, Honors

- **World Literature**
  - HUM 304 World Literature I 3
  - or HUM 308 World Literature II
  - or HUM 312 World Literature III

- **Western Civilization**
  - HUM 204 Western Civilization I 3
  - or HUM 205 Western Civilization II
  - or HUM 206 Contemporary Western Civilization

One Asian, African, Latin American or Indigenous Studies course from HUM or another department as approved by a HUM advisor (One EALC, AAAS, or ISP course at the 300 Level or above)

One Digital Humanities or one Peace and Conflict Studies course

15 remaining credit hours of major electives at the 300-level or above

- from upper-division HUM courses and a maximum of three courses (9 CR) from other CLAS departments chosen in conjunction with an HUM advisor.

Courses at the 300-level or above in the following CLAS departments may be counted towards major elective credit for the Humanities degree: AAAS, AMS, CLSX, COMS, EALC, ENGL, EURS, FMS, GERM, GIST, HA, HIST, ISP, LA&S, LING, PCS, PHIL, REES, REL, SLAV, SPAN, WGSS

Additionally, courses in these departments at the 300-level or above may also serve as major electives with HUM advisor approval:
- ANTH, EVRN, GEOL, POLS, PSYC, SOC

**Track 2: World Literatures**

This track offers literary-critical studies of both Western and non-Western literatures, designed to provide the student with knowledge of diverse literary traditions and methods for investigating their differences and commonalities. Majors choosing this option must complete 30 credit hours to include the following:

- **Introductory and Capstone Coursework (0)**

- 9 hours of introductory and capstone coursework:
  - 21 additional hours to include:
  - HUM 110 Introduction to Humanities 3
  - or HUM 111 Introduction to Humanities, Honors
  - HUM 240 Introduction to World Literature 3
  - HUM 424 Senior Seminar in Humanities (The senior project for this track is to be a comparative literary-critical study.) 3

- 6 hours in the “Masterpieces of World Literature” series:
  - HUM 304 World Literature I 3
  - HUM 308 World Literature II 3
  - HUM 312 World Literature III 3

- 6 hours in the literature of a non-English-language European culture in translation (France, Germany, Italy, Spain, etc.). Students possessing a reading knowledge of one of the European languages are strongly encouraged to take one of the literature courses in the original language.

- 6 hours in the literature of a non-Western culture in translation. Students possessing a reading knowledge of a Non-Western language are strongly encouraged to take one of the literature courses in the original language.

- HUM 110 Introduction to Humanities 3
- or HUM 111 Introduction to Humanities, Honors

- HUM 250 Contemporary Western Civilization 3

- HUM 424 Senior Seminar in Humanities (The senior project for this track is to be a comparative and integrative study of a topic that bridges the two civilizations studied.) 3
HUM 110 Introduction to Humanities 3
or HUM 111 Introduction to Humanities, Honors 3
PCS 220 Introduction to Peace and Conflict Studies 3
PCS 560 Senior Seminar in Peace and Conflict Studies (students are required to carry out a substantive research project to produce a term paper or comparable work.) 3

21 additional hours to include: (21)

6 hours PCS upper division courses (2 out of 3): 6
- PCS 550 Classics of Peace Literature
- PCS 555 Topics in Peace and Conflict Studies
- PCS 565 The Literature of Human Rights

6 hours of interdisciplinary core courses, for example: 6
- ANTH 501 Topics in Sociocultural Anthropology
- GEOG/EVRN 371 Environmental Geopolitics
- HIST 314 Globalization: History and Theory
- POLS 674 International Ethics
- POLS 684 International Law: The State and the Individual
- POLS 685 International Law: Laws of Armed Conflicts
- REL 667 Religious Perspectives on War and Peace
- REL/COMS 669 Human Conflict and Peace
- SOC 650 Transnational Migration

9 hours of courses from one of the three designated areas: 9

Area 1: The pursuit of social, economic and environmental justice, for example:
- HIST 314 Globalization: History and Theory
- POLS 663 Course POLS 663 Not Found
- SOC 351 Africa Today
- SOC 521 Wealth, Power, and Inequality

Area 2: The role of nation-states and of international norms and institutions, for example:
- HIST 334 The Great War: The History of World War I
- HIST 340 The History of the Second World War
- POLS 661 Politics of the Middle East
- POLS 678 Chinese Foreign Policy
- POLS 689 Topics in International Relations:

Area 3: The impact of religious, philosophical, and cultural influences, for example:
- ANTH 501 Topics in Sociocultural Anthropology
- ENGL 536 Readings in the Holocaust
- PCS 555 Topics in Peace and Conflict Studies
- REL 665 Religious Ethics
- REL/COMS 669 Human Conflict and Peace
- WGSS 685 Women, Health, and Healing in Latin America

**Majors choosing this option must complete 30 credit hours to include the following:**

**Major Hours & Major GPA**

While completing all required courses, majors must also meet each of the following hour and grade-point average minimum standards:

**Major Hours**
Satisfied by 30 hours of major courses.

**Major Hours in Residence**
Satisfied by a minimum of 15 hours of KU resident credit in the major.

**Major Junior/Senior Hours**
Satisfied by a minimum of 18 hours from junior/senior courses (300+) in the major.

**Major Junior/Senior Graduation GPA**
Satisfied by a minimum of a 2.0 KU GPA in junior/senior courses (300+) in the major. GPA calculations include all junior/senior courses in the field of study including F's and repeated courses. See the [Semester/Cumulative GPA Calculator](https://next.catalog.ku.edu/courseleaf/courseleaf.cgi?page=/programadm...).
<table>
<thead>
<tr>
<th>Rationale for proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>This proposal combines the World Literature and Global Civilizations tracks into one track (Global Humanities) designed to maximize students' flexibility to design a curriculum around specific interests and interdisciplinary learning. Elimination of the Humanities Senior Seminar (HUM 424) requirement allows students to pursue alternate methods of completing a Goal 6 capstone course with a comparable course from HUM or another department tailored to individual interest.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>offered course that introduces students to the relationships between environment, politics, and conflict. Adding the course to the list of required electives offers students more options for courses and content and assures greater interdisciplinarity of our program.</td>
</tr>
</tbody>
</table>

Key: 130
Course Inventory Change Request

Date Submitted: 01/26/17 4:15 pm

Viewing: FREN 110 : Elementary French I

Last edit: 01/26/17 4:15 pm

Changes proposed by: pascott

Catalog Pages referencing this course
- BA in French
- BA in French & Italian Studies
- College of Liberal Arts & Sciences
- Department of French and Italian
- FREN-BA : French, R.

Academic Career 
Undergraduate, Lawrence

Subject Code 
FREN

Academic Unit 
Department: French & Italian (FREN)
School/College: College of Lib Arts & Sciences

Do you intend to offer any portion of this course online? 
No

Title 
Elementary French I

Transcript Title 
Elementary French I

Effective Term 
Summer 2017

Catalog Description 
Five hours of class per week. A balanced approach stressing understanding, speaking, reading, and writing.

Prerequisites 
None

Cross Listed Courses:

Credits 
5

Course Type 
Lecture (Regularly scheduled academic course) (LEC)

Grading Basis 
A-D(+/−)F

Is this course part of the University Honors Program? 
No

Are you proposing this course for KU Core? 
Yes

Typically Offered 
Typically Every Semester

Repeatable for credit? 
No

Principal Course Designator

Course Designator 
U - Undesignated elective

Are you proposing that the course count towards the CLAS BA degree specific requirements? 
No

Will this course be required for a degree, major, minor, certificate, or concentration? 
No

Rationale for Course Proposal
This is a pre-existing class for which we are requesting Core certification.

KU Core Information

Has the department approved the nomination of this course to KU Core? 
Yes

In Workflow
1. CLAS 
Undergraduate Program and Course Coordinator
2. CUSA 
Subcommittee
3. CUSA Committee
4. CAC
5. CLAS Final Approval
6. Registrar
7. PeopleSoft
8. UCCC CIM Support
9. UCCC Preliminary Vote
10. UCCC Voting Outcome
11. SIS KU Core Contact
12. Registrar
13. PeopleSoft

Approval Path
1. 01/27/17 10:59 am
Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator

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Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator

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- FREN-BA : French, R.
Selected Goal(s)

Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?
Yes

Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)?
Yes

Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.

This course is entirely comprised of other-cultural material as students study the French language and Francophone cultures in which it is used, including certain Francophone communities in Canada, Europe, Africa, Asia and the Caribbean. Students use the French language they are learning to discuss and debate Francophone cultural beliefs and practices, while comparing these to their own culture. Students are asked to extrapolate cultural elements from a wide variety of readings and oral or visual documents, with the goal of leading them to understand and be sensitive to differences, and therefore to better negotiate cultural situations outside of the U.S. Students reflect on specific cultural beliefs, products and practices throughout the semester in both oral and written assignments, culminating in a final cultural essay or project.

Selected Learning Outcome(s):

Goal 4, Learning Outcome 2
State what assignments, readings, class discussions, and lectures will devote a majority of your course or educational experience to raising student awareness of, engagement with, and analysis of various elements of other-cultural understanding of communities outside the United States. (Please limit responses to 1000 characters.)

Students in the course are exposed to a wide variety of authentic content and cultural texts: these may be dialogues, stories, webpages, blogs, newspaper articles, videos, songs, TV shows and film clips, audio interviews, paintings, photographs, advertisements, menus, etc. from the target culture. These are accompanied by activities that facilitate comprehension and guide students to develop an awareness and understanding of the values and beliefs that underlie the practices and products of French and Francophone cultures and societies. Assignments are designed to promote an appreciation of Francophone communities, traditions and contributions throughout the world. All cultural materials are accompanied by activities which underlie the practices and products (including literature, arts and history) of Francophone societies from North America (U.S. and Canada), Europe, Africa, Asia and the Caribbean.

Explain how your course or educational experience will develop the ability of students to discuss, debate, and analyze non-US cultures in relation to the students own value assumptions. (Please limit responses to 1000 characters.)

At all levels, French language classes are organized to encourage students to use the target language actively, in pair work, in written reflections, in presentations and in cultural assignments. The majority of class time is given over to teacher-student and student-student discussion and interaction. In-class activities are centered on facilitating comprehension and highlighting cultural comparisons. These activities encourage students to analyze varied aspects of Francophone cultures while making connections to their own values and experiences. In addition, the presentation and practice of the language itself (vocabulary, structures, and usage) entails continuous cross-cultural comparison, as students learn how different values, ideas and behaviors are reflected in language. 100-level French Assignments encourage students to analyze and reflect on differing aspects of Francophone cultures. All are gathered in a cultural portfolio submitted at the end of the course.

Detail how your course or educational experience will sensitize students to various cultural beliefs, behaviors, and practices through other-cultural readings and academic research on cultural competency so that students may be better prepared to negotiate cross-cultural situations. (Please limit responses to 1000 characters.)

By enabling students to recognize the cultural similarities and differences in patterns of communication and interaction between various Francophone cultures and their own, this course promotes an understanding and appreciation of cultural diversity. The course materials include readings, video and audio recordings, and visual stimuli that explicitly lead students to discover and analyze cultural beliefs, behaviors and practices in varying Francophone cultures, preparing them to better negotiate cross-cultural situations. Students explore cultural concepts in class through the use of the French language itself, through analysis and discussion of literary excerpts, songs, film clips, artwork, etc. Language and culture differences are also examined by students individually by means of skill-building activities assigned as homework through the online system MyFrenchLab.

State what assignments, readings, class discussion, and lectures will be used to evaluate students’ work that documents and measures their grasp of global cultures and value systems through reflective written or oral analysis. (Please limit responses to 1000 characters.)

All in-class activities and homework assignments build students’ awareness and abilities to understand and appreciate language and cultural differences and similarities. Students are required to produce a cultural portfolio, which they add to throughout the semester. The portfolio asks students to reflect on the course topics at the beginning and end of each chapter, leading them to discuss what they have learned and make cross-cultural comparisons. The cultural portfolio will be used to evaluate their overall progress in reaching Goal
<table>
<thead>
<tr>
<th>KU Core Documents</th>
<th>4.2.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 110 syllabus-spring 17-sample.pdf</td>
<td></td>
</tr>
<tr>
<td>Course content-FREN 110-overview.pdf</td>
<td></td>
</tr>
</tbody>
</table>

FREN 110: Elementary French I

https://next.catalog.ku.edu/courseleaf/courseleaf.cgi?page=/courseadmin...
KU FREN 110 (Book: *Chez Nous*, 2014, Valdman, Pons & Scullen) – Overview

<table>
<thead>
<tr>
<th>Themes/Cultural Topics</th>
<th>Functions</th>
<th>Readings/Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapitre préliminaire</strong></td>
<td>• Greetings &amp; Introducing oneself&lt;br&gt;• Saying where you are from&lt;br&gt;• Basic description of oneself and others&lt;br&gt;• Identifying classroom objects</td>
<td>• Letters&lt;br&gt;• Newspaper headlines</td>
</tr>
</tbody>
</table>

| Chapitre 1 | • Family (France vs. US vs. Quebec)<br>• Typical week (France vs. US)<br>• The French calendar, name days, certain holidays<br>• Changing family structures in the French-speaking world | • Talking about dates and ages<br>• Describing people (status/personality)<br>• Describing activities<br>• Asking simple questions | • Invitations<br>• Families Quebec |

| Chapitre 2 | • Typical activities<br>• Leisure time and Sports (France vs. US)<br>• Sports in other Francophone countries<br>• Places in town<br>• Friends and notions of friendship | • Describing people (personality and appearance)<br>• Talking about activities in present and immediate future<br>• Describing a town<br>• Asking for information (*comment/quand/ pourquoi/ où...*)<br>• Giving commands/making suggestions | • « Les Misérables » Victor Hugo (excerpt)<br>• Sports in the Francophone world |

| Chapitre 3 | • The university campus<br>• Education (US vs. France vs. Canada & European reforms)<br>• The workplace (including feminization of professional titles in French)<br>• Québécois French | • Talking about studies/degree programs<br>• Describing a campus<br>• Discuss jobs/careers<br>• Express preferences and needs (using *devoir/vouloir/pouvoir*) | • Job advertisements<br>• Magazine/relocation guide for Montréal |

<p>| Chapitre 4 | • Daily routines (France vs. US)&lt;br&gt;• Time (24-hour clock)&lt;br&gt;• Clothing and giving/receiving compliments (cultural differences)&lt;br&gt;• Fashion (Paris, Niger, Dakar) | • Talking about your routine&lt;br&gt;• Telling time&lt;br&gt;• Describing clothing&lt;br&gt;• Making comparisons (comparative &amp; superlative) | • « Familiale » Jacques Prévert poem&lt;br&gt;• Magazine article on young people and routine in France |</p>
<table>
<thead>
<tr>
<th><strong>Chapitre 5</strong></th>
<th><strong>Chapitre 6.1-6.2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Meals (France vs. US vs. Canada)</td>
<td>• Housing</td>
</tr>
<tr>
<td>• Cuisine and the importance of regional/national dishes</td>
<td>• City vs. Country</td>
</tr>
<tr>
<td>• Supermarkets vs. small grocers vs. outdoor markets</td>
<td>• Concepts of home and regionalism in France</td>
</tr>
<tr>
<td>• Customs and practices when eating out</td>
<td>• Talking about where you live (town, neighborhood)</td>
</tr>
<tr>
<td>• Fast Food (France vs. US)</td>
<td>• Describing a building/house/apartment</td>
</tr>
<tr>
<td>• Ordering food and drink</td>
<td>• Describing in the past (situations, states of being)</td>
</tr>
<tr>
<td>• Shopping for food</td>
<td>• Articles on history of regions and languages of France</td>
</tr>
<tr>
<td>• Using quantities in describing meals/recipes</td>
<td>• « Déjeuner du matin » Jacques Prévert poem</td>
</tr>
<tr>
<td>• Talking about past actions/events</td>
<td>• Louisiana recipe</td>
</tr>
</tbody>
</table>
Welcome to French 110! This is the first-semester course, which serves as an introduction to the French language and selected aspects of Francophone civilization and culture. The course is designed to develop your competence in the five basic skill areas: listening, speaking, reading, writing, and cultural knowledge. At the end of this course you should be able to communicate in certain basic, everyday situations, as well as understand simple, contextualized French in a variety of domains.

Whether you are taking this course because you love the language or simply to fulfill your language requirement, keep in mind that in learning French you develop many skills beyond the ability to communicate with people in French. Even if speaking and understanding French is your main goal, here are just a few of the other benefits:

- Studying the grammatical structures and vocabulary of French will greatly increase your understanding of your native language (as well as any other languages you speak) and your ability to express yourself.
- Studying French can help your future career in most fields, given that cultural training and awareness is a key skill sought by companies and organizations with any sort of international ties. See this article on how learning a foreign language in college can help you land your first job: http://career-advice.monster.com/job-search/getting-started/talk-up-foreign-language-skills/article.aspx
- Studying a foreign language builds your analytical thinking skills. These skills are essential for all aspects of education and life, and are specifically tested on many entrance exams, such the GRE and LSAT.
- Americans agree that international education is critically important for our future. “Americans understand that in order to innovate and compete now, we must prepare students by giving them the skills necessary to navigate life and careers in an interconnected global economy.” See this NAFSA survey: http://www.nafsa.org/Find_Resources/Advancing_Public_Policy_for_International_Education/Public_Opinion_Supports_International_Education/

For information on the French program and activities visit our website: http://www.frenchitalian.ku.edu/. You can also like us on Facebook or follow us on Twitter!
For information on study abroad options, visit: http://www.studyabroad.ku.edu

**REQUIRED TEXTBOOK/MATERIALS:**
- You will need to purchase one bluebook (size 8 ½ x 11) for your writing portfolio.
- You will also need access to a good French-English dictionary, such as the Robert-Collins, Larousse, or WordReference.com.

This course will satisfy the requirement for CORE Goal 4 (Learning Outcome 2):
Upon reaching this goal, students will be able to examine a variety of perspectives in the global community, distinguish their own cultural patterns, and respond flexibly to multiple worldviews.
**IMPORTANT NOTES about acceptable online/electronic resources:** If you wish to use an online dictionary or app, you may only use the dictionary function; you may not use any Discussion Forum function, and you may not use any other online resources linked to the site, unless approved for a specific assignment. If you wish to use an app in class, it must be approved in advance by your instructor. During activities in which use of a dictionary is permitted, your instructor may ask you to sit so that use of the app may be observed by him/her.

**TRANSLATION PROGRAMS:**
The use of computer or online translation programs is **NOT permitted** in any French course and is considered cheating. As opposed to dictionaries and grammar references, these programs are not a learning tool because they simply provide a translation, rather than allowing you to choose among various words/tenses/etc. to come up with the best translation on your own. Moreover, translation programs produce bizarre and incorrect translations that are **notoriously easy to identify**. Students will learn far more by doing their own work than by risking serious academic consequences.

All course materials (handouts, PowerPoint documents, review sheets, exams, etc.) are for your personal use only in this class. Pursuant to the University of Kansas’ Policy on Commercial Note-Taking Ventures, commercial note-taking is not permitted in our French courses. Lecture notes and course materials may be taken for personal use, for the purpose of mastering the course material, and may not be sold to any person or entity in any form. You may not share or distribute course materials, or post them on any websites. In addition, you may not use audio or video to record any class sessions without the express permission of the instructor and the department. Any student engaged in or contributing to the commercial exchange of notes or course materials will be subject to discipline, including academic misconduct charges, in accordance with University policy. Please note: note-taking provided by a student volunteer for a student with a disability, as a reasonable accommodation under the ADA, is not the same as commercial note-taking and is not covered under this policy.

**GRADING/GRADE DISTRIBUTION:**
Grades are calculated according to the scale below and are **not** curved. There is no extra credit offered in this course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92.5-100%</td>
</tr>
<tr>
<td>A-</td>
<td>89.5-92.4%</td>
</tr>
<tr>
<td>B+</td>
<td>87.5-89.4%</td>
</tr>
<tr>
<td>B</td>
<td>82.5-87.4%</td>
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<tr>
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<td>72.5-77.4%</td>
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<tr>
<td>C-</td>
<td>69.5-72.4%</td>
</tr>
<tr>
<td>D+</td>
<td>67.5-69.4%</td>
</tr>
<tr>
<td>D</td>
<td>62.5-67.4%</td>
</tr>
<tr>
<td>D-</td>
<td>59.5-62.4%</td>
</tr>
<tr>
<td>F</td>
<td>0-59.4%</td>
</tr>
</tbody>
</table>

Grades for French FR110 will be distributed among the following categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation/Attendance</td>
<td>14% (14 weeks x 10 pts)*</td>
<td>*Weeks 1 &amp; 10 excluded.</td>
</tr>
<tr>
<td>Homework/quizzes</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Writing Portfolio</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Cultural Portfolio*</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Oral Assessments</td>
<td>7% (In-class speaking activities = 30pts; Oral interview = 40pts)</td>
<td></td>
</tr>
<tr>
<td>Chapter Exams</td>
<td>35% (5 x 70 pts)</td>
<td></td>
</tr>
<tr>
<td>Final Comprehensive Exam</td>
<td>14%</td>
<td></td>
</tr>
</tbody>
</table>

* The cultural portfolio will be assessed for student outcomes using our departmental rubric for CORE Goal 4.2. The cultural portfolio is a written document that students add to throughout the semester. It allows students to demonstrate their development of awareness and other-cultural understanding, as they compare products and practices of select Francophone cultures to their own. The cultural portfolio leads students to analyze and reflect on particular values, beliefs and behaviors that are similar or different across cultures, and to consider how practices are a reflection of a cultural framework.

**ATTENDANCE/PARTICIPATION/PREPARATION:**

Attendance is mandatory for your success in this class. Regular practice is essential for improving proficiency in a foreign language, and thus attending class and participating actively on a daily basis are necessary. Instructors will note participation for each student daily and will assign a participation grade for the week. (See participation guidelines below.) Please be on time to class out of politeness and to ensure good participation grades. We ask that you refrain from eating, drinking, and chewing gum in class, as these activities inhibit a person's ability to speak French. In addition,
all cell phones and other electronic devices must be turned off during the class period. If your instructor does not arrive for class and no explanation is posted, please send a representative from the class to the Department of French and Italian (Wescoe 2080) to consult an administrative staff member.

**ABSENCES:**
You are allowed 4 unexcused absences that will not affect your participation grade; however, there are no make-ups for any assignments, quizzes or exams due to an unexcused absence. More than 4 unexcused absences will lower your weekly attendance/participation grade, as points will be deducted for each additional day you are absent from class.

- If you must miss class for any reason, you are still responsible for all assignments due on that day. You are advised to email your instructor immediately if you must be absent from class and, when possible, complete the assignments in advance to ensure you receive credit.
- Excusable absences may include medical emergencies, family emergencies, and religious holidays. If you need to miss class for a religious holiday, you must inform your instructor at least a week in advance. Your instructor will NOT excuse absences for vacation or travel plans; travel plans must be made around the KU academic calendar that this syllabus follows.
- In the case of excused absences, you will have an opportunity to make up assignments/exams only if written, verifiable documentation is presented to the instructor within two weeks of the absence.

**PARTICIPATION GUIDELINES:**
The following are general guidelines your instructor will follow in assigning your weekly participation grade. As noted above, any unexcused absence beyond the fourth one will lower your weekly participation grade. Three areas are considered when your instructor assigns your grade: your use of French in class, your participation in the class, (both responding to the instructor and in pair/group work), and your preparation for class. During the semester, you will be asked to reflect and comment on your participation, so that your instructor can indicate how you are doing and offer suggestions on how you can improve. If you have questions about the guidelines and expectations, please talk with your instructor.

- 9-10 points -- Used almost exclusively French and spoke often during class period. Participated actively and was a leader in group work. Volunteered very often and contributed to class discussion in a meaningful way. Listened attentively and responded to others. Was very well prepared for class.
- 8-8.5 points – Used mostly French and spoke often during class period. Participated actively in group work. Volunteered quite often and contributed to class discussion in a meaningful way. Listened attentively and responded to others. Was well-prepared for class overall.
- 7-7.5 points -- Used a good deal of French but used English sometimes when not necessary. Spoke fairly often during class period. Participated actively in group work. Volunteered occasionally. Listened and responded generally to others. Was mostly prepared for class. May have gotten off task on occasion.
- 5-6.5 points – Used quite a bit of English on several occasions during group work and/or whole class discussion OR didn’t speak often. Not very engaged in group activities and often off task. Did not volunteer during classroom discussion. Seemed quite unprepared for class.
- 0-4.5 points -- Used more English than French OR did not speak during class. Was not engaged in group activities and/or was distracting to others or was often off-topic during class. Obviously did not prepare at all for class.

**HOMEWORK:**
Daily homework is an essential part of learning a foreign language, providing necessary exposure to and practice with the language. The syllabus calendar (below) lists the material to be covered in class each day, and gives the homework assignment to be completed for each class period; homework must be completed by the day/time indicated in order to receive credit. Late homework is NOT accepted without a valid, documented excuse. Because the class is conducted almost exclusively in French, it is important that you prepare the readings/homework for each day, so that you can follow along and most efficiently use the class time to practice your French. Expect at least 1 ½ to 2 hours of preparation (reading plus activities) for each class.

Homework assignments are listed on the syllabus calendar below, but may be modified by the instructor with advance notice. Homework can include the following items:

- activities from the Chez Nous online Student Activities Manual through MyFrenchLab. This includes workbook, audio and video activities, as well as online study resources. You will receive instant feedback on most online exercises (they are electronically graded), so that you can see immediately what you are doing
well and what you need to review/practice more. Your instructor will grade open-ended exercises.

- **in-class quizzes** (announced or unannounced)
- **other assigned readings, exercises, web assignments, etc.**

**WRITING PORTFOLIO**

Students will have a chance to develop their writing skills through the atelier d’écriture in-class writing sessions. During these sessions, you will write on topics related to the course material, while getting feedback from both your instructor and your classmates. There are 3 in-class writing assignments, with revision of each, and a final writing analysis that will make up your writing portfolio. Atelier d’écriture (in-class writing) dates are listed on the syllabus calendar, and like an exam, you must be present in class on that day to complete and get credit for these assignments.

**CULTURAL PORTFOLIO**

Because knowledge of the culture is an integral part of learning a language, students will be asked to reflect upon their knowledge of French or Francophone cultures prior to and after studying certain topics in each chapter. The emphasis will be on documenting growth in cultural knowledge and in making cross-cultural comparisons. You will receive specific guidelines for the portfolio assignments from your instructor.

**ORAL ASSESSMENTS**

Aside from daily participation, you will have several other opportunities to demonstrate your progress in speaking. There will be three smaller in-class speaking activities that will be graded. These activities will take place in small groups, with feedback from your classmates as well as the instructor.

Toward the end of the semester you will participate in an interview with a partner. This interview is a chance to show all that you have learned over the semester, and it will consist of short conversations between you and another student, as well as with the instructor. You will be evaluated on how well you convey meaning as well as on pronunciation and correct usage. You will be given detailed information on the different oral activity formats/requirements later in the semester.

**EXAMS**

Over the semester you will have 5 chapter exams, as well as a comprehensive final exam to measure your overall progress at the end of the semester. The exams will include listening and reading comprehension exercises, written vocabulary and grammar exercises, and some open-ended writing. Exam dates are listed on the syllabus calendar. **REMEMBER:** valid documentation is required to make up an exam.

**ACADEMIC HONESTY**

The department strictly adheres to the following policy on plagiarism and cheating:

"Plagiarism and cheating are serious academic offenses that should be brought to the attention of the Chairperson or Language Coordinator. Whenever a student is caught cheating, the instructor will inform the Chairperson of the Department, who--upon consulting with the instructor--will forward a "CHARGE OF ACADEMIC MISCONDUCT FORM" to College of Liberal Arts with a recommendation for the appropriate sanction."

Students should be certain that all of the work submitted in this course is their own. **NO outside assistance is allowed** on any homework/assignments. **Such outside assistance constitutes academic misconduct.** Examples of this include, but are not limited to:

- **Submitting plagiarized work for an academic requirement.** Plagiarism is the representation of another’s work or ideas as one’s own (unacknowledged word-for-word and/or paraphrasing of another’s work/ideas).
- **Copying / turning in written work that is not original to you.**
- **Resubmitting work from another French course.**
- **Having someone else do the work for you.**
- **Using a translation program in any way to complete assignments.**
- **Using a tutor to help you with your assignments.** Tutors may only be consulted for extra practice beyond the course requirements, for help on non-graded assignments, or for explanations of assignments which have already been evaluated and will not be turned in again. Assignments which have been influenced by the help of a tutor prior to being graded will be treated as plagiarized work.
- **Receiving or passing exam information to other students before, during or after the exam.** Cheating in this case applies both to the receiver of the exam information and the person who provides the information.
Students may use their textbooks, dictionaries, and grammar references in preparing any assignments. They should also seek help from their instructor and/or may use feedback from in-class activities such as peer editing. Please review the notes regarding the use of online dictionaries, apps and translation programs on pages 1-2.

**DISABILITIES/SPECIAL NEEDS**
The Department of French & Italian works closely with the Office of Student Access Services to provide accommodations to students with learning and/or physical disabilities. The SAS office coordinates accommodations and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted SAS at AAAC, please do so as soon as possible: 22 Strong Hall, 785-864-4064 or achieve@ku.edu. Information about their services can be found at [http://achievement.ku.edu](http://achievement.ku.edu). Please also contact your instructor privately in regard to your needs in this course.

**TUTORING/STUDY RESOURCES**
Your instructor is always available during his/her office hours to answer questions and clarify concepts; however, if you would like more intensive help, we encourage you to consider these options:

1) **Private tutors** are available for hire, and the Department of French & Italian maintains a list of possible tutors. For that information, please contact the main office at 864-4056 or frenital@ku.edu.

2) **KU's Academic Achievement and Access Center** provides many types of services if you are struggling in any area of this course. Small group tutoring is available through the AAAC for a nominal fee per course, and you may qualify for a fee waiver: [http://www.tutoring.ku.edu](http://www.tutoring.ku.edu). The AAAC can also consult with you and suggest other options/resources to maximize your learning: [http://achievement.ku.edu](http://achievement.ku.edu)

**QUESTIONS?**
If you have any questions about the course, please talk with your instructor. If you have a question or concern that your instructor cannot address, contact the French Language Program Director, Prof. Kim Swanson, Wescoe 2060, Email: kswanson@ku.edu, or by telephone at (785) 864-9066.

We wish you an enjoyable and successful semester of French. **Bon courage!**

**French 110, Spring 2017**  
**Syllabus Calendar**

### Important Administrative Dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>Mon, Jan 23</td>
<td>Last Day to enroll or add/change sections online without written permission</td>
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<tr>
<td>Mon, Feb 6</td>
<td>Last Day of First Period Drop (Last day to drop online.) <strong>NOTE:</strong> Students who drop after this date will be assigned a grade of “W” to appear on the transcript.</td>
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<td>Tues, Feb 14</td>
<td>First Day to Elect Credit/No Credit (CR/NC) grade option</td>
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<tr>
<td>Mon, Feb 27</td>
<td>Last Day to Elect Credit/No Credit (CR/NC) grade option</td>
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<tr>
<td>Mon, April 17</td>
<td>Last Day of Second Period Drop. <strong>NOTE:</strong> No withdrawals permitted after this date.</td>
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### Abbreviations/Definitions:
- **Ch.** = Chapitre & **L** = Leçon (e.g., Ch 1, L1 = Chapitre 1, Leçon 1)
- **TB** = Textbook & **MFL** = MyFrenchLab
- **À lire** = to read (to read over carefully in preparation for class; usually in the textbook)
- **À faire** = to do (to do before class that day; activities in the online Student Activities Manual in MyFrenchLab)

*Please note all assignment/exam dates in your calendar immediately. Writing assignments/quizzes/exams cannot be made up without written, verifiable proof of an excusable absence, as noted above.  
**Remember that homework listed in the calendar is due by class time on that day.*

<table>
<thead>
<tr>
<th>Semaine</th>
<th>Date</th>
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<th>Devoirs pour aujourd’hui**</th>
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<tbody>
<tr>
<td>1</td>
<td>lundi – 16 janvier</td>
<td><strong>CÉLÉBRATION DE L’ANNIVERSAIRE DE MLK, JR. (pas de classe)</strong></td>
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<td>mardi – 17 janvier</td>
<td>Ch. Préliminaire, L1 : Greetings (TB 3-6) ; Pronoms/être (TB 7-9); Syllabus</td>
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|         | mercredi – 18 janvier | Ch. Prélime, L1 : Vie et culture +Parallèles (TB 5-6) ; pronoms disjoints (TB 9-11) ; Lisons (TB 11-12) ; MyFrenchLab info | À lire : Course syllabus ; TB 3-5, 7-10  
À faire : MFL Ch P On démarrer vidéo, P-1, P-2, P-3, P-5, P-7 (Log into MyFrenchLab to do homework) |
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<tr>
<th>1er</th>
<th>19 janvier</th>
<th><strong>Ch. Prél., L2</strong> : la salle de classe (TB 13, 15-16) ; Sons et Lettres (TB 16-17) ; le genre et les articles (TB 18-20)</th>
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<tr>
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<td><strong>À lire</strong> : TB 13, 16-17, 18-19</td>
<td><strong>À faire</strong> : MFL P-4, P-8, P-9, P-13, P-15</td>
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<td><strong>vendredi</strong> – 20 janvier</td>
<td><strong>Ch. Prél., L2</strong> : Vie et Culture et expr. pour la classe de TB 14-16 ; articles au pluriel (TB 20-22) ; Écoutons (TB 22)</td>
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<td><strong>À lire</strong> : TB 14-15, 20-21</td>
<td><strong>À faire</strong> : MFL P-18, P-19, P-23, P-24, P-25, P-27</td>
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| 2 | 23 janvier | **Ch. 1, L1** : la famille (TB 31-32, 34) ; Sons & Lettres (TB 34-35) ; adj. poss. (TB 36-37) |
|    | **À lire** : TB 31-32, 35-36 | **À faire** : MFL P-21, P-22, P-29, P-31, P-46, Ch 1 On démarrer vidéo |
|    | **mardi** – 24 janvier | **Ch. 1, L1** : Vie et Culture (TB 33) ; adj. invar. (TB 37-40) ; Lisons (TB 40-41) |
|    | **À lire** : TB 33, 37-38 | **À faire** : MFL 1-2, 1-3, 1-7, 1-8, 1-9, **Culture 1A** |
|    | **mercredi** – 25 janvier | **Ch. 1, L2** : les nombres 0-31 (TB 43) ; Sons & Lettres (TB 45-46) ; *avoir* ET nombres 40-100 (TB 47-48) |
|    | **À lire** : TB 43, 45-48 | **À faire** : MFL 1-10, 1-12, 1-13 |
|    | **jeudi** – 26 janvier | **Ch. 1, L2** : les mois & Vie et Culture (TB 42, 44-45) ; adj. poss. au pluriel (TB 48-50) ; Parlons (TB 50) |
|    | **vendredi** – 27 janvier | **Ch. 1, L3** : la semaine ET activités (TB 51, 53-54) ; verbes en *-er/finégation* (TB 54-57) |
|    | **À lire** : TB 51, 53, 54-56 | **À faire** : MFL 1-19, 1-20, 1-29, 1-30, 1-31 |

| 3 | 30 janvier | **Ch. 1, L3** : Vie et Culture + Parallèles (TB 52-53) ; **RÉVISION** : verbes en *-er* ET adjectifs possessifs |
|    | **À lire** : TB 51-52 | **À faire** : MFL 1-32, 1-33, 1-34, 1-41, 1-42 |
|    | **mardi** – 31 janvier | **French Writing Guidelines + Atelier prep**. Comment se servir d'un dictionnaire bilingue + Écrivons (*Ma famille* MFL 1-18) |
|    | **À faire** : MFL 1-38, 1-39, 1-43 + do pre-writing activities pp. II-IV in supplemental pages. Bring completed dictionary & pre-writing activities to class! |
|    | **mercredi** – 1 février | **Ch. 1, L3** : les questions (TB 57-58) ; Écoutons (TB 59) |
|    | **À lire** : TB 52, 57 | **À faire** : MFL 1-40, 1-44, 1-45 |
|    | **jeudi** – 2 février | RÉVISION (Ch. Prél. + ET Ch. 1) **PARTICIPATION REFLECTION** |
|    | **vendredi** – 3 février | **EXAMEN 1** |
|    | **À faire** : MFL 1-49, 1-50 | **Révisez** : Ch. Prél. ET Ch. 1 |

| 4 | 6 février | **Ch. 1, Venez Chez Nous ! La famille dans le monde francophone (TB 60-65) ; Un gars, une fille : La famille** (http://french.ku.edu/110/family.shtml) |
|    | **À lire** : TB 60-65 | **À faire** : Culture 1B ; Un gars, une fille : La famille |
|    | **mardi** – 7 février | **Ch. 2, L1** : adj. de caractère et de physique (TB 69-70) ; Sons & Lettres (TB 72) ; adj. variables (TB 73-75) |
|    | **À lire** : TB 69-70, 72, 73-74 | **À faire** : MFL Ch 2 On démarrer vidéo, **Culture 2A** |
|    | **mercredi** – 8 février | **Ch. 2, L1** : Vie et Culture (TB 71) ; adv. interrog. (TB 75-77) ; Lisons (TB 78-79) |
|    | **À lire** : TB 71, 75-76 | **À faire** : MFL 2-1, 2-3, 2-5, 2-6, 2-7, 2-8 |
|    | **jeudi** – 9 février | **Ch. 2, L2** : des loisirs (TB 80-83) ; Sons et Lettres (TB 83-84) ; *faire* (TB 86-87) |
|    | **À lire** : TB 80-81, 83-84, 86-87 | **À faire** : MFL 2-4, 2-9, 2-10, 2-11, 2-12, 2-14 |
|    | **vendredi** – 10 février | **Ch. 2, L2** : Vie et Culture ET des loisirs (suite) (TB 80-83) ; à et de (TB 84-86) ; Écoutons (TB 88) |
|    | **À lire** : TB 80-82, 84-85 | **À faire** : MFL 2-20, 2-23, 2-28, 2-30, 2-31, 2-33 |

| 5 | 13 février | **Atelier d’écriture 1** : *In-class writing activity* |
|    | **À faire** : MFL 2-21, 2-22, 2-25, 2-26 + do pre-writing activity p. V in supplemental pages - bring to class! |
|    | **mardi** – 14 février | **Ch. 2, L3** : destinations + Parallèles (TB 89, 92) ; *aller/future proche* (TB 92-95) |
|    | **À lire** : TB 89, 92-93 | **À faire** : MFL 2-27, 2-29, 2-32, 2-35 |
|    | **mercredi** – 15 février | **Ch. 2, L3** : **Activité orale 1** ; Vie et Culture (TB 90-91) ; l’impératif (TB 95-96) |
|    | **À lire** : TB 90-91, 95 | **À faire** : MFL 2-38, 2-40, 2-42, 2-43, 2-44 ; Prepare your speaking activity per guidelines! |
|    | **jeudi** – 16 février | **RÉVISION** (Chapitre 2) |
|    | **À lire** : TB 98-103 | **À faire** : MFL 2-45, 2-46, 2-47, 2-49, 2-50, 2-52 |
| 6 | lundi – 20 février | Ch. 2, Venez Chez Nous ! Vive le sport ! (TB 98-103) ; Un gars, une fille : Les sports | À lire : TB 98-103
À faire : Culture 2B; Un gars, une fille : Les sports (http://french.ku.edu/110/sports.shtml) |
|   | mardi – 21 février | Atelier d’écriture 1 (révision) * & Ch. 3, L1 : À l’université ET prép. de lieu (TB 107-08) | À lire : TB 107-108
À faire : Culture 3A ; MFL 3 On démarre vidéo & bring your book to class for atelier revision! |
|   | mercredi – 22 février | Ch. 3, L1 : Vie et Culture (TB 109), adj. prénom. (TB 110-12) ; Sons & Lettres (TB 110) ; | À lire : TB 109-112
À faire : MFL 3-1, 3-2, 3-3, 3-4 |
|   | jeudi – 23 février | Ch. 3, L1 : verbes en -re (112-114) ; Parlons (TB 114) | À lire : TB 112-114
À faire : MFL 3-5, 3-7, 3-8, 3-10 |
|   | vendredi – 24 février | Ch. 3, L2 : facultés/cours (TB 115-118) + suivre (TB A14) ; Sons & Lettres (118-119) ; verbes comme préférer (119-121) | À lire : TB 115-116, 118, 119-120
À faire : MFL 3-11, 3-12, 3-14, 3-16, 3-19 |
| 7 | lundi – 27 février | Ch. 3, L2 : Vie et Culture + Parallèles (TB 117-18) ; adj. prénom. au pluriel (TB 121-23) ; Écrivons (TB 123) | À lire : TB 117, 121-22
À faire : MFL 3-20, 3-22, 3-23, 3-24, 3-26, 3-27 |
|   | mardi – 28 février | Ch. 3, L3 : métiers/professions (TB 124-127) ; devoir/ pouvoir/vouloir (128-31) | À lire : TB 124-125, 127
À faire : MFL 3-28, 3-30, 3-31, 3-32, 3-34 |
|   | mercredi – 1 mars | Ch. 3, L3 : Vie et Culture (TB 126) ; C’est/’il est (127-28) ; Lisons (131-132) | À lire : TB 126, 128-129
À faire : MFL 3-37, 3-38, 3-39, 3-45, 3-46, 3-47 |
|   | jeudi – 2 mars | RÉVISION (Chapitre 3) PARTICIPATION REFLECTION | À lire : TB 133-139
À faire : MFL 3-41, 3-42, 3-43, 3-48 |
|   | vendredi – 3 mars | EXAMEN 3* | À faire : MFL 3-50, 3-58
Révisez pour l’examen ! |
| 8 | lundi – 6 mars | Ch. 3, Venez Chez Nous ! Étudier et travailler en pays francophone (TB 133-139) ; Un gars, une fille : Le Québec | À lire : TB 133-139
À faire : Culture 3B ; Un gars, une fille : Le Québec (http://french.ku.edu/110/quebec.shtml) |
|   | mardi – 7 mars | Ch. 4, L1 : la routine + Vie et Cult. (TB 143-145) ; Sons & Lettres (TB 146) ; verbes pronominaux (TB 146-148) | À lire : TB 143-144, 146, 147
À faire : MFL 4-1, 4-3, 4-5, 4-6, 4-8, 4-9 Prepare your speaking activity per guidelines! |
|   | mercredi – 8 mars | Ch. 4, L1 : Activité orale 2* ; articles de toilette (TB 144-145) ; adverbes (TB 149-150) | À lire : TB 144, 149
À faire : MFL 4-2, 4-4, 4-12, 4-14, 4-17 |
|   | jeudi – 9 mars | Ch. 4, L2 : Lisons (151-152) ; l’heure + Vie et Culture (TB 153-156) ; verbes en – ir [sens + forme] (TB 156-158) | À lire : TB 153-157
À faire : MFL 4-10, 4-20, 4-21, 4-24, 4-25, 4-26 |
|   | vendredi – 10 mars | Ch. 4, L2 : l’heure [suite] ; Parallèles (TB 156) ; le comparatif des adv. (TB 158-60) | À lire : TB 153-156, 159
À faire : MFL 4-10, 4-20, 4-21, 4-24, 4-25, 4-26 |
| 9 | lundi – 13 mars | Ch. 4, L2/L3 : le comparatif des noms et le superlatif (TB 158-60) ; vêtements de sport et vêtements d’extérieur (162, 165) | À lire : TB 159, 162
À faire : MFL 4-22, 4-23, 4-28, 4-30 |
|   | mardi – 14 mars | Atelier d’écriture 2*; In-class writing activity | À faire : MFL 4-29, 4-31 + do pre-writing activity p. VII in supplemental pages - bring to class! |
|   | mercredi – 15 mars | Ch. 4, L3 : vêtements [suite] et couleurs (162-165) ; Sons & Lettres (TB 165-166) ; mettre (TB 163) | À lire : TB 162-163, 165-166
À faire : MFL 4-15, 4-37, 4-60 |
|   | jeudi – 16 mars | Ch. 4, L3 : Vie et Culture (TB 164) ; l’adj. démon. (TB 166-168) ; Écoutons (TB 170-71) | À lire : TB 164, 166-167
À faire : MFL 4-36, 4-38, 4-39, 4-41, 4-42 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activité</th>
<th>Révision</th>
<th>Notes</th>
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<tr>
<td>vendredi – 17 mars</td>
<td>Ch. 4, L3 : comparatif/superlatif des adj. (TB 168-170) + RÉVISION (Ch. 4)</td>
<td>A lire : TB 168-169</td>
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<td>À faire : MFL 4-40, 4-43, 4-44, 4-46, 4-52</td>
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<td>lundi – 27 mars</td>
<td>REVISION (Chapitre 4)</td>
<td>A lire : TB 172-179</td>
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<td>À faire : MFL 4-47, 4-48, 4-49, 4-50, 4-63</td>
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<td>mardi – 28 mars</td>
<td>EXAMEN 4*</td>
<td>À faire : MFL 4-55, 4-56, 4-57</td>
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<td>Atelier d’écriture 2 (révision)* &amp; Ch. 4, Venez Chez Nous ! La vie de tous les jours (TB 172-177) ; Un gars, une fille : Les vêtements</td>
<td>À faire : TB 172-177</td>
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<td>mercredi – 29 mars</td>
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<td>À faire : Culture 4B &amp; bring your book to class for atelier revision; Un gars, une fille : Les vêtements (<a href="http://french.ku.edu/110/clothing.shtml">http://french.ku.edu/110/clothing.shtml</a>)</td>
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<td>jeudi – 30 mars</td>
<td>Ch. 5, L1 : Au café (TB 181-183) ; Sons &amp; Lettres (TB 185) ; prendre/boire (186-188)</td>
<td>À faire : MFL Ch 5 On démarre vidéo, Culture 5A</td>
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<td>vendredi – 31 mars</td>
<td>Ch. 5, L1 : Vie et Culture (TB 184) ; révision des articles + le partitif (TB 188-190) ; Parlons (TB 190)</td>
<td>À faire : MFL 5-1, 5-2, 5-5, 5-6, 5-7, 5-8, 5-9</td>
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<td>lundi – 3 avril</td>
<td>Ch. 5, L2 : petit déjeuner (TB 191) ; Sons &amp; Lettres (TB 195-196) ; passé composé avec avoir (TB 196-198)</td>
<td>À faire : TB 191, 196-197</td>
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<td>À faire : MFL 5-3, 5-10, 5-13, 5-14, 5-15</td>
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<td>mardi – 4 avril</td>
<td>Ch. 5, L2 : déjeuner et dîner (TB 192-195) ; passé composé avec avoir [suite] ; Lisons (TB 200-201)</td>
<td>À faire : TB 192, 195-197</td>
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<td>À faire : MFL 5-16, 5-17, 5-22, 5-24, 5-26</td>
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<td>Ch. 5, L2 : Vie et Culture + Parallèles (TB 193-194) ; verbes comme acheter/appeler (198-200)</td>
<td>À faire : TB 193-194,198-199</td>
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<td>jeudi – 6 avril</td>
<td>Atelier d’écriture 3*; In-class writing activity</td>
<td>À faire : MFL 5-4, 5-20, 5-21, 5-23, 5-29</td>
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<td>Ch. 5, L3 : Au supermarché (TB 203-206) ; pronom en/expr. de quantité (TB 208-210)</td>
<td>À faire : TB 203-204, 208-209</td>
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<td>À faire : MFL 5-32, 5-35</td>
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<td>lundi – 10 avril</td>
<td>Ch. 5, L3 : Vie et Culture (TB 204-205) ; passé composé avec être (TB 206-208) ; Écrivons (TB 210-211)</td>
<td>À faire : TB 204-205, 206-207</td>
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<td>À faire : MFL 5-38, 5-39, 5-40, 5-46, 5-47, 5-48</td>
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<td>mardi – 11 avril</td>
<td>Ch. 5, L3 : Activité orale 3* ; passé composé [suite] - le choix de l’auxiliaire avoir vs. être</td>
<td>À faire : TB 196-197, 206-207</td>
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<td></td>
<td></td>
<td>À faire : MFL 5-41, 5-42, 5-43, 5-44</td>
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<tr>
<td>mercredi – 12 avril</td>
<td>RÉVISION (Chapitre 5)</td>
<td>À faire : TB 212-217</td>
<td></td>
</tr>
<tr>
<td>jeudi – 13 avril</td>
<td>EXAMEN 5*</td>
<td>À faire : Révisez pour l’examen !</td>
<td></td>
</tr>
<tr>
<td>vendredi – 14 avril</td>
<td>Atelier d’écriture 3 (révision)* &amp; Préparation pour les entrevues orales</td>
<td>À faire : Étudiez le vocabulaire et la grammaire nécessaires pour l’entrevue &amp; bring your book to class for atelier revision!</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
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<tr>
<td>lundi – 17 avril</td>
<td>FILM : TBA</td>
<td>À faire : Culture 5B + reflective paragraph; MFL 5-18, 5-19</td>
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<tr>
<td>mardi – 18 avril</td>
<td>FILM : TBA</td>
<td>À faire : MFL 5-11, 5-12</td>
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<tr>
<td>mercredi – 19 avril</td>
<td>FILM : TBA</td>
<td>À faire : MFL 5-33, 5-49</td>
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<tr>
<td>jeudi – 20 avril</td>
<td>ENTREVUES ORALES*</td>
<td>À faire : Préparez votre entrevue !</td>
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<tr>
<td>Date</td>
<td>Journeys</td>
<td>Description</td>
<td>To Read</td>
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<tr>
<td>vendredi</td>
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<td>ENTREVUES ORALES*</td>
<td>A faire : Préparez votre entrevue !</td>
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<tr>
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<td>24 avril</td>
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<tr>
<td></td>
<td>mardi</td>
<td>Ch. 6, L1 : un appart (TB 221-224) ; Sons &amp; Lettres (TB 225-226) ; verbes comme choisir (TB 226-228)</td>
<td>À lire : TB 221-222, 225, 226-227</td>
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<td></td>
<td>25 avril</td>
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<tr>
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<td>mercredi</td>
<td>Ch. 6, L1 : nombres ordinaux + Vie et Culture (TB 223) ; pronoms le/la/les (TB 228-231) ; Parlons (TB 231)</td>
<td>À lire : TB 223, 228-229</td>
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<td></td>
<td>26 avril</td>
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<tr>
<td></td>
<td>jeudi</td>
<td>Ch. 6, L2 : meubles (TB 232-234) ; Sons &amp; Lettres (TB 235) ; lui/leur (235-237)</td>
<td>À lire : TB 232, 235, 235-236</td>
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<tr>
<td></td>
<td>27 avril</td>
<td></td>
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<tr>
<td></td>
<td>vendredi</td>
<td>Ch. 6, L2 : Pour décrire un appart (TB 257) ; Vie et Culture + Parallèles (233-34) ; nombres à partir de mille (238-40)</td>
<td>À lire : TB 257, 233, 238-239</td>
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<tr>
<td></td>
<td>28 avril</td>
<td></td>
<td></td>
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<tr>
<td>16</td>
<td>lundi</td>
<td>Ch. 6, Venez Chez Nous ! À la découverte de la France (TB 249-255)</td>
<td>À lire : TB 249-255</td>
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<tr>
<td></td>
<td>1 mai</td>
<td></td>
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<tr>
<td></td>
<td>mardi</td>
<td>Ch. 6 : pronoms d’objet direct et indirect (résumé) ; Écoutons (240) ; RÉVISION du chapitre</td>
<td>À faire : MFL 6-16, 6-17, 6-23, 6-29, 6-36, 6-37 Révisez le chapitre 6 !</td>
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<tr>
<td></td>
<td>2 mai</td>
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<tr>
<td></td>
<td>mercredi</td>
<td>RÉVISION GÉNÉRALE</td>
<td>À faire : MFL 6-28, 6-32, 6-33, 6-35</td>
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<td>3 mai</td>
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<tr>
<td></td>
<td>jeudi</td>
<td>RÉVISION et parties orales de l’EXAMEN FINAL*</td>
<td>Révisez les chapitres Prél.-6 !</td>
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<tr>
<td></td>
<td>4 mai</td>
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<td></td>
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<tr>
<td></td>
<td>vendredi</td>
<td>STOP DAY (pas de classe)</td>
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<tr>
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<td>5 mai</td>
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<tr>
<td>17</td>
<td>lundi</td>
<td>EXAMEN FINAL* 4:30-7:00pm</td>
<td>Location TBA</td>
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<tr>
<td></td>
<td>8 mai</td>
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Course Inventory Change Request

Date Submitted: 01/26/17 4:27 pm

Viewing: **FREN 120 : Elementary French II**

Last edit: 01/26/17 4:27 pm

Changes proposed by: pascott

<table>
<thead>
<tr>
<th>Catalog Pages referencing this course</th>
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<tbody>
<tr>
<td>BA in French</td>
</tr>
<tr>
<td>BA in French &amp; Italian Studies</td>
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<tr>
<td>College of Liberal Arts &amp; Sciences</td>
</tr>
<tr>
<td>Department of French and Italian</td>
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<tr>
<td>FREN-BA : French, R.A</td>
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<table>
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<tr>
<th>Academic Career</th>
<th>Undergraduate, Lawrence</th>
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<tr>
<td>Subject Code</td>
<td>FREN</td>
</tr>
<tr>
<td>Academic Unit</td>
<td>Department</td>
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<tr>
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<td>French &amp; Italian (FREN)</td>
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<tr>
<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
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<table>
<thead>
<tr>
<th>Do you intend to offer any portion of this course online?</th>
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<tbody>
<tr>
<td>No</td>
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<table>
<thead>
<tr>
<th>Title</th>
<th>Elementary French II</th>
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<tbody>
<tr>
<td>Transcript Title</td>
<td>Elementary French II</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Summer 2017</td>
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<table>
<thead>
<tr>
<th>Catalog Description</th>
<th>Five hours of class per week. A balanced approach stressing understanding, speaking, reading, and writing.</th>
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<tbody>
<tr>
<td>Prerequisites</td>
<td>FREN 110 or by departmental permission.</td>
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<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>Course Type</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
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<tr>
<td>Grading Basis</td>
<td>A-D(+/-)F</td>
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</table>

<table>
<thead>
<tr>
<th>Are you proposing this course for KU Core?</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this course part of the University Honors Program?</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Typically Offered</th>
<th>Typically Every Semester</th>
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</table>

| Principal Course Designator | U - Undesignated elective |

| Are you proposing that the course count towards the CLAS BA degree specific requirements? | No |

| Will this course be required for a degree, major, minor, certificate, or concentration? | No |

| Rationale for Course Proposal | This is a pre-existing class for which we are requesting Core certification. |

KU Core Information

Has the department approved the nomination of this course to KU Core?

Yes No
Selected Goal(s)

Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?

Yes

Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)?

Yes

Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.

This course is entirely comprised of other-cultural material as students study the French language and Francophone cultures in which it is used, including certain Francophone communities in Canada, Europe, Africa, Asia and the Caribbean. Students use the French language they are learning to discuss and debate Francophone cultural beliefs and practices, while comparing these to their own culture. Students are asked to extrapolate cultural elements from a wide variety of readings and oral or visual documents, with the goal of leading them to understand and be sensitive to differences, and therefore to better negotiate cultural situations outside of the U.S. Students reflect on specific cultural beliefs, products and practices throughout the semester in both oral and written assignments, culminating in a final cultural essay or project.

Selected Learning Outcome(s):

Goal 4, Learning Outcome 2
State what assignments, readings, class discussions, and lectures will be used to evaluate students’ work that documents and therefore to better negotiate cultural situations. (Please limit responses to 1000 characters.)

By enabling students to recognize the cultural similarities and differences in patterns of communication and interaction between various Francophone cultures and their own, this course promotes an understanding and appreciation of cultural diversity. The course materials include readings, video and audio recordings, and visual stimuli that explicitly lead students to discover and analyze cultural beliefs, behaviors and practices in varying Francophone cultures, preparing them to better negotiate cross-cultural situations.

State what assignments, readings, class discussion, and lectures will devote a majority of your course or educational experience to raising student awareness of, engagement with, and analysis of various elements of other-cultural understanding of communities outside the United States. (Please limit responses to 1000 characters.)

Students in the course are exposed to a wide variety of authentic content and cultural texts: these may be dialogues, stories, webpages, blogs, newspaper articles, videos, songs, TV shows and film clips, audio interviews, paintings, photographs, advertisements, menus, etc. from the target culture. These are accompanied by activities that facilitate comprehension and guide students to develop an awareness and understanding of the values and beliefs that underlie the practices and products of French and Francophone cultures and societies. Assignments are designed to promote an appreciation of Francophone communities, traditions and contributions throughout the world. All cultural materials are accompanied by activities which underlie the practices and products (including literature, arts and history) of Francophone societies from North America (U.S. and Canada), Europe, Africa, Asia and the Caribbean.

Explain how your course or educational experience will develop the ability of students to discuss, debate, and analyze non-US cultures in relation to the students own value assumptions. (Please limit responses to 1000 characters.)

At all levels, French language classes are organized to encourage students to use the target language actively, in pair work, in written reflections, in presentations and in cultural assignments. The majority of class time is given over to teacher-student and student-student discussion and interaction. In-class activities are centered on facilitating comprehension and highlighting cultural comparisons. These activities encourage students to analyze varied aspects of Francophone cultures while making connections to their own values and experiences. In addition, the presentation and practice of the language itself (vocabulary, structures, and usage) entails continuous cross-cultural comparison, as students learn how different values, ideas and behaviors are reflected in language. 100-level French Assignments encourage students to analyze and reflect on differing aspects of Francophone cultures. All are gathered in a cultural portfolio submitted at the end of the course.

Detail how your course or educational experience will sensitize students to various cultural beliefs, behaviors, and practices through other-cultural readings and academic research on cultural competency so that students may be better prepared to negotiate cross-cultural situations. (Please limit responses to 1000 characters.)

All in-class activities and homework assignments build students’ awareness and abilities to understand and appreciate language and cultural differences and similarities. Students are required to produce a cultural portfolio, which they add to throughout the semester. The portfolio asks students to reflect on the course topics at the beginning and end of each chapter, leading them to discuss what they have learned and make cross-cultural comparisons. The cultural portfolio will be used to evaluate their overall progress in reaching Goal.
<table>
<thead>
<tr>
<th>KU Core Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 120 syllabus-spring 17-sample.pdf</td>
</tr>
<tr>
<td>Course content-FREN 120-overview.pdf</td>
</tr>
</tbody>
</table>
## KU FREN 120 (Book: Chez Nous, 2014, Valdman, Pons & Scullen) – Overview

<table>
<thead>
<tr>
<th>Themes/Cultural Topics</th>
<th>Functions</th>
<th>Readings/Literature</th>
</tr>
</thead>
</table>
| **Chapitre 6.3**        | • Making suggestions  
                          • Describing situations/settings in the past | • « Printemps et autres saisons » J. M. G. Le Clézio (excerpt) |
| • Nature and the countryside  
                          • Geographical diversity in France | |
| **Chapitre 7**          | • Talking about extended family  
                          • Expression feelings and emotions  
                          • Narrating in the past (events/actions and description of background/settings) | • « Je suis cadien » Jean Arceneaux poem  
                          • « Les noces » Émile Zola (excerpt) |
| • Family relations  
                          • Ethnic diversity in France  
                          • Religious and public holidays and rituals (France, Francophone Africa) | |
| **Chapitre 8**          | • Talking about weather/seasons and vacation activities  
                          • Extending/accepting/refusing invitations  
                          • Asking for specific information (quel/lequel/qui/que/quoi)  
                          • Making polite requests (conditional) | • « Il pleure dans mon cœur » Paul Verlaine poem  
                          • Guide to Guadaloupe (excerpt) |
| • Proverbs  
                          • Vacation habits in France  
                          • Cultural activities in France (tendencies)  
                          • Politeness in requests  
                          • French overseas departments | |
| **Chapitre 9**          | • Describing future plans  
                          • Making travel plans, lodging arrangements  
                          • Describing places (continents/countries) and people (nationalities)  
                          • Giving directions | • « Le Tour du monde en quatre-vingts jours » Jules Verne (excerpt)  
                          • « Lettres persanes » Montesquieu (excerpt) |
| • Tourism and sites  
                          • Major French cities  
                          • Travel within France  
                          • International Humanitarian Organizations | |
| **Chapitre 10**         | • Discussing the body, health and well-being  
                          • Giving advice and stating opinions  
                          • Discussing politics and the environment | • « Le malade imaginaire » Molière (excerpt)  
                          • « L’arbre nourricier » Senegalese folktale |
| • Health and Environment  
                          • French health system  
                          • Civic engagement (France vs. US, in politics, protests, volunteering)  
                          • Environmental/Ecological concerns in Francophone world | |
| **Chapitre 11**         | • Expressing opinions about the media  
                          • Discussing hypothetical situations and possible results (conditional)  
                          • Narrating in past, present and future | • Film reviews  
                          • Film festivals |
| • Television and cinéma in France  
                          • International film festivals  
                          • Technology  
                          • The press and reading habits | |
| **Chapitre 12**         | • Talking about the arts  
                          • Narrating in past, present and future | • « La leçon » Eugène Ionesco (excerpt)  
                          French cultural magazines |
| • Music/instruments, French music festival  
                          • Artists/art, Paris museums | |
FREN 120  
Spring 2017  
Course Information and Policies  

Instructor: ___________________________  
Office: ________________  

Email/contact info: ___________________________  
Office hours: ____________  

French & Italian Office: 2080 Wescoe; 864-4056  

COURSE DESCRIPTION:  
Welcome to French 120! This is our second-semester French course, which builds on your basic French language skills and knowledge of Francophone civilization and culture. The course is designed to develop your competence in the five basic skill areas: listening, speaking, reading, writing, and cultural knowledge. At the end of this course you should be able to communicate in a larger variety of everyday situations, as well as understand simple, contextualized French in many domains.  

Whether you are taking this course because you love the language or simply to fulfill your language requirement, keep in mind that in learning French you develop many skills beyond the ability to communicate with people in French. Even if speaking and understanding French is your main goal, here are just a few of the other benefits:  

• Studying the grammatical structures and vocabulary of French will greatly increase your understanding of your native language (as well as any other languages you speak) and your ability to express yourself.  
• Studying French can help your future career in most fields, given that cultural training and awareness is a key skill sought by companies and organizations with any sort of international ties. See this article on how learning a foreign language in college can help you land your first job: http://career-advice.monster.com/job-search/getting-started/talk-up-foreign-language-skills/article.aspx  
• Studying a foreign language builds your analytical thinking skills. These skills are essential for all aspects of education and life, and are specifically tested on many entrance exams, such as the GRE and LSAT.  
• Americans agree that international education is critically important for our future. “Americans understand that in order to innovate and compete now, we must prepare students by giving them the skills necessary to navigate life and careers in an interconnected global economy.” See this NAFSA survey: http://www.nafsa.org/Find_Resources/Advancing_Public_Policy_for_International_Education/Public_Opinion_Supports_International_Education/  

For information on the French program and activities visit our website: http://www.frenchitalian.ku.edu/. You can also like us on Facebook or follow us on Twitter!  
For information on study abroad options, visit: http://www.studyabroad.ku.edu  

REQUIRED TEXTBOOK/MATERIALS:  
• You will need to purchase one bluebook (size 8½ x 11) for your writing portfolio.  
• You will also need access to a good French-English dictionary, such as the Robert-Collins, Larousse, or WordReference.com.  

This course will satisfy the requirement for CORE Goal 4 (Learning Outcome 2):  
Upon reaching this goal, students will be able to examine a variety of perspectives in the global community, distinguish their own cultural patterns, and respond flexibly to multiple worldviews.
IMPORTANT NOTES about acceptable online/electronic resources: If you wish to use an online dictionary or app, you may only use the dictionary function; you may not use any Discussion Forum function, and you may not use any other online resources linked to the site, unless approved for a specific assignment. If you wish to use an app in class, it must be approved in advance by your instructor. During activities in which use of a dictionary is permitted, your instructor may ask you to sit so that use of the app may be observed by him/her.

TRANSLATION PROGRAMS:
The use of computer or on-line translation programs is NOT permitted in any French course and is considered cheating. As opposed to dictionaries and grammar references, these programs are not a learning tool because they simply provide a translation, rather than allowing you to choose among various words/tenses/etc. to come up with the best translation on your own. Moreover, translation programs produce bizarre and incorrect translations that are notoriously easy to identify. Students will learn far more by doing their own work than by risking serious academic consequences.

All course materials (handouts, PowerPoint documents, review sheets, exams, etc.) are for your personal use only in this class. Pursuant to the University of Kansas’ Policy on Commercial Note-Taking Ventures, commercial note-taking is not permitted in our French courses. Lecture notes and course materials may be taken for personal use, for the purpose of mastering the course material, and may not be sold to any person or entity in any form. You may not share or distribute course materials, or post them on any websites. In addition, you may not use audio or video to record any class sessions without the express permission of the instructor and the department. Any student engaged in or contributing to the commercial exchange of notes or course materials will be subject to discipline, including academic misconduct charges, in accordance with University policy. Please note: note-taking provided by a student volunteer for a student with a disability, as a reasonable accommodation under the ADA, is not the same as commercial note-taking and is not covered under this policy.

GRADING/GRADE DISTRIBUTION:
Grades are calculated according to the scale below and are not curved. There is no extra credit offered in this course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>89.5-92.4%</td>
</tr>
<tr>
<td>B+</td>
<td>87.5-89.4%</td>
</tr>
<tr>
<td>B</td>
<td>82.5-87.4%</td>
</tr>
<tr>
<td>B-</td>
<td>79.5-82.4%</td>
</tr>
<tr>
<td>C+</td>
<td>77.5-79.4%</td>
</tr>
<tr>
<td>C</td>
<td>72.5-77.4%</td>
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<tr>
<td>C-</td>
<td>69.5-72.4%</td>
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<tr>
<td>D+</td>
<td>67.5-69.4%</td>
</tr>
<tr>
<td>D</td>
<td>62.5-67.4%</td>
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<tr>
<td>D-</td>
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<td>F</td>
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Grades for French FR120 will be distributed among the following categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation/Attendance</td>
<td>14% (14 weeks x 10 pts)*</td>
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<tr>
<td>Homework/quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Writing Portfolio</td>
<td>10%</td>
</tr>
<tr>
<td>Cultural Portfolio*</td>
<td>5%</td>
</tr>
<tr>
<td>Oral Assessments</td>
<td>7% (In-class speaking activities = 30pts; Oral interview = 40pts)</td>
</tr>
<tr>
<td>Chapter Exams</td>
<td>35% (5 x 70 pts)</td>
</tr>
<tr>
<td>Final Comprehensive Exam</td>
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* The cultural portfolio will be assessed for student outcomes using our departmental rubric for CORE Goal 4.2. The cultural portfolio is a written document that students add to throughout the semester. It allows students to demonstrate their development of awareness and other-cultural understanding, as they compare products and practices of select Francophone cultures to their own. The cultural portfolio leads students to analyze and reflect on particular values, beliefs and behaviors that are similar or different across cultures, and to consider how practices are a reflection of a cultural framework.

ATTENDANCE/PARTICIPATION/PREPARATION:

Attendance is mandatory for your success in this class. Regular practice is essential for improving proficiency in a foreign language, and thus attending class and participating actively on a daily basis are necessary. Instructors will note participation for each student daily and will assign a participation grade for the week. (See participation guidelines below.)

Please be on time to class out of politeness and to ensure good participation grades. We ask that you refrain from eating, drinking, and chewing gum in class, as these activities inhibit a person's ability to speak French. In addition,
all cell phones and other electronic devices must be turned off during the class period. If your instructor does not arrive for class and no explanation is posted, please send a representative from the class to the Department of French and Italian (Wescoe 2080) to consult an administrative staff member.

**ABSENCES:**
You are allowed 4 unexcused absences that will not affect your participation grade; however, **there are no make-ups for any assignments, quizzes or exams due to an unexcused absence. More than 4 unexcused absences will lower your weekly attendance/participation grade,** as points will be deducted for each additional day you are absent from class.

- If you must miss class for any reason, you are still responsible for all assignments due on that day. You are advised to email your instructor immediately if you must be absent from class and, when possible, complete the assignments in advance to ensure you receive credit.
- **Excusable absences may include** medical emergencies, family emergencies, and religious holidays. If you need to miss class for a religious holiday, you must inform your instructor at least a week in advance. Your instructor will NOT excuse absences for vacation or travel plans; travel plans must be made around the KU academic calendar that this syllabus follows.
- **In the case of excused absences,** you will have an opportunity to make up class work **only if written, verifiable documentation is presented** to the instructor **within two weeks of the absence.**

**PARTICIPATION GUIDELINES:**
The following are general guidelines your instructor will follow in assigning your weekly participation grade. As noted above, any unexcused absence beyond the fourth one will lower your weekly participation grade. Three areas are considered when your instructor assigns your grade: your use of French in class, your participation in the class, (both responding to the instructor and in pair/group work), and your preparation for class. During the semester, you will be asked to reflect and comment on your participation, so that your instructor can indicate how you are doing and offer suggestions on how you can improve. If you have questions about the guidelines and expectations, please talk with your instructor.

- **9-10 points** – Used almost exclusively French and spoke often during class period. Participated actively and was a leader in group work. Volunteered very often and contributed to class discussion in a meaningful way. Listened attentively and responded to others. Was very well-prepared for class.
- **8-8.5 points** – Used mostly French and spoke often during class period. Participated actively in group work. Volunteered quite often and contributed to class discussion in a meaningful way. Listened attentively and responded to others. Was well-prepared for class overall.
- **7-7.5 points** – Used a good deal of French but used English sometimes when not necessary. Spoke fairly often during class period. Participated actively in group work. Volunteered occasionally. Listened and responded generally to others. Was mostly prepared for class. May have gotten off task on occasion.
- **5-6.5 points** – Used quite a bit of English on several occasions during group work and/or whole class discussion OR didn’t speak often. Not very engaged in group activities and often off task. Did not volunteer during classroom discussion. Seemed quite unprepared for class.
- **0-4.5 points** – Used more English than French OR did not speak during class. Was not engaged in group activities and/or was distracting to others or was often off-topic during class. Obviously did not prepare at all for class.

**HOMEWORK:**
Daily homework is an essential part of learning a foreign language, providing necessary exposure to and practice with the language. The syllabus calendar (below) lists the material to be covered in class each day, and gives the homework assignment to be completed for each class period; homework must be completed by the day/time indicated in order to receive credit. **Late homework is NOT accepted** without a valid, documented excuse. **Because the class is conducted almost exclusively in French, it is important that you prepare the readings/homework for each day,** so that you can follow along and most efficiently use the class time to practice your French. **Expect at least 1 ½ to 2 hours of preparation (reading plus activities) for each class.**

Homework assignments on the syllabus calendar below may be modified by the instructor, and can include the following items:
- **activities from the Chez Nous online Student Activities Manual through MyFrenchLab.** This includes workbook, audio and video activities, as well as online study resources. You will receive instant feedback on most online exercises (they are electronically graded), so that you can see immediately what you are doing.
well and what you need to review/practice more. Your instructor will grade open-ended exercises.

- in-class quizzes (announced or unannounced)
- other assigned readings, grammar exercises, web assignments, etc.

**WRITING PORTFOLIO**

Students will have a chance to develop their writing skills through the *atelier d'écriture* in-class writing sessions. During these sessions, you will write on topics related to the course material, while getting feedback from both your instructor and your classmates. There are 3 in-class writing assignments, with revision of each, and a final writing analysis that will make up your writing portfolio. *Atelier d'écriture* (in-class writing) dates are listed on the syllabus calendar, and like an exam, you must be present in class on that day to complete and get credit for these assignments.

**CULTURAL PORTFOLIO**

Because knowledge of the culture is an integral part of learning a language, students will be asked to reflect upon their knowledge of French or Francophone cultures prior to and after studying certain topics in each chapter. The emphasis will be on documenting growth in cultural knowledge and in making cross-cultural comparisons. You will receive specific guidelines for the portfolio assignments from your instructor.

**ORAL ASSESSMENTS**

Aside from daily participation, you will have several other opportunities to demonstrate your progress in speaking. There will be three smaller in-class speaking activities that will be graded. These activities will take place in small groups, with feedback from your classmates as well as the instructor.

Toward the end of the semester you will participate in an interview with a partner. This interview is a chance to show all that you have learned over the semester, and it will consist of short conversations between you and another student, as well as with the instructor. You will be evaluated on how well you convey meaning as well as on pronunciation and correct usage. You will be given detailed information on the different oral activity formats/requirements later in the semester.

**EXAMS**

Over the semester you will have 5 chapter exams, as well as a comprehensive final exam to measure your overall progress at the end of the semester. The exams will include listening and reading comprehension exercises, written vocabulary and grammar exercises, and some open-ended writing. Exam dates are listed on the syllabus calendar. **REMEMBER:** valid documentation is required to make up an exam.

**ACADEMIC HONESTY**

The department strictly adheres to the following policy on plagiarism and cheating:
"Plagiarism and cheating are serious academic offenses that should be brought to the attention of the Chairperson or Language Coordinator. Whenever a student is caught cheating, the instructor will inform the Chairperson of the Department, who--upon consulting with the instructor--will forward a "CHARGE OF ACADEMIC MISCONDUCT FORM" to College of Liberal Arts with a recommendation for the appropriate sanction."

Students should be certain that all of the work submitted in this course is their own. **NO outside assistance is allowed** on any homework/assignments. **Such outside assistance constitutes academic misconduct.** Examples of this include, but are not limited to:

- Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another’s work or ideas as one’s own (unacknowledged word-for-word and/or paraphrasing of another’s work/ideas).
- Copying / turning in written work that is not original to you.
- Resubmitting work from another French course.
- Having someone else do the work for you.
- Using a translation program in any way to complete assignments.
- Using a tutor to help you with your assignments. Tutors may only be consulted for extra practice beyond the course requirements, for help on non-graded assignments, or for explanations of assignments which have already been evaluated and will not be turned in again. Assignments which have been influenced by the help of a tutor prior to being graded will be treated as plagiarized work.
• Receiving or passing exam information to other students before, during or after the exam. Cheating in this case applies both to the receiver of the exam information and the person who provides the information.

Students may use their textbooks, dictionaries, and grammar references in preparing any assignments. They should also seek help from their instructor and/or may use feedback from in-class activities such as peer editing. Please review the notes regarding the use of online dictionaries, apps and translation programs on pages 1-2.

DISABILITIES/SPECIAL NEEDS
The Department of French & Italian works closely with the Office of Student Access Services to provide accommodations to students with learning and/or physical disabilities. The SAS office coordinates accommodations and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted SAS at AAAC, please do so as soon as possible: 22 Strong Hall, 785-864-4064 or achieve@ku.edu. Information about their services can be found at http://achievement.ku.edu. Please also contact your instructor privately in regard to your needs in this course.

TUTORING/STUDY RESOURCES
Your instructor is always available during his/her office hours to answer questions and clarify concepts; however, if you would like more intensive help, we encourage you to consider these options:
1) Private tutors are available for hire, and the Department of French & Italian maintains a list of possible tutors. For that information, please contact the main office at 864-4056 or frenital@ku.edu.  
2) KU’s Academic Achievement and Access Center provides many types of services if you are struggling in any area of this course. Small group tutoring is available through the AAAC for a nominal fee per course, and you may qualify for a fee waiver: http://www.tutoring.ku.edu/. The AAAC can also consult with you and suggest other options/resources to maximize your learning: http://achievement.ku.edu

QUESTIONS?
If you have any questions about the course, please talk with your instructor. If you have a question or concern that your instructor cannot address, contact the French Language Program Director, Prof. Kim Swanson, Wescoe 2060, Email: kswanson@ku.edu, or by telephone at (785) 864-9066.

We wish you an enjoyable and successful semester of French. Bon courage!

French 120, Spring 2017

Syllabus Calendar

Important Administrative Dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon, Jan 23</td>
<td>Last Day to enroll or add/change sections online without written permission</td>
</tr>
<tr>
<td>Mon, Feb 6</td>
<td>Last Day of First Period Drop (last day to drop online.) NOTE: Students who drop after this date will be assigned a grade of “W” to appear on the transcript.</td>
</tr>
<tr>
<td>Tues, Feb 14</td>
<td>First Day to Elect Credit/No Credit (CR/NC) grade option</td>
</tr>
<tr>
<td>Mon, Feb 27</td>
<td>Last Day to Elect Credit/No Credit (CR/NC) grade option</td>
</tr>
<tr>
<td>Mon, April 17</td>
<td>Last Day of Second Period Drop. NOTE: No withdrawals permitted after this date.</td>
</tr>
</tbody>
</table>

Abbreviations/Definitions:
- Ch. = Chapitre & L = Leçon (e.g., Ch 6, L3 = Chapitre 6, Leçon 3)
- TB = Textbook & MFL = MyFrenchLab
- À lire = to read (to read over carefully in preparation for class; usually in the textbook)
- À faire = to do (to do before class that day; activities in the online Student Activities Manual in MyFrenchLab)

* Please note all assignment/exam dates in your calendar immediately. Writing assignments/quizzes/exams cannot be made up without written, verifiable proof of an excusable absence, as noted above.
**Remember that homework listed in the calendar is due by class time on that day.

<table>
<thead>
<tr>
<th>Semaine</th>
<th>Date</th>
<th>En classe</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>lundi – 16 janvier</td>
<td>CÉLÉBRATION DE L’ANNIVERSAIRE DE MLK, JR. (pas de classe)</td>
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<tr>
<td></td>
<td>mardi – 17 janvier</td>
<td>Review greetings/formality; Ss intros; Course/syllabus</td>
</tr>
<tr>
<td>Date</td>
<td>Événements</td>
<td>Notes</td>
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<tr>
<td>mercredi – 18 janvier</td>
<td><strong>Rappel</strong>: le Passé Composé (Ch. 5, pp. 196-98, 206-08), MyFrenchLab info</td>
<td>À lire: Course syllabus; TB 196-97, 206-07</td>
</tr>
<tr>
<td>jeudi – 19 janvier</td>
<td>Ch. 6, L3 : la nature/la campagne (TB 241, 243) ; Vie et Culture (TB 242) ; l’imparfait-suggestions (TB 244-245)</td>
<td>À lire : TB 241-244</td>
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<tr>
<td>vendredi – 20 janvier</td>
<td>Ch. 6, L3 : l’imparfait-description au passé (TB 245-247) ; Lisons (TB 247-48) ; Un gars, une fille : La nature</td>
<td>À faire : MFL 6-38, 6-39, 6-40, 6-42, 6-43, 6-44 : Un gars, une fille : <a href="http://french.ku.edu/110/nature.shtml">http://french.ku.edu/110/nature.shtml</a></td>
</tr>
<tr>
<td>2</td>
<td>lundi – 23 janvier</td>
<td>Ch. 7, L1 : la famille (TB 259-62) ; Vie et Culture (TB 260-61) ; lire/dire/écrire (TB 263-64)</td>
</tr>
<tr>
<td>mardi – 24 janvier</td>
<td>Ch. 7, L1 : Décrire une personne (TB 260-62, 296) ; Imparfait &amp; Passé Composé (TB 264-67) ; Parlons (TB 267)</td>
<td>À lire : TB 206, 296, 264-65</td>
</tr>
<tr>
<td>mercredi – 25 janvier</td>
<td>Ch. 7, L2 : Grands événements + Vie et Culture (TB 268-71) ; Imp &amp; PC-d’autres contrastes (272-73) ; Écrivons (276)</td>
<td>À lire : TB 268-69, 272</td>
</tr>
<tr>
<td>jeudi – 26 janvier</td>
<td>Ch. 7, L2 : Les vœux/Parler des fêtes/Parallèles (TB 269-70, 296-97) ; Sons &amp; Lettres (271) ; Rappel : pronoms le/la/les/lui/leur (228-30, 235-38)</td>
<td>À lire : TB 228-29, 235-37, 269-271, 296-97 ; Écrire (276)</td>
</tr>
<tr>
<td>vendredi – 27 janvier</td>
<td>Ch. 7, L2 : me/te/nous/vous (274-75) ; Un gars, une fille : L’anniversaire</td>
<td>À lire : TB 269-271, 274</td>
</tr>
<tr>
<td>3</td>
<td>lundi – 30 janvier</td>
<td><strong>French Writing Guidelines + Atelier prep</strong> Comment se servir d’un dictionnaire bilingue + Écrivons (Based on Mon enfance MFL 7-15, 7-16)</td>
</tr>
<tr>
<td>mardi – 31 janvier</td>
<td>Ch. 7, L3 : les sentiments (TB 277-80) ; Sons &amp; Lettres (TB 280-81) ; verbes pronominaux (TB 281-83)</td>
<td>À lire : TB 277, 281-82, 296</td>
</tr>
<tr>
<td>mercredi – 1 février</td>
<td>Ch. 7, L3 : Vie et Culture (TB 278-79) ; voir/croire + conj. que (TB 283-85) ; Lisons (TB 285-87)</td>
<td>À lire : TB 283-84, 285-87</td>
</tr>
<tr>
<td>jeudi – 2 février</td>
<td>Ch. 7 : Révision des verbes pronominaux ; Venez Chez Nous ! Les rituels (TB 288-95)</td>
<td>À lire : TB, 288-95</td>
</tr>
<tr>
<td>vendredi – 3 février</td>
<td>REVISION (Ch. 6.3 &amp; 7) ; <strong>PARTICIPATION REFLECTION</strong></td>
<td>À faire : MFL 7-43, 7-44, 7-45, 7-46</td>
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<tr>
<td>4</td>
<td>lundi – 6 février</td>
<td><strong>EXAMEN 1</strong></td>
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<tr>
<td>mardi – 7 février</td>
<td><strong>Activité orale 1</strong> ; Rappel : les questions/ adverbes interrogatifs (TB 57, 75-76)</td>
<td>À lire : TB 57, 75-76</td>
</tr>
<tr>
<td>mercredi – 8 février</td>
<td>Ch. 8, L1 : Le temps/les saisons/le température +Vie et Culture (TB 299-303) ; Questions avec quel/lequel (TB 305-07)</td>
<td>À lire : TB 299-300, 305-07, 336</td>
</tr>
<tr>
<td>jeudi – 9 février</td>
<td>Ch. 8, L1 : Expr. de nécessité (TB 307-08) ; Sons &amp; Lettres (TB 304-05) ; Lisons (TB 309-10)</td>
<td>À lire : TB 304, 307, 336-337</td>
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<tr>
<td>vendredi – 10 février</td>
<td>Ch. 8, L2 : Activités (TB 311-13) ; Qui est-ce qui/Qu’est-ce que/Qui est-ce que (TB 314-17)</td>
<td>À lire : TB 311-12, 314-15</td>
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<td>5</td>
<td>lundi – 13 février</td>
<td>Ch. 8, L2 : Activités [suite] + Parallèles (TB 311-13) ; Questions avec préposition +qui/que/quoi (TB 314-17)</td>
</tr>
<tr>
<td>mardi – 14 février</td>
<td>Ch. 8, L2 : Révision : les questions</td>
<td>À faire : MFL 8-22, 8-23, 8-25</td>
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<tr>
<td>Jour</td>
<td>Date</td>
<td>Matière</td>
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| mercredi –      | 15 mars    | Ch. 8, L2 : Vie et Culture (TB 314-15) ;  | À faire : TB 314-15, 317-18  
|                 |            | connaître/savoir (317-19) ; Écrivons(320)  | À faire : MFL 8-27, 8-28                      |
| jeudi –         | 16 mars    | Atelier d’écriture 1*; In-class writing    | À faire : MFL 8-29, 8-30 + do pre-writing      |
|                 |            | activity                                    | activity “Atelier d’écriture n° 1” in         |
|                 |            |                                            | supplemental pages - bring to class!         |
| vendredi –      | 17 mars    | Ch. 8, L3 : Inviter/accepter/refuser (TB  | À faire : TB 321-322, 324-26, 337            |
|                 |            | 321-24, 337) ; Sons et Lettres (TB 324-   | À faire : MFL 8-32, 8-33, 8-36                |
|                 |            | 25) ; La modalité (TB 325-327)              |                                                |
| mercredi –      | 22 mars    | EXAMEN 2*                                   | À faire : 8-54, 8-55                           |
|                 |            |                                            | Révisez pour l’examen !                       |
| jeudi –         | 23 mars    | Ch. 8, Venez Chez Nous ! Vive les         | À faire : Culture 8B, Un gars, une fille : Les |
|                 |            | vacances ! (TB 330-35) ; Un gars, une fille : Les vacances (http://french.ku.edu/120/vacation.shtml) |
| vendredi –      | 24 mars    | Atelier d’écriture 1 (révision) * & Ch. 9, | À faire : TB 339                             |
|                 |            | L1 : Pour un voyage (TB 339-40)            | À faire : MFL Ch 9 On démarre vid., Culture 9A ; bring your book to class for atelier revision! |
| 6               | lundi –    | Ch. 9, L1 : Moyens de transport (340-42) ;| À faire : TB 340-46, 378                      |
|                 | 20 mars    | Sons et lettres (342-43) ; le futur (343-46)| À faire : MFL 9-4, 9-5                        |
| mardi –         | 21 mars    | Ch. 9, L1 : Vie et Culture + Parallèles (TB| À faire : TB 208-09 (pronoun en), 340-41, 346-47 |
|                 |            | 340-42) ; Rappel : en + pron. y (346-49) ;| À faire : MFL 9-2, 9-3, 9-6, 9-7, 9-9, 9-10 |
|                 |            | Écouteurs (348-49)                          |                                                |
| mercredi –      | 1 mars     | Ch. 9, L2 : les pays (TB 350-53), Sons et | À faire : TB 350-51, 353-55                    |
|                 |            | lettres (353-54); prép. de lieux (354-56)  | À faire : MFL 9-11, 9-13, 9-14, 9-15, 9-17     |
| jeudi –         | 2 mars     | Ch. 9, L2 : nationalités et langues (TB    | À faire : TB 357-58, 362                       |
|                 |            | 351-53) ; venir (356-57) ; Lisons (357-59)   | À faire : MFL 9-20, 9-21, 9-24, 9-25, 9-27, 9-28 |
| vendredi –      | 3 mars     | Ch. 9, L3 : Logements/sites + Vie et Cult.| À faire : MFL 9-29, 9-30, 9-31, 9-32, 9-33, 9-35 |
|                 |            | (TB 360-65) ; Pronoms rel. où & qui (TB 365-68) ; PARTICIPATION REFLECTION |                                                |
| 7               | lundi –    | Ch. 9, L3 : Activité orale 2; Pour se     | À faire : TB 361, 366-67, 378-79               |
|                 | 6 mars     | renseigner (TB 361-64) ; Pronom rel. que   | À faire : MFL 9-38, 9-39, 9-42, 9-43, 9-44      |
|                 |            | (TB 366-68)                                 | **Prepare your speaking activity per the       |
|                 |            |                                            | guidelines!                                   |
| mardi –         | 7 mars     | Ch. 9, L3 : Pronoms relatifs qui/que/où    | À faire : TB 365-67                           |
| mercredi –      | 8 mars     | RÉVISION (Chapitre 9)                       | À faire : MFL 9-51, 9-54, 9-55                |
| jeudi –         | 9 mars     | EXAMEN 3*                                  | À faire : Révisez pour l’examen !             |
| vendredi –      | 10 mars    | Ch. 9, Venez Chez Nous ! Paris, ville      | À faire : TB 370-77                           |
|                 |            | lumière (TB 370-77) ; Un gars, une fille :| À faire : MFL 9-57, Culture 9B, Un gars, une  |
|                 |            | Les voyages                                | fille : Les voyages (http://french.ku.edu/120/travel.shtml) |
| 8               | lundi –    | Ch. 10, L1 : le corps/des maux (TB 381-382)| À faire : TB 381-82, 384, 385-86               |
|                 | 13 mars    | ; Sons & lettres (TB 384) ; Subjonctif     | À faire : MFL Ch 10 On démarre vidéo,         |
|                 |            | régulier (TB 385-87)                       | Culture 10A                                   |
| mardi –         | 14 mars    | Ch. 10, L1 : Vie et Culture/pour rester en| À faire : TB 383, 387, 389-90                  |
|                 |            | forme/Parallèles (TB 383, 385) ; subjonctif| À faire : MFL 10-1, 10-2, 10-5, 10-6, 10-7, 10-8 |
|                 |            | irrégulier (TB 387-88) ; Lisons (389-91)   | À faire : MFL 10-3, 10-4, 10-11, 10-12 + do   |
| mercredi –      | 15 mars    | Atelier d’écriture 2*; In-class writing    | **pre-writing activity “Atelier d’écriture n° 2” in** |
|                 |            | activity                                    | **supplemental pages - bring to class!**     |

7
<table>
<thead>
<tr>
<th>Date</th>
<th>Matière</th>
<th>Activités</th>
</tr>
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<tbody>
<tr>
<td>10, 20-24 mars</td>
<td><strong>VACANCES DE PRINTEMPS (pas de classe)</strong></td>
<td></td>
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</tbody>
</table>
| 11, 27 mars  | Ch. 10, L3 : On s’engage + Vie et Culture (TB 401-04) ; subjonctif-expressions d’émotion (TB 404-06) | À lire : TB 401-02, 404-06, 417  
À faire : MFL 10-10, 10-14, 10-22, 10-28, 10-29, 10-31 |
| mardi 28 mars | **Atelier d’écriture 2 (révision)** & Ch. 10, L3 : subjonctif-expressions de doute (TB 406-08) | À faire : MFL 10-30, 10-37, 10-39, 10-42,10-43 & bring your book to class for atelier revision! |
| mercredi 29 mars | RÉVISION (Chapitre 10)                                                  | À lire : TB 409-15        
À faire : MFL 10-45, 10-46, 10-47, 10-61, 10-62 |
| jeudi 30 mars | EXAMEN 4*                                                              | À faire : Révisez pour l’examen ! |
| vendredi 31 mars | Ch. 10, Venez Chez Nous ! L’écologie (TB 409-15) ; Un gars, une fille : La santé | À lire : TB 409-15        
À faire : Culture 10B ; Un gars, une fille : La santé (http://french.ku.edu/120/health.shtml) |
| 12, 3 avril   | Ch. 11, L1 : Émissions + Vie et Culture (TB 419-21) ; Sons & lettres (424-25) ; Parlons (TB 429) | À lire : TB 419-21, 425-26, 454  
À faire : MFL Ch 11 On démarrer vidéo, Culture 11A |
À faire : MFL 11-2, 11-5, 11-6, 11-15, 11-16 |
| mercredi 5 avril | Ch. 11, L2 : l’ordinateur (TB 430-432, 455) ; Sons & lettres (TB 433-34) ; le conditionnel (TB 434-38) | À lire : TB 430-333, 455        
À faire : MFL 11-3, 11-4, 11-11, 11-13, 11-14 |
| jeudi 6 avril | Ch. 11, L1 : Vie et Culture (TB 432) ; Venez Chez Nous ! Le cinéma (au choix, TB 447-53) ; Activité orale 3 | À lire : TB 433-35, 455        
À faire : MFL 11-19, 11-20, 11-24, 11-25, 11-27 Prepare your speaking activity per the guidelines! |
| vendredi 7 avril | **Atelier d’écriture 3** ; In-class writing activity | À faire : MFL 11-21, 11-22, 11-33, 11-34 + do pre-writing activity **Atelier d’écriture n° 3** in supplemental pages - bring to class! |
| 13, 10 avril  | Ch. 11, L3 : la lecture (TB 440-42) ; Parallèles (TB 443) ; les phrases avec si (TB 442-43) | À lire : TB 440, 442, 455  
À faire : MFL 11-26, 11-28, 11-37, 11-39 |
| mardi 11 avril | Ch. 11, L3 : Vie et Culture (TB 441) ; **depuis/ily a…que** (TB 444-45) ; Écoutons (TB 445-46) | À lire : TB 441, 444        
À faire : MFL 11-40, 11-41, 11-42, 11-43, 11-58 |
| mercredi 12 avril | RÉVISION (Chapitre 11)                                                  | À lire : TB 447-53        
À faire : MFL 11-45, 11-46, 11-47, 11-50, 11-54 |
<p>| jeudi 13 avril | EXAMEN 5*                                                              | À faire : Révisez pour l’examen ! |
| vendredi 14 avril | <strong>Atelier d’écriture 3 (révision)</strong> &amp; Préparation pour les entrevues orales | À faire : Étudiez le vocabulaire et la grammaire nécessaires pour l’entrevue &amp; bring your book to class for atelier revision! |
| 14, 17 avril | <strong>FILM : TBA</strong>                                                          | À faire : Culture 11B + reflective paragraph ; MFL 11-59, 11-61 |
| mardi 18 avril | <strong>FILM : TBA</strong>                                                          | À faire : MFL 11-17, 11-18 |
| mercredi 19 avril | <strong>FILM : TBA</strong>                                                          | À faire : MFL 11-44, 11-56 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Actions</th>
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<tbody>
<tr>
<td>19 avril</td>
<td>jeudi – 20 avril : ENTREVUES ORALES* A faire : Préparez votre entrevue !</td>
</tr>
<tr>
<td></td>
<td>vendredi – 21 avril : ENTREVUES ORALES* A faire : Préparez votre entrevue !</td>
</tr>
<tr>
<td>15 lundi – 24 avril</td>
<td>Ch. 12, L3 : le spectacle (TB 475-77); Rappel : le/la/les (TB 228-31); lui/leur (TB 235-38); PARTICIPATION REFLECTION (hand out) A lire : TB 228, 235-37, 274, 474-75, 493 A faire : MFL Ch 12 On démarre vidéo</td>
</tr>
<tr>
<td>mardi – 25 avril</td>
<td>Ch. 12, L3 : Vie et Culture (TB 475); Rappel : me/te/nous/vous (274-75); y et en (TB 208-10, 346-48) A lire : TB 208-9, 346, 475, 478 A faire : MFL 6-13, 6-14, 6-29, 12-25, 12-26</td>
</tr>
<tr>
<td>mercredi – 26 avril</td>
<td>Ch. 12, L3 : Combinaisons de pron. (478-80); Lisons (TB 480-83) A faire : MFL 5-48, 9-12, 12-33, 12-34</td>
</tr>
<tr>
<td>vendredi – 28 avril</td>
<td>Ch. 12, L2 : les artistes/l’art (TB 465-69); peindre (467); Vie et Culture + Parallèles (467, 473) A lire : TB 465-67, 492 A faire : MFL 12-5, 12-7, 12-8, 12-9, 12-10, 12-13</td>
</tr>
<tr>
<td>16 lundi – 1 mai</td>
<td>Ch. 12, Venez Chez Nous ! Modes d’expression artistique (TB 484-91); Un gars, une fille : Les Beaux-Arts (<a href="http://french.ku.edu/120/arts.shtml">http://french.ku.edu/120/arts.shtml</a>) A lire : TB 484-91 A faire : MFL 12-14, 12-15, 12-42, 12-43; Un gars, une fille : Les Beaux-Arts Writing portfolio final analysis &amp; Participation Reflection – both due!</td>
</tr>
<tr>
<td>mardi – 2 mai</td>
<td>RÉVISION (Chapitre 12) A faire : MFL 12-20, 12-21, 12-22; Révisez le chapitre 12 !</td>
</tr>
<tr>
<td>mercredi – 3 mai</td>
<td>RÉVISION GÉNÉRALE Révisez les chapitres 6.3-12 !</td>
</tr>
<tr>
<td>jeudi – 4 mai</td>
<td>RÉVISION et parties orales de l’EXAMEN FINAL* Révisez les chapitres 6.3-12 !</td>
</tr>
<tr>
<td>vendredi – 5 mai</td>
<td>STOP DAY (pas de classe)</td>
</tr>
<tr>
<td>17 lundi – 8 mai</td>
<td>EXAMEN FINAL* 4:30-7:00pm Location TBA</td>
</tr>
</tbody>
</table>
# Course Inventory Change Request

**Date Submitted:** 01/26/17 5:13 pm

**Viewing:** FREN 230: Intermediate French I

**Last edit:** 01/26/17 5:13 pm

Changes proposed by: pascott

## Catalog Pages referencing this course
- BA in French
- BA in French & Italian Studies
- College of Liberal Arts & Sciences
- Department of French and Italian
- FREN-BA, French, RA

## Approval Path
1. CLAS Undergraduate Program and Course Coordinator
2. CUSA Subcommittee
3. CUSA Committee
4. CAC
5. CLAS Final Approval
6. Registrar
7. PeopleSoft
8. UCCC CIM Support
9. UCCC Preliminary Vote
10. UCCC Voting Outcome
11. SIS KU Core Contact
12. Registrar
13. PeopleSoft

## KU Core Information
Has the department approved the nomination of this course to KU Core?
- Yes
- No

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**Course Details**

**Academic Career:** Undergraduate, Lawrence

**Subject Code:** FREN

**Course Number:** 230

**Academic Unit:** Department of French and Italian (FREN)

**School/College:** College of Lib Arts & Sciences

**Do you intend to offer any portion of this course online?**
- No

**Title:** Intermediate French I

**Transcript Title:** Intermediate French I

**Effective Term:** Summer 2017

**Catalog Description:** Third-semester course stressing oral and written work in French; systematic review of grammar and introduction to reading in cultural texts. (See also FREN 231, FREN 234.)

**Prerequisites:** FREN 120 or by departmental permission.

**Cross Listed Courses:**
- FREN 230

**Credits:** 3

**Course Type:** Lecture (Regularly scheduled academic course) (LEC)

**Grading Basis:** A-D(+/-)FI

**Is this course part of the University Honors Program?**
- No

**Are you proposing this course for KU Core?**
- Yes

**Typically Offered:** Typically Every Semester

**Repeatable for credit?**
- No

**Principal Course Designator:**

**Course Designator:** U - Undesignated elective

**Are you proposing that the course count towards the CLAS BA degree specific requirements?**
- No

**Will this course be required for a degree, major, minor, certificate, or concentration?**
- No

**Rationale for Course Proposal:** This is a pre-existing class for which we are requesting Core approval.
Selected Goal(s)

Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?

Yes

Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)?

Yes

Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.

This course is entirely comprised of other-cultural material as students study the French language and Francophone cultures in which it is used, including certain Francophone communities in Canada, Europe, Africa, Asia and the Caribbean. Students use the French language they are learning to discuss and debate Francophone cultural beliefs and practices, while comparing these to their own culture. Students are asked to extrapolate cultural elements from a wide variety of readings and oral or visual documents, with the goal of leading them to understand and be sensitive to differences, and therefore to better negotiate cultural situations outside of the U.S. Students reflect on specific cultural beliefs, products and practices throughout the semester in both oral and written assignments, culminating in a final cultural essay or project.

Selected Learning Outcome(s):

Goal 4, Learning Outcome 2

State what assignments, readings, class discussions, and lectures will devote a majority of your course or educational experience to raising student awareness of, engagement with, and analysis of various elements of other-cultural understanding of communities outside the United States. (Please limit responses to 1000 characters.)

Students in the course are exposed to a wide variety of authentic content and cultural texts: these may be dialogues, stories, webpages, blogs, newspaper articles, videos, songs, TV shows and film clips, audio interviews, paintings, photographs, advertisements, menus, etc. from the target culture. These are accompanied by activities that facilitate comprehension and guide students to develop an awareness and understanding of the values and beliefs that underline the practices and products of French and Francophone cultures and societies. Assignments are designed to promote an appreciation of Francophone communities, traditions and contributions throughout the world. All cultural materials are accompanied by activities which underlie the practices and products (including literature, arts and history) of Francophone societies from North America (U.S. and Canada), Europe, Africa, Asia and the Caribbean.

Explain how your course or educational experience will develop the ability of students to discuss, debate, and analyze non-US cultures in relation to the students own value assumptions. (Please limit responses to 1000 characters.)

At all levels, French language classes are organized to encourage students to use the target language actively, in pair work, in written reflections, in presentations and in cultural assignments. The majority of class time is given over to teacher-student and student-student discussion and interaction. In-class activities are centered on facilitating comprehension and highlighting cultural comparisons. These activities encourage students to analyze varied aspects of Francophone cultures while making connections to their own values and experiences. In addition, the presentation and practice of the language itself (vocabulary, structures, and usage) entails continuous cross-cultural comparison, as students learn how different values, ideas and behaviors are reflected in language. Assignments encourage students to analyze and reflect on differing aspects of Francophone cultures, one aspect of which is explored in greater depth in a final essay.

Detail how your course or educational experience will sensitize students to various cultural beliefs, behaviors, and practices through other-cultural readings and academic research on cultural competency so that students may be better prepared to negotiate cross-cultural situations. (Please limit responses to 1000 characters.)

By enabling students to recognize the cultural similarities and differences in patterns of communication and interaction between various Francophone cultures and their own, this course promotes an understanding and appreciation of cultural diversity. The course materials include readings, video and audio recordings, and visual stimuli that explicitly lead students to discover and analyze cultural beliefs, behaviors and practices in varying Francophone cultures, preparing them to better negotiate cross-cultural situations. Students explore cultural concepts in class through the use of the French language itself, through analysis and discussion of literary excerpts, songs, film clips, artwork, etc. Language and culture differences are also examined by students individually by means of skill-building activities assigned as homework through the online system MyFrenchLab.

State what assignments, readings, class discussion, and lectures will be used to evaluate students' work that documents and measures their grasp of global cultures and value systems through reflective written or oral analysis. (Please limit responses to 1000 characters.)

All in-class activities and homework assignments build students' awareness and abilities to understand and appreciate language and cultural differences and similarities. Building on a series of in-class discussions, pair and group oral activities, and writing assignments, students are required to submit a final essay in which they explore a specific cultural topic in more depth. Students are required to
research the topic, analyze it, compare and contrast cultural elements, values and beliefs. This final essay will be used to evaluate their overall progress in reaching Goal 4.2.

Course content-FREN 230&231-overview.pdf
FREN 230 Syllabus-Spring 2017-sample.pdf
COURSE DESCRIPTION
This third-semester French course is designed for students who have completed the equivalent of one year of university-level French. In this course you will strengthen your skills in listening, reading, speaking and writing, as well as explore French and Francophone literatures and cultures. At the end of this course you should be able to communicate easily in everyday situations, as well as in some more complex contexts. Among other things, you will be able to:

- Give more detailed descriptions of people, places and situations
- Ask for information, invite, accept, refuse and give advice
- Express opinions, desires, emotions
- Talk about your routine, family, activities/events, the weather, current events, etc.
- Discuss various aspects of Francophone cultures, literature, art and traditions

French 230 will help prepare you for upper-level French courses, and if you would like to continue exploring French and the Francophone world, we encourage you to consider a major or minor!

This course will satisfy the requirement for CORE Goal 4 (Learning Outcome 2):
Upon reaching this goal, students will be able to examine a variety of perspectives in the global community, distinguish their own cultural patterns, and respond flexibly to multiple worldviews.

Whether you are taking this course because you love the language or simply to fulfill your language requirement, keep in mind that in learning French you develop many skills beyond the ability to communicate with people in French. Even if speaking and understanding French is your main goal, here are just a few of the other benefits:

- **Studying the grammatical structures and vocabulary of French will greatly increase your understanding of your native language.** This means that learning French will expand your knowledge of English (and other languages you speak).
- **Studying French can help your future career in most fields,** given that cultural training and awareness is a key skill sought by companies and organizations with any sort of international ties. See this article on how learning a foreign language in college can help you land your first job: [http://career-advice.monster.com/job-search/getting-started/talk-up-foreign-language-skills/article.aspx](http://career-advice.monster.com/job-search/getting-started/talk-up-foreign-language-skills/article.aspx)
- **Studying a foreign language builds your analytical thinking skills.** These skills are essential for all aspects of education and life, and are specifically tested on many entrance exams, such as the GRE and LSAT. **Americans agree that international education is critically important for our future.** “Americans understand that in order to innovate and compete now, we must prepare students by giving them the skills necessary to navigate life and careers in an interconnected global economy.” See this NAFSA survey: [http://www.nafsa.org/Find_Resources/Advancing_Public_Policy_for_International_Education/Public_Opinion_Supports_International_Education/](http://www.nafsa.org/Find_Resources/Advancing_Public_Policy_for_International_Education/Public_Opinion_Supports_International_Education/)
For information on the French program and activities, visit our website: http://frenchitalian.ku.edu/.
Like us on Facebook, and follow us on Twitter
For information on study abroad options, visit: http://studyabroad.ku.edu/

REQUIRED TEXTBOOK/MATERIALS
* Blood & Mobarek. *Intrigue.* 3rd edition (2011) **KU custom edition 3.** Includes:
  * Textbook
  * Access code for *MyFrenchLab* (includes Student Activities Manual, audio, video and many additional study resources)
*Blackboard website  
* French à la mode website http://french.ku.edu/  
*8 ½ x 11 Bluebook for journal writing  
*You will also need access to a good French-English dictionary, such as the Robert-Collins, Larousse, or WordReference.com.

**IMPORTANT NOTES about acceptable online/electronic resources:** If you wish to use an online dictionary or app, you may only use the dictionary function; you may not use any Discussion Forum function, and you may not use any other online resources linked to the site, unless approved for a specific assignment.
If you wish to use an app in class, it must be approved in advance by your instructor. During activities in which use of a dictionary is permitted, your instructor may ask you to sit so that use of the app may be observed by him/her.

**TRANSLATION PROGRAMS:**
The use of computer or on-line translation programs is NOT permitted in any French course and is considered cheating. As opposed to dictionaries and grammar references, these programs are not a learning tool because they simply provide a translation, rather than allowing you to choose among various words/tenses/etc. to come up with the best translation on your own. Moreover, translation programs produce bizarre and incorrect translations that are notoriously easy to identify. Students will learn far more by doing their own work than by risking serious academic consequences.

Pursuant to the University of Kansas’ **Policy on Commercial Note-Taking Ventures**, commercial note-taking is not permitted in Fren 230. Lecture notes and course materials may be taken for personal use, for the purpose of mastering the course material, and may not be sold to any person or entity in any form. You may not share or distribute course materials, or post them on any websites. In addition, you may not use audio or video to record any class sessions without the express permission of the instructor and the department. Any student engaged in or contributing to the commercial exchange of notes or course materials will be subject to discipline, including academic misconduct charges, in accordance with University policy. **Please note:** note-taking provided by a student volunteer for a student with a disability, as a reasonable accommodation under the ADA, is not the same as commercial note-taking and is not covered under this policy.

**GRADING/GRADE DISTRIBUTION**
Grades are calculated according to the scale below. Grades are not curved. There is no extra credit offered.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92.5-100%</td>
</tr>
<tr>
<td>A-</td>
<td>89.5-92.4%</td>
</tr>
<tr>
<td>B+</td>
<td>87.5-89.4%</td>
</tr>
<tr>
<td>B</td>
<td>82.5-87.4%</td>
</tr>
<tr>
<td>B-</td>
<td>79.5-82.4%</td>
</tr>
<tr>
<td>C+</td>
<td>77.5-79.4%</td>
</tr>
<tr>
<td>C</td>
<td>72.5-77.4%</td>
</tr>
<tr>
<td>C-</td>
<td>69.5-72.4%</td>
</tr>
<tr>
<td>D+</td>
<td>67.5-69.4%</td>
</tr>
<tr>
<td>D</td>
<td>62.5-67.4%</td>
</tr>
<tr>
<td>D-</td>
<td>59.5-62.4%</td>
</tr>
<tr>
<td>F</td>
<td>0-59.4%</td>
</tr>
<tr>
<td>Class Participation/Attendance</td>
<td>14% (excluding weeks 1 &amp; 10)</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Homework/quizzes</td>
<td>17%</td>
</tr>
<tr>
<td>Journal Writing and Cultural Essay*</td>
<td>12%</td>
</tr>
<tr>
<td>Oral Presentations</td>
<td>6%</td>
</tr>
<tr>
<td>Chapter Exams (4 x 90)</td>
<td>36%</td>
</tr>
<tr>
<td>Final Comprehensive Exam</td>
<td>15%</td>
</tr>
</tbody>
</table>

* The Cultural Essay will be assessed for student outcomes using our departmental rubric for CORE Goal 4.2. The cultural essay is a written document that students produce gradually over the semester, building upon their classwork and discussions. It allows students to demonstrate their development of awareness and other-cultural understanding, as they compare products and practices of select Francophone cultures to their own. The cultural portfolio leads students to analyze and reflect on particular values, beliefs and behaviors that are similar or different across cultures, and to consider how practices are a reflection of a cultural framework.

**ATTENDANCE/PARTICIPATION/PREPARATION**

**Attendance is mandatory** for your success in this class. Regular practice is essential for improving proficiency in a foreign language, and thus attending class and participating actively on a daily basis are necessary. Your participation will be evaluated on a weekly basis.

It is essential that you **be on time to class** and **turn off all cell phones and other electronic devices before entering the classroom** out of respect for your classmates, your instructor, and your own learning time. We ask that you refrain from any activity that will inhibit your ability to speak French, to listen to your classmates or instructor, or to actively engage in classroom activities.

**PARTICIPATION GUIDELINES**

The following are general guidelines your instructor will follow in assigning the weekly participation grade. As noted above, any unexcused absence beyond the third one will lower your weekly participation grade. Three areas are considered when your instructor assigns your grade: your use of French in class, your participation in the class, both responding to the instructor, and in pair/group work, and your preparation for class. During the semester, you will be asked to reflect and comment on your participation, so that your instructor can indicate how you are doing and offer suggestions on how you can improve. If you have questions about the participation guidelines and expectations, please talk with your instructor.

9-10 points -- Used French exclusively (or almost), including responding in French to other students (as well as the instructor) with questions, feedback, or further discussion. Spoke often, participated actively, and was a leader in group work. Volunteered very often and contributed to class discussion in a meaningful way. Listened attentively and responded to others. Was very well prepared for class.

8-8.5 points -- Used French almost exclusively and spoke often during the class period. Participated actively in group work. Volunteered quite often and contributed to class discussion in a meaningful way. Listened attentively and responded to others. Was well-prepared for class overall.

7-7.5 points -- Used mostly French but used English on some occasions. Spoke fairly often during class period. Participated actively in group work. Volunteered occasionally. Generally listened and responded to others. Was mostly prepared for class. May have gotten off task on occasion.
5-6.5 points -- Used English on many occasions during group work and/or whole class discussion or didn't speak often. Not very engaged in group activities and often off task. Did not volunteer during classroom discussion. Minimally prepared/unprepared for class.

0-4.5 points -- Used more English than French OR did not speak during class. Was not engaged in group activities and/or was distracting to others or was often off-topic during class. Clearly not prepared for class.

**ABSENCES**
You are allowed 3 unexcused absences that will not affect your participation grade; however, **there are no make-ups for any assignments, quizzes or exams due to an unexcused absence.** More than 3 unexcused absences will lower your attendance/participation grade, as points will be deducted for each additional day you are absent from class.

- **If you must miss class for any reason, you are still responsible for all assignments due on that day.**
  You are advised to email your instructor immediately if you must be absent from class and, when possible, complete the assignments in advance to ensure you receive credit.
- **Excusable absences may include** medical emergencies, family emergencies, and religious holidays. If you need to miss class for a religious holiday, you must inform your instructor at least a week in advance. Your instructor will NOT excuse absences for vacation or travel plans; travel plans must be made around the KU academic calendar that this syllabus follows.
- **In the case of excused absences, you will have an opportunity to make up class work only if written, verifiable documentation is presented** to the instructor **within two weeks of the absence.**

**HOMEWORK**
Daily homework is an essential part of learning a foreign language, as repetition and practice help you integrate the new material. The syllabus lists the material to be covered in class each day, and gives the homework assignment to be completed before the following class period. **Late homework is NOT accepted** without a valid, documented excuse. Because the class is conducted almost exclusively in French, it is important that you prepare the readings/homework for each day, so that you can follow along and most efficiently use the class time to practice your French. **Expect at least 1 ½ to 2 hours of preparation (reading plus activities) for each class.**

Homework assignments are at the instructor's discretion, and may include the following items:

* **MyFrenchLab activities**
* in-class quizzes (announced or unannounced)
* other assigned readings, grammar exercises, web assignments, etc.

**VOCABULARY**
You will be provided with lists of vocabulary based on what is in *Intrigue*. It is your responsibility to learn these lists so that you can expand your knowledge and be able to talk and write in a more detail.

**ORAL PRESENTATIONS**
You have the chance to demonstrate your oral skills in French through presentations. It is not expected that you speak perfectly, but it is important that you effectively give the information asked for. The presentations are evaluated on content and preparation, as well as on pronunciation, vocabulary, and correct usage/grammar. You will be given specific guidelines on the presentations later in the semester.

**EXAMS**
Over the semester you will have chapter exams as well as a comprehensive final exam to measure your overall progress at the end of the semester. The exams will include oral comprehension exercises, written vocabulary and grammar exercises, a reading with questions, and sometimes a short open-ended writing exercise.
JOURNAL WRITING & CULTURAL ESSAY
You will have the chance to develop your writing skills through journal writing in class. You will write four entries, on topics and grammar related to the course material, given to you by your instructor. Your instructor will code these journals, and you will rewrite them for further points. At the end of the semester you will complete an analysis in English to reflect on the progress you’ve made in writing French. Journal writing dates are listed on the syllabus calendar, and like an exam, you must be present in class on that day to complete and get credit for these assignments.

You will also write a cultural essay, which will involve writing a plan, and a draft. Dates for these submissions are also marked on the syllabus.

ACADEMIC HONESTY
The department strictly adheres to the following policy on plagiarism and cheating: "Plagiarism and cheating are serious academic offenses that should be brought to the attention of the Chairperson or Language Coordinator. Whenever a student is caught cheating, the instructor will inform the Chairperson of the Department, who--upon consulting with the instructor--will forward a "CHARGE OF ACADEMIC MISCONDUCT FORM" to College of Liberal Arts with a recommendation for the appropriate sanction."

Students should be certain that all of the work submitted in this course is their own. NO outside assistance is allowed on any homework/assignments. Such outside assistance is academic misconduct. Examples of this include, but are not limited to:

- **Submitting plagiarized work for an academic requirement.** Plagiarism is the representation of another’s work or ideas as one’s own. It includes unacknowledged word-for-word and/or paraphrasing of another’s work/ideas.
- **Copying/turning in written work that is not original to you.**
- **Resubmitting work from another French course.**
- **Having someone else do the work for you.**
- **Using a translation program in any way to complete assignments.**
- **Using a tutor to help you with your assignments.** Tutors may only be consulted for extra practice beyond the course requirements, for help on non-graded assignments, or for explanations of assignments which have already been evaluated and will not be turned in again. Assignments which have been influenced by the help of a tutor prior to being graded will be treated as plagiarized work.
- **Receiving or passing exam information to other students before, during or after the exam.** Cheating in this case applies both to the receiver of the exam information and the person who gives the information.

Students may use their textbooks, dictionaries, and grammar references in preparing any assignments. They should also seek help from their instructor and/or may use feedback from in-class activities such as peer editing. Please review the notes regarding the use of online dictionaries, apps and translation programs on pages 1-2.

DISABILITIES/SPECIAL NEEDS

The Department of French & Italian works closely with the Office of Student Access Services to provide accommodations to students with learning and/or physical disabilities. The office coordinates accommodations and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted SAS at AAAC, please do so as soon as possible:
TUTORING
Your instructor is always available during his/her office hours to answer questions and clarify concepts; however, if you would like more intensive help, we encourage you to consider tutoring options:
1) Private tutors are available for hire, and the Department of French & Italian maintains a list of possible tutors. For that information, please contact the main office at 864-4056 or frenital@ku.edu.
2) Small group tutoring is also available through KU’s Academic Achievement and Access Center for $75/course per semester: http://www.tutoring.ku.edu. The AAAC can also consult with you and suggest other options/resources to maximize your learning: http://achievement.ku.edu/services

RETROACTIVE CREDIT
If French 230 is your first college-level French course, you may be eligible for 3 hours of Retroactive Credit upon successful completion of this course. For details on applying for this credit, go to: http://www.frenchitalian.ku.edu/retroactive-credit

QUESTIONS?
If you have any questions about the course, please talk with your instructor. If you have a question or concern that your instructor cannot address, contact the Second-Year French Language Coordinator: Gillian Weatherley, Wescoe 2061, email: gaweath1@ku.edu, or by telephone at (785) 864-9067.

Have a great semester. Bon courage!

French 230, Spring 2017

Syllabus Calendar

Important Administrative Dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon, Jan 23</td>
<td>Last Day to enroll or add/change sections online without written permission</td>
</tr>
<tr>
<td>Mon, Feb 6</td>
<td>Last Day of First Period Drop (Last day to drop online.) <strong>NOTE: Students who drop after this date will be assigned a grade of “W” to appear on the transcript.</strong></td>
</tr>
<tr>
<td>Tues, Feb 14</td>
<td>First Day to Elect Credit/No Credit (CR/NC) grade option</td>
</tr>
<tr>
<td>Mon, Feb 27</td>
<td>Last Day to Elect Credit/No Credit (CR/NC) grade option</td>
</tr>
<tr>
<td>Mon, April 17</td>
<td>Last Day of Second Period Drop. <strong>NOTE: No withdrawals permitted after this date.</strong></td>
</tr>
</tbody>
</table>

Abbreviations/Definitions:
- Ch. = Chapitre
- TB = Textbook & MFL = MyFrenchLab (online)
- À lire = to read (to read over carefully in preparation for class; usually in the textbook)
- À faire = to do (to do before class that day; activities in the online Student Activities Manual in MyFrenchLab)

* Please note all assignment/exam dates in your calendar immediately. Writing assignments/quizzes/exams cannot be made up without written, verifiable proof of an excusable absence, as noted above.

**Remember that homework listed in the calendar is due by class time on that day.

<table>
<thead>
<tr>
<th>Semaine</th>
<th>Date</th>
<th>En classe</th>
<th>Devoirs pour aujourd’hui**</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>lundi – 16 janvier</td>
<td>CÉLÉBRATION DE L’ANNIVERSAIRE DE MLK, JR. (pas de classe)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>mercredi – 18 janvier</td>
<td>Ch. 1.1: L’arrivée (TB 1-3); Course Info/Syllabus</td>
<td></td>
</tr>
</tbody>
</table>
|         | vendredi – 20 janvier | Ch. 1.1 : TB 4-10; MyFrenchLab info               | À lire: Course syllabus; Préface xxi-xxiv, TB 1-10
<p>|         |                  |                                                   | À faire: TB p. 6, Après avoir lu 1.5 (write out answers); MFL 1-1 (Register/log into MyFrenchLab to complete) |</p>
<table>
<thead>
<tr>
<th>Numéro</th>
<th>Jour</th>
<th>Chapitre(s) ou Activité</th>
<th>Matière(s) ou Exercices</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>lundi – 23 janvier</td>
<td>Ch. 1.2 : TB 12-17</td>
<td>À lire: TB 12-17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>À faire: MFL 1-2, 1-5, 1-4</td>
</tr>
<tr>
<td></td>
<td>mercredi – 25 janvier</td>
<td>Ch. 1.2 : TB 17-23</td>
<td>À lire: TB 17-23</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>À faire: MFL 1-6, 1-7 article exercise on Blackboard (Bb)</td>
</tr>
<tr>
<td></td>
<td>vendredi – 27 janvier</td>
<td>INVERSION</td>
<td>À lire: TB 24-25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>À faire: MFL 1-17,1-18,1-20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>À faire: MFL 1-8, 1-9, inversion exercise on Bb</td>
</tr>
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<td></td>
<td></td>
<td>JOURNAL WRITING 1</td>
<td>À faire: MFL 1-10, 1-11, 1-12, 1-13</td>
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<td></td>
<td>vendredi – 3 février</td>
<td>RÉVISION + EXAMEN 1 (Ch. 1, partie orale)*</td>
<td>À faire: MFL 1-14, 1-21, 1-23</td>
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<tr>
<td>4</td>
<td>lundi – 6 février</td>
<td>EXAMEN 1 (Ch. 1, partie écrite)*</td>
<td>À faire: Révisez pour l’examen !</td>
</tr>
<tr>
<td></td>
<td>mercredi – 8 février</td>
<td>Ch. 2.1 : TB 41-48</td>
<td>À lire: TB 41-48</td>
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<td></td>
<td>vendredi – 10 février</td>
<td>Ch. 2.1/2.2 : TB 49-54</td>
<td>À lire: TB 49-54</td>
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<td>PARTICIPATION REFLECTION</td>
<td>À faire: MFL 2-1, 2-2</td>
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<td><strong>CULTURAL ESSAY PLAN DUE</strong></td>
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<tr>
<td>5</td>
<td>lundi – 13 février</td>
<td>Ch. 2.2 : TB 55-61</td>
<td>À lire: TB 55-61</td>
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<td>Intrigue I-IVa</td>
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<td>mercredi – 15 février</td>
<td>Ch. 2.3 : TB 62-65</td>
<td>À faire: MFL 2-6, 2-7</td>
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<tr>
<td></td>
<td>vendredi – 17 février</td>
<td>Ch. 2.3 : TB 65-68</td>
<td>À lire: TB 65-68</td>
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<td>À faire: MFL 2-9, 2-5 ex. verbes pronominaux on BB</td>
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<td>s6 lundi – 20 février</td>
<td>Ch. 2 Dénouement TB 72-79</td>
<td>À lire: TB 69-72</td>
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<td></td>
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<td>Un gars, une fille: Casser la croûte</td>
<td>À faire: MFL 2-10, 2-11, 2-14</td>
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<td></td>
<td>mercredi – 22 février</td>
<td>PRESENTATION 1 Moi-même, mes goûts et préférences. JOURNAL WRITING 2</td>
<td>À faire: MFL 2-17,2-20, 2-21, 2-22</td>
</tr>
<tr>
<td></td>
<td>vendredi – 24 février</td>
<td>RÉVISION + EXAMEN 2 (Ch. 2, partie orale)</td>
<td>À faire: MFL 2-12, 2-13</td>
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<tr>
<td>7</td>
<td>lundi – 27 février</td>
<td>EXAMEN 2 (Ch. 2, partie écrite)*</td>
<td>À faire: Révisez pour l’examen !</td>
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<tr>
<td></td>
<td>mercredi – 1 mars</td>
<td>Ch. 3.1 : TB 81-90</td>
<td>À lire: TB 81-90</td>
</tr>
<tr>
<td></td>
<td>vendredi – 3 mars</td>
<td>Ch. 3.1/3.2 : TB 91-97</td>
<td>À lire: TB 91-97</td>
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<td>À faire: MFL 3-1, 3-2, 3-12</td>
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<td><strong>CULTURAL ESSAY DRAFT DUE</strong></td>
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<tr>
<td>8</td>
<td>lundi – 6 mars</td>
<td>Ch. 3.2 : TB 97-102</td>
<td>À lire: TB 97-102</td>
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<td></td>
<td>mercredi – 8 mars</td>
<td>Ch. 3.3 : TB 103-104</td>
<td>À faire: MFL 3-6, 3-7, 3-5</td>
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<td></td>
<td>vendredi – 10 mars</td>
<td>Ch. 3.3 : TB 105-109</td>
<td>À lire: TB 105-109</td>
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<td>À faire: MFL 3-9, 3-14,3-15</td>
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<td>mercredi – 15 mars</td>
<td>REVISION + EXAMEN 3 (Ch. 3, partie orale)*</td>
<td>À faire MFL 3-17,3-20, 3-22,3-23</td>
</tr>
<tr>
<td></td>
<td>vendredi – 17 mars</td>
<td>EXAMEN 3 (Ch. 3, partie écrite)*</td>
<td>À faire: Révisez pour l’examen !</td>
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<tr>
<td>10</td>
<td>20- 24 mars</td>
<td>VACANCES DE PRINTEMPS (pas de classe)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>lundi – 27 mars</td>
<td>Ch. 4.1 : TB 122-126</td>
<td>À lire: TB 122-126 À faire: TB p. 125, Après avoir lu 4.3 (write out answers)</td>
</tr>
<tr>
<td></td>
<td>mercredi – 29 mars</td>
<td>Ch. 4.1 : TB 126-129 PRESENTATION 2 J’aime cette personne parce que... Ch. 4.1 : TB 126-129 MFL 4-2, 4-5</td>
<td></td>
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<tr>
<td></td>
<td>vendredi – 31 mars</td>
<td>Ch. 4.1/4.2 : TB 129-134</td>
<td>À lire: TB 129-134 À faire: MFL 4-1, 4-12 JOURNAL 3 REWRITE</td>
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<tr>
<td>12</td>
<td>lundi – 3 avril</td>
<td>Ch. 4.2 : TB 134-140</td>
<td>À lire: TB 134-140 Intrigue IV-VI À faire: MFL 4-6, 4-7, 4-4, 4-13</td>
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<td></td>
<td>mercredi – 5 avril</td>
<td>Ch. 4.3 : TB 141-146</td>
<td>À lire: TB 141-146 À faire: MFL 4-8, 4-9,</td>
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<td></td>
<td>vendredi – 7 avril</td>
<td>Ch. 4 Dénouement TB 147-151,154 Un gars, une fille: Loulou et Chouchou or Le Bled JOURNAL WRITING 4</td>
<td>À lire: TB 147-151,154 À faire: MFL 4-10, 4-11 <a href="http://french.ku.edu/230/family.shtml">http://french.ku.edu/230/family.shtml</a> CUTURAL ESSAY DUE</td>
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<tr>
<td>13</td>
<td>lundi – 10 avril</td>
<td>PRESENTATION 3 Une personne célèbre</td>
<td>À faire: préparez votre présentation MFL 4-16, 4-18, 5-15</td>
</tr>
<tr>
<td></td>
<td>mercredi – 12 avril</td>
<td>PRESENTATION 3 Une personne célèbre</td>
<td>À faire: préparez votre présentation MFL 4-20, 4-21</td>
</tr>
<tr>
<td></td>
<td>vendredi – 14 avril</td>
<td>RÉVISION + EXAMEN 4 (Ch. 4, partie orale)*</td>
<td>À faire: MFL 4-22, 4-23,</td>
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<tr>
<td>14</td>
<td>lundi – 17 avril</td>
<td>EXAMEN 4 (Ch. 4, partie écrite)*</td>
<td>À faire: Révisez pour l’examen !</td>
</tr>
<tr>
<td></td>
<td>mercredi – 19 avril</td>
<td>Ch. 5.1 : TB 157-164</td>
<td>À lire: TB 157-164 À faire: TB p. 162, Après avoir lu 5.4 (write out answers)</td>
</tr>
<tr>
<td></td>
<td>vendredi – 21 avril</td>
<td>Ch. 5.1/5.2 : TB 165-170 PARTICIPATION REFLECTION RETURN TO STUDENTS</td>
<td>À lire: TB 165-170 À faire: MFL 5-1, 5-2, 5-13, 5-14 JOURNAL 4 REWRITE</td>
</tr>
<tr>
<td>15</td>
<td>lundi – 24 avril</td>
<td>Ch. 5.2 : MFL 5-6 ; TB 171-176</td>
<td>À lire: TB 171-176 À faire: MFL 5-7, 5-8, 5-6 Intrigue VII-IX</td>
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<tr>
<td></td>
<td>mercredi – 26 avril</td>
<td>Ch. 5.3 : TB 177-181</td>
<td>À lire: TB 177-181 À faire: MFL 5-4, 5-9, préposition exercice on Blackboard (Bb)</td>
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<tr>
<td></td>
<td>vendredi – 28 avril</td>
<td>Ch. 5.3/Dénouement : TB 182-189</td>
<td>À lire : TB 182-189 À faire : exs le subjonctif on Bb FINAL PARTICIPATION REFLECTION DUE</td>
</tr>
<tr>
<td>Date</td>
<td>Matière</td>
<td>Activité</td>
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<tr>
<td>16 lundi – 1 mai</td>
<td><strong>RÉVISION</strong></td>
<td>MFL 5-5, 5-11,5-12 <em>subjonctif passé</em> ex. on Blackboard (Bb)</td>
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<tr>
<td></td>
<td><strong>mercredi – 3 mai</strong></td>
<td><strong>RÉVISION</strong> + parties orales de l'EXAMEN FINAL*</td>
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<tr>
<td></td>
<td><strong>vendredi – 5 mai</strong></td>
<td><strong>STOP DAY (pas de classe)</strong></td>
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<tr>
<td>17 lundi 8 mai</td>
<td><strong>EXAMEN FINAL</strong></td>
<td>4:30-7:00pm, Location TBA</td>
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</tr>
</tbody>
</table>
### KU FREN 230/231 – Overview of Course Content (Book: *Intrigue*, 2011, Blood & Mobarek)

<table>
<thead>
<tr>
<th>Themes/Cultural topics</th>
<th>Functions</th>
<th>Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapitre 1</strong>&lt;br&gt;Culture and History of French Speaking Louisiana Cajun and Creole music Travel Work</td>
<td>Greetings/presentations Asking questions Speaking about preferences Describing daily routine Writing a letter Making requests politely</td>
<td>« <em>Travailler c’est trop dur</em> » (song) Zachary Richard (1996) Extract from <em>Les Liaisons dangereuses</em>. Ambroise Choderlos de Laclos (1782)</td>
</tr>
<tr>
<td><strong>Chapitre 2</strong>&lt;br&gt;Culture and History of Haiti Cajun and Creole food Gastronomy &amp; food traditions</td>
<td>Inviting/accepting/refusing Asking questions (cont.) Dining at a restaurant Giving orders/warning/encouraging Describing a situation French recipes</td>
<td>Extract from <em>L’odeur du café</em>. Dani Laferrière (1991)</td>
</tr>
<tr>
<td><strong>Chapitre 3</strong>&lt;br&gt;Culture and History of Paris Ethnic diversity in France Fashion &amp; clothing in France Vietnamese culture</td>
<td>Describing people, dress, objects Shopping in Paris Describing different clothing for seasons throughout Francophone world Apologizing/forgiving Describing a situation in the past</td>
<td>« <em>Sonnets pour Hélène</em> » (poem) Pierre de Ronsard (1578) Extract from <em>La Parure</em>. Guy de Maupassant (1884)</td>
</tr>
<tr>
<td><strong>Chapitre 4</strong>&lt;br&gt;Culture and History of the Maghreb Family French &amp; Francophone music Immigration in France</td>
<td>Describing family, familial relationships and personalities Disagreeing/reconciling Asking questions (cont.) Expressing nostalgia Describing a situation in the past (cont.)</td>
<td>Extract from <em>Femmes d’Alger dans leur appartement</em>. Assia Djebar 1980</td>
</tr>
<tr>
<td><strong>Chapitre 5</strong>&lt;br&gt;European Union Culture and History of Overseas France The press</td>
<td>Speaking about current events &amp; weather. French weather forecasts Fahrenheit/ Celsius Exploring French media through print, broadcasts and Internet Breaking/reacting to news Expressing wishes/emotions Giving opinions/advice</td>
<td>« <em>La Bonne Chanson</em> » (poem) Paul Verlaine (1870)</td>
</tr>
</tbody>
</table>
Course Inventory Change Request

Date Submitted: 01/26/17 5:16 pm

Viewing: FREN 231: Intermediate French I, Honors

Last edit: 01/26/17 5:16 pm

Changes proposed by: pascott

Catalog Pages referencing this course
- College of Liberal Arts & Sciences
- Department of French and Italian

Programs
- FREN-BA: French, B.A.

Academic Career
- Undergraduate, Lawrence

Subject Code
- FREN

Academic Unit
- Department: French & Italian (FREN)
- School/College: College of Lib Arts & Sciences

Do you intend to offer any portion of this course online?
- No

Title
- Intermediate French I, Honors

Transcript Title
- Intermediate French I, Honors

Effective Term
- Summer 2017

Catalog Description
- Similar in approach and content to FREN 230; smaller class size; open to students who had done very good to excellent work in previous French classes.

Prerequisites
- Grade of B or A in FREN 120 or departmental permission.

Cross Listed Courses:

Credits
- 3

Course Type
- Lecture (Regularly scheduled academic course) (LEC)

Grading Basis
- A-D(+/-)FI

Is this course part of the University Honors Program?
- Yes

Are you proposing this course for KU Core?
- Yes

Typically Offered
- Once a Year, Usually Spring

Repeatable for credit?
- No

Principal Course Designator

Course Designator
- U - Undesignated elective

Are you proposing that the course count towards the CLAS BA degree specific requirements?
- No

Will this course be required for a degree, major, minor, certificate, or concentration?
- No

Rationale for Course Proposal
- This is a pre-existing class for which we are requesting Core certification.

KU Core Information

Has the department approved the nomination of this course to KU Core?
- Yes

1. CLAS
   Undergraduate Program and Course Coordinator
2. CUSA
   Subcommittee
3. CUSA Committee
4. CAC
5. CLAS Final Approval
6. Registrar
7. PeopleSoft
8. UCCC CIM Support
9. UCCC Preliminary Vote
10. UCCC Voting Outcome
11. SIS KU Core Contact
12. Registrar
13. PeopleSoft

Date Submitted: 01/26/17 5:16 pm

Approval Path

1. 01/27/17 10:59 am
   Rachel Schwien (rschwien): Approved for CLAS Undergraduate Program and Course Coordinator
Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?
Yes

Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)?
Yes

Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.
This course is entirely comprised of other-cultural material as students study the French language and Francophone cultures in which it is used, including certain Francophone communities in Canada, Europe, Africa, Asia and the Caribbean. Students use the French language they are learning to discuss and debate Francophone cultural beliefs and practices, while comparing these to their own culture. Students are asked to extrapolate cultural elements from a wide variety of readings and oral or visual documents, with the goal of leading them to understand and be sensitive to differences, and therefore to better negotiate cultural situations outside of the U.S. Students reflect on specific cultural beliefs, products and practices throughout the semester in both oral and written assignments, culminating in a final cultural essay or project.

Selected Learning Outcome(s):

Goal 4, Learning Outcome 2
State what assignments, readings, class discussions, and lectures will devote a majority of your course or educational experience to raising student awareness of, engagement with, and analysis of various elements of other-cultural understanding of communities outside the United States. (Please limit responses to 1000 characters.)

Students in the course are exposed to a wide variety of authentic content and cultural texts: these may be dialogues, stories, webpages, blogs, newspaper articles, videos, songs, TV shows and film clips, audio interviews, paintings, photographs, advertisements, menus, etc. from the target culture. These are accompanied by activities that facilitate comprehension and guide students to develop an awareness and understanding of the values and beliefs that underline the practices and products of French and Francophone cultures and societies. Assignments are designed to promote an appreciation of Francophone communities, traditions and contributions throughout the world. All cultural materials are accompanied by activities which underlie the practices and products (including literature, arts and history) of Francophone societies from North America (U.S. and Canada), Europe, Africa, Asia and the Caribbean.

Detail how your course or educational experience will sensitize students to various cultural beliefs, behaviors, and practices through other-cultural readings and academic research on cultural competency so that students may be better prepared to negotiate cross-cultural situations. (Please limit responses to 1000 characters.)

By enabling students to recognize the cultural similarities and differences in patterns of communication and interaction between various Francophone cultures and their own, this course promotes an understanding and appreciation of cultural diversity. The course materials include readings, video and audio recordings, and visual stimuli that explicitly lead students to discover and analyze cultural beliefs, behaviors and practices in varying Francophone cultures, preparing them to better negotiate cross-cultural situations. Students explore cultural concepts in class through the use of the French language itself, through analysis and discussion of literary excerpts, songs, film clips, artwork, etc. Language and culture differences are also examined by students individually by means of skill-building activities assigned as homework through the online system MyFrenchLab.

State what assignments, readings, class discussion, and lectures will be used to evaluate students' work that documents and measures their grasp of global cultures and value systems through reflective written or oral analysis. (Please limit responses to 1000 characters.)

All in-class activities and homework assignments build students' awareness and abilities to understand and appreciate language and cultural differences and similarities. Building on a series of in-class discussions, pair and group oral activities, and writing assignments, students are required to submit a final essay in which they explore a specific cultural topic in more depth. Students are required to
research the topic, analyze it, compare and contrast cultural elements, values and beliefs. This final essay will be used to evaluate their overall progress in reaching Goal 4.2.
COURSE DESCRIPTION
This third-semester French course is the Honors version of FREN 230. It is designed for students who have completed the equivalent of one year of university-level French. In this course you will strengthen your skills in listening, reading, speaking and writing, as well as explore French and Francophone literatures and cultures. At the end of this course you should be able to communicate easily in everyday situations, as well as in some more complex contexts. Among other things, you will be able to:

- Give more detailed descriptions of people, places and situations
- Ask for information, invite, accept, refuse and give advice
- Express opinions, desires, emotions
- Talk about your routine, family, activities/events, the weather, current events, etc.
- Discuss various aspects of Francophone cultures, literature, art and traditions

French 231 will help prepare you for upper-level French courses, and if you would like to continue exploring French and the Francophone world, we encourage you to consider a major or minor!

This course will satisfy the requirement for CORE Goal 4 (Learning Outcome 2):
Upon reaching this goal, students will be able to examine a variety of perspectives in the global community, distinguish their own cultural patterns, and respond flexibly to multiple worldviews.

Whether you are taking this course because you love the language or simply to fulfill your language requirement, keep in mind that in learning French you develop many skills beyond the ability to communicate with people in French. Even if speaking and understanding French is your main goal, here are just a few of the other benefits:

- **Studying the grammatical structures and vocabulary of French will greatly increase your understanding of your native language.** This means that learning French will expand your knowledge of English (and other languages you speak).
- **Studying French can help your future career in most fields,** given that cultural training and awareness is a key skill sought by companies and organizations with any sort of international ties. See this article on how learning a foreign language in college can help you land your first job: http://career-advice.monster.com/job-search/getting-started/talk-up-foreign-language-skills/article.aspx
- **Studying a foreign language builds your analytical thinking skills.** These skills are essential for all aspects of education and life, and are specifically tested on many entrance exams, such as the GRE and LSAT.
- **Americans agree that international education is critically important for our future.** “Americans understand that in order to innovate and compete now, we must prepare students by giving them the skills necessary to navigate life and careers in an interconnected global economy.” See this NAFSA survey: http://www.nafsa.org/Find_Resources/Advancing_Public_Policy_for_International_Education/Public_Opinion_Supports_International_Education/
For information on the French program and activities, visit our website: http://frenchitalian.ku.edu/ like us on Facebook, and follow us on Twitter
For information on study abroad options, visit: http://studyabroad.ku.edu/

REQUIRED TEXTBOOK/MATERIALS
  • Textbook
  • Access code for MyFrenchLab (includes Student Activities Manual, audio, video and many additional study resources)
*Blackboard website
*French à la mode website
*8 ½ x 11 Bluebook for journal writing
*French-English dictionary (the Robert-Collins or Oxford-Hachette)

IMPORTANT NOTE about acceptable online resources: If you wish to use an online dictionary, you may only use the dictionary function of wordreference.com; you may not use the Discussion Forum function of that site to ask questions, and you may not use any other sites linked to wordreference.com or any other online resources, unless approved for a specific assignment. If you wish to use an app, it must be approved in advance by your instructor. During activities in which use of a dictionary is permitted, your instructor may ask you to sit so that use of the app may be observed by him/her.

TRANSLATION PROGRAMS:
The use of computer or on-line translation programs is NOT permitted in any French course and is considered cheating. As opposed to dictionaries and grammar references, these programs are not a learning tool because they simply provide a translation, rather than allowing you to choose among various words/tenses/etc. to come up with the best translation on your own. Moreover, translation programs produce bizarre and incorrect translations that are notoriously easy to identify. Students will learn far more by doing their own work than by risking serious academic consequences.

Pursuant to the University of Kansas’ Policy on Commercial Note-Taking Ventures, commercial note-taking is not permitted in Fren 231. Lecture notes and course materials may be taken for personal use, for the purpose of mastering the course material, and may not be sold to any person or entity in any form. You may not share or distribute course materials, or post them on any websites. In addition, you may not use audio or video to record any class sessions without the express permission of the instructor and the department. Any student engaged in or contributing to the commercial exchange of notes or course materials will be subject to discipline, including academic misconduct charges, in accordance with University policy. Please note: note-taking provided by a student volunteer for a student with a disability, as a reasonable accommodation under the ADA, is not the same as commercial note-taking and is not covered under this policy.

GRADING/GRADE DISTRIBUTION
Grades are calculated according to the scale below. Grades are not curved. There is no extra credit offered.

- A 92.5-100%
- A- 89.5-92.4%
- B+ 87.5-89.4%
- B 82.5-87.4%
- B- 79.5-82.4%
- C+ 77.5-79.4%
- C 72.5-77.4%
- C- 69.5-72.4%
- D+ 67.5-69.4%
- D 62.5-67.4%
- D- 59.5-62.4%
- F 0-59.4%
Class Participation/Attendance: 14% (excluding weeks 1 & 14)

Homework/quizzes: 17%

Journal Writing /Cultural Essay*: 12%

Oral Presentation: 6%

Chapter Exams: 36% (4 x 9%)

Final Comprehensive Exam: 15%

* The Cultural Essay will be assessed for student outcomes using our departmental rubric for CORE Goal 4.2. The cultural essay is a written document that students produce gradually over the semester, building upon their classwork and discussions. It allows students to demonstrate their development of awareness and other-cultural understanding, as they compare products and practices of select Francophone cultures to their own. The cultural portfolio leads students to analyze and reflect on particular values, beliefs and behaviors that are similar or different across cultures, and to consider how practices are a reflection of a cultural framework.

**ATTENDANCE/PARTICIPATION/PREPARATION**

Attendance is mandatory for your success in this class. Regular practice is essential for improving proficiency in a foreign language, and thus attending class and participating actively on a daily basis are necessary. Your participation will be evaluated on a weekly basis.

It is essential that you be on time to class and turn off all cell phones and other electronic devices before entering the classroom out of respect for your classmates, your instructor, and your own learning time. We ask that you refrain from any activity that will inhibit your ability to speak French, to listen to your classmates or instructor, or to actively engage in classroom activities.

**PARTICIPATION GUIDELINES**

The following are general guidelines your instructor will follow in assigning the weekly participation grade. As noted above, any unexcused absence beyond the third one will lower your weekly participation grade. Three areas are considered when your instructor assigns your grade: your use of French in class, your participation in the class, both responding to the instructor, and in pair/group work, and your preparation for class. During the semester, you will be asked to reflect and comment on your participation, so that your instructor can indicate how you are doing and offer suggestions on how you can improve. If you have questions about the participation guidelines and expectations, please talk with your instructor.

9-10 points -- Used French exclusively (or almost), including responding in French to other students (as well as the instructor) with questions, feedback, or further discussion. Spoke often, participated actively, and was a leader in group work. Volunteered very often and contributed to class discussion in a meaningful way. Listened attentively and responded to others. Was very well prepared for class.

8-8.5 points -- Used French almost exclusively and spoke often during the class period. Participated actively in group work. Volunteered quite often and contributed to class discussion in a meaningful way. Listened attentively and responded to others. Was well-prepared for class overall.

7-7.5 points -- Used mostly French but used English on some occasions. Spoke fairly often during class period. Participated actively in group work. Volunteered occasionally. Generally listened and responded to others. Was mostly prepared for class. May have gotten off task on occasion.
5-6.5 points -- Used English on many occasions during group work and/or whole class discussion or didn’t speak often. Not very engaged in group activities and often off task. Did not volunteer during classroom discussion. Minimally prepared/unprepared for class.

0-4.5 points -- Used more English than French OR did not speak during class. Was not engaged in group activities and/or was distracting to others or was often off-topic during class. Clearly not prepared for class.

**ABSENCES**

You are allowed 3 unexcused absences that will not affect your participation grade; however, **there are no make-ups for any assignments, quizzes or exams due to an unexcused absence**. More than 3 unexcused absences will lower your attendance/participation grade, as points will be deducted for each additional day you are absent from class.

- **If you must miss class for any reason, you are still responsible for all assignments due on that day.** You are advised to email your instructor immediately if you must be absent from class and, when possible, complete the assignments in advance to ensure you receive credit.
- **Excusable absences may include** medical emergencies, family emergencies, and religious holidays. If you need to miss class for a religious holiday, you must inform your instructor at least a week in advance. Your instructor will **NOT excuse absences for vacation or travel plans**; travel plans must be made around the KU academic calendar that this syllabus follows.
- **In the case of excused absences**, you will have an opportunity to make up class work **only if written, verifiable documentation is presented** to the instructor **within two weeks of the absence**.

**HOMEWORK**

Daily homework is an essential part of learning a foreign language, as repetition and practice help you integrate the new material. The syllabus lists the material to be covered in class each day, and gives the homework assignment to be completed before the following class period. **Late homework is NOT accepted** without a valid, documented excuse. Because the class is conducted almost exclusively in French, it is important that you prepare the readings/homework for each day, so that you can follow along and most efficiently use the class time to practice your French. **Expect at least 1 ½ to 2 hours of preparation (reading plus activities) for each class.**

Homework assignments are at the instructor's discretion, and may include the following items:

- * **MyFrenchLab activities**
- * **in-class quizzes** (announced or unannounced)
- * **other assigned readings, grammar exercises, web assignments, etc.**

**ORAL PRESENTATIONS**

You have the chance to demonstrate your oral skills in French through presentations. It is not expected that you speak perfectly, but it is important that you effectively give the information asked for. The presentations are evaluated on content and preparation, as well as on pronunciation, vocabulary, and correct usage/grammar. You will be given specific guidelines on the presentations later in the semester.

**EXAMS**

Over the semester you will have chapter exams as well as a comprehensive final exam to measure your overall progress at the end of the semester. The exams will include oral comprehension exercises, written vocabulary and grammar exercises, a reading with questions, and sometimes a short open-ended writing exercise.
**JOURNAL WRITING**
You will have the chance to develop your writing skills through journal writing in class. You will write four entries, on topics and grammar related to the course material, given to you by your instructor. Your instructor will code these your journals, and you will rewrite them for further points. You will also write a cultural essay. At the end of the semester you will complete an analysis in English to reflect on the progress you’ve made in writing French. *Journal writing dates are listed on the syllabus calendar, and like an exam, you must be present in class on that day to complete and get credit for these assignments.*

**ACADEMIC HONESTY**
The department strictly adheres to the following policy on plagiarism and cheating: "Plagiarism and cheating are serious academic offenses that should be brought to the attention of the Chairperson or Language Coordinator. Whenever a student is caught cheating, the instructor will inform the Chairperson of the Department, who--upon consulting with the instructor--will forward a "CHARGE OF ACADEMIC MISCONDUCT FORM" to College of Liberal Arts with a recommendation for the appropriate sanction."

Students should be certain that all of the work submitted in this course is their own. **NO outside assistance is allowed** on any homework/assignments. **Such outside assistance is academic misconduct.** Examples of this include, but are not limited to:

- **Submitting plagiarized work for an academic requirement.** Plagiarism is the representation of another’s work or ideas as one’s own. It includes unacknowledged word-for-word and / or paraphrasing of another’s work / ideas.
- **Copying / turning in written work that is not original to you.**
- **Resubmitting work from another French course.**
- **Having someone else do the work for you.**
- **Using a translation program in any way to complete assignments.**
- **Using a tutor to help you with your assignments.** Tutors may only be consulted for extra practice beyond the course requirements, for help on non-graded assignments, or for explanations of assignments which have already been evaluated and will not be turned in again. Assignments which have been influenced by the help of a tutor prior to being graded will be treated as plagiarized work.
- **Receiving or passing exam information to other students before, during or after the exam.** Cheating in this case applies both to the receiver of the exam information and the person who gives the information.

Students may use their textbooks, dictionaries, and grammar references in preparing any assignments. They should also seek help from their instructor and/or may use feedback from in-class activities such as peer editing. *Please review the notes regarding the use of online dictionaries, apps and translation programs on pages 1-2.*

**DISABILITIES/SPECIAL NEEDS**
The Department of French & Italian works closely with the Office of Student Access Services to provide accommodations to students with learning and/or physical disabilities. The office coordinates accommodations and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted SAS at AAAC, please do so as soon as possible: 22 Strong Hall, 785-864-4064 or achieve@ku.edu. Information about their services
can be found at [http://achievement.ku.edu](http://achievement.ku.edu). Please also contact your instructor privately in regard to your needs in this course.

**TUTORING**
Your instructor is always available during his/her office hours to answer questions and clarify concepts; however, if you would like more intensive help, we encourage you to consider tutoring options:

1) **Private tutors** are available for hire, and the Department of French & Italian maintains a list of possible tutors. For that information, please contact the main office at 864-4056 or frenital@ku.edu.

2) **Small group tutoring** is also available through KU's Academic Achievement and Access Center for $75/course per semester: [http://www.tutoring.ku.edu/](http://www.tutoring.ku.edu/). The AAAC can also consult with you and suggest other options/resources to maximize your learning: [http://achievement.ku.edu](http://achievement.ku.edu).

**RETROACTIVE CREDIT**
If French 231 is your first college-level French course, you may be eligible for 3 hours of Retroactive Credit upon successful completion of this course. For details on applying for this credit, go to: [http://frenchitalian.ku.edu/retroactive-credit](http://frenchitalian.ku.edu/retroactive-credit).

**QUESTIONS?**
If you have any questions about the course, please talk with your instructor. If you have a question or concern that your instructor cannot address, contact the Second-Year French Language Coordinator: Dr. Gillian Weatherley, Wescoe 2061, email: gaweath1@ku.edu, or by telephone at (785) 864-9076.

*Have a great semester. Bon courage!*

**French 231, Fall 2016**

**Syllabus Calendar**

<table>
<thead>
<tr>
<th>Important Administrative Dates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri, Aug. 26</td>
</tr>
<tr>
<td>Mon, Sep. 12</td>
</tr>
<tr>
<td>Tue, Sep. 20</td>
</tr>
<tr>
<td>Mon, Oct. 3</td>
</tr>
<tr>
<td>Wed, Nov. 16</td>
</tr>
</tbody>
</table>

**Abbreviations/Definitions:**
- Ch. = Chapitre
- TB = Textbook & MFL = MyFrenchLab (online)
- À lire = to read (to read over carefully in preparation for class; usually in the textbook)
- À faire = to do (to do before class that day; activities in the online Student Activities Manual in MyFrenchLab)

* Please note all assignment/exam dates in your calendar immediately. **Writing assignments/quizzes/exams cannot be made up without written, verifiable proof of an excusable absence, as noted above.**

**Remember that homework listed in the calendar is due by class time on that day.**

<table>
<thead>
<tr>
<th>Semaine</th>
<th>Date</th>
<th>En classe</th>
<th>Devoirs pour aujourd’hui**</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>lundi – 22 août</td>
<td>Ch. 1.1: L’arrivée (TB 1-3); Course Info/Syllabus</td>
<td></td>
</tr>
</tbody>
</table>
|         | mercredi – 24 août | Ch. 1.1 : TB 4-10 ; *MyFrenchLab info* | *À lire*: Course syllabus; Préface xxi-xxiv, TB 4-10  
*À faire*: TB p. 6, *Après avoir lu 1.5 (write out answers)*; MFL 1-1 (Register/log into *MyFrenchLab to complete*) |
|         | vendredi – 26 août | Ch. 1.2 : TB 12-17 | *À lire*: TB 12-17  
*À faire*: MFL 1-2, 1-5, 1-4 |
<table>
<thead>
<tr>
<th>Jour</th>
<th>Date</th>
<th>Sujets</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>lundi – 29 août</td>
<td>Ch. 1.2 : TB 17-23</td>
<td>À lire: TB 17-23, À faire: MFL 1-6, 1-7 article exercise on Blackboard (Bb)</td>
</tr>
<tr>
<td></td>
<td>mercredi – 31 août</td>
<td>INVERSION Ch. 1.3 : TB 24-25</td>
<td>À lire: TB 24-25, À faire: MFL 1-17, 1-18, 1-20</td>
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<tr>
<td>3</td>
<td>lundi – 5 septembre</td>
<td><strong>Fête de travail (pas de classe)</strong></td>
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<td></td>
<td>vendredi – 9 septembre</td>
<td>RÉVISION + EXAMEN 1 (Ch. 1, partie orale)*</td>
<td>À faire: MFL 1-14, 1-21, 1-23</td>
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<tr>
<td>4</td>
<td>lundi – 12 septembre</td>
<td>EXAMEN 1 (Ch. 1, partie écrite)*</td>
<td>À faire: Révisez pour l'examen !</td>
</tr>
<tr>
<td></td>
<td>mercredi – 14 septembre</td>
<td>Ch. 2.1 : TB 41-48</td>
<td>À lire: TB 41-48, À faire: TB pp. 44-45, Après avoir lu 2.3 (write out answers)</td>
</tr>
<tr>
<td></td>
<td>vendredi – 16 septembre</td>
<td>Ch. 2.1/2.2 : TB 49-54 PARTICIPATION REFLECTION</td>
<td>À lire: TB 49-54, À faire: MFL 2-1, 2-2, JOURNAL REWRITE 1</td>
</tr>
<tr>
<td>5</td>
<td>lundi – 19 septembre</td>
<td>Ch. 2.2 : TB 55-61</td>
<td>À lire: TB 55-61, Intrigue I-Iva, À faire: MFL 2-6, 2-7</td>
</tr>
<tr>
<td></td>
<td>mercredi – 21 septembre</td>
<td>Ch. 2.3 : TB 62-65</td>
<td>À lire: TB 62-65, À faire: MFL 2-3, 2-8</td>
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<tr>
<td></td>
<td>vendredi – 23 septembre</td>
<td>Ch. 2.3: TB 65-68</td>
<td>À lire: TB 65-68, À faire: MFL 2-9, 2-5, ex. verbes pronominaux on BB</td>
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<td>6</td>
<td>lundi – 26 septembre</td>
<td>Ch. 2 Dénouement TB 69-72 Un gars, une fille: Casser la croûte</td>
<td>À lire: TB 69-72, À faire: MFL 2-10, 2-11,2-14, Prepare French à la mode questions <a href="http://french.ku.edu/230/food.shtml">http://french.ku.edu/230/food.shtml</a>, JOURNAL WRITING 2</td>
</tr>
<tr>
<td></td>
<td>mercredi – 28 septembre</td>
<td>PRESENTATION 1 Moi-même, mes goûts et préférences. JOURNAL WRITING 2</td>
<td>À faire: MFL 2-17, 2-20, 2-21, 2-22</td>
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<tr>
<td></td>
<td>vendredi – 30 septembre</td>
<td>RÉVISION + EXAMEN 2 (Ch. 2, partie orale)</td>
<td>À faire: MFL 2-12, 2-13</td>
</tr>
<tr>
<td>7</td>
<td>lundi – 3 octobre</td>
<td>EXAMEN 2 (Ch. 2, partie écrite)*</td>
<td>À faire: Révisez pour l'examen !</td>
</tr>
<tr>
<td></td>
<td>mercredi – 5 octobre</td>
<td>Ch. 3.1 : TB 81-90</td>
<td>À lire: TB 81-90, À faire: TB p. 86, Après avoir lu 3.4 (write out answers)</td>
</tr>
<tr>
<td></td>
<td>vendredi – 7 octobre</td>
<td>Ch. 3.1/3.2 : TB 91-97</td>
<td>À lire: TB 91-97, À faire: MFL 3-1, 3-2, 3-12, JOURNAL REWRITE 2</td>
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<tr>
<td>Date</td>
<td>Événement</td>
<td>A faire</td>
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<tr>
<td>8 à 11 octobre</td>
<td><strong>VACANCES d’automne (pas de classe)</strong></td>
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<tr>
<td>mercredi – 12 octobre</td>
<td>Ch. 3.2 : TB 97-102</td>
<td>À lire: TB 97-102</td>
<td></td>
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<tr>
<td>vendredi – 14 octobre</td>
<td>Ch. 3.3 : TB 103-104</td>
<td>À lire: TB 103-104</td>
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<tr>
<td>9</td>
<td>lundi – 17 octobre</td>
<td>À lire: TB 105-109</td>
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<tr>
<td>mercredi – 19 octobre</td>
<td>Ch. 3.3/Dénouement : TB 109-116</td>
<td>À lire: TB 109-116</td>
<td></td>
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<tr>
<td>vendredi – 21 octobre</td>
<td>Ch. 3 Un gars, une fille: Fringué French à la mode : écoutez PRESENTATION 2 J’aime cette personne parce que... PARTICIPATION REFLECTION</td>
<td>À lire: TB 116-119</td>
<td></td>
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<tr>
<td>10</td>
<td>lundi – 24 octobre</td>
<td>À lire: TB 122-129</td>
<td></td>
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<tr>
<td>mercredi – 26 octobre</td>
<td>EXAMEN 3 (Ch. 3, partie orale)*</td>
<td>À faire: Révisez pour l’examen !</td>
<td></td>
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<tr>
<td>vendredi – 28 octobre</td>
<td>Ch. 4.1 : TB 122-129</td>
<td>À faire: TB p. 125, Après avoir lu 4.3 (write out answers)</td>
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<tr>
<td>11</td>
<td>lundi – 31 octobre</td>
<td>À lire: TB 129-134</td>
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<tr>
<td>mercredi – 2 novembre</td>
<td>Ch. 4.2 : MFL 4-4 ; TB 134-140</td>
<td>À lire: TB 134-140 Intrigue IV-VI</td>
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<tr>
<td>vendredi – 4 novembre</td>
<td>Ch. 4.3 : TB 141-146</td>
<td>À lire: TB 141-146</td>
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<tr>
<td>12</td>
<td>lundi – 7 novembre</td>
<td>À lire: TB 147-151,154</td>
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<tr>
<td>mercredi – 9 novembre</td>
<td>CH 4 Dénouement TB 147-151,154 Un gars, une fille: Loulou et Chouchou French à la mode : écoutez JOURNAL WRITING 4</td>
<td>À faire: préparez votre présentation MFL 4-16, 4-18, 5-15</td>
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<td>vendredi – 11 novembre</td>
<td>PRESENTATION 3 Une personne célèbre</td>
<td>À faire: préparez votre présentation MFL 4-20, 4-21</td>
<td><strong>CUTURAL ESSAY DRAFT DUE</strong></td>
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<tr>
<td>13</td>
<td>lundi – 14 novembre</td>
<td>À faire: MFL 4-22, 4-23</td>
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<td>mercredi – 16 novembre</td>
<td>EXAMEN 4 (Ch. 4, partie orale)*</td>
<td>À faire: Révisez pour l’examen !</td>
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<td>vendredi – 18 novembre</td>
<td>Ch. 5.1 : TB 157-164</td>
<td>À faire: TB 157-164</td>
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<tr>
<td>14</td>
<td>lundi – 21 novembre</td>
<td>À lire: TB 165-170</td>
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<tr>
<td>23-27 novembre</td>
<td><strong>VACANCES : Action de grâce (pas de classe)</strong></td>
<td>À faire: MFL 5-1, 5-2, 5-13, 5-14</td>
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<tr>
<td>Jour</td>
<td>Dates</td>
<td>Chapitre(s)</td>
<td>À lire:</td>
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<tr>
<td>15</td>
<td>lundi – 28 novembre</td>
<td>Ch. 5.2 : TB 171-176</td>
<td>TB 171-176</td>
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<td>mercredi – 30 novembre</td>
<td>Ch. 5.3 : TB 177-181</td>
<td>TB 177-181</td>
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<td></td>
<td>vendredi – 2 décembre</td>
<td>Ch. 5.3/Dénouement : TB 182-189</td>
<td>TB 182-189</td>
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<tr>
<td>16</td>
<td>lundi – 5 décembre</td>
<td>Ch. 5 Un gars et une fille: Le bout du monde French à la mode : écoutez + RÉVISION</td>
<td>MFL 5-5, 5-11,5-12, subjonctif passé ex. on Blackboard (Bb)</td>
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<td>mercredi – 7 décembre</td>
<td>RÉVISION + parties orales de l’EXAMEN FINAL*</td>
<td>MFL 5-23,5-24,5-25,3-13</td>
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<td>vendredi – 9 décembre</td>
<td>STOP DAY (pas de classe)</td>
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<tr>
<td>17</td>
<td>jeudi 15 décembre</td>
<td>EXAMEN FINAL* 4:30-7:00pm</td>
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<td>Location TBA</td>
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<tr>
<td>Chapter 1</td>
<td>Culture and History of French Speaking Louisiana Cajun and Creole music Travel Work</td>
<td>Functions</td>
<td>Literature</td>
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<tr>
<td></td>
<td>Asking questions</td>
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<tr>
<td></td>
<td>Speaking about preferences</td>
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<td></td>
<td>Describing daily routine</td>
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<td>Writing a letter</td>
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<td></td>
<td>Making requests politely</td>
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<tr>
<td>Chapter 3</td>
<td>Culture and History of Paris Ethnic diversity in France Fashion &amp; clothing in France Vietnamese culture</td>
<td>Describing people, dress, objects Shopping in Paris Describing different clothing for seasons throughout Francophone world Apologizing/forgiving Describing a situation in the past French recipes</td>
<td>« Sonnets pour Hélène » (poem) Pierre de Ronsard (1578) Extract from <em>La Parure</em>. Guy de Maupassant (1884)</td>
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<tr>
<td>Chapter 4</td>
<td>Culture and History of the Maghreb Family French &amp; Francophone music Immigration in France</td>
<td>Describing family, familial relationships and personalities Disagreeing/reconciling Asking questions (cont.) Expressing nostalgia Describing a situation in the past (cont.)</td>
<td>Extract from <em>Femmes d’Alger dans leur appartement</em>. Assia Djebar 1980</td>
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<tr>
<td>Chapter 5</td>
<td>European Union Culture and History of Overseas France The press</td>
<td>Speaking about current events &amp; weather. French weather forecasts Fahrenheit/ Celsius Exploring French media through print, broadcasts and Internet Breaking/reacting to news Expressing wishes/emotions Giving opinions/advice</td>
<td>«La Bonne Chanson» (poem) Paul Verlaine (1870)</td>
</tr>
</tbody>
</table>
Course Inventory Change Request

Date Submitted: 01/26/17 5:20 pm

Viewing: **FREN 234**: Intermediate French I and II

Last edit: 01/26/17 5:20 pm

Changes proposed by: pascott

| Catalog Pages referencing this course | College of Liberal Arts & Sciences
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>Department of French and Italian</td>
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</table>

<table>
<thead>
<tr>
<th>Programs</th>
<th>FREN-BA: French, B.A.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>FREN-MIN: French Minor</td>
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</tbody>
</table>

### Academic Career
- Undergraduate, Lawrence

### Subject Code
- FREN

### Academic Unit
- Department: French & Italian (FREN)
- School/College: College of Lib Arts & Sciences

### Do you intend to offer any portion of this course online?
- No

### Title
- Intermediate French I and II

### Transcript Title
- Intermediate French I and II

### Effective Term
- Summer 2017

### Catalog Description
One-semester course meeting five times a week for six hours credit. Material same as in FREN 230 and FREN 240. (FREN 234, FREN 240, FREN 241--each completes foreign language requirement.)

### Prerequisites
FREN 120 or by departmental permission.

### Cross Listed Courses:
- FREN 234

### Credits
- 6

### Course Type
Lecture (Regularly scheduled academic course) (LEC)

### Grading Basis
A-D(+/-)FI

### Is this course part of the University Honors Program?
- No

### Are you proposing this course for KU Core?
- Yes

### Typically Offered
- Typically Every Semester

### Repeatable for credit?
- No

### Principal Course Designator
- U - Undesignated elective

### Are you proposing that the course count towards the CLAS BA degree specific requirements?
- No

### Will this course be required for a degree, major, minor, certificate, or concentration?
- No

### Rationale for Course Proposal
This is a pre-existing class for which we are requesting Core approval.

### KU Core Information

Has the department approved the nomination of this course to KU Core?
- Yes

In Workflow
1. CLAS
   Undergraduate Program and Course Coordinator
2. CUSA
   Subcommittee
3. CUSA Committee
4. CAC
5. CLAS Final Approval
6. Registrar
7. PeopleSoft
8. UCCC CIM Support
9. UCCC Preliminary Vote
10. UCCC Voting Outcome
11. SIS KU Core Contact
12. Registrar
13. PeopleSoft

Approval Path
1. 01/27/17 10:59 am
   Rachel Schwien (rschwien):
   Approved for CLAS
   Undergraduate Program and Course Coordinator

Date Submitted: 01/26/17 5:20 pm

Viewing: FREN 234: Intermediate French I and II

Last edit: 01/26/17 5:20 pm

Changes proposed by: pascott
Selected Goal(s)

Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?
Yes

Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)?
Yes

Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.

This course is entirely comprised of other-cultural material as students study the French language and Francophone cultures in which it is used, including certain Francophone communities in Canada, Europe, Africa, Asia and the Caribbean. Students use the French language they are learning to discuss and debate Francophone cultural beliefs and practices, while comparing these to their own culture. Students are asked to extrapolate cultural elements from a wide variety of readings and oral or visual documents, with the goal of leading them to understand and be sensitive to differences, and therefore to better negotiate cultural situations outside of the U.S. Students reflect on specific cultural beliefs, products and practices throughout the semester in both oral and written assignments, culminating in a final cultural essay or project.

Selected Learning Outcome(s):

Goal 4, Learning Outcome 2
State what assignments, readings, class discussions, and lectures will devote a majority of your course or educational experience to raising student awareness of, engagement with, and analysis of various elements of other-cultural understanding of communities outside the United States. (Please limit responses to 1000 characters.)

Students in the course are exposed to a wide variety of authentic content and cultural texts: these may be dialogues, stories, webpages, blogs, newspaper articles, videos, songs, TV shows and film clips, audio interviews, paintings, photographs, advertisements, menus, etc. from the target culture. These are accompanied by activities that facilitate comprehension and guide students to develop an awareness and understanding of the values and beliefs that underline the practices and products of French and Francophone cultures and societies. Assignments are designed to promote an appreciation of Francophone communities, traditions and contributions throughout the world. All cultural materials are accompanied by activities which underlie the practices and products (including literature, arts and history) of Francophone societies from North America (U.S. and Canada), Europe, Africa, Asia and the Caribbean.

Explain how your course or educational experience will develop the ability of students to discuss, debate, and analyze non-US cultures in relation to the students own value assumptions. (Please limit responses to 1000 characters.)

At all levels, French language classes are organized to encourage students to use the target language actively, in pair work, in written reflections, in presentations and in cultural assignments. The majority of class time is given over to teacher-student and student-student discussion and interaction. In-class activities are centered on facilitating comprehension and highlighting cultural comparisons. These activities encourage students to analyze varied aspects of Francophone cultures while making connections to their own values and experiences. In addition, the presentation and practice of the language itself (vocabulary, structures, and usage) entails continuous cross-cultural comparison, as students learn how different values, ideas and behaviors are reflected in language. Assignments encourage students to analyze and reflect on differing aspects of Francophone cultures, one aspect of which is explored in greater depth in a final essay.

Detail how your course or educational experience will sensitize students to various cultural beliefs, behaviors, and practices through other-cultural readings and academic research on cultural competency so that students may be better prepared to negotiate cross-cultural situations. (Please limit responses to 1000 characters.)

By enabling students to recognize the cultural similarities and differences in patterns of communication and interaction between various Francophone cultures and their own, this course promotes an understanding and appreciation of cultural diversity. The course materials include readings, video and audio recordings, and visual stimuli that explicitly lead students to discover and analyze cultural beliefs, behaviors and practices in varying Francophone cultures, preparing them to better negotiate cross-cultural situations. Students explore cultural concepts in class through the use of the French language itself, through analysis and discussion of literary excerpts, songs, film clips, artwork, etc. Language and culture differences are also examined by students individually by means of skill-building activities assigned as homework through the online system MyFrenchLab.

State what assignments, readings, class discussion, and lectures will be used to evaluate students’ work that documents and measures their grasp of global cultures and value systems through reflective written or oral analysis. (Please limit responses to 1000 characters.)

All in-class activities and homework assignments build students’ awareness and abilities to understand and appreciate language and cultural differences and similarities. Building on a series of in-class discussions, pair and group oral activities, and writing assignments, students are required to submit a final essay in which they explore a specific cultural topic in more depth. Students are required to
research the topic, analyze it, compare and contrast cultural elements, values and beliefs. This final essay will be used to evaluate their overall progress in reaching Goal 4.2.
FREN 234
Spring 2017
Dept. of French and Italian
2080 Wescoe
864-4056
www.frenchitalian.ku.edu

Instructor:
Email:
Office:
Office Hours:

Vieux Carré
La Nouvelle-Orléans
http://www.realestatepub.com/default.asp.pg-TheFrenchQuarter

COURSE DESCRIPTION
This is an intensive intermediate French course designed for those with a strong foundation in French, who are prepared to move at a fast pace. We will complete the equivalent of two semesters of French in one term. In this course you will strengthen your skills in listening, reading, speaking and writing, as well as explore French and Francophone literatures and cultures. At the end of this course you should be able to communicate easily in everyday situations. Among other skills, you will be able to:

- Give more detailed descriptions of people, places and situations
- Ask for information, invite, accept and refuse
- Express opinions, make suggestions, give advice, present and support an argument
- Talk about future plans, possibilities and regrets
- Discuss various aspects of Francophone cultures, literature, art and traditions

You will be able to comprehend spoken and written French in a larger variety of contexts and will refine your ability to discuss and analyze cultural differences. French 234 will help prepare you for upper-level French courses, and if you would like to continue exploring French and the Francophone world, we encourage you to consider a major or minor!

This course will satisfy the requirement for CORE Goal 4 (Learning Outcome 2):

Upon reaching this goal, students will be able to examine a variety of perspectives in the global community, distinguish their own cultural patterns, and respond flexibly to multiple worldviews.

Whether you are taking this course because you love the language or simply to fulfill your language requirement, keep in mind that in learning French you develop many skills beyond the ability to communicate with people in French. Even if speaking and understanding French is your main goal, here are just a few of the other benefits:

- **Studying the grammatical structures and vocabulary of French will greatly increase your understanding of your native language.** This means that learning French will expand your knowledge of English (and other languages you speak).
- **Studying French can help your future career in most fields,** given that cultural training and awareness is a key skill sought by companies and organizations with any sort of international ties. See this article on how learning a foreign language in college can help you land your first job: http://career-advice.monster.com/job-search/getting-started/talk-up-foreign-language-skills/article.aspx
- **Studying a foreign language builds your analytical thinking skills.** These skills are essential for all aspects of education and life, and are specifically tested on many entrance exams, such the GRE and LSAT.
- **Americans agree that international education is critically important for our future.** “Americans understand that in order to innovate and compete now, we must prepare students by giving them the skills necessary to navigate life and careers in an interconnected global economy.” See this NAFSA survey:
For information on the French program and activities, visit our website: [http://frenchitalian.ku.edu/](http://frenchitalian.ku.edu/), like us on Facebook, and follow us on Twitter.

For information on study abroad options, visit: [http://studyabroad.ku.edu/](http://studyabroad.ku.edu/)

**REQUIRED TEXTBOOK/MATERIALS**

- Textbook
- Access code for *MyFrenchLab* (includes Student Activities Manual, audio, video and many additional resources)

*Blackboard website
* French à la mode website [http://french.ku.edu/](http://french.ku.edu/)
* 8 ½ x 11 Bluebook for journal writing

*You will also need access to a good *French-English dictionary*, such as the Robert-Collins, Larousse, or WordReference.com.

**IMPORTANT NOTES about acceptable online/electronic resources:** If you wish to use an online dictionary or app, you may only use the dictionary function; you may not use any Discussion Forum function, and you may not use any other online resources linked to the site, unless approved for a specific assignment.

If you wish to use an app in class, it must be approved in advance by your instructor. During activities in which use of a dictionary is permitted, your instructor may ask you to sit so that use of the app may be observed by him/her.

**TRANSLATION PROGRAMS:**

The use of computer or on-line translation programs is **NOT permitted** in any French course and is considered cheating. As opposed to dictionaries and grammar references, these programs are not a learning tool because they simply provide a translation, rather than allowing you to choose among various words/tenses/etc. to come up with the best translation on your own. Moreover, translation programs produce bizarre and incorrect translations that are **notoriously easy to identify**. Students will learn far more by doing their own work than by risking serious academic consequences.

Pursuant to the University of Kansas’ [Policy on Commercial Note-Taking Ventures](http://www.nafsa.org/Find_Resources/Advancing_Public_Policy_for_International_Education/Public_Opinion_Supports_Internal_Education/), commercial note-taking is not permitted in Fren 234. Lecture notes and course materials may be taken for personal use, for the purpose of mastering the course material, and may not be sold to any person or entity in any form. You may not share or distribute course materials, or post them on any websites. In addition, you may not use audio or video to record any class sessions without the express permission of the instructor and the department. Any student engaged in or contributing to the commercial exchange of notes or course materials will be subject to discipline, including academic misconduct charges, in accordance with University policy. Please note: note-taking provided by a student volunteer for a student with a disability, as a reasonable accommodation under the ADA, is **not the same** as commercial note-taking and is **not** covered under this policy.

**GRADING/GRADE DISTRIBUTION**

Grades are calculated according to the scale below. Grades are **not curved**. There is **no extra credit** offered.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>92.5-100%</td>
</tr>
<tr>
<td>A-</td>
<td>89.5-92.4%</td>
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<tr>
<td>B+</td>
<td>87.5-89.4%</td>
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<tr>
<td>B</td>
<td>82.5-87.4%</td>
</tr>
<tr>
<td>B-</td>
<td>79.5-82.4%</td>
</tr>
<tr>
<td>C+</td>
<td>77.5-79.4%</td>
</tr>
<tr>
<td>C</td>
<td>72.5-77.4%</td>
</tr>
<tr>
<td>C-</td>
<td>69.5-72.4%</td>
</tr>
<tr>
<td>D+</td>
<td>67.5-69.4%</td>
</tr>
<tr>
<td>D</td>
<td>62.5-67.4%</td>
</tr>
<tr>
<td>D-</td>
<td>59.5-62.4%</td>
</tr>
<tr>
<td>F</td>
<td>0-59.4%</td>
</tr>
</tbody>
</table>
The Cultural Essay will be assessed for student outcomes using our departmental rubric for CORE Goal 4.2. The cultural essay is a written document that students produce gradually over the semester, building upon their classwork and discussions. It allows students to demonstrate their development of awareness and other-cultural understanding, as they compare products and practices of select Francophone cultures to their own. The cultural portfolio leads students to analyze and reflect on particular values, beliefs and behaviors that are similar or different across cultures, and to consider how practices are a reflection of a cultural framework.

ATTENDANCE/PARTICIPATION/PREPARATION
Attendance is mandatory for your success in this class. Regular practice is essential for improving proficiency in a foreign language, and thus attending class and participating actively on a daily basis are necessary. Your participation will be evaluated on a weekly basis.

It is essential that you be on time to class and turn off all cell phones and other electronic devices before entering the classroom out of respect for your classmates, your instructor, and your own learning time. We ask that you refrain from any activity that will inhibit your ability to speak French, to listen to your classmates or instructor, or to actively engage in classroom activities.

PARTICIPATION GUIDELINES
The following are general guidelines your instructor will follow in assigning the weekly participation grade. As noted above, any unexcused absence beyond the third one will lower your weekly participation grade. Three areas are considered when your instructor assigns your grade: your use of French in class, your participation in the class, both responding to the instructor, and in pair/group work, and your preparation for class. During the semester, you will be asked to reflect and comment on your participation, so that your instructor can indicate how you are doing and offer suggestions on how you can improve. If you have questions about the participation guidelines and expectations, please talk with your instructor.

9-10 points -- Used French exclusively (or almost), including responding in French to other students (as well as the instructor) with questions, feedback, or further discussion. Spoke often, participated actively, and was a leader in group work. Volunteered very often and contributed to class discussion in a meaningful way. Listened attentively and responded to others. Was very well prepared for class.

8-8.5 points -- Used French almost exclusively and spoke often during the class period. Participated actively in group work. Volunteered quite often and contributed to class discussion in a meaningful way. Listened attentively and responded to others. Was well-prepared for class overall.

<table>
<thead>
<tr>
<th>Class Participation/Attendance</th>
<th>14% (excluding weeks 1 and 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework/ quizzes</td>
<td>17%</td>
</tr>
<tr>
<td>Journal Writing and Cultural Essay*</td>
<td>12%</td>
</tr>
<tr>
<td>Oral Presentations</td>
<td>6%</td>
</tr>
<tr>
<td>Exams (4 x 90pts)</td>
<td>36%</td>
</tr>
<tr>
<td>Final Comprehensive Exam</td>
<td>15%</td>
</tr>
</tbody>
</table>

* The Cultural Essay will be assessed for student outcomes using our departmental rubric for CORE Goal 4.2. The cultural essay is a written document that students produce gradually over the semester, building upon their classwork and discussions. It allows students to demonstrate their development of awareness and other-cultural understanding, as they compare products and practices of select Francophone cultures to their own. The cultural portfolio leads students to analyze and reflect on particular values, beliefs and behaviors that are similar or different across cultures, and to consider how practices are a reflection of a cultural framework.
7-7.5 points -- Used mostly French but used English on some occasions. Spoke fairly often during class period. Participated actively in group work. Volunteered occasionally. Generally listened and responded to others. Was mostly prepared for class. May have gotten off task on occasion.

5-6.5 points -- Used English on many occasions during group work and/or whole class discussion or didn't speak often. Not very engaged in group activities and often off task. Did not volunteer during classroom discussion. Minimally prepared/unprepared for class.

0-4.5 points -- Used more English than French OR did not speak during class. Was not engaged in group activities and/or was distracting to others or was often off-topic during class. Clearly not prepared for class.

ABSENCES
You are allowed 4 unexcused absences that will not affect your participation grade; however, there are no make-ups for any assignments, quizzes or exams due to an unexcused absence. More than 4 unexcused absences will lower your attendance/participation grade, as points will be deducted for each additional day you are absent from class.

- If you must miss class for any reason, you are still responsible for all assignments due on that day. You are advised to email your instructor immediately if you must be absent from class and, when possible, complete the assignments in advance to ensure you receive credit.
- Excusable absences may include medical emergencies, family emergencies, and religious holidays. If you need to miss class for a religious holiday, you must inform your instructor at least a week in advance. Your instructor will NOT excuse absences for vacation or travel plans; travel plans must be made around the KU academic calendar that this syllabus follows.
- In the case of excused absences, you will have an opportunity to make up class work only if written, verifiable documentation is presented to the instructor within two weeks of the absence.

HOMEWORK
Daily homework is an essential part of learning a foreign language, as repetition and practice help you integrate the new material. The syllabus lists the material to be covered in class each day, and gives the homework assignment to be completed before the following class period. Late homework is NOT accepted without a valid, documented excuse. Because the class is conducted almost exclusively in French, it is important that you prepare the readings/homework for each day, so that you can follow along and most efficiently use the class time to practice your French. Expect at least 1 ½ to 2 hours of preparation (reading plus activities) for each class.

Homework assignments are at the instructor’s discretion, and may include the following items:

* MyFrenchLab activities
* in-class quizzes (announced or unannounced)
* other assigned readings, grammar exercises, web assignments, etc.

ORAL PRESENTATIONS
You have the chance to demonstrate your oral skills in French through a presentation. It is not expected that you speak perfectly, but it is important that you effectively give the information asked for. The presentations are evaluated on content and preparation, as well as on pronunciation, vocabulary, and correct usage/grammar. You will be given specific guidelines on the presentations later in the semester.

EXAMS
Over the semester you will have chapter exams as well as a comprehensive final exam to measure your overall progress at the end of the semester. The exams will include oral comprehension exercises, written vocabulary and grammar exercises, a reading with questions, and sometimes a short open-ended writing
JOURNAL WRITING & CULTURAL ESSAY
You will have the chance to develop your writing skills through journal writing in class. You will write four entries, on topics and grammar related to the course material, given to you by your instructor. Your instructor will code these journals, and you will rewrite them for further points. At the end of the semester you will complete an analysis in English to reflect on the progress you’ve made in writing French. Journal writing dates are listed on the syllabus calendar, and like an exam, you must be present in class on that day to complete and get credit for these assignments.

You will also write a cultural essay, which will involve writing a plan, and a draft. Dates for these submissions are also marked on the syllabus.

ACADEMIC HONESTY
The department strictly adheres to the following policy on plagiarism and cheating: "Plagiarism and cheating are serious academic offenses that should be brought to the attention of the Chairperson or Language Coordinator. Whenever a student is caught cheating, the instructor will inform the Chairperson of the Department, who--upon consulting with the instructor--will forward a "CHARGE OF ACADEMIC MISCONDUCT FORM" to College of Liberal Arts with a recommendation for the appropriate sanction."

Students should be certain that all of the work submitted in this course is their own. NO outside assistance is allowed on any homework/assignments. Such outside assistance is academic misconduct. Examples of this include, but are not limited to:

- Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another’s work or ideas as one’s own. It includes unacknowledged word-for-word and/or paraphrasing of another’s work/ideas.
- Copying/turning in written work that is not original to you.
- Resubmitting work from another French course.
- Having someone else do the work for you.
- Using a translation program in any way to complete assignments.
- Using a tutor to help you with your assignments. Tutors may only be consulted for extra practice beyond the course requirements, for help on non-graded assignments, or for explanations of assignments which have already been evaluated and will not be turned in again. Assignments which have been influenced by the help of a tutor prior to being graded will be treated as plagiarized work.
- Receiving or passing exam information to other students before, during or after the exam. Cheating in this case applies both to the receiver of the exam information and the person who gives the information.

Students may use their textbooks, dictionaries, and grammar references in preparing any assignments. They should also seek help from their instructor and/or may use feedback from in-class activities such as peer editing. Please review the notes regarding the use of online dictionaries, apps and translation programs on pages 1-2.

DISABILITIES/SPECIAL NEEDS
The Department of French & Italian works closely with the Office of Student Access Services to provide accommodations to students with learning and/or physical disabilities. The office coordinates
accommodations and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted SAS at AAAC, please do so as soon as possible: 22 Strong Hall, 785-864-4064 or achieve@ku.edu. Information about their services can be found at http://achievement.ku.edu. Please also contact your instructor privately in regard to your needs in this course.

TUTORING
Your instructor is always available during his/her office hours to answer questions and clarify concepts; however, if you would like more intensive help, we encourage you to consider tutoring options:
1) Private tutors are available for hire, and the Department of French & Italian maintains a list of possible tutors. For that information, please contact the main office at 864-4056 or frenital@ku.edu.
2) Small group tutoring is also available through KU’s Academic Achievement and Access Center for $75/course per semester: http://www.tutoring.ku.edu/. The AAAC can also consult with you and suggest other options/resources to maximize your learning: http://achievement.ku.edu/services

RETROACTIVE CREDIT
If French 234 is your first college-level French course, you may be eligible for 3 hours of Retroactive Credit upon successful completion of this course. For details on applying for this credit, go to: http://www.frenchitalian.ku.edu/retroactive-credit

QUESTIONS?
If you have any questions about the course, please talk with your instructor. If you have a question or concern that your instructor cannot address contact the Second-Year French Language Coordinator: Gillian Weatherley, Wescoe 2061, email: gaweath1@ku.edu, or by telephone at (785) 864-9067.

Have a great semester. Bon courage!

French 234, Spring 2017

Syllabus Calendar

Important Administrative Dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon, Jan 23</td>
<td>Last Day to enroll or add/change sections online without written permission</td>
</tr>
<tr>
<td>Mon, Feb 6</td>
<td>Last Day of First Period Drop (Last day to drop online.) NOTE: Students who drop after this date will be assigned a grade of “W” to appear on the transcript.</td>
</tr>
<tr>
<td>Tues, Feb 14</td>
<td>First Day to Elect Credit/No Credit (CR/NC) grade option</td>
</tr>
<tr>
<td>Mon, Feb 27</td>
<td>Last Day to Elect Credit/No Credit (CR/NC) grade option</td>
</tr>
<tr>
<td>Mon, April 17</td>
<td>Last Day of Second Period Drop. NOTE: No withdrawals permitted after this date.</td>
</tr>
</tbody>
</table>

Abbreviations/Definitions:

Ch. = Chapitre
TB = Textbook & MFL = MyFrenchLab
À lire = to read (to read over carefully in preparation for class; usually in the textbook)
À faire = to do (to do before class that day; activities in the online Student Activities Manual in MyFrenchLab)

* Please note all assignment/exam dates in your calendar immediately. Writing assignments/quizzes/exams cannot be made up without written, verifiable proof of an excusable absence, as noted above.
**Remember that homework listed in the calendar is due by class time on that day.

<table>
<thead>
<tr>
<th>Semaine</th>
<th>Date</th>
<th>En classe</th>
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<tbody>
<tr>
<td>1</td>
<td>lundi – 16 janvier</td>
<td>CÉLÉBRATION DE L’ANNIVERSAIRE DE MLK, JR. (pas de classe)</td>
</tr>
<tr>
<td></td>
<td>mardi – 17 janvier</td>
<td>Ch. 1.1: L’arrivée (TB 1-3) ; Course Info/Syllabus</td>
</tr>
<tr>
<td>Date</td>
<td>Ch. 1</td>
<td>Ch. 2</td>
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<tr>
<td>mercredi – 18 janvier</td>
<td>1.1 : TB 4-10 ; MyFrenchLab info</td>
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<td>jeudi – 19 janvier</td>
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<td>1.2 : TB 12-17</td>
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<td>vendredi – 20 janvier</td>
<td>1.2 : TB 17-23 + Inversion</td>
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<td>2 lundi – 23 janvier</td>
<td>1.3: TB 24-31</td>
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<td>mercredi – 25 janvier</td>
<td>1 Dénouement TB 35-39</td>
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<td>jeudi – 26 janvier</td>
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<td>2.1 : TB 41-48</td>
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<td>vendredi – 27 janvier</td>
<td>2.1/2.2 : TB 49-54</td>
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<tr>
<td>3 lundi – 30 janvier</td>
<td>2.2 : TB 55-61</td>
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<tr>
<td>mardi – 31 janvier</td>
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<td>2.3 : TB 62-65</td>
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<tr>
<td>mercredi – 1 février</td>
<td>2..3 : TB 65-68</td>
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<tr>
<td>jeudi – 2 février</td>
<td></td>
<td>2 Dénouement : TB 68-72</td>
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<tr>
<td>vendredi – 3 février</td>
<td>Un gars, une fille: Casser la croûte + RÉVISION</td>
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<tr>
<td>4 lundi – 6 février</td>
<td>REVISION + EXAMEN 1 (Ch. 1-2, partie orale)*</td>
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<td>mardi – 7 février</td>
<td>EXAMEN 1 (Ch. 1-2, partie écrite)*</td>
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<tr>
<td>mercredi – 8 février</td>
<td>Ch. 3.1 : TB 81-90</td>
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<tr>
<td>jeudi – 9 février</td>
<td>Ch. 3.1/3.2 : TB 91-97</td>
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<tr>
<td>vendredi – 10 février</td>
<td>Ch. 3.2 : TB 97-102</td>
<td></td>
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<tr>
<td>5 lundi – 13 février</td>
<td>Ch. 3.3 : TB 103-109</td>
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<td>mardi – 14 février</td>
<td>Ch. 3.3/Dénouement : TB 109-115</td>
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<tr>
<td>mercredi – 15 février</td>
<td>Ch. 3.3/Dénouement : TB 116-119</td>
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</tbody>
</table>

**À faire**:
- TB 4-10, Préface xxi-xxiv
- TB p. 6, Après avoir lu 1.5 (write out answers)
- TB 91-97 (write out answers)
- MFL 1-6, 1-7, article exercise on Blackboard (Bb)
- TB pp. 44-45, Après avoir lu 2.3 (write out answers)
- MFL 1-21, 1-22
- MFL 2-1, 2-2
- MFL 2-10, 2-11, 2-12
- MFL 2-14, 2-16
- MFL 2-13, 2-20, 2-22
- MFL 3-6, 3-7, 3-5
- MFL 3-4, 3-8
- MFL 3-9, 3-10
- MFL 3-14 3-15

**À lire**:
- TB 12-17
- TB 35-39
- TB 41-48
- TB 49-54
- TB 55-61
- TB 62-65
- TB 65-68
- TB 68-72
- TB 81-90
- TB 91-97
- TB 97-102
- TB 103-109
- TB 109-115
- TB 102-115

**Un gars, une fille: Bosser et décompresseur.**

**JOURNAL WRITING**

**Ch. 3.2**

**Ch. 3.3**

**EXAMEN**

**RÉVISION**

**PARTICIPATION REFLECTION**

**CULTURAL ESSAY PLAN DUE**

**ACADEMIC HONESTY**

**Inversion**

**MyFrenchLab to do homework**

**Fringué**

**Academic Honesty**

**Course syllabus**

**MyFrenchLab info**

**Intrigue**

**http://french.ku.edu/230/work.shtml**

**http://french.ku.edu/230/food.shtml**

**http://french.ku.edu/230/food.shtml**

**Register/log into Blackboard (Bb)**

**Blackboard (Bb)**

**MyFrenchLab**
| Jeudi – 16 février | Ch. 4.1 : TB 122-129 | À lire: TB 122-129  
À faire: MFL 3-11, 3-22, 3-23 Après avoir lu 4.3 (write out answers) |
| Vendredi – 17 février | Ch. 4.1/4.2 : TB 129-134 | À lire: TB 129-134  
À faire: MFL 4-1, 4-5, 4-12 |
| Lundi – 20 février | Ch. 4.2 : TB 134-140 | À lire: TB 134-140 Intrigue IV-VI  
À faire: MFL 4-2, 4-6, 4-7 |
| Mardi – 21 février | Ch. 4.3 : TB 141-146 | À lire: TB 141-146  
À faire: MFL 4-4, 4-8, 4-9, 4-13 JOURNAL 2 REWRITE |
| Mercredi – 22 février | ORAL PRESENTATION 1 Moi-même, mes goûts et préférences Ch. 4 Dénouement TB 147-151 | À lire: TB 147-151  
À faire: MFL 4-10, 4-11 |
| Jeudi – 23 février | Ch. 4 Dénouement: TB 152-155 | À lire: TB 152-155  
À faire: MFL 4-15, 4-24 |
| Vendredi – 24 février | Un gars, une fille: Loulou et Chouchou or Le Bled + RÉVISION | À faire: MFL 4-16, 5-15  
http://french.ku.edu/230/family.shtml |
| Lundi – 27 février | RÉVISION + EXAMEN 2 (Ch. 3-4, partie orale)* | À faire: MFL 4-22, 4-23 |
| Mardi – 28 février | EXAMEN 2 (Ch. 3-4, partie écrite)* | À faire: Révisez pour l’examen ! |
| Mercredi – 1 mars | Ch. 5.1 : TB 157-164 | À lire: TB 157-164  
À faire: TB p. 162, Après avoir lu 5.4 (write out answers) |
| Jeudi – 2 mars | Ch. 5.1/5.2 : TB 165-170 | À lire: TB 165-170  
À faire: MFL 5-1, 5-2, 5-13, 5-14 |
| Vendredi – 3 mars | Ch. 5.2 : TB 171-176 | À lire: TB 171-176 Intrigue VII-IX  
À faire: MFL 5-7, 5-8, 5-6 |
| Lundi – 6 mars | Ch. 5.3 : TB 177-179 | À lire: TB 177-181  
À faire: MFL 5-4, 5-9, préposition exercise on Blackboard (Bb) |
| Mardi – 7 mars | Ch. 5.3 : TB 180-181 | À lire: TB 182-189  
À faire: exs. le subjonctif sur Bb |
| Mercredi – 8 mars | Ch. 5.3/Dénouement : TB 182-189 JOURNAL WRITING 3 | À lire: TB 182-189  
À faire: MFL 5-11, 5-12, 5-17 |
| Jeudi – 9 mars | Ch. 5 Dénouement : TB 189-193 Un gars, une fille : Le bout du monde | À lire: TB 189-193  
À faire: À faire: MFL 5-5, le subjonctif passé ex. on Blackboard (Bb)  
http://french.ku.edu/230/travel.shtml CULTURAL ESSAY DRAFT DUE  
À faire: TB 199-206  
À faire: TB p. 204, Après avoir lu 6.3 (write out answers) ; MFL 5-24, 5-25 |
| Vendredi – 10 mars | Ch. 6.1 : TB 199-206 PARTICIPATION REFLECTION | À lire: TB 199-206  
À faire: TB p. 204, Après avoir lu 6.3 (write out answers) ; MFL 5-24, 5-25 |
| Lundi – 13 mars | Ch. 6.1/6.2 : TB 207-212 | À lire: TB 207-212 Intrigue X-XII  
À faire: MFL 6-1, 6-5, 6-13, |
| Mardi – 14 mars | Ch. 6.2 : TB 212-216 | À lire: TB 212-216  
À faire: MFL 6-6, 6-7, 6-11 pronoms d’objet ex. on Bb |
| Mercredi – 15 mars | Ch. 6.3 : TB 217-220 | À lire: TB 217-220  
À faire: MFL 6-2, 6-8, 6-9 JOURNAL 3 REWRITE |
<table>
<thead>
<tr>
<th>Jour</th>
<th>Matière</th>
<th>Lecture</th>
<th>Exercices</th>
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<tr>
<td>16 mars</td>
<td>Ch. 6.3/Dénouement : TB 221-227</td>
<td>À lire : TB 221-227 À faire : MFL 6-10, 6-12, 6-4, futur antérieur ex. on Bb</td>
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<td>17 mars</td>
<td>Un gars, une fille : Tous aux urnes ORAL PRESENTATION 2 J’aime cette personne parce que…</td>
<td><a href="http://french.ku.edu/240/politics.shtml">http://french.ku.edu/240/politics.shtml</a></td>
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<td>20-24 mars</td>
<td>VACANCES DE PRINTEMPS (pas de classe)</td>
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<td>27 mars</td>
<td>Ch. 6 Dénouement: 227-229 + RÉVISION</td>
<td>À lire : TB 227-229 À faire : MFL 6-15, 6-16</td>
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<td>28 mars</td>
<td>EXAMEN 3 (Ch. 5-6, partie orale)* + RÉVISION</td>
<td>À faire : MFL 6-22, 6-23 À faire : MFL 7-10, 7-11 À faire : Révisez pour l’examen !</td>
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<td>29 mars</td>
<td>EXAMEN 3 (Ch. 5-6, partie écrite)</td>
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<td>30 mars</td>
<td>Ch. 7.1 : TB 231-237</td>
<td>À lire : TB 231-237 À faire : TB p. 236, Après avoir lu 7.4 (write out answers)</td>
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<td>31 mars</td>
<td>Ch. 7.1 : TB 238-241</td>
<td>À lire : TB 238-241 À faire : MFL 7-1, 7-9</td>
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<td>3 avril</td>
<td>Ch. 7.2 : TB 242-243</td>
<td>À lire : TB 242-243 À faire : MFL 7-5, 7-12</td>
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<td>4 avril</td>
<td>Ch. 7.2 : TB 244-248</td>
<td>À lire : TB 244-248 À faire : MFL 7-4, 7-6</td>
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<td>5 avril</td>
<td>Ch. 7.3 : TB 249-252</td>
<td>À lire : TB 249-252 À faire : MFL 7-2, verbe+prép. ex. on Bb</td>
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<td>6 avril</td>
<td>Ch. 7.3/Dénouement : TB 253-258 JOURNAL WRITING 4</td>
<td>À lire : TB 253-258 À faire : MFL 7-7, 7-8</td>
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<td>7 avril</td>
<td>Ch. 7 Dénouement : TB 259-263 Un gars, une fille: Mettre sa vaisselle</td>
<td>À lire : TB 259-263 À faire : MFL 7-13, 7-14, <a href="http://french.ku.edu/240/chores.shtml">http://french.ku.edu/240/chores.shtml</a> CULTURAL ESSAY DUE</td>
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<td>Ch. 8.1 : TB 265-271</td>
<td>À lire : TB 265-271 À faire : TB p. 269, Après avoir lu 8.3 (write out answers) ; MFL 7-19, 7-20, 7-21</td>
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<td>11 avril</td>
<td>Ch. 8.1/8.2 : TB 272-275</td>
<td>À lire : TB 272-275 À faire : MFL 8-5, 8-10, 8-13</td>
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<td>Ch. 8.2 : TB 276-280</td>
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<td>Ch. 8.3 : TB 281-286</td>
<td>À lire : TB 281-286 À faire : MFL 8-2, 8-7, 8-4</td>
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<td>14 avril</td>
<td>Ch. 8.3/Dénouement : TB 286-290</td>
<td>À lire : TB 286-290 À faire : MFL 8-8, 8-9</td>
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<td>17 avril</td>
<td>Ch. 8 Dénouement TB 291-293</td>
<td>À lire : TB 291-293 À faire : MFL 8-15, 8-16, 8-14 JOURNAL 4 REWRITE</td>
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<td>18 avril</td>
<td>Un gars, une fille: En faire une montagne +RÉVISION</td>
<td>À faire : MFL 8-24 <a href="http://french.ku.edu/240/country.shtml">http://french.ku.edu/240/country.shtml</a></td>
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<td>19 avril</td>
<td>REVISION + EXAMEN 4 (Ch. 7-8, partie orale)*</td>
<td>À faire : MFL 8-22, 8-23</td>
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<td>EXAMEN 4 (Ch. 7-8, partie écrite)*</td>
<td>À faire: Révisez pour l’examen !</td>
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<td>vendredi – 21 avril</td>
<td>ORAL PRESENTATION 3 Mon domicile préféré</td>
<td>À faire: Préparez votre présentation</td>
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<td>lundi – 24 avril</td>
<td>ORAL PRESENTATION 3 Mon domicile préféré</td>
<td>À faire: Préparez votre présentation</td>
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<td>mardi – 25 avril</td>
<td>Ch. 9.1 : TB 295-301</td>
<td>À lire: TB 295-301</td>
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<td>À faire: TB p. 299, Après avoir lu 9.4 (write out answers)</td>
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<td>À faire: MFL 9-5, 9-10</td>
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<td>À faire: MFL 9-1, 9-4</td>
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<td>vendredi – 28 avril</td>
<td>Ch. 9.2 : TB 309-313</td>
<td>À lire: TB 309-313 Intrigue XVII-XVIII</td>
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<td>À faire: MFL 9-6, 9-7</td>
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<td>15 lundi – 24 avril</td>
<td>ORAL PRESENTATION 3 Mon domicile préféré</td>
<td>À faire: Préparez votre présentation</td>
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<tr>
<td>mardi – 25 avril</td>
<td>Ch. 9.1 : TB 295-301</td>
<td>À lire: TB 295-301</td>
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<td>À faire: TB p. 299, Après avoir lu 9.4 (write out answers)</td>
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<td>À faire: MFL 9-5, 9-10</td>
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<td>À faire: MFL 9-1, 9-4</td>
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<td>vendredi – 28 avril</td>
<td>Ch. 9.2 : TB 309-313</td>
<td>À lire: TB 309-313 Intrigue XVII-XVIII</td>
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<td>À faire: MFL 9-6, 9-7</td>
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<td>16 lundi – 1 mai</td>
<td>Ch. 9.3 : TB 314-319, 328 (A suivre)*</td>
<td>À lire: TB 314-319, 328 (A suivre) Intrigue XIX-XXII</td>
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<td>À faire: MFL 9-3, 10-8, pronoms relatifs indéfinis ex. on Bb</td>
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<tr>
<td>mardi – 2 mai</td>
<td>Ch. 10.1 &amp; PASÉ SIMPLE: TB 331-338</td>
<td>À lire: TB 331-338 et 344-345 Intrigue XXII-XXIII</td>
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<td>À faire: TB p. 336, Après avoir lu 10.4 (write out answers) ; MFL 9-8, voix passive ex on Bb</td>
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<td>mercredi – 3 mai</td>
<td>Ch. 10.2/10.3 : TB 344-345, 348 et 352-354 +RÉVISION</td>
<td>À lire: TB 348 et 352-354</td>
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<td>À faire: MFL 10-7, 10-12, passé simple ex. on Bb</td>
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<td>jeudi – 4 mai</td>
<td>RÉVISION</td>
<td>À faire: MFL 10-9, 10-10, 10-11, 10-3 WRITING ANALYSIS</td>
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<td>Révisez pour l’examen final !</td>
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<td>vendredi – 5 mai</td>
<td>STOP DAY (pas de classe)</td>
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<td>17 lundi 8 mai</td>
<td>EXAMEN FINAL* 4:30-7:00pm</td>
<td>Location TBA</td>
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# KU FREN 234 – Overview of Course Content (Book: *Intrigue*, 2011, Blood & Mobarek)

<table>
<thead>
<tr>
<th>Themes/Cultural topics</th>
<th>Functions</th>
<th>Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapitre 1</strong>&lt;br&gt;Culture and History of French Speaking Louisiana&lt;br&gt;Cajun and Creole music&lt;br&gt;Travel&lt;br&gt;Work</td>
<td>Greetings/presentations&lt;br&gt;Asking questions&lt;br&gt;Speaking about preferences&lt;br&gt;Describing daily routine&lt;br&gt;Writing a letter&lt;br&gt;Making requests politely</td>
<td>« <em>Travailler c’est trop dur</em> » (song)&lt;br&gt;Zachary Richard (1996)&lt;br&gt;Extract from <em>Les Liaisons dangereuses</em>. Ambroise Choderlos de Laclos (1782)</td>
</tr>
<tr>
<td><strong>Chapitre 2</strong>&lt;br&gt;Culture and History of Haiti&lt;br&gt;Cajun and Creole food&lt;br&gt;Gastronomy &amp; food traditions</td>
<td>Inviting/accepting/refusing&lt;br&gt;Asking questions (cont.)&lt;br&gt;Dining at a restaurant&lt;br&gt;Giving orders/warning /encouraging&lt;br&gt;Describing a situation&lt;br&gt;French recipes</td>
<td>Extract from <em>L’odeur du café</em>. Dani Laferrière (1991)</td>
</tr>
<tr>
<td><strong>Chapitre 3</strong>&lt;br&gt;Culture and History of Paris&lt;br&gt;Ethnic diversity in France&lt;br&gt;Fashion &amp; clothing in France&lt;br&gt;Vietnamese culture</td>
<td>Describing people, dress, objects&lt;br&gt;Shopping in Paris&lt;br&gt;Describing different clothing for seasons throughout&lt;br&gt;Francophone world&lt;br&gt;Apologizing/forgiving&lt;br&gt;Describing a situation in the past</td>
<td>« <em>Sonnets pour Hélène</em> » (poem)&lt;br&gt;Pierre de Ronsard (1578)&lt;br&gt;Extract from <em>La Parure</em>. Guy de Maupassant (1884)</td>
</tr>
<tr>
<td><strong>Chapitre 4</strong>&lt;br&gt;Culture and History of the Maghreb&lt;br&gt;Family&lt;br&gt;French &amp; Francophone music&lt;br&gt;Immigration in France</td>
<td>Describing family, familial relationships and personalities&lt;br&gt;Disagreeing/reconciling&lt;br&gt;Asking questions (cont.)&lt;br&gt;Expressing nostalgia&lt;br&gt;Describing a situation in the past (cont.)</td>
<td>Extract from <em>Femmes d’Alger dans leur appartement</em>. Assia Djebar 1980</td>
</tr>
<tr>
<td><strong>Chapitre 5</strong>&lt;br&gt;European Union&lt;br&gt;Culture and History of Overseas France&lt;br&gt;The press</td>
<td>Speaking about current events &amp; weather.&lt;br&gt;French weather forecasts Fahrenheit/ Celsius&lt;br&gt;Exploring French media through print, broadcasts and Internet&lt;br&gt;Breaking/reacting to news&lt;br&gt;Expressing wishes/emotions&lt;br&gt;Giving opinions/advice</td>
<td>« <em>La Bonne Chanson</em> » (poem) Paul Verlaine (1870)</td>
</tr>
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*Continued on next page...*
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<th><strong>Themes/ Cultural topics</strong></th>
<th><strong>Functions</strong></th>
<th><strong>Literature</strong></th>
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<tr>
<td><strong>Chapitre 6</strong>&lt;br&gt;Culture and History of Martinique&lt;br&gt;Politics&lt;br&gt;Movements for Independence (Quebec/ Martinique)</td>
<td>Interrupting/offering comments&lt;br&gt;Asking for repetition/details&lt;br&gt;Speaking about the future&lt;br&gt;Reassuring someone&lt;br&gt;Political differences: expressing a point of view, and discussing others’</td>
<td>«Demain dès l’aube» (poem) Victor Hugo (1856)&lt;br&gt;Extract from <em>Une enfance créole : chemin d’école</em>. Patrick Chamoiseau (1994)</td>
</tr>
<tr>
<td><strong>Chapitre 7</strong>&lt;br&gt;Culture and History of Senegal&lt;br&gt;Ecology&lt;br&gt;Domestic life&lt;br&gt;Negritude (Literary movement originating in France’s colonies)</td>
<td>Describing one’s physical environment&lt;br&gt;Looking at ecological problems&lt;br&gt;Complaining/criticizing&lt;br&gt;Speaking about possibilities &amp; regrets</td>
<td>Extract from <em>Emile</em> Jean-Jacques Rousseau (1762)&lt;br&gt;Extract from <em>Une si longue lettre</em> Miriama Bâ (1979)</td>
</tr>
<tr>
<td><strong>Chapitre 8</strong>&lt;br&gt;Culture and History of Switzerland&lt;br&gt;Fine arts&lt;br&gt;Museums&lt;br&gt;Swiss food&lt;br&gt;Art movements / The French-speaking world’s art/ museums</td>
<td>Describing/critiquing/appreciating an object of art&lt;br&gt;Comparing things&lt;br&gt;Establishing a hypothesis</td>
<td>Extract from <em>Lettres de mon Moulin</em> Alphonse Daudet (1869)</td>
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<td><strong>Chapitre 9</strong>&lt;br&gt;Culture and History of Provence&lt;br&gt;Regions/Regionalism in France&lt;br&gt;Traditions vs. modernity&lt;br&gt;French business life</td>
<td>Speaking about business/modern life&lt;br&gt;Occupations: gender designations&lt;br&gt;Emphasizing/de-emphasizing something’s importance&lt;br&gt;Explaining oneself&lt;br&gt;Expressing obligation</td>
<td>TBD (Changes each semester)</td>
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<td><strong>Chapitre 10</strong>&lt;br&gt;Quebec/Canada&lt;br&gt;French Contes de Fées (Fairy stories)&lt;br&gt;Litterature from Quebec</td>
<td>Reading literary passages</td>
<td>TBD (Changes each semester)</td>
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Course Inventory Change Request

Date Submitted: 01/26/17 5:23 pm

Viewing: FREN 240 : Intermediate French II

Last edit: 01/26/17 5:23 pm

Changes proposed by: pascott

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<td>BA in French</td>
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<tr>
<td>BA in French &amp; Italian Studies</td>
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<tr>
<td>College of Liberal Arts &amp; Sciences</td>
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<td>Department of French and Italian</td>
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<td>FREN-RA : French, R.A.</td>
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<tr>
<td>Academic Unit</td>
<td>Department French &amp; Italian (FREN)</td>
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<td>School/College</td>
<td>College of Lib Arts &amp; Sciences</td>
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<th>Do you intend to offer any portion of this course online?</th>
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<td>Title</td>
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<tr>
<td>Transcript Title</td>
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<th>Continuation of FREN 230. (FREN 234, FREN 240, FREN 241--each completes foreign language requirement.) (See also FREN 241.)</th>
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<td>FREN 230, FREN 231, or by departmental permission.</td>
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<td>Course Type</td>
<td>Lecture (Regularly scheduled academic course) (LEC)</td>
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<td>Grading Basis</td>
<td>A-D(+/-)FI</td>
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<tr>
<td>Is this course part of the University Honors Program?</td>
<td>No</td>
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<td>Are you proposing this course for KU Core?</td>
<td>Yes No</td>
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<td>Typically Offered</td>
<td>Typically Every Semester</td>
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<td>Repeatable for credit?</td>
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| Are you proposing that the course count towards the CLAS BA degree specific requirements? | No |
| Will this course be required for a degree, major, minor, certificate, or concentration? | No |

| Rationale for Course Proposal | This is a pre-existing class for which we are requesting Core certification. |

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<th>KU Core Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the department approved the nomination of this course to KU Core?</td>
</tr>
</tbody>
</table>
Selected Goal(s)

Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?

Yes

Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)?

Yes

Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.

This course is entirely comprised of other-cultural material as students study the French language and Francophone cultures in which it is used, including certain Francophone communities in Canada, Europe, Africa, Asia and the Caribbean. Students use the French language they are learning to discuss and debate Francophone cultural beliefs and practices, while comparing these to their own culture. Students are asked to extrapolate cultural elements from a wide variety of readings and oral or visual documents, with the goal of leading them to understand and be sensitive to differences, and therefore to better negotiate cultural situations outside of the U.S. Students reflect on specific cultural beliefs, products and practices throughout the semester in both oral and written assignments, culminating in a final cultural essay or project.

Selected Learning Outcome(s):

Goal 4, Learning Outcome 2

State what assignments, readings, class discussions, and lectures will devote a majority of your course or educational experience to raising student awareness of, engagement with, and analysis of various elements of other-cultural understanding of communities outside the United States. (Please limit responses to 1000 characters.)

Students in the course are exposed to a wide variety of authentic content and cultural texts: these may be dialogues, stories, webpages, blogs, newspaper articles, videos, songs, TV shows and film clips, audio interviews, paintings, photographs, advertisements, menus, etc. from the target culture. These are accompanied by activities that facilitate comprehension and guide students to develop an awareness and understanding of the values and beliefs that underline the practices and products of French and Francophone cultures and societies. Assignments are designed to promote an appreciation of Francophone communities, traditions and contributions throughout the world. All cultural materials are accompanied by activities which underline the practices and products (including literature, arts and history) of Francophone societies from North America (U.S. and Canada), Europe, Africa, Asia and the Caribbean.

Detail how your course or educational experience will sensitize students to various cultural beliefs, behaviors, and practices through other-cultural readings and academic research on cultural competency so that students may be better prepared to negotiate cross-cultural situations. (Please limit responses to 1000 characters.)

By enabling students to recognize the cultural similarities and differences in patterns of communication and interaction between various Francophone cultures and their own, this course promotes an understanding and appreciation of cultural diversity. The course materials include readings, video and audio recordings, and visual stimuli that explicitly lead students to discover and analyze cultural beliefs, behaviors and practices in varying Francophone cultures, preparing them to better negotiate cross-cultural situations. Students explore cultural concepts in class through the use of the French language itself, through analysis and discussion of literary excerpts, songs, film clips, artwork, etc. Language and culture differences are also examined by students individually by means of skill-building activities assigned as homework through the online system MyFrenchLab.

State what assignments, readings, class discussion, and lectures will be used to evaluate students’ work that documents and measures their grasp of global cultures and value systems through reflective written or oral analysis. (Please limit responses to 1000 characters.)

All in-class activities and homework assignments build students’ awareness and abilities to understand and appreciate language and cultural differences and similarities. Building on a series of in-class discussions, pair and group oral activities, and writing assignments, students are required to submit a final essay in which they explore a specific cultural topic in more depth. Students are required to...
<table>
<thead>
<tr>
<th>KU Core Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research the topic, analyze it, compare and contrast cultural elements, values and beliefs. This final essay will be used to evaluate their overall progress in reaching Goal 4.2.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Reviewer Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course content-FREN 240&amp;241-overview.pdf</td>
</tr>
<tr>
<td>FREN 240 Syllabus-Spring 2017-sample.pdf</td>
</tr>
</tbody>
</table>

Key: 3877
COURSE DESCRIPTION

This fourth-semester French course is designed for students who have completed the equivalent of one and a half years of university-level French. In this course you will strengthen your skills in listening, reading, speaking and writing, as well as explore French and Francophone literatures and cultures. At the end of this course you should be able to communicate easily in everyday situations, as well as in some more complex contexts. Among other things, you will be able to:

- Give more detailed descriptions of your house, region, environment, activities
- Talk generally about politics, business, the arts
- Express opinions, explain yourself, make hypotheses, interrupt, offer comments and critiques
- Discuss future plans, possibilities, regrets, etc.
- Comment on various aspects of Francophone cultures, literature, art and traditions

French 240 will prepare you for upper-level French courses, and if you would like to continue exploring French and the Francophone world, we encourage you to consider a major or minor!

This course will satisfy the requirement for CORE Goal 4 (Learning Outcome 2):

Upon reaching this goal, students will be able to examine a variety of perspectives in the global community, distinguish their own cultural patterns, and respond flexibly to multiple worldviews.

Whether you are taking this course because you love the language or simply to fulfill your language requirement, keep in mind that in learning French you develop many skills beyond the ability to communicate with people in French. Even if speaking and understanding French is your main goal, here are just a few of the other benefits:

- **Studying the grammatical structures and vocabulary of French will greatly increase your understanding of your native language.** This means that learning French will expand your knowledge of English (and other languages you speak).
- **Studying French can help your future career in most fields,** given that cultural training and awareness is a key skill sought by companies and organizations with any sort of international ties. See this article on how learning a foreign language in college can help you land your first job: [http://career-advice.monster.com/job-search/getting-started/talk-up-foreign-language-skills/article.aspx](http://career-advice.monster.com/job-search/getting-started/talk-up-foreign-language-skills/article.aspx)
- **Studying a foreign language builds your analytical thinking skills.** These skills are essential for all aspects of education and life, and are specifically tested on many entrance exams, such as the GRE and LSAT.
- **Americans agree that international education is critically important for our future.** “Americans understand that in order to innovate and compete now, we must prepare students by giving them the skills necessary to navigate life and careers in an interconnected global economy.” See this NAFSA survey: [http://www.nafsa.org/Find_Resources/Advancing_Public_Policy_for_International_Education/Public_Opinion_Supports_International_Education/](http://www.nafsa.org/Find_Resources/Advancing_Public_Policy_for_International_Education/Public_Opinion_Supports_International_Education/)
For information on the French program and activities, visit our website: http://frenchitalian.ku.edu/, like us on Facebook, and follow us on Twitter
For information on study abroad options, visit: http://studyabroad.ku.edu/

REQUIRED TEXTBOOK/MATERIALS
  - Textbook
  - Access code for MyFrenchLab (includes Student Activities Manual, audio, video and many additional study resources)
* Blackboard website
* French à la mode website http://french.ku.edu/
* 8 ½ x 11 Bluebook for journal writing
* You will also need access to a good French-English dictionary, such as the Robert-Collins, Larousse, or WordReference.com.

IMPORTANT NOTES about acceptable online/electronic resources: If you wish to use an online dictionary or app, you may only use the dictionary function; you may not use any Discussion Forum function, and you may not use any other online resources linked to the site, unless approved for a specific assignment.
If you wish to use an app in class, it must be approved in advance by your instructor. During activities in which use of a dictionary is permitted, your instructor may ask you to sit so that use of the app may be observed by him/her.

TRANSLATION PROGRAMS:
The use of computer or on-line translation programs is NOT permitted in any French course and is considered cheating. As opposed to dictionaries and grammar references, these programs are not a learning tool because they simply provide a translation, rather than allowing you to choose among various words/tenses/etc. to come up with the best translation on your own. Moreover, translation programs produce bizarre and incorrect translations that are notoriously easy to identify. Students will learn far more by doing their own work than by risking serious academic consequences.

Pursuant to the University of Kansas’ Policy on Commercial Note-Taking Ventures, commercial note-taking is not permitted in Fren 240. Lecture notes and course materials may be taken for personal use, for the purpose of mastering the course material, and may not be sold to any person or entity in any form. You may not share or distribute course materials, or post them on any websites. In addition, you may not use audio or video to record any class sessions without the express permission of the instructor and the department. Any student engaged in or contributing to the commercial exchange of notes or course materials will be subject to discipline, including academic misconduct charges, in accordance with University policy. Please note: note-taking provided by a student volunteer for a student with a disability, as a reasonable accommodation under the ADA, is not the same as commercial note-taking and is not covered under this policy.

GRADING/GRADE DISTRIBUTION
Grades are calculated according to the scale below. Grades are not curved. There is no extra credit offered.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>92.5-100%</td>
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<tr>
<td>A-</td>
<td>89.5-92.4%</td>
</tr>
<tr>
<td>B+</td>
<td>87.5-89.4%</td>
</tr>
<tr>
<td>B</td>
<td>82.5-87.4%</td>
</tr>
<tr>
<td>B-</td>
<td>79.5-82.4%</td>
</tr>
<tr>
<td>C+</td>
<td>77.5-79.4%</td>
</tr>
<tr>
<td>C</td>
<td>72.5-77.4%</td>
</tr>
<tr>
<td>C-</td>
<td>69.5-72.4%</td>
</tr>
<tr>
<td>D+</td>
<td>67.5-69.4%</td>
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<tr>
<td>D</td>
<td>62.5-67.4%</td>
</tr>
<tr>
<td>D-</td>
<td>59.5-62.4%</td>
</tr>
<tr>
<td>F</td>
<td>0-59.4%</td>
</tr>
<tr>
<td>Class Participation/Attendance</td>
<td>14% (excluding weeks 1 &amp; 10)</td>
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<td>-------------------------------------</td>
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<tr>
<td>Homework/quizzes</td>
<td>17%</td>
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<tr>
<td>Journal Writing and Cultural Essay*</td>
<td>12%</td>
</tr>
<tr>
<td>Oral Presentations</td>
<td>6%</td>
</tr>
<tr>
<td>Chapter Exams (3 x 100, 1 x 60)</td>
<td>36% (3 x 10%, 1x 6%)</td>
</tr>
<tr>
<td>Final Comprehensive Exam</td>
<td>15%</td>
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</table>

* The Cultural Essay will be assessed for student outcomes using our departmental rubric for CORE Goal 4.2. The cultural essay is a written document that students produce gradually over the semester, building upon their classwork and discussions. It allows students to demonstrate their development of awareness and other-cultural understanding, as they compare products and practices of select Francophone cultures to their own. The cultural portfolio leads students to analyze and reflect on particular values, beliefs and behaviors that are similar or different across cultures, and to consider how practices are a reflection of a cultural framework.

**ATTENDANCE/PARTICIPATION/PREPARATION**

**Attendance is mandatory** for your success in this class. Regular practice is essential for improving proficiency in a foreign language, and thus attending class and participating actively on a daily basis are necessary. Your participation will be evaluated on a weekly basis.

It is essential that you **be on time to class** and **turn off all cell phones and other electronic devices before entering the classroom** out of respect for your classmates, your instructor, and your own learning time. We ask that you refrain from any activity that will inhibit your ability to speak French, to listen to your classmates or instructor, or to actively engage in classroom activities.

**PARTICIPATION GUIDELINES**

The following are general guidelines your instructor will follow in assigning the weekly participation grade. As noted above, any unexcused absence beyond the third one will lower your weekly participation grade. Three areas are considered when your instructor assigns your grade: your use of French in class, your participation in the class, both responding to the instructor, and in pair/group work, and your preparation for class. During the semester, you will be asked to reflect and comment on your participation, so that your instructor can indicate how you are doing and offer suggestions on how you can improve. If you have questions about the participation guidelines and expectations, please talk with your instructor.

**9-10 points** -- Used French exclusively (or almost), including responding in French to other students (as well as the instructor) with questions, feedback, or further discussion. Spoke often, participated actively, and was a leader in group work. Volunteered very often and contributed to class discussion in a meaningful way. Listened attentively and responded to others. Was very well prepared for class.

**8-8.5 points** -- Used French almost exclusively and spoke often during the class period. Participated actively in group work. Volunteered quite often and contributed to class discussion in a meaningful way. Listened attentively and responded to others. Was well-prepared for class overall.
7-7.5 points -- Used mostly French but used English on some occasions. Spoke fairly often during class period. Participated actively in group work. Volunteered occasionally. Generally listened and responded to others. Was mostly prepared for class. May have gotten off task on occasion.

5-6.5 points -- Used English on many occasions during group work and/or whole class discussion or didn't speak often. Not very engaged in group activities and often off task. Did not volunteer during classroom discussion. Minimally prepared/unprepared for class.

0-4.5 points -- Used more English than French OR did not speak during class. Was not engaged in group activities and/or was distracting to others or was often off-topic during class. Clearly not prepared for class.

ABSENCES
You are allowed 3 unexcused absences that will not affect your participation grade; however, there are no make-ups for any assignments, quizzes or exams due to an unexcused absence. More than 3 unexcused absences will lower your attendance/participation grade, as points will be deducted for each additional day you are absent from class.

• If you must miss class for any reason, you are still responsible for all assignments due on that day. You are advised to email your instructor immediately if you must be absent from class and, when possible, complete the assignments in advance to ensure you receive credit.
• Excusable absences may include medical emergencies, family emergencies, and religious holidays. If you need to miss class for a religious holiday, you must inform your instructor at least a week in advance. Your instructor will NOT excuse absences for vacation or travel plans; travel plans must be made around the KU academic calendar that this syllabus follows.
• In the case of excused absences, you will have an opportunity to make up class work only if written, verifiable documentation is presented to the instructor within two weeks of the absence.

HOMEWORK
Daily homework is an essential part of learning a foreign language, as repetition and practice help you integrate the new material. The syllabus lists the material to be covered in class each day, and gives the homework assignment to be completed before the following class period. Late homework is NOT accepted without a valid, documented excuse. Because the class is conducted almost exclusively in French, it is important that you prepare the readings/homework for each day, so that you can follow along and most efficiently use the class time to practice your French. Expect at least 1 ½ to 2 hours of preparation (reading plus activities) for each class.

Homework assignments are at the instructor's discretion, and may include the following items:

* MyFrenchLab activities
* in-class quizzes (announced or unannounced)
* other assigned readings, grammar exercises, web assignments, etc.

ORAL PRESENTATIONS
You have the chance to demonstrate your oral skills in French through presentations. It is not expected that you speak perfectly, but it is important that you effectively give the information asked for. The presentations are evaluated on content and preparation, as well as on pronunciation, vocabulary, and correct usage/grammar. You will be given specific guidelines on the presentations later in the semester.

EXAMS
Over the semester you will have chapter exams as well as a comprehensive final exam to measure your overall progress at the end of the semester. The exams will include oral comprehension exercises, written vocabulary and grammar exercises, a reading with questions, and sometimes a short open-ended writing
**JOURNAL WRITING & CULTURAL ESSAY**
You will have the chance to develop your writing skills through journal writing in class. You will write four entries, on topics and grammar related to the course material, given to you by your instructor. Your instructor will code these journals, and you will rewrite them for further points. At the end of the semester you will complete an analysis in English to reflect on the progress you’ve made in writing French. **Journal writing dates are listed on the syllabus calendar, and like an exam, you must be present in class on that day to complete and get credit for these assignments.**

You will also write a cultural essay, which will involve writing a plan, and a draft. **Dates for these submissions are also marked on the syllabus.**

**ACADEMIC HONESTY**
The department strictly adheres to the following policy on plagiarism and cheating:
"Plagiarism and cheating are serious academic offenses that should be brought to the attention of the Chairperson or Language Coordinator. Whenever a student is caught cheating, the instructor will inform the Chairperson of the Department, who—upon consulting with the instructor will forward a "CHARGE OF ACADEMIC MISCONDUCT FORM" to College of Liberal Arts with a recommendation for the appropriate sanction."

Students should be certain that all of the work submitted in this course is their own. **NO outside assistance is allowed** on any homework/assignments. **Such outside assistance is academic misconduct.** Examples of this include, but are not limited to:

- **Submitting plagiarized work for an academic requirement.** Plagiarism is the representation of another’s work or ideas as one’s own. It includes unacknowledged word-for-word and/or paraphrasing of another’s work/ideas.
- **Copying/turning in written work that is not original to you.**
- **Resubmitting work from another French course.**
- **Having someone else do the work for you.**
- **Using a translation program in any way to complete assignments.**
- **Using a tutor to help you with your assignments.** Tutors may only be consulted for extra practice beyond the course requirements, for help on non-graded assignments, or for explanations of assignments which have already been evaluated and will not be turned in again. Assignments which have been influenced by the help of a tutor prior to being graded will be treated as plagiarized work.
- **Receiving or passing exam information to other students before, during or after the exam.** Cheating in this case applies both to the receiver of the exam information and the person who gives the information.

Students may use their textbooks, dictionaries, and grammar references in preparing any assignments. They should also seek help from their instructor and/or may use feedback from in-class activities such as peer editing. **Please review the notes regarding the use of online dictionaries, apps and translation programs on pages 1-2.**

**DISABILITIES/SPECIAL NEEDS**
The Department of French & Italian works closely with the Office of Student Access Services to provide accommodations to students with learning and/or physical disabilities. The office coordinates accommodations and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted SAS at AAAC, please do so as soon as possible:
TUTORING
Your instructor is always available during his/her office hours to answer questions and clarify concepts; however, if you would like more intensive help, we encourage you to consider tutoring options:
1) Private tutors are available for hire, and the Department of French & Italian maintains a list of possible tutors. For that information, please contact the main office at 864-4056 or frenital@ku.edu. 
2) Small group tutoring is also available through KU’s Academic Achievement and Access Center for $75/course per semester: http://www.tutoring.ku.edu/. The AAAC can also consult with you and suggest other options/resources to maximize your learning: http://achievement.ku.edu/services

RETROACTIVE CREDIT
If French 240 is your first college-level French course, you may be eligible for 6 hours of Retroactive Credit upon successful completion of this course. For details on applying for this credit, go to: http://www.frenchitalian.ku.edu/retroactive-credit

QUESTIONS?
If you have any questions about the course, please talk with your instructor. If you have a question or concern that your instructor cannot address, contact the Second-Year French Language Coordinator: Gillian Weatherley, Wescoe 2061, email: gaweath1@ku.edu, or by telephone at (785) 864-9067.

Have a great semester. Bon courage!

French 240, Spring 2017

Important Administrative Dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Devoir(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon, Jan 23</td>
<td>Last Day to enroll or add/change sections online without written permission</td>
</tr>
<tr>
<td>Mon, Feb 6</td>
<td>Last Day of First Period Drop (Last day to drop online.) NOTE: Students who drop after this date will be assigned a grade of “W” to appear on the transcript.</td>
</tr>
<tr>
<td>Tues, Feb 14</td>
<td>First Day to Elect Credit/No Credit (CR/NC) grade option</td>
</tr>
<tr>
<td>Mon, Feb 27</td>
<td>Last Day to Elect Credit/No Credit (CR/NC) grade option</td>
</tr>
<tr>
<td>Mon, April 17</td>
<td>Last Day of Second Period Drop. NO: No withdrawals permitted after this date.</td>
</tr>
</tbody>
</table>

Abbreviations/Definitions:
- Ch. = Chapitre
- TB = Textbook & MFL = MyFrenchLab (online)
- À lire = to read (to read over carefully in preparation for class; usually in the textbook)
- À faire = to do (to do before class that day; activities in the online Student Activities Manual in MyFrenchLab)

* Please note all assignment/exam dates in your calendar immediately. **Remember that homework listed in the calendar is due by class time on that day.

Semaine | Date       | En classe |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1 lundi – 16 janvier</td>
<td>CÉLÉBRATION DE L’ANNIVERSAIRE DE MLK, JR. (pas de classe)</td>
<td></td>
</tr>
<tr>
<td>mercredi – 18 janvier</td>
<td>Interlude: 194-197, En allant à Schoelcher. Course Info/Syllabus</td>
<td></td>
</tr>
<tr>
<td>vendredi – 20 janvier</td>
<td>Interlude: Ch. 6.1: TB 199-202, 205 MyFrenchLab info</td>
<td>A lire: Course syllabus ; TB 199-202, 205 À faire: MFL I-1, (Register/log into MyFrenchLab to complete)</td>
</tr>
<tr>
<td>Jour</td>
<td>Matière</td>
<td>Notes</td>
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<tr>
<td>lundi – 23 janvier</td>
<td>Ch. 6.1 : TB 201-202, 204, 209</td>
<td>À lire: TB 201-202, 204, 209 À faire: TB p. 204, Après avoir lu 6.3 (write out answers) : MFL 1-2,6-1</td>
</tr>
<tr>
<td>mercredi – 25 janvier</td>
<td>Ch. 6.1/6.2 : TB 210-212</td>
<td>À lire: TB 211-212 Intrigue X – XII À faire: MFL 6-5, 6-13,6-16</td>
</tr>
<tr>
<td>vendredi – 27 janvier</td>
<td>Ch. 6.2 : TB 212-216</td>
<td>À lire: TB 212-216 À faire: MFL 6-6, 6-7, 6-11</td>
</tr>
<tr>
<td>lundi – 30 janvier</td>
<td>Ch. 6.3 : TB 217-220</td>
<td>À lire: TB 217-220 À faire: MFL 6-2, 6-8, 6-9, pronoms d'objet exercise on Blackboard (Bb)</td>
</tr>
<tr>
<td>mercredi – 1 février</td>
<td>Ch. 6.3/Dénouement : TB 221-227</td>
<td>À lire: TB 221-227 À faire: MFL 6-10, 6-4 ; futur antérieur ex. on Bb</td>
</tr>
<tr>
<td>vendredi – 3 février</td>
<td>Ch. 6 Dénouement: TB 227-229</td>
<td>À lire: TB 224, 227-229 À faire: MFL 6-15, 6-21,6-22 <a href="http://french.ku.edu/240/politics.shtml">http://french.ku.edu/240/politics.shtml</a></td>
</tr>
<tr>
<td>lundi – 6 février</td>
<td>RÉVISION + EXAMEN 1 (Ch. 6, partie orale)*</td>
<td>À faire: MFL 6-23, 7-10, 7-11</td>
</tr>
<tr>
<td>mercredi – 8 février</td>
<td>EXAMEN 1 (Ch. 6, partie écrite)*</td>
<td>À faire: Revisez pour l’examen !</td>
</tr>
<tr>
<td>vendredi – 10 février</td>
<td>Ch. 7.1 : TB 231-237</td>
<td>À lire: TB 231-237 À faire: TB p. 236, Après avoir lu 7.4 (write out answers) ex. on Bb CULTURAL ESSAY PLAN DUE</td>
</tr>
<tr>
<td>lundi – 13 février</td>
<td>Ch. 7.1: TB 238-241</td>
<td>À lire: TB 238-241 À faire: MFL 7-1, 7-9 JOURNAL 1 REWRITE</td>
</tr>
<tr>
<td>mercredi – 15 février</td>
<td>Ch. 7.2 : TB 242-244</td>
<td>À lire: TB 242-244 À faire: MFL 7-2, 7-4</td>
</tr>
<tr>
<td>vendredi – 17 février</td>
<td>Ch. 7.2 : TB 245-248</td>
<td>À lire: TB 245-248 À faire: MFL 7-5, 7-6</td>
</tr>
<tr>
<td>lundi – 20 février</td>
<td>Ch. 7.3 : TB 249-252</td>
<td>À lire: TB 249-252 À faire: MFL 7-13, 7.21 JOURNAL 1 REWRITE</td>
</tr>
<tr>
<td>vendredi – 24 février</td>
<td>ORAL PRESENTATION 1 Ma maison idéale</td>
<td>À faire: MFL 7-14, 7-16,7-18 <a href="http://french.ku.edu/240/chores.shtml">http://french.ku.edu/240/chores.shtml</a></td>
</tr>
<tr>
<td>lundi – 27 février</td>
<td>REVISION + EXAMEN 2 (Ch. 7, partie orale)*</td>
<td>À faire: MFL 7-19, 7-20 Révisez pour l’examen !</td>
</tr>
<tr>
<td>mercredi – 1 mars</td>
<td>EXAMEN 2 (Ch. 7, partie écrite)*</td>
<td>À faire: Revisez pour l’examen !</td>
</tr>
<tr>
<td>lundi – 6 mars</td>
<td>Ch. 8.1/8.2 : TB 272-273, 269 (verbes)</td>
<td>À lire: TB 272-275, 269 (verbes) À faire: MFL 8-5, 8-10 JOURNAL 2 REWRITE</td>
</tr>
<tr>
<td>mercredi – 8 mars</td>
<td>Ch. 8.2 : TB 274-275</td>
<td>À lire: TB 274-275 À faire: MFL 8-1, 8-6,8-4</td>
</tr>
<tr>
<td>vendredi – 10 mars</td>
<td>Ch. 8.2 : TB 276-280</td>
<td>À lire: TB 276-280 À faire: MFL 8-2, 8-7 CULTURAL ESSAY DRAFT DUE</td>
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<tr>
<td>N°</td>
<td>Jour</td>
<td>Chapitre/Objet</td>
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<tr>
<td>9</td>
<td>lundi – 13 mars</td>
<td>Ch. 8.3: TB 281-286</td>
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<tr>
<td></td>
<td>mercredi – 15 mars</td>
<td>Ch. 8.3/Dénouement : TB 286-290</td>
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<tr>
<td></td>
<td>vendredi – 17 mars</td>
<td>ORAL PRESENTATION 2</td>
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</tr>
<tr>
<td>10</td>
<td>20- 24 mars</td>
<td>VACANCES DE PRINTEMPS (pas de classe)</td>
</tr>
<tr>
<td>11</td>
<td>lundi – 27 mars</td>
<td>Ch. 8 Dénouement TB 291-293</td>
</tr>
<tr>
<td></td>
<td>mercredi – 29 mars</td>
<td>RÉVISION + EXAMEN 3 (Ch. 8, partie orale)*</td>
</tr>
<tr>
<td></td>
<td>vendredi – 31 mars</td>
<td>EXAMEN 3 (Ch. 8, partie écrite)*</td>
</tr>
<tr>
<td>12</td>
<td>lundi – 3 avril</td>
<td>Ch. 9.1 : TB 295-301</td>
</tr>
<tr>
<td></td>
<td>mercredi – 5 avril</td>
<td>Ch. 9.1/9.2 : TB 302-308, 244</td>
</tr>
<tr>
<td></td>
<td>vendredi – 7 avril</td>
<td>Ch. 9.2 : TB 309-313</td>
</tr>
<tr>
<td></td>
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<td>ORAL PRESENTATION 3 Mon domicile préféré</td>
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<td>Mon domicile préféré</td>
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<tr>
<td>13</td>
<td>lundi – 10 avril</td>
<td>ORAL PRESENTATION 3 Mon domicile préféré</td>
</tr>
<tr>
<td></td>
<td>mercredi – 12 avril</td>
<td>ORAL PRESENTATION 3 Mon domicile préféré</td>
</tr>
<tr>
<td></td>
<td>vendredi – 14 avril</td>
<td>RÉVISION + EXAMEN 4 (Ch. 9, partie orale)*</td>
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<tr>
<td></td>
<td></td>
<td>EXAMEN 4 (Ch. 9, partie écrite)*</td>
</tr>
<tr>
<td></td>
<td>mercredi – 19 avril</td>
<td>Ch. 9 Dénouement : TB 320-328</td>
</tr>
<tr>
<td></td>
<td>vendredi – 21 avril</td>
<td>PARTICIPATION REFLECTION RETURN TO STUDENTS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Un gars, une fille: Battre la campagne</td>
</tr>
<tr>
<td>15</td>
<td>lundi – 24 avril</td>
<td>Ch. 10.1 &amp; PASSÉ SIMPLE: TB 331-338</td>
</tr>
<tr>
<td></td>
<td>mercredi – 26 avril</td>
<td>Ch. 10.2/10.3 : TB 344-345, 348 et 352-354</td>
</tr>
<tr>
<td></td>
<td>vendredi – 28 avril</td>
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<tr>
<td>Date</td>
<td>Jour</td>
<td>Activité</td>
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<tr>
<td>------------</td>
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<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>16 lundi -</td>
<td>1 mai</td>
<td>RÉVISION</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A faire: MFL 10-11, 10-3, 9-10 JOURNAL 4 REWRITE</td>
</tr>
<tr>
<td>mercredi -</td>
<td>3 mai</td>
<td>RÉVISION et parties orales de l'EXAMEN FINAL*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Révisez pour l'examen final ! WRITING ANALYSIS DUE</td>
</tr>
<tr>
<td>vendredi -</td>
<td>5 mai</td>
<td>STOP DAY (pas de classe)</td>
</tr>
<tr>
<td>17 lundi</td>
<td>8 mai</td>
<td>EXAMEN FINAL* 4:30-7:00pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Location TBA</td>
</tr>
</tbody>
</table>
# KU FREN 240/241 – Overview of Course Content (Book: *Intrigue*, 2011, Blood & Mobarek)

<table>
<thead>
<tr>
<th>Themes/Cultural topics</th>
<th>Functions</th>
<th>Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapitre 6</strong>&lt;br&gt;Culture and History of Martinique&lt;br&gt;Politics&lt;br&gt;Movements for Independence (Quebec/Martinique)</td>
<td>Interrupting/offering comments&lt;br&gt;Asking for repetition/details&lt;br&gt;Speaking about the future&lt;br&gt;Reassuring someone&lt;br&gt;Political differences: expressing a point of view, and discussing others’</td>
<td>«Demain dès l’aube» (poem) Victor Hugo (1856) Extract from <em>Une enfance créole : chemin d’école</em>. Patrick Chamoiseau (1994)</td>
</tr>
<tr>
<td><strong>Chapitre 7</strong>&lt;br&gt;Culture and History of Senegal&lt;br&gt;Ecology&lt;br&gt;Domestic life&lt;br&gt;Negritude (Literary movement originating in France’s colonies)</td>
<td>Describing one’s physical environment&lt;br&gt;Looking at ecological problems&lt;br&gt;Complaining/criticizing&lt;br&gt;Speaking about possibilities &amp; regrets</td>
<td>Extract from <em>Emile</em> Jean-Jacques Rousseau (1762) Extract from <em>Une si longue lettre</em>. Miriama Bâ (1979)</td>
</tr>
<tr>
<td><strong>Chapitre 8</strong>&lt;br&gt;Culture and History of Switzerland&lt;br&gt;Fine arts&lt;br&gt;Museums&lt;br&gt;Swiss food&lt;br&gt;Art movements / The French-speaking world’s art/museums</td>
<td>Describing/critiquing/appreciating an object of art&lt;br&gt;Comparing things&lt;br&gt;Establishing a hypothesis</td>
<td>Extract from <em>Lettres de mon Moulin</em>. Alphonse Daudet (1869)</td>
</tr>
<tr>
<td><strong>Chapitre 9</strong>&lt;br&gt;Culture and History of Provence&lt;br&gt;Regions/Regionalism in France&lt;br&gt;Traditions vs. modernity&lt;br&gt;French business life</td>
<td>Speaking about business/modern life&lt;br&gt;Occupations: gender designations&lt;br&gt;Emphasizing/de-emphasizing something’s importance&lt;br&gt;Explaining oneself&lt;br&gt;Expressing obligation</td>
<td>TBD (Changes each semester)</td>
</tr>
<tr>
<td><strong>Chapitre 10</strong>&lt;br&gt;Quebec/Canada&lt;br&gt;French Contes de Fées (Fairy stories)&lt;br&gt;Litterature from Quebec</td>
<td>Reading literary passages</td>
<td>TBD (Changes each semester)</td>
</tr>
</tbody>
</table>
Course Inventory Change Request

Date Submitted: 01/26/17 5:25 pm

Viewing: **FREN 241 : Intermediate French II, Honors**

Last edit: 01/26/17 5:25 pm

Changes proposed by: pascott

Catalog Pages referencing this course
- BA in French & Italian Studies
- College of Liberal Arts & Sciences
- Department of French and Italian

Programs
- FREN-BA: French, B.A
- FREN-MIN: French, Minor

Academic Career: Undergraduate, Lawrence
Subject Code: FREN
Academic Unit: Department
- French & Italian (FREN)
School/College: College of Lib Arts & Sciences

Do you intend to offer any portion of this course online?
- No

Title: Intermediate French II, Honors
Transcript Title: Intermediate French II, Honors
Effective Term: Summer 2017

Catalog Description: Similar in approach and content to FREN 240; smaller class size; open to students who have done very good to excellent work in previous French classes.

Prerequisites: A grade of A in FREN 230 or FREN 231, or departmental permission.

Cross Listed Courses:

Credits: 3
Course Type: Lecture (Regularly scheduled academic course) (LEC)
Grading Basis: A-D(+/-)FI

Is this course part of the University Honors Program?
- Yes

Are you proposing this course for KU Core?
- Yes

Typically Offered:
- Once a Year, Usually Spring

Repeatable for credit?
- No

Principal Course Designator
Course Designator:
- U - Undesignated elective

Are you proposing that the course count towards the CLAS BA degree specific requirements?
- No

Will this course be required for a degree, major, minor, certificate, or concentration?
- No

Rationale for Course Proposal: This is a pre-existing class for which we are requesting Core certification.

KU Core Information

Has the department approved the nomination of this course to KU Core?
- Yes

In Workflow
1. CLAS
   - Undergraduate Program and Course Coordinator
2. CUSA
   - Subcommittee
3. CUSA Committee
4. CAC
5. CLAS Final Approval
6. Registrar
7. PeopleSoft
8. UCCC CIM Support
9. UCCC Preliminary Vote
10. UCCC Voting Outcome
11. SIS KU Core Contact
12. Registrar
13. PeopleSoft

Approval Path
1. 01/27/17 10:59 am
   - Rachel Schwien (rshwien): Approved for CLAS Undergraduate Program and Course Coordinator
Selected Goal(s)

Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)?
Yes

Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)?
Yes

Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome.

This course is entirely comprised of other-cultural material as students study the French language and Francophone cultures in which it is used, including certain Francophone communities in Canada, Europe, Africa, Asia and the Caribbean. Students use the French language they are learning to discuss and debate Francophone cultural beliefs and practices, while comparing these to their own culture. Students are asked to extrapolate cultural elements from a wide variety of readings and oral or visual documents, with the goal of leading them to understand and be sensitive to differences, and therefore to better negotiate cultural situations outside of the U.S. Students reflect on specific cultural beliefs, products and practices throughout the semester in both oral and written assignments, culminating in a final cultural essay or project.

Selected Learning Outcome(s):

Goal 4, Learning Outcome 2
State what assignments, readings, class discussions, and lectures will devote a majority of your course or educational experience to raising student awareness of, engagement with, and analysis of various elements of other-cultural understanding of communities outside the United States. (Please limit responses to 1000 characters.)

Students in the course are exposed to a wide variety of authentic content and cultural texts: these may be dialogues, stories, webpages, blogs, newspaper articles, videos, songs, TV shows and film clips, audio interviews, paintings, photographs, advertisements, menus, etc. from the target culture. These are accompanied by activities that facilitate comprehension and guide students to develop an awareness and understanding of the values and beliefs that underline the practices and products of French and Francophone cultures and societies. Assignments are designed to promote an appreciation of Francophone communities, traditions and contributions throughout the world. All cultural materials are accompanied by activities which underlie the practices and products (including literature, arts and history) of Francophone societies from North America (U.S. and Canada), Europe, Africa, Asia and the Caribbean.

Explain how your course or educational experience will develop the ability of students to discuss, debate, and analyze non-US cultures in relation to the students own value assumptions. (Please limit responses to 1000 characters.)

At all levels, French language classes are organized to encourage students to use the target language actively, in pair work, in written reflections, in presentations and in cultural assignments. The majority of class time is given over to teacher-student and student-student discussion and interaction. In-class activities are centered on facilitating comprehension and highlighting cultural comparisons. These activities encourage students to analyze varied aspects of Francophone cultures while making connections to their own values and experiences. In addition, the presentation and practice of the language itself (vocabulary, structures, and usage) entails continuous cross-cultural comparison, as students learn how different values, ideas and behaviors are reflected in language. Assignments encourage students to analyze and reflect on differing aspects of Francophone cultures, one aspect of which is explored in greater depth in a final essay.

Detail how your course or educational experience will sensitize students to various cultural beliefs, behaviors, and practices through other-cultural readings and academic research on cultural competency so that students may be better prepared to negotiate cross-cultural situations. (Please limit responses to 1000 characters.)

By enabling students to recognize the cultural similarities and differences in patterns of communication and interaction between various Francophone cultures and their own, this course promotes an understanding and appreciation of cultural diversity. The course materials include readings, video and audio recordings, and visual stimuli that explicitly lead students to discover and analyze cultural beliefs, behaviors and practices in varying Francophone cultures, preparing them to better negotiate cross-cultural situations. Students explore cultural concepts in class through the use of the French language itself, through analysis and discussion of literary excerpts, songs, film clips, artwork, etc. Language and culture differences are also examined by students individually by means of skill-building activities assigned as homework through the online system MyFrenchLab.

State what assignments, readings, class discussion, and lectures will be used to evaluate students’ work that documents and measures their grasp of global cultures and value systems through reflective written or oral analysis. (Please limit responses to 1000 characters.)

All in-class activities and homework assignments build students’ awareness and abilities to understand and appreciate language and cultural differences and similarities. Building on a series of in-class discussions, pair and group oral activities, and writing assignments, students are required to submit a final essay in which they explore a specific cultural topic in more depth. Students are required to
<table>
<thead>
<tr>
<th>KU Core Documents</th>
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</thead>
<tbody>
<tr>
<td>FREN 241 Syllabus-Spring 2017-sample.pdf</td>
</tr>
<tr>
<td>Course content-FREN 240&amp;241-overview.pdf</td>
</tr>
</tbody>
</table>

This final essay will be used to evaluate their overall progress in reaching Goal 4.2.
COURSE DESCRIPTION
This is the Honors version of FREN 240. It is designed for students who have completed the equivalent of one and a half years of university-level French. In this course you will strengthen your skills in listening, reading, speaking and writing, as well as explore French and Francophone literatures and cultures. At the end of this course you should be able to communicate easily in everyday situations, as well as in some more complex contexts. Among other things, you will be able to:

- Give more detailed descriptions of your house, region, environment, activities
- Talk generally about politics, business, the arts
- Express opinions, explain yourself, make hypotheses, interrupt, offer comments and critiques
- Discuss future plans, possibilities, regrets, etc.
- Comment on various aspects of Francophone cultures, literature, art and traditions

French 241 will prepare you for upper-level French courses, and if you would like to continue exploring French and the Francophone world, we encourage you to consider a major or minor!

This course will satisfy the requirement for CORE Goal 4 (Learning Outcome 2): **Upon reaching this goal, students will be able to examine a variety of perspectives in the global community, distinguish their own cultural patterns, and respond flexibly to multiple worldviews.**

Whether you are taking this course because you love the language or simply to fulfill your language requirement, keep in mind that in learning French you develop many skills beyond the ability to communicate with people in French. Even if speaking and understanding French is your main goal, here are just a few of the other benefits:

- **Studying the grammatical structures and vocabulary of French will greatly increase your understanding of your native language.** This means that learning French will expand your knowledge of English (and other languages you speak).
- **Studying French can help your future career in most fields,** given that cultural training and awareness is a key skill sought by companies and organizations with any sort of international ties. See this article on how learning a foreign language in college can help you land your first job: http://career-advice.monster.com/job-search/getting-started/talk-up-foreign-language-skills/article.aspx
- **Studying a foreign language builds your analytical thinking skills.** These skills are essential for all aspects of education and life, and are specifically tested on many entrance exams, such as the GRE and LSAT.
- **Americans agree that international education is critically important for our future.** “Americans understand that in order to innovate and compete now, we must prepare students by giving them the skills necessary to navigate life and careers in an interconnected global economy.” See this NAFSA survey: http://www.nafsa.org/Find_Resources/Advancing_Public_Policy_for_International_Education/Public_Opinion_Supports_International_Education/
For information on the French program and activities, visit our website: http://frenchitalian.ku.edu/, like us on Facebook, and follow us on Twitter
For information on study abroad options, visit: http://studyabroad.ku.edu/

REQUIRED TEXTBOOK/MATERIALS
  - Textbook
  - Access code for MyFrenchLab (includes Student Activities Manual, audio, video and many additional study resources)
*Blackboard website
* French à la mode website http://french.ku.edu/
*8 ½ x 11 Bluebook for journal writing
*You will also need access to a good French-English dictionary, such as the Robert-Collins, Larousse, or WordReference.com.

IMPORTANT NOTES about acceptable online/electronic resources: If you wish to use an online dictionary or app, you may only use the dictionary function; you may not use any Discussion Forum function, and you may not use any other online resources linked to the site, unless approved for a specific assignment.
If you wish to use an app in class, it must be approved in advance by your instructor. During activities in which use of a dictionary is permitted, your instructor may ask you to sit so that use of the app may be observed by him/her.

TRANSLATION PROGRAMS:
The use of computer or on-line translation programs is NOT permitted in any French course and is considered cheating. As opposed to dictionaries and grammar references, these programs are not a learning tool because they simply provide a translation, rather than allowing you to choose among various words/tenses/etc. to come up with the best translation on your own. Moreover, translation programs produce bizarre and incorrect translations that are notoriously easy to identify. Students will learn far more by doing their own work than by risking serious academic consequences.

Pursuant to the University of Kansas' Policy on Commercial Note-Taking Ventures, commercial note-taking is not permitted in Fren 240. Lecture notes and course materials may be taken for personal use, for the purpose of mastering the course material, and may not be sold to any person or entity in any form. You may not share or distribute course materials, or post them on any websites. In addition, you may not use audio or video to record any class sessions without the express permission of the instructor and the department. Any student engaged in or contributing to the commercial exchange of notes or course materials will be subject to discipline, including academic misconduct charges, in accordance with University policy. Please note: note-taking provided by a student volunteer for a student with a disability, as a reasonable accommodation under the ADA, is not the same as commercial note-taking and is not covered under this policy.

GRADING/Grade DISTRIBUTION
Grades are calculated according to the scale below. Grades are not curved. There is no extra credit offered.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>92.5-100%</td>
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<tr>
<td>A-</td>
<td>89.5-92.4%</td>
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<tr>
<td>B+</td>
<td>87.5-89.4%</td>
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<tr>
<td>B</td>
<td>82.5-87.4%</td>
</tr>
<tr>
<td>B-</td>
<td>79.5-82.4%</td>
</tr>
<tr>
<td>C+</td>
<td>77.5-79.4%</td>
</tr>
<tr>
<td>C</td>
<td>72.5-77.4%</td>
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<tr>
<td>C-</td>
<td>69.5-72.4%</td>
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<tr>
<td>D+</td>
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<tr>
<td>D</td>
<td>62.5-67.4%</td>
</tr>
<tr>
<td>D-</td>
<td>59.5-62.4%</td>
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<tr>
<td>F</td>
<td>0-59.4%</td>
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<td>Category</td>
<td>Percentage</td>
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<td>------------</td>
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<tr>
<td>Class Participation/Attendance</td>
<td>14%</td>
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<td>Homework/quizzes</td>
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<tr>
<td>Journal Writing and Cultural Essay*</td>
<td>12%</td>
</tr>
<tr>
<td>Oral Presentations</td>
<td>6%</td>
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<tr>
<td>Chapter Exams (3 x 100, 1 x 60)</td>
<td>36%</td>
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<tr>
<td>Final Comprehensive Exam</td>
<td>15%</td>
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</table>

* The Cultural Essay will be assessed for student outcomes using our departmental rubric for CORE Goal 4.2. The cultural essay is a written document that students produce gradually over the semester, building upon their classwork and discussions. It allows students to demonstrate their development of awareness and other-cultural understanding, as they compare products and practices of select Francophone cultures to their own. The cultural portfolio leads students to analyze and reflect on particular values, beliefs and behaviors that are similar or different across cultures, and to consider how practices are a reflection of a cultural framework.

**ATTENDANCE/PARTICIPATION/PREPARATION**

**Attendance is mandatory** for your success in this class. Regular practice is essential for improving proficiency in a foreign language, and thus attending class and participating actively on a daily basis are necessary. Your participation will be evaluated on a weekly basis.

It is essential that you **be on time to class** and **turn off all cell phones and other electronic devices before entering the classroom** out of respect for your classmates, your instructor, and your own learning time. We ask that you refrain from any activity that will inhibit your ability to speak French, to listen to your classmates or instructor, or to actively engage in classroom activities.

**PARTICIPATION GUIDELINES**

The following are general guidelines your instructor will follow in assigning the weekly participation grade. As noted above, any unexcused absence beyond the third one will lower your weekly participation grade. Three areas are considered when your instructor assigns your grade: your use of French in class, your participation in the class, both responding to the instructor, and in pair/group work, and your preparation for class. During the semester, you will be asked to reflect and comment on your participation, so that your instructor can indicate how you are doing and offer suggestions on how you can improve. If you have questions about the participation guidelines and expectations, please talk with your instructor.

**9-10 points** -- Used French exclusively (or almost), including responding in French to other students (as well as the instructor) with questions, feedback, or further discussion. Spoke often, participated actively, and was a leader in group work. Volunteered very often and contributed to class discussion in a meaningful way. Listened attentively and responded to others. Was very well prepared for class.

**8-8.5 points** -- Used French almost exclusively and spoke often during the class period. Participated actively in group work. Volunteered quite often and contributed to class discussion in a meaningful way. Listened attentively and responded to others. Was well-prepared for class overall.
7-7.5 points -- Used mostly French but used English on some occasions. Spoke fairly often during class period. Participated actively in group work. Volunteered occasionally. Generally listened and responded to others. Was mostly prepared for class. May have gotten off task on occasion.

5-6.5 points -- Used English on many occasions during group work and/or whole class discussion or didn't speak often. Not very engaged in group activities and often off task. Did not volunteer during classroom discussion. Minimally prepared/unprepared for class.

0-4.5 points -- Used more English than French OR did not speak during class. Was not engaged in group activities and/or was distracting to others or was often off-topic during class. Clearly not prepared for class.

ABSENCES
You are allowed 3 unexcused absences that will not affect your participation grade; however, there are no make-ups for any assignments, quizzes or exams due to an unexcused absence. More than 3 unexcused absences will lower your attendance/participation grade, as points will be deducted for each additional day you are absent from class.

- If you must miss class for any reason, you are still responsible for all assignments due on that day. You are advised to email your instructor immediately if you must be absent from class and, when possible, complete the assignments in advance to ensure you receive credit.
- Excusable absences may include medical emergencies, family emergencies, and religious holidays. If you need to miss class for a religious holiday, you must inform your instructor at least a week in advance. Your instructor will NOT excuse absences for vacation or travel plans; travel plans must be made around the KU academic calendar that this syllabus follows.
- In the case of excused absences, you will have an opportunity to make up class work only if written, verifiable documentation is presented to the instructor within two weeks of the absence.

HOMEWORK
Daily homework is an essential part of learning a foreign language, as repetition and practice help you integrate the new material. The syllabus lists the material to be covered in class each day, and gives the homework assignment to be completed before the following class period. Late homework is NOT accepted without a valid, documented excuse. Because the class is conducted almost exclusively in French, it is important that you prepare the readings/homework for each day, so that you can follow along and most efficiently use the class time to practice your French.

Homework assignments are at the instructor's discretion, and may include the following items:
* MyFrenchLab activities
* In-class quizzes (announced or unannounced)
* Other assigned readings, grammar exercises, web assignments, etc.

ORAL PRESENTATIONS
You have the chance to demonstrate your oral skills in French through presentations. It is not expected that you speak perfectly, but it is important that you effectively give the information asked for. The presentations are evaluated on content and preparation, as well as on pronunciation, vocabulary, and correct usage/grammar. You will be given specific guidelines on the presentations later in the semester.

EXAMS
Over the semester you will have chapter exams as well as a comprehensive final exam to measure your overall progress at the end of the semester. The exams will include oral comprehension exercises, written vocabulary and grammar exercises, a reading with questions, and sometimes a short open-ended writing
**JOURNAL WRITING & CULTURAL ESSAY**

You will have the chance to develop your writing skills through journal writing in class. You will write four entries, on topics and grammar related to the course material, given to you by your instructor. Your instructor will code these journals, and you will rewrite them for further points. At the end of the semester you will complete an analysis in English to reflect on the progress you’ve made in writing French. **Journal writing dates are listed on the syllabus calendar, and like an exam, you must be present in class on that day to complete and get credit for these assignments.**

You will also write a cultural essay, which will involve writing a plan, and a draft. **Dates for these submissions are also marked on the syllabus.**

**ACADEMIC HONESTY**

The department strictly adheres to the following policy on plagiarism and cheating:

"Plagiarism and cheating are serious academic offenses that should be brought to the attention of the Chairperson or Language Coordinator. Whenever a student is caught cheating, the instructor will inform the Chairperson of the Department, who--upon consulting with the instructor will forward a "CHARGE OF ACADEMIC MISCONDUCT FORM" to College of Liberal Arts with a recommendation for the appropriate sanction."

Students should be certain that all of the work submitted in this course is their own. **NO outside assistance is allowed** on any homework/assignments. **Such outside assistance is academic misconduct.** Examples of this include, but are not limited to:

- **Submitting plagiarized work for an academic requirement.** Plagiarism is the representation of another’s work or ideas as one’s own. It includes unacknowledged word- for-word and / or paraphrasing of another’s work / ideas.
- **Copying / turning in written work that is not original to you.**
- **Resubmitting work from another French course.**
- **Having someone else do the work for you.**
- **Using a translation program in any way to complete assignments.**
- **Using a tutor to help you with your assignments.** Tutors may only be consulted for extra practice beyond the course requirements, for help on non-graded assignments, or for explanations of assignments which have already been evaluated and will not be turned in again. Assignments which have been influenced by the help of a tutor prior to being graded will be treated as plagiarized work.
- **Receiving or passing exam information to other students before, during or after the exam.** Cheating in this case applies both to the receiver of the exam information and the person who gives the information.

Students may use their textbooks, dictionaries, and grammar references in preparing any assignments. They should also seek help from their instructor and/or may use feedback from in-class activities such as peer editing. **Please review the notes regarding the use of online dictionaries, apps and translation programs on pages 1-2.**

**DISABILITIES/SPECIAL NEEDS**

The Department of French & Italian works closely with the Office of Student Access Services to provide accommodations to students with learning and/or physical disabilities. The office coordinates accommodations and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted SAS at AAAC, please do so as soon as possible:
22 Strong Hall, 785-864-4064 or achieve@ku.edu. Information about their services can be found at http://achievement.ku.edu. Please also contact your instructor privately in regard to your needs in this course.

**TUTORING**
Your instructor is always available during his/her office hours to answer questions and clarify concepts; however, if you would like more intensive help, we encourage you to consider tutoring options:
1) **Private tutors** are available for hire, and the Department of French & Italian maintains a list of possible tutors. For that information, please contact the main office at 864-4056 or frenital@ku.edu.
2) **Small group tutoring** is also available through KU’s Academic Achievement and Access Center for $75/course per semester: http://www.tutoring.ku.edu/. The AAAC can also consult with you and suggest other options/resources to maximize your learning: http://achievement.ku.edu/services

**RETROACTIVE CREDIT**
If French 240 is your first college-level French course, you may be eligible for 6 hours of Retroactive Credit upon successful completion of this course. For details on applying for this credit, go to: http://www.frenchitalian.ku.edu/retroactive-credit

**QUESTIONS?**
If you have any questions about the course, please talk with your instructor. If you have a question or concern that your instructor cannot address, contact the Second-Year French Language Coordinator: Gillian Weatherley, Wescoe 2061, email: gaweth1@ku.edu, or by telephone at (785) 864-9067.

Have a great semester. Bon courage!

---

**French 240, Spring 2017**

**Syllabus Calendar**

**Important Administrative Dates:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon, Jan 23</td>
<td>Last Day to enroll or add/change sections online without written permission</td>
</tr>
<tr>
<td>Mon, Feb 6</td>
<td>Last Day of First Period Drop (Last day to drop online.) NOTE: Students who drop after this date will be assigned a grade of “W” to appear on the transcript.</td>
</tr>
<tr>
<td>Tues, Feb 14</td>
<td>First Day to Elect Credit/No Credit (CR/NC) grade option</td>
</tr>
<tr>
<td>Mon, Feb 27</td>
<td>Last Day to Elect Credit/No Credit (CR/NC) grade option</td>
</tr>
<tr>
<td>Mon, April 17</td>
<td>Last Day of Second Period Drop. NOTE: No withdrawals permitted after this date.</td>
</tr>
</tbody>
</table>

**Abbreviations/Definitions:**
- Ch. = Chapitre
- TB = Textbook & MFL = *MyFrenchLab* (online)
- À lire = to read (to read over carefully in preparation for class; usually in the textbook)
- À faire = to do (to do before class that day; activities in the online Student Activities Manual in *MyFrenchLab*)

* Please note all assignment/exam dates in your calendar immediately. **Writing assignments/quizzes/exams cannot be made up without written, verifiable proof of an excusable absence, as noted above.**
**Remember that homework listed in the calendar is due by class time on that day.**

<table>
<thead>
<tr>
<th>Semaine</th>
<th>Date</th>
<th>En classe</th>
<th>Devoirs pour aujourd’hui**</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>lundi – 16 janvier</td>
<td>CÉLÉBRATION DE L’ANNIVERSAIRE DE MLK, JR. (pas de classe)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>mercredi – 18 janvier</td>
<td>Interlude: 194-197, En allant à Schoelcher. Course Info/Syllabus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>vendredi – 20 janvier</td>
<td>Interlude : Ch. 6.1 : TB 199-202, 205 <em>MyFrenchLab info</em></td>
<td>A lire: Course syllabus ; TB 199-202, 205 À faire: MFL I-1, (Register/log into MyFrenchLab to complete)</td>
</tr>
<tr>
<td>Jour</td>
<td>Dates</td>
<td>Matière</td>
<td>Actions</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------</td>
<td>-----------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 2         | vendredi – 23 janvier | Ch. 6.1 : TB 201-202, 204, 209 | À lire: TB 201-202, 204, 209  
À faire: TB p. 204, Après avoir lu 6.3 (write out answers)  
MFL 1-2,6-1 |
|           | mercredi – 25 janvier | Ch. 6.1/6.2 : TB 210-212    | À lire: TB 211-212 Intrigue X– XII  
À faire: MFL 5-6, 6-13,6-16 |
|           | vendredi – 27 janvier | Ch. 6.2 : TB 212-216        | À lire: TB 212-216  
À faire: MFL 6-6, 6-7, 6-11 |
| 3         | lundi – 30 janvier   | Ch. 6.3 : TB 217-220        | À lire: TB 217-220  
À faire: MFL 6-2, 6-8, 6-9, pronoms d'objet exercise on Blackboard (Bb) |
|           | mercredi – 1 février | Ch. 6.3/Dénouement : TB 221-227 | À lire: TB 221-227  
À faire: MFL 6-10, 6-4 ; futur antérieur ex. on Bb |
|           | vendredi – 3 février | Ch. 6 Dénouement: TB 227-229 | À lire: TB 224, 227-229  
À faire: MFL 6-15, 6-21,6-22  
http://french.ku.edu/240/politics.shtml |
| 4         | lundi – 6 février    | RÉVISION + EXAMEN 1 (Ch. 6, partie orale)* | À faire: MFL 6-23, 7-10, 7-11 |
|           | mercredi – 8 février | EXAMEN 1 (Ch. 6, partie écrite)* | À faire: Révisez pour l’examen ! |
|           | vendredi – 10 février | Ch. 7.1 : TB 231-237       | À lire: TB 231-237  
À faire: TB p. 236, Après avoir lu 7.4 (write out answers)  
ex. on Bb |
|           | vendredi – 10 février | Ch. 7.1 : TB 231-237       | À lire: TB 231-237  
À faire: TB p. 236, Après avoir lu 7.4 (write out answers)  
ex. on Bb |
| 5         | lundi – 13 février   | Ch. 7.1: TB 238-241        | À lire: TB 238-241  
À faire: MFL 7-1, 7-9  
JOURNAL 1 REWRITE |
|           | mercredi – 15 février | Ch. 7.2 : TB 242-244       | À lire: TB 242-244  
À faire: MFL 7-2, 7-4 |
|           | vendredi – 17 février | Ch. 7.2 : TB 245-248       | À lire: TB 245-248  
À faire: MFL 7-5, 7-6 |
| 6         | lundi – 20 février   | Ch. 7.3 : TB 249-252       | À lire: TB 249-252  
À faire: MFL 7-13, 7.21 |
|           | mercredi – 22 février | Ch. 7.3/Dénouement TB 253-258 | À lire: TB 253-258  
À faire: MFL 7-7, 7-8, |
|           | vendredi – 24 février | ORAL PRESENTATION 1       | À faire: MFL 7-14, 7-16,7-18  
Ma maison idéale  
http://french.ku.edu/240/chores.shtml |
|           | vendredi – 24 février | ORAL PRESENTATION 1       | À faire: MFL 7-14, 7-16,7-18  
Ma maison idéale  
http://french.ku.edu/240/chores.shtml |
| 7         | lundi – 27 février   | REVISION + EXAMEN 2 (Ch. 7, partie orale)* | À faire: MFL 7-19, 7-20  
Révisez pour l’examen ! |
|           | mercredi – 1 mars    | EXAMEN 2 (Ch. 7, partie écrite)* | À faire: Révisez pour l’examen ! |
|           | vendredi – 3 mars    | Ch. 8.1:TB 265-271        | À lire: TB 265-271  
À faire: TB p. 269, Après avoir lu 8.3 (write out answers) |
| 8         | lundi – 6 mars       | Ch. 8.1/8.2 : TB 272-273, 269 (verbes) | À lire: TB 272-275, 269 (verbes)  
À faire: MFL 8-5, 8-10  
JOURNAL 2 REWRITE |
|           | mercredi – 8 mars    | Ch. 8.2 : TB 274-275       | À lire: TB 274-275  
À faire: MFL 8-1, 8-6,8-4 |
|           | vendredi – 10 mars   | Ch. 8.2 : TB 276-280       | À lire: TB 276-280  
À faire: MFL 8-2, 8-7  
CULTURAL ESSAY DRAFT DUE |
<table>
<thead>
<tr>
<th>Numéro</th>
<th>Date</th>
<th>Matière</th>
<th>Liens</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>lundi – 13 mars</td>
<td>Ch. 8.3: TB 281-286</td>
<td>À lire: TB 281-286 À faire: MFL 8-8,8-9</td>
</tr>
<tr>
<td></td>
<td>mercredi – 15 mars</td>
<td>Ch. 8.3/Dénouement : TB 286-290</td>
<td>À lire: TB 286-290 À faire: MFL 8-14, 8-15, 8-16</td>
</tr>
<tr>
<td></td>
<td>vendredi – 17 mars</td>
<td>ORAL PRESENTATION 2</td>
<td>À faire: MFL 8-12, 8-13 <a href="http://french.ku.edu/240/mountains.shtml">http://french.ku.edu/240/mountains.shtml</a></td>
</tr>
<tr>
<td>10</td>
<td>20- 24 mars</td>
<td>VACANCES DE PRINTEMPS (pas de classe)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>lundi – 27 mars</td>
<td>Ch. 8 Dénouement TB 291-293</td>
<td>À lire: TB 291-293 À faire: 8-18, 8-19</td>
</tr>
<tr>
<td></td>
<td>mercredi – 29 mars</td>
<td>REVISION</td>
<td>À faire: MFL 8-22, 8-23</td>
</tr>
<tr>
<td></td>
<td>vendredi – 31 mars</td>
<td>EXAMEN 3 (Ch. 8, partie orale)*</td>
<td>À faire: Révisez pour l’examen !</td>
</tr>
<tr>
<td>12</td>
<td>lundi – 3 avril</td>
<td>Ch. 9.1 : TB 295-301</td>
<td>À lire: TB 295-301 À faire: TB p. 299, Après avoir lu 9.4 (write out answers) JOURNAL 3 REWRITE</td>
</tr>
<tr>
<td></td>
<td>mercredi – 5 avril</td>
<td>Ch. 9.1/9.2 : TB 302-308, 244</td>
<td>À lire: TB 302-308, 244 Intrigue XII- XVI À faire: MFL 9-5, verbe+prép. ex. on Bb</td>
</tr>
<tr>
<td></td>
<td>vendredi – 7 avril</td>
<td>Ch. 9.2 : TB 309-313</td>
<td>À lire: TB 309-313 Intrigue XVII-XVIII À faire: MFL 9-1, 9-6, 9-4 CULTURAL ESSAY DUE</td>
</tr>
<tr>
<td>13</td>
<td>lundi – 10 avril</td>
<td>ORAL PRESENTATION 3</td>
<td>Mon domicile préféré À faire: MFL 9-7, 9-11 Préparez votre présentation</td>
</tr>
<tr>
<td></td>
<td>mercredi – 12 avril</td>
<td>ORAL PRESENTATION 3</td>
<td>Mon domicile préféré À faire: MFL 9-20,9-21 Préparez votre présentation</td>
</tr>
<tr>
<td></td>
<td>vendredi – 14 avril</td>
<td>RÉVISION + EXAMEN 4 (Ch. 9, partie orale)*</td>
<td>À faire: MFL 9-9, pronoms relatifs indéfinis ex. on Bb Révisez pour l’examen !</td>
</tr>
<tr>
<td>14</td>
<td>lundi – 17 avril</td>
<td>EXAMEN 4 (Ch. 9, partie écrite)*</td>
<td>À faire: Révisez pour l’examens !</td>
</tr>
<tr>
<td></td>
<td>vendredi – 21 avril</td>
<td>Ch. 9 Dénouement : TB 320-328</td>
<td>PARTICIPATION REFLECTION RETURN TO STUDENTS À lire: TB 320-328 À faire: MFL 9-8</td>
</tr>
<tr>
<td>15</td>
<td>lundi – 24 avril</td>
<td>Un gars, une fille: Battre la campagne</td>
<td>À faire : MFL 9-14, voix passive ex. on Bb</td>
</tr>
<tr>
<td></td>
<td>vendredi – 28 avril</td>
<td>Ch. 10.2/10.3 : TB 344-345, 348 et 352-354</td>
<td>À lire: TB 348 et 352-354 À faire: MFL 10-7, 10-12, passé simple ex. on Bb FINAL PARTICIPATION REFLECTION DUE</td>
</tr>
<tr>
<td></td>
<td>lundi – 1 mai</td>
<td>RÉVISION</td>
<td>À faire: MFL 10-11, 10-3, 9-10 JOURNAL 4 REWRITE</td>
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<tr>
<td></td>
<td>mercredi – 3 mai</td>
<td>RÉVISION et parties orales de l’EXAMEN FINAL*</td>
<td>Révisez pour l’examen final ! WRITING ANALYSIS DUE</td>
</tr>
<tr>
<td></td>
<td>vendredi – 5 mai</td>
<td>STOP DAY (pas de classe)</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>lundi 8 mai</td>
<td>EXAMEN FINAL* 4:30-7:00pm</td>
<td>Location TBA</td>
</tr>
<tr>
<td>Themes/ Cultural topics</td>
<td>Functions</td>
<td>Literature</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td><strong>Chapitre 6</strong>&lt;br&gt;Culture and History of Martinique&lt;br&gt;Politics&lt;br&gt;Movements for Independence (Quebec/ Martinique)</td>
<td>Interrupting/offering comments&lt;br&gt;Asking for repetition/details&lt;br&gt;Speaking about the future&lt;br&gt;Reassuring someone&lt;br&gt;Political differences: expressing a point of view, and discussing others’</td>
<td>«Demain dès l’aube» (poem) Victor Hugo (1856)&lt;br&gt;Extract from <em>Une enfance créole : chemin d’école</em>. Patrick Chamoiseau (1994)</td>
<td></td>
</tr>
<tr>
<td><strong>Chapitre 7</strong>&lt;br&gt;Culture and History of Senegal&lt;br&gt;Ecology&lt;br&gt;Domestic life&lt;br&gt;Negritude (Literary movement originating in France’s colonies)</td>
<td>Describing one’s physical environment&lt;br&gt;Looking at ecological problems&lt;br&gt;Complaining/criticizing&lt;br&gt;Speaking about possibilities &amp; regrets</td>
<td>Extract from <em>Emile Jean-Jacques Rousseau</em> (1762)&lt;br&gt;Extract from <em>Une si longue lettre</em>. Miriama Bâ (1979)</td>
<td></td>
</tr>
<tr>
<td><strong>Chapitre 8</strong>&lt;br&gt;Culture and History of Switzerland&lt;br&gt;Fine arts&lt;br&gt;Museums&lt;br&gt;Swiss food&lt;br&gt;Art movements / The French-speaking world’s art/ museums</td>
<td>Describing/critiquing/appreciating an object of art&lt;br&gt;Comparing things&lt;br&gt;Establishing a hypothesis</td>
<td>Extract from <em>Lettres de mon Moulin</em>. Alphonse Daudet (1869)</td>
<td></td>
</tr>
<tr>
<td><strong>Chapitre 9</strong>&lt;br&gt;Culture and History of Provence&lt;br&gt;Regions/Regionalism in France&lt;br&gt;Traditions vs. modernity&lt;br&gt;French business life</td>
<td>Speaking about business/modern life&lt;br&gt;Occupations: gender designations&lt;br&gt;Emphasizing/de-emphasizing something’s importance&lt;br&gt;Explaining oneself&lt;br&gt;Expressing obligation</td>
<td>TBD (Changes each semester)</td>
<td></td>
</tr>
<tr>
<td><strong>Chapitre 10</strong>&lt;br&gt;Quebec/Canada&lt;br&gt;French Contes de Fées (Fairy stories)&lt;br&gt;Litterature from Quebec</td>
<td>Reading literary passages</td>
<td>TBD (Changes each semester)</td>
<td></td>
</tr>
</tbody>
</table>
## Course Inventory Change Request

**Date Submitted:** 10/21/16 8:39 pm  
**Viewing:** FREN 480: Studies in French Literature: ____

**Last edit:** 11/23/16 9:07 am  
Changes proposed by: pascott

<table>
<thead>
<tr>
<th>Programs referencing this course</th>
<th>FREN-BA: French, B.A.</th>
</tr>
</thead>
</table>

### Academic Career
- Undergraduate, Lawrence

### Subject Code
- FREN
- **Course Number**: 480

### Academic Unit
- **Department**: French & Italian (FREN)  
- **School/College**: College of Liberal Arts & Sciences

### Do you intend to offer any portion of this course online?
- **No**

### Title
- Studies in French Literature: ____

### Transcript Title
- Studies in French Literature:

### Effective Term
- **Fall 2017**

### Catalog Description
- A study of a period, theme, group of authors, or movement. Subject matter will vary; may be taken more than once if subject differs.

### Prerequisites
- FREN 301 and FREN 326.

### Cross Listed Courses:

### Credits
- 3

### Course Type
- Lecture (Regularly scheduled academic course) (LEC)

### Grading Basis
- A-D(+/-)FI

### Is this course part of the University Honors Program?
- **No**

### Are you proposing this course for KU Core?
- Yes

### Typically Offered
- Yes

### Repeatable for credit?
- Yes

### How many times may this course be taken? **2**  
**AND/OR**  
For how many **maximum credits**? **6**

### Can a student be enrolled in multiple sections in the same semester?
- Yes

### Principal Course Designator
- H - Humanities
- W - World Culture

### Are you proposing that the course count towards the CLAS BA degree specific requirements?
- **No**
<table>
<thead>
<tr>
<th>Rationale for Course Proposal</th>
<th>This request is to modify the prerequisites because of the retiring of FREN 300.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Documents</td>
<td>FREN 480 KU Core.pdf</td>
</tr>
</tbody>
</table>

**KU Core Information**

<table>
<thead>
<tr>
<th>Has the department approved the nomination of this course to KU Core?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of person giving departmental approval</td>
<td>Bruce Hayes</td>
<td></td>
</tr>
<tr>
<td>Date of Departmental Approval</td>
<td>10/21/16</td>
<td></td>
</tr>
</tbody>
</table>

**Selected Goal(s):**

| Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)? | Yes |
| Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)? | Yes |
| Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome. | |

The class looks at various works in specific literary genres in the French language, ones which are familiar to the student in English, and trains students to recognize cultural-specific material, trends, and preoccupations, which are subsequently analyzed. A major component of this analysis is the comparative recognition of other cultural manifestations through differing media which ultimately, by way of explicit comparison with students’ native culture, sensitizes students to the nature of culture and the diversity of other cultures.

**Selected Learning Outcome(s):**

**Goal 4, Learning Outcome 2**

State what assignments, readings, class discussions, and lectures will devote a majority of your course or educational experience to raising student awareness of, engagement with, and analysis of various elements of other-cultural understanding of communities outside the United States. (Please limit responses to 1000 characters.)

- Class discussion and assignments focus on texts in the French language. More specifically, not only are students exposed to a variety of works in different genres and produced in different periods but they are also trained to recognize the distinctive identity of Francophone literature beyond France to encompass other French-speaking communities in places such as Canada, the Caribbean, Africa, and Asia.

- Explain how your course or educational experience will develop the ability of students to discuss, debate, and analyze non-US culture in relation to the students own value assumptions. (Please limit responses to 1000 characters.)

  - Students will read, discuss, and analyze texts in French which are in genres familiar to them in English and will tackle deep questions of selfhood, identity, and love through the lens of other cultures. In order to do this, they will first and foremost compare and contrast treatment of these themes with US English-language works with which they are familiar, with an special emphasis on difference and alterity as a means to understand one’s own culture rather than constituting a vehicle of distance.

- Detail how your course or educational experience will sensitize students to various cultural beliefs, behaviors, and practices through other-cultural readings and academic research on cultural competency so that students may be better prepared to negotiate cross-cultural situations. (Please limit responses to 1000 characters.)

  - Primarily, students will be sensitized to other cultural themes through exposure to a range of varied and representative texts that provide an insight into the ways in which other cultures negotiate questions of identity, statehood, belonging, and citizenship. Class discussions will focus on the value of difference and the crucial need to foster understanding of other cultures in order to understand one’s own.
State what assignments, readings, class discussion, and lectures will be used to evaluate students’ work that documents and measures their grasp of global cultures and value systems through reflective written or oral analysis. (Please limit responses to 1000 characters.)

A scaffolded research assignment will train students in a key aspect of another culture, both through the primary sources they will explore in French and through reference to the differences and similarities in US approaches to the same issues through the same genres and during the same periods. A rubric for goal 4.2 assessment will be provided to students as a guide to the required skills they will use, gain, and enhance during the assignment.
French 480    FRENCH SCIENCE-FICTION AND FANTASY

11:00-12:15 TR Wescoc 1045
Professor Scott
Office hours: T 1:00–2:00pm; R 9:50–10:50am; and by appointment
Office: 2044N Wescoc    Telephone: 785-864-9042
e-mail: pascott@ku.edu

Course Texts


*Contes de fées*. Pdf provided.


Vampires – 2 early modern case studies. Pdf provided.


NB. Only the specified editions are to be used. * next to a work indicates that the text must be acquired whereas no * indicates a version is available online.

Movies and TV


Schedule

Jan 20  T  Introduction
    22  R  Qu’est-ce que c’est la science-fiction, le fantastique et la fantasy ?
    27  T  *Les Revenants* – episode 1 (Camille)
    29  R  *Contes de fées*

Feb  3  T  *Contes de fées*
    5  R  Spencer Research Library Visit
    10  T  Mme Leprince de Beaumont, *La Belle et la Bête* (novel)
    12  R  Cocteau, *La Belle et la Bête* (movie)
    17  T  Library Instruction Session on the Zombie Project
    19  R  Vampires – 2 early modern case studies
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Reading</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>T</td>
<td>Paul Féval, <em>La Vampire</em></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>R</td>
<td>Paul Féval, <em>La Vampire</em></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>F</td>
<td>Annotated Bibliography for Zombie Project Due</td>
<td></td>
</tr>
<tr>
<td>Mar</td>
<td>3</td>
<td><em>Les Revenants</em></td>
<td></td>
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<tr>
<td></td>
<td>5</td>
<td><em>Les Revenants</em> – Presentation Workshop with Christina Lord</td>
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<tr>
<td>10</td>
<td>T</td>
<td>Voltaire, <em>Micromégas</em></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>R</td>
<td>No Class – Take-home midterm</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>T</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>R</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>T</td>
<td>Meliès, <em>Voyage dans la Lune</em></td>
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</tr>
<tr>
<td>26</td>
<td>R</td>
<td><em>Tintin</em> Draft Version of Zombie Project Due</td>
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<td>Apr</td>
<td>31</td>
<td><em>Les Revenants</em> – Group Presentations 1 and 2</td>
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<td>2</td>
<td><em>Les Revenants</em> – Group Presentations 3 and 4</td>
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<td>Scarfici, <em>Codex Seraphianianus</em></td>
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<td>16</td>
<td>R</td>
<td>Boulle, <em>La Planète des singes</em></td>
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<td>19</td>
<td>Su</td>
<td>Annotated Bibliography for Research Paper Due</td>
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<td>21</td>
<td>T</td>
<td>Boulle, <em>La Planète des singes</em></td>
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<td>23</td>
<td>R</td>
<td><em>Mars et Avril</em></td>
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<td>Verne, <em>Vingt mille lieues</em></td>
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<tr>
<td>May</td>
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<td>Draft of Research Paper Due</td>
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<td>14</td>
<td>R</td>
<td>Research Paper Due by midnight</td>
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**Disabilities**

If you experience any difficulty with any aspect of this course, please do not hesitate to let me know and I will try to help in any way that I can (you are most welcome to contact me in person, by e-mail, or by phone). If you have a disability that might affect your work, then please let me know as soon as possible so that we can discuss possible and appropriate modifications to enable you to complete the course requirements. The staff of Services for
Students with Disabilities (SSD), 135 Strong, 785-864-2620 (v/tty), coordinates accommodations and services for KU courses.

**Religious Observances**

Where examinations and tests other that final examinations conflict with religious observations of a **generally recognized nature**, a student under obligation to participate in such religious observances shall, upon request to the instructor involved (which shall be made at least a week in advance of the scheduled examination or test), be accorded the opportunity to take the examination or test at some other time not in conflict with his or her religious obligations.

**Course Aims and Core Goal**

French 480 looks at some striking examples of fantasy in French (from France, Belgium, and Québec) from the 17th century to the present day, covering literature, scientific works, film, TV shows, and comic books. Particular emphasis will be paid to the deep subversive potential of fantasy to challenge the status quo and prevailing attitudes to gender, sexuality, and authority as well as a discussion of the differences—and convergences— to be found between English-language fantasy and the French-language tradition. In respect to KU's Core Goals, in looking at US and Francophone versions of specific fantastical themes, students will be trained in recognizing and investigating variations and what they mean, which is linked to Goal 4 Learning Outcome 2’s target: “Upon reaching this goal, students will be able to examine a variety of perspectives in the global community, distinguish their own cultural patterns, and respond flexibly to multiple worldviews.”

**Requirements**

Two examinations (with the midterm being a two-day take-home examination given on March 10 and due by midnight on March 13 and the final on May 12); one semester paper of around 2,500 to 3,000 words on a topic agreed with the professor related to the class (themes or works) or based on the group presentation (due on May 8); one group presentation on *Les Revenants* of around 30 minutes (on either March 31 or April 2); one individual presentation on a science-fiction or fantasy topic of around 15 minutes (a sign-up sheet will be brought into class on January 22); active participation in class discussions.

**Assignments**

Written work done outside of class should always be carefully thought out and proof-read, typed or printed out, and be 1.5 line spaced, 12 pt, in Garamond font. **No late work will be graded and you will receive a zero for anything not handed in by the due time and date** (exceptions only made for medical reasons or emergencies, with evidence and prior consultation and entirely at my discretion). Drafts and final copies are to be submitted as Word documents into the specially created folder of the Blackboard course; comments and grading will be made using the tracking feature of Word. Please note that I will not be responsible for any difficulties in opening files or attachments.

**Grades**
15% take-home midterm examination (March 13)
10% individual presentation (through the semester)
20% group presentation (March 31 and April 2)
40% semester research paper* (May 14)
15% class (daily preparation and participation, as well as grades for tests)

*This final research paper will be assessed for student outcomes using the rubric for CORE Goal 4 learning outcome 2 found on our Blackboard site. The assignment will train students in recognizing cultural specificities, namely French (France, Canada, and Belgium) and English (USA). Assessment will include the ability to compare and contrast US works with Francophone works and to analyze and draw persuasive conclusions from these comparisons.

Group Presentation: The Zombie Project

**Description:** The zombie aspect of the class concerns the 2012 Emmy-winning French TV series *Les Revenants*. The show deals with zombies in an unusual way in that it has a blend of elements of crime thrillers, supernatural mysteries, and classic representation of zombies, so it is difficult to categorize in terms of genre. This makes it an ideal work to study since it raises questions about how to categorize art and literature in addition to the underlying purpose of artistic creations and viewer response. The research project will be an in-class research presentation on the show of a small group of 3-4 students working together on one of the following themes:

- Group 1: “Religion and the Supernatural in *Les Revenants*”;
- Group 2: “Love and Sexuality in *Les Revenants*”;
- Group 3: “*Les Revenants* and Genre(s)”;
- Group 4: “*Les Revenants* and the Zombie Tradition”.

The presentation will account for 20% of the final grade and students will have the option of continuing with a research paper that is springs from the project as the final research paper.

**Aims:** This research project will involve an introduction to, and consolidation of, locating and incorporating source material, preparing a useful bibliography, and presenting arguments and conclusions in an oral presentation which also has a written component in the handout and, crucially, which may be continued as an individual written assignment. Where the project goes beyond the normal research requirements of this level and in our major is in to critically analyzing something with which they are familiar (the zombie genre has had a surge in recent years with a spate of movies and also successful shows such as AMC’s *The Walking Dead* or the BBC’s *In the Flesh*) and to see how a TV show raises and deals with important questions such as identity, death, alienation, and humanity. In essence, you will go beyond seeing a show merely as entertainment and evaluate the cultural importance of its writings and themes.
**Stages:** There will be three staggered stages of the presentation: an annotated bibliography; a first draft; and the in-class presentation itself. There will be a Library Instruction Session on February 17 which is specifically customized to the Zombie Project. I am delighted by and grateful to the Center for Undergraduate Research for its funding of Christina Lord, a PhD student in French working on science fiction, who will be the Graduate Research Consultant for the zombie project, leading a workshop on March 5 for a class period and who will also meet up with each one of the 4 groups during the following week to discuss the first draft of the presentation, and who will also provide written feedback on a finalized version before the presentation. The timetable for the Zombie Project is as follows:

- **January 27:** Class devoted to the first episode (“Camille” – each of the 8 episodes is named after and focuses on one character) of *Les Revenants* serving as an introduction to the series. The four groups will be assigned during this class.
- **February 17:** Library Instruction Session on the Zombie Project (regular class time at Watson).
- **February 27:** Annotated bibliography for the presentation due by midnight. One joint bibliography will be submitted in Word by each group.
- **March 3:** Class devoted to the show.
- **March 5:** Workshop devoted to the Zombie Project led by the Graduate Research Consultant.
- **March 10-11:** Individual meetings of each group with the Graduate Research Consultant (outside of class).
- **March 26:** Draft version of project (PowerPoint slide and notes) due. Feedback will be provided on March 29.
- **March 31 and April 2:** In-class Presentations.

**Grading:** The presentation will be graded in the following way out of 50 points which will be converted into a percentile:
- Pre-presentation participation (participation in all preliminary stages and the annotated bibliography as a group): 10 pts
- Group presentation grade: 30pts
- Individually assigned grade (based on your individual participation, attendance, and performance): 10pts

**Grade Points**

I have adopted the plus and minus system, which is optional in CLAS. Grade points are numerical weights assigned to completed hours of academic work, according to the following schedule of values:

- For each hour of grade A…4 grade points
- For each hour of grade B…3 grade points
- For each hour of grade C…2 grade points
- For each hour of grade D…1 grade point
- For each hour of grade F…0 grade points

The College has adopted the use of plus/minus grading to describe intermediate levels of performance between a maximum of A and a minimum of F. Intermediate grades
represented by plus or minus shall be calculated as .3 units above or below the corresponding letter grade. In terms of a percentile, this works out as:

94-100% = A
90-93.9% = A-
88-89.9% = B+
84-87.9% = B
80-83.9% = B-
78-79.9% = C+
74-79.9% = C
70-73.9% = C-
Etc.

I do not engage in the dubious practice of “rounding up”. For example, if you receive a course grade of 89.7%, that is a B+. A grading rubric will be provided with the return of every graded assignment.

Attendance

Please notify me in advance of any absences. If you are absent for a class, it is your responsibility to find out what was covered in class and to prepared to participate fully at the following class. Excessive absences (more than 2) will lower the class proportion of your semester grade on the following scale: 2% per absence. If you do have a valid excuse for missing a syllabus assignment (illness, injury, family emergency, etc.), then please contact me to discuss arrangements. If you miss a scheduled examination (or class test) without a valid excuse, then you will receive a zero for that assignment. It is also your responsibility to show up in a timely fashion for class; persistent tardiness (i.e. arriving after class has begun) will result in the students’ participation grade being penalized according to exactly the same system as excessive absences, commencing with the second tardy arrival to class.

Environmental Consciousness

This is a paperless class. All handouts, assignments, and examinations are completed and submitted digitally and you are encouraged to use paper sparingly in as far as possible.

Class Conduct

Please note the University’s policy in this respect: “The scope and content of the material included in this course are defined by the instructor in consultation with the responsible academic unit. While the orderly exchange of ideas, including questions and discussions prompted by lectures, discussion sessions and laboratories, is viewed as a normal part of the educational environment, the instructor has the right to limit the scope and duration of these interactions. Students who engage in disruptive behavior, including persistent refusal to observe boundaries defined by the instructor regarding inappropriate talking, discussions, and questions in the classroom or laboratory may be subject to discipline for non-academic misconduct for disruption of teaching or academic misconduct, as defined in the Code of Student Rights and Responsibilities (CSRR), Article 22, Section C, and the University Senate
Rules and Regulations, Section 2.4.6. Article 22 of CSRR also defines potential sanctions for these types of infractions.”

Cell phones **must** be turned off in class, as this is a thoughtless and mindless distraction; this is a learning environment not a cocktail lounge. Breaches of this will affect the attendance grade of the individual concerned in the same fashion as stipulated for tardy arrivals, above.

Laptops, notebooks, iPads, or other electronic devices are **not** permitted to be used in class. I am willing to discuss special permissions to use such equipment but this is entirely at my discretion.

**Plagiarism**

The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. KU subscribes to a digital plagiarism detection program called Turnitin.com which may be used to check papers submitted in this course. You may be asked to submit your papers in a digital format (e-mail attachment, BlackBoard™ digital drop box or on disk) so that your paper can be checked against web pages and databases of existing papers. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations; this program can alert me to your academic needs.

Note the following official departmental policy:

“Plagiarism and cheating are serious academic offenses that should be brought to the attention of the Chairperson or Language Coordinator. Whenever a student is caught cheating (whether copying from another student's paper or plagiarizing printed or electronic sources or other sources), the instructor will inform the Chairperson of the Department, who--upon consulting with the instructor--will forward a “CHARGE OF ACADEMIC MISCONDUCT FORM” to College of Liberal Arts with a recommendation for the appropriate sanction.”

You might also wish to read the ‘Code of Student Rights and Responsibilities’ (www.timetable.ku.edu), as it contains a good deal of practical information.

**Assistance with Assignments**

Students may use their textbooks, dictionaries, and grammar references in preparing any assignments and light (that is to say not substantive) editing of assignments, in addition to support activities offered by organizations such as KU’s Writing Center or KU Libraries. Any substantial editing **is NOT allowed** on homework/assignments being turned in for a grade. **These things are considered cheating and will result in a grade of zero on the assignment, as well as a charge of academic misconduct, which may entail further sanctions.** The student should be certain that all of the work submitted in this course is his/her own.

**The Use of Translation Programs**
The use of computer or on-line translation programs is NOT permitted in any French or Italian course and is considered cheating. As opposed to dictionaries and grammar references, these programs are not a learning tool because they simply provide a translation, rather than allowing you to choose among various words/tenses/etc. to come up with the best translation on your own. Moreover, translation programs produce bizarre and incorrect translations that are notoriously easy to identify. Students will learn far more by doing their own work than by risking serious academic consequences.

Validity of Syllabus

It may be necessary to modify the syllabus in accordance with forces majeures or any needs or requirements that should arise. If this is the case, then students will be notified of the amended syllabus and it will become effective from the time of this notification and being replaced on Blackboard.

Final Remark

Many of the texts that we will be studying contain material which deals with issues related to sex, sexuality, religion, death and other sensitive issues and it may be necessary to use explicit terms in discussing this material. I also expect everyone to be tolerant of, and receptive to, each student’s viewpoint while retaining a critical scholarly perspective. If you foresee any of this making you uncomfortable, please drop the course immediately.
KU Core Course Nomination Form – G4, LO1

For inclusion in the KU Core, the department offering a course or educational experience must complete this form to indicate how it will meet the criteria associated with this goal and learning outcome. To nominate a course for additional learning outcomes, please complete the appropriate form for each outcome. Before beginning this process, you may wish to consider the questions you will be asked and the information you will be expected to provide.

Please note that it may be useful to copy and paste the requested information from a word processing program.

Contact Information
Please provide contact information for the primary contact person.

Name *
Bryan Young
First  Last

Email *
cbyoung@ku.edu

Preferred Phone Number *
785 - 864 - 4225
### - ### - ####

Submitting School/College *
CLAS

Submitting Department *
University Honors Program

Certification of Approval

Has the department approved the nomination of this course to the KU Core? *
X Yes
O No

Name of person giving departmental approval: *
Bryan Young

Date of departmental approval: *
01 / 03 / 2017
MM / DD / YYYY

Course Information
Please provide the following information about the course being nominated for the KU Core.
Course Title: *
University Scholars Seminar: Stories of Human Rights and Social Justice

Course Subject Code and Number: *
HNRS 310

Current Course Description *
We are living in what has been called the “Era of Human Rights.” The concept of human rights is now regarded as “self-evident,” and its global recognition and acceptance is seen as perhaps the greatest moral triumph of the 20th century. It is the argument by which the international community has attempted to address massive human “wrongs”—war crimes, genocide, political and religious repression, slavery and human trafficking, and so on. Yet in the face of continuing large-scale atrocities, we might well ask how successful the vocabulary of human rights has been at promoting a more socially just world. This year’s University Scholar’s course, led by Professor Marta Caminero-Santangelo from the English Department, will explore the intertwined concepts of human rights and social justice from a variety of perspectives, and will pay particular attention to stories of the past and present (first-person accounts, novels, graphic narrative, journalism and non-fiction, as well as blogs and websites) that have attempted to raise national and international awareness of human rights violations and to promote social justice.

Do all instructors of this course agree to include content that enables students to meet KU Core learning outcome(s)? *
- Yes
- No

Do all instructors of this course agree to develop and save direct evidence that students have met the learning outcomes(s)? *
- Yes
- No

Is the course cross-listed? *
- Yes
- No

List any cross-listing and/or honors courses associated with the course you are nominating. Please specifically note when approval was given and who gave approval in the other department(s). *

Do all cross-listed departments and honors program partners agree to develop and save direct evidence that students have met the learning outcomes(s)?
- Yes
- NA
- No
Is the course also a degree requirement? *
- Yes
- No [X selected]

Does the course require any prerequisites? *
- Yes
- No [X selected]

If yes, please list the prerequisites: *

Abstract

Provide an abstract (1000 characters maximum) that summarizes how this course meets the learning outcome. *

This course speaks directly to the learning outcome for Core Goal 4.1 by presenting students with a wide range of readings from a variety of diverse perspectives and from academic research on these topics. Every class session will have a focus that relates directly to one of the areas of diversity mentioned in the learning outcome, such as cultural, historical, ideological, or sexual diversity. Students will engage in class discussions and online discussions that will encourage them to interrogate their own assumptions and values, as well as those of the authors of the texts under consideration. Assignments such as reflective reading journals and "talking points" will help students articulate their understanding of the diverse perspectives under consideration both in written and oral analyses.

Maximum Allowed: 1000 characters. Currently Used: 0 characters.

Application for Approval

Upon reaching this goal, students will be able to analyze and evaluate assumptions, claims, evidence, arguments, and forms of expression; select and apply appropriate interpretive tools.

To have your course or educational experience approved as meeting this learning outcome you need to:

1. State what assignments, readings, class discussion, and lectures will devote a majority of course content to ensure student understanding of basic human diversity within the United States, such as biological, cultural, historical, linguistic, social, economic, sexual, and ideological diversity. (Please limit responses to 1000 characters.) *

The syllabus of this course intentionally covers a wide range of types of human diversity, with a special focus on human rights and social justice. Primary readings include works by authors of many different backgrounds, including many people of color, immigrants, men and women, LGBTQ people, writers in languages other than English, and people from different social groups and different historical periods. The majority of the primary text authors are from the United States or have been immigrants in the U.S. Secondary sources include texts on human rights and social justice. Each class session focuses on a different topic that directly speaks to the topic of human diversity (for example, indigenous peoples or LGBTQ people). Consequently, all class discussions and lectures and all assignments will also address these issues.

Maximum Allowed: 1000 characters. Currently Used: 0 characters.

2. Explain how your course or educational experience will generate


**Discussion among students, leading to examination of students’ own value assumptions in the context of various value systems within the United States. (Please limit responses to 1000 characters.)**

A stated course objective is for students to be able to articulate an informed critique of the implications and assumptions of the texts used. In-class discussion groups will work together to generate ideas about the readings. Students can also participate in class discussions via the Blackboard email discussions. “Talking point” assignments ensure that the responsibility for generating class discussion is spread evenly amongst the students and encourage students to bring their own interests and experiences to the classroom. A number of special guest speakers will allow the students the opportunity to interact with people representing different perspectives of value systems within the United States, encouraging them to examine their own perspectives and value assumptions.

Maximum Allowed: 1000 characters.  Currently Used: 0 characters.

**3. Detail how your course or educational experience will integrate other-cultural readings and academic research on cultural competency to define and analyze issues and other-cultural key words and concepts, and practices within the United States. (Please limit responses to 1000 characters.)**

The stated course objectives include students learning to perceive the interrelation between culture, society, and literature; to accomplish this, students will read a variety of texts from different genres and cultures and they will draw on secondary readings from academic research and classroom discussions to help them define and analyze issues related to human rights and social justice within the United States. The texts will not be read or discussed in isolation, but rather will be brought into dialogue with each other throughout the semester.

Maximum Allowed: 1000 characters.  Currently Used: 0 characters.

**4. State what assignments, readings, class discussion, and lectures your course or educational experience will use to evaluate student work that documents and measures their grasp of diverse cultures and value systems within the United States through reflective written or oral analysis. (Please limit responses to 1000 characters.)**

In addition to classroom discussion and Blackboard discussions as noted above, student work will be evaluated through regular reading quizzes, critical reflection journals, online group presentations, a substantial final research paper, and a presentation on that research for the entire class in the final class session. Because of the course focus on human rights and social justice and the diversity of the readings, virtually all student written and oral work will touch on issues of diverse cultures and value systems. The final research project, which constitutes 30% of the course grade, will be on topics of the students’ own choosing; students will be expected to integrate readings from the semester into their work in addition to conducting original primary and secondary research.

Maximum Allowed: 1000 characters.  Currently Used: 0 characters.

**Documenting Student Achievement**

Please include a copy of the syllabus.

You may also append documents that help to demonstrate how your course or educational experience will enable students to achieve the learning outcome(s) indicated, and how you will document student achievement.
Submitting your nomination

When you submit this form, the College/School will receive a copy of your submission. A copy of your submission will also be sent to the email address you listed above.

Depending on its practice, the College/School will forward this nomination to its curriculum committee or will allow it to move directly to the University Core Curriculum Committee.

By clicking submit, you understand that KU Core courses and educational experiences will be reviewed periodically and considered for continued approval for and inclusion in the KU Core. To support re-approval, a department will be expected, at a minimum, to (a) identify exam questions, projects, assignments, etc., that address learning outcomes; (b) preserve direct evidence and evaluation of a representative sample of student work from those elements of the course; (c) comment on how well students have achieved the learning outcomes; (d) indicate what will be worked on in the future to improve student achievement. Sample rubrics are available on the KU Core web site.
Marta Caminero-Santangelo  
Class time: Thurs 2:00-4:30

Office Hours:  
Mon 8-12, Tues 8-12, Wed 8-11, Thurs 9-12  
320 Bailey Hall (Center for Latin American and Caribbean Studies)

E-mail: camsan@ku.edu (email is always the fastest and most effective way to reach me)

Course Description: We are living in what has been called the “Era of Human Rights.” The concept of human rights is now regarded as “self-evident,” and its global recognition and acceptance is seen as perhaps the greatest moral triumph of the 20th century. It is the argument by which the international community has attempted to address massive human “wrongs”—war crimes, genocide, political and religious repression, slavery and human trafficking, and so on. Yet in the face of continuing large-scale atrocities, we might well ask how successful the vocabulary of human rights has been at promoting a more socially just world. This year’s University Scholar’s course, led by Professor Marta Caminero-Santangelo from the English Department, will explore the intertwined concepts of human rights and social justice from a variety of perspectives, and will pay particular attention to stories of the past and present (first-person accounts, novels, graphic narrative, journalism and non-fiction, as well as blogs and websites) that have attempted to raise national and international awareness of human rights violations and to promote social justice.

Course Objectives: By the end of this course, students should be able to:

- Understand some of the central issues in the study of human rights and social justice, as they are approached from a variety of disciplinary perspectives
- Perceive the interrelation between culture, society, and literature
- Read “texts” of various kinds closely for their implications and assumptions
- Articulate an informed critique of the implications and assumptions of texts that address human rights and social justice issues
- Conduct both primary and secondary research into a self-identified topic related to human rights / social justice
- Sustain a focused argument and support it with compelling evidence

Required Textbooks:

Primary Texts
Frederick Douglass  
Narrative of the Life of Frederick Douglass  
Art Spiegelman  
Maus
Rigoberta Menchu  
I, Rigoberta Menchu
Edwidge Danticat  
The Farming of Bones
Luis Alberto Urrea  
The Devil’s Highway
Dave Eggers  
What is the What?
Ta-Nehisi Coates  
Between the World and Me

Secondary Texts
Nance  
Can Literature Promote Justice?
Dawes  
That the World May Know
Hunt  
Inventing Human Rights
Sensoy and DiAngelo  
Is Everyone Really Equal?

Additional supplementary readings on Blackboard  
If paying for books is a hardship for you, please discuss it with me. There are tips I can offer and other arrangements I can sometimes make.

Classroom Expectations: The University of Kansas supports an inclusive learning environment in which diversity and individual differences are understood, respected, and appreciated. We believe that all students benefit from training and experiences that will help them to learn, lead, and serve in an increasingly diverse society. All members of our campus
community must accept the responsibility to demonstrate civility and respect for the dignity of others. Expressions or actions that disparage a person’s or group’s race, ethnicity, nationality, culture, gender, gender identity / expression, religion, sexual orientation, age, veteran status, or disability are contrary to the mission of the University. We expect that KU students, faculty, and staff will promote an atmosphere of respect for all members of our KU community.

**Course Evaluation:** Your grade will be determined by the following requirements:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class involvement</td>
<td>20%</td>
</tr>
<tr>
<td>Reading quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Critical Reflection Journals</td>
<td>20%</td>
</tr>
<tr>
<td>Talking Point</td>
<td>5%</td>
</tr>
<tr>
<td>Online Group Presentations</td>
<td>10%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Research Presentations</td>
<td>5%</td>
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</tbody>
</table>

**Class involvement:** In this course, you are expected to be able to take an active part in generating ideas about the works we read. Research has shown that students who participate in class discussion tend to understand and retain it better than students who are “passive” listeners. Your **participation in class discussion** will therefore contribute to your grade. In-class discussion groups will work together to generate ideas about the readings. Students can also participate in class discussions via the Blackboard email discussions. **Class preparation** also counts as part of this grade. Since you need to be able to refer in class to the text we are reading, you are expected to have your book with you every day, and to consult it during class whenever a passage is read. Lack of preparation for the class, or evidence that you are not participating actively (by consulting your textbook, etc.) can affect your class involvement grade, as can inappropriate classroom behavior such as texting.

**Attendance** constitutes a significant part of your class involvement grade, since you can’t be involved if you aren’t in class. I assume that when you miss class it is for a good reason; therefore I do not distinguish between “excused” and “unexcused” absences. The following constitutes my attendance policy, which I will modify only under exceptional circumstances:

<table>
<thead>
<tr>
<th>Absences</th>
<th>Grade Implication</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>substantially helps involvement grade</td>
</tr>
<tr>
<td>1</td>
<td>acceptable absence</td>
</tr>
<tr>
<td>2</td>
<td>borderline</td>
</tr>
<tr>
<td>3</td>
<td>lowers involvement grade</td>
</tr>
<tr>
<td>4+</td>
<td>lowered course grade; increasing risk of course failure</td>
</tr>
</tbody>
</table>

Absences in excess of three full weeks of class put your course grade in increasing danger, on the premise that a basic requirement of the course is consistent attendance. If you have special circumstances that have forced you to miss several classes involuntarily and unavoidably (for example, due to a chronic medical condition), please notify me of these at once and provide necessary documentation. You are responsible for keeping track of your absences.

You are responsible for finding out about any additional assignments / homework given during your absence. You may do so by posting a message to the class or me on email or GroupMe.

The last part of your class involvement grade involves **independent initiative** in learning on your part. Students who do “outstanding” work are virtually always those that go “above and beyond the call of duty”; in other words, they do more than just what is “required.” To encourage this kind of approach to learning, the “independent initiative” portion of your class involvement grade credits you for attendance at relevant outside lectures, frequent consultations with me during office hours (especially about paper drafts), extra reading, or something else I haven't thought of.

**Reading Quizzes:** In this class, you are expected to keep up with the assigned reading, which can be quite heavy. One of the primary goals of the class is to expose you to a wide range of literary texts dealing with themes of social justice; this goal can only be met, of course, if you have actually read the literature. Further, valuable class discussion in which interesting ideas are generated depends upon reading the works on time. Therefore, 10% of your grade will consist of reading quizzes and a reading blog. The purpose of this grade is to ensure that you have completed the reading on time and at least begun to think about larger course issues relevant to the text. Students can often earn a higher grade than their performance on tests and papers might indicate, simply by coming to class, participating in class discussion, and doing all of the reading on time. Reading quizzes are short quizzes given at the beginning of class. Reading quizzes cannot be made up because of late arrival to class or unexcused absence; if you wish to make up a reading quiz because of a medically excused absence, you must do so prior to the next class. You can miss one or two completely without penalty; the general goal is to demonstrate a pattern of consistent, regular reading.
“Talking Points”: In an effort to distribute the responsibility for an interesting class discussion, and to ensure a diversity of voices and representation of different disciplinary perspectives besides just my own, I have assigned a “talking point.” Each student will do a “talking point” for one of the readings on the syllabus. The student is asked to bring in something—a “visual aid” such as a photograph, a material object, a powerpoint with several images, 2-3 minutes of a video clip or an audio clip—and to use the “aid” as a springboard for discussion. (You should have one or two general questions ready to ask the class about your talking point to get discussion going.) There is no single “right” way to do this; a talking point might add to our historical knowledge of the particular reading’s context, may relate it to current events or pressing social issues or other concurrent historical events, may contradict a point in the reading, or something else. The point is to stimulate 7-10 minutes of discussion that is related very generally to the topic for the day but does not necessarily focus on it.

Formal Research Paper: As a general rule, the best papers will take account of our class discussion while doing independent research work and thinking on a self-chosen topic. My grading is based on a set of explicit criteria, which I will give you in writing. Generally, a “B” paper is one that does a good, solid job of meeting most or all of the criteria, but that lacks a more subtle and far-reaching understanding of the issues and ideas and/or has limited problems in some of the grading criteria. An “A” paper is one that is both “excellent” in all the basic criteria and seems to reflect the full complexity of the work(s) discussed. “A” range papers don’t just do a great job at meeting the requirements of the assignment; they stand out from average competent papers and strike readers as sophisticated in their writing and their discussion of difficult ideas. A “C” paper is meeting some of the criteria, but has some serious problems in some areas. A “D” paper is having trouble meeting the basic criteria, and/or shows signs of serious pitfalls that put the paper in danger of failing. An “F” paper fails to meet criteria and/or basic paper requirements (such as length), and/or manifests major pitfalls that can automatically fail a paper.

Conferences: I will be happy to read over and comment on working drafts of papers; however, I do require that you show your own commitment to this process by setting up a meeting time with me to discuss my comments. I also urge you to get drafts to me fairly early in order to be guaranteed my comments. I will not have time to meet with everyone about their paper in the week before the paper is due, so if you wait until then to ask for a conference you may find that I am already booked up. Obviously, those who schedule appointments with me early will receive first priority.

Papers must be turned in digitally through Blackboard “Assignments.” I will “return” papers with margin comments and grades by posting them digitally on Blackboard, as well. Papers must meet the minimum required word length. There is no penalty if the paper is longer than the specified length. Papers must be carefully typed, edited, and proof-read, must be double-spaced with one-inch margins, and must have correct MLA-style citation. Papers must also reflect the correct rules of grammar and spelling. Finally, all papers must be accompanied by a complete “List of Works Consulted” which is “signed” digitally by you.

If a paper is turned in late without a prior arrangement with me, it will automatically begin to accumulate a grade penalty which will increase according to degree of lateness, up to one full letter grade if the paper is turned in a week after it was due. I do not accept papers over a week late (unless there are extreme circumstances); and failure to turn in a paper is grounds for automatic failure in the course.

Writing Consulting: For help with your writing, I strongly encourage you to contact the KU Writing Center. At the Writing Center you can talk about your writing with trained tutors or consult reference materials in a comfortable working environment. You may ask for feedback on your papers, advice and tips on writing (for all your courses), or for guidance on special writing tasks. Please check the website at http://www.writing.ku.edu/students/ for current locations and hours. The Writing Center welcomes both drop-ins and appointments, and there is no charge for their services. For more information, please call (785) 864-2399 or send an e-mail to <writing@ku.edu>. The website is loaded with helpful information about writing of all sorts, so even if you consider yourself a good writer, check it out!

Plagiarism: Stealing and passing off as your own someone else’s ideas or words, or using information from another’s work without crediting the source, is called “plagiarism.” Some specific examples of actions that constitute plagiarism include pasting together uncredited information or ideas from the Internet or published sources, submitting an entire paper written by someone else, submitting a paper written for another class (and thus not original work), and copying another student’s work (even with the student’s permission). In order to avoid unintentional plagiarism and to represent your work honestly, you will need to be meticulous about giving credit to any and all sources, whether directly quoted (even a few words) or paraphrased.

Because one of the goals of this course is to help you improve your writing, plagiarism hurts you as much as it does anyone. If you plagiarize another’s work, you will not be receiving the needed feedback to improve your own writing. There will be a zero tolerance policy for any type of plagiarism in this class. All incidents of plagiarism will be penalized, reported, and kept on file in the English Department and the College of Liberal Arts and Sciences.

With each paper you turn in, I will ask you to complete a “List of Works Consulted,” in which you list all published books and articles, web sites, and so on, that you looked at before or during the writing of your paper. (If you did not consult any outside sources, you will need a signed statement saying so.) You will be asked to digitally sign the list to affirm that it accurately reflects all the sources you consulted.
The penalties for plagiarism are severe. If I catch a case of academic dishonesty, I will generally, at a minimum, fail the student for the course. **Plagiarism is very easy to catch!** For your sake, please don’t try it.

**Grading Policy:** In this course we will be using the +/- grading scale, approved by the College of Liberal Arts and Sciences to describe intermediate levels of performance between a maximum of A and a minimum of F. Intermediate grades represented by plus or minus shall be calculated as .3 units above or below the corresponding letter grade.

**Online course materials:** For your convenience, I am putting various course materials (such as the syllabus, paper assignments, study guides, and selected short readings) online through “Blackboard.” For the system to work, however, I strongly advise you to print out all Blackboard materials **ahead of time** (that is, by the time of the class period **before** the reading is assigned). Sometimes the technology fails and pages do not print out; you will still be responsible for reading the material if this happens. If something is wrong with the system, I need to know about it **before** the day that the reading is due! You can access our class online by doing the following: go to http://courseware.ku.edu and login. You will be asked for your “username” and password. Your “username” (or KU online ID) is the same as the one you use for “Outlook” email. (If you don’t have email through Outlook / Exchange, and therefore don’t have a KU online ID, you’ll need to create one. This is easy: just click on the screen where it says “you may create one.”) If you have not used Blackboard before, you need to set up your Blackboard username and password, which will be the same as your KU online ID and password. Just click on “You must set your Blackboard password.” If you’ve already used Blackboard, just go ahead and login as you always do. **It is very important that everyone login to Blackboard.** You will have no excuse for not having important materials, since they will be posted online. I am also asking everyone to check their email address (click the “tools” button, then click “personal information”). If this is not the email address you most commonly use, please change it! Once you are able to access our course, you can check the syllabus, announcements, assignments, and short readings online.

**Notes on Readings / Assignments:** All assignments, including paper due dates, are subject to change. However, unless notified otherwise in class, you must complete the readings by the assigned date. If you are absent from class, you are still responsible for any supplementary reading assignments announced in class, and for obtaining any handouts / readings distributed in class.

**Students with disabilities** The Academic Achievement & Access Center (AAAC) coordinates accommodations and services for all KU students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-4064 (V/TTY). Information about their services can be found at http://disability.ku.edu. Please contact me privately in regard to your needs in this course.

**Policy on Student Academic Creations:** Since one of the aims of this course is to teach students to write for specific audiences, ungraded student-authored work may be shared with other class members during the semester in which you are enrolled in the class. Please do not submit materials on sensitive subjects that you would not want your classmates to see or read, unless you inform me in advance that you do not want your work shared with others. Other uses of student-authored work are subject to the University’s Policy on Intellectual Property and the Family Educational Rights and Privacy Act. Because I will be asking to use your work as part of a portfolio for the Center for Teaching Excellence, I have attached a consent form authorizing such use to this syllabus. Please sign, date, and return to me if you consent to anonymous use of your work as part of the portfolio.

**Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been assaulted or harassed, and you wish to speak in confidence to a trained counselor, contact the Sexual Trauma and Abuse Care Center, at 785/843-8985 or http://stacarecenter.org/. You may also wish to contact Lawrence Memorial Hospital Emergency Room (785/505-6162). If you want to pursue disciplinary action or criminal charges against the perpetrator, you may contact Institutional Opportunity and Access, 785/864-6414 (instructions on how to file a complaint can be found here: http://ioa.ku.edu/file-complaint) and the KU Police (785-864-5900) or the Lawrence Police Dept. (785-830-7400). For more information, see the brochure, “Sexual Harassment and Sexual Assault: Information for Students,” under “Course Documents” on Blackboard.

*Note: These sections, as well as some others in the syllabus, have been copied (with permission) from “recommended wording” offered by the English Department and the Writing Center.*
<table>
<thead>
<tr>
<th>One</th>
<th>Thurs Jan 19</th>
<th>Readings</th>
<th>Other Assignments</th>
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<tr>
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<td>Introduction:</td>
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<td>Read: Universal Declaration of Human Rights; excerpt from <em>Is Everyone Really Equal?</em></td>
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<td>Two</td>
<td>Thurs Jan 26</td>
<td><strong>Slave Narrative</strong></td>
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<td>Read: Douglass, <em>Narrative of the Life of Frederick Douglass</em> (entire book)</td>
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<td>Three</td>
<td>Thurs Feb 2</td>
<td><strong>Holocaust Narrative</strong></td>
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<td>Read: Spiegelman, <em>Maus</em> (entire book)</td>
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<td>Read excerpts from <em>Evolution of International Human Rights</em> and <em>Inventing Human Rights</em></td>
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<td>Four</td>
<td>Thurs Feb 9</td>
<td><strong>Indigenous Peoples and Human Rights</strong></td>
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<td><strong>Guest Speaker:</strong> Nora Naranjo Morse is a Native American potter and poet living in New Mexico who is a member of the Santa Clara Pueblo. She will be giving a KU presentation after the class on her project which deals with the historical treatment of Pueblo people by a Spanish conquistador during the late 1500s, and which considers history retold by indigenous peoples.</td>
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<td><strong>Strongly Recommended:</strong> Nora Naranjo Morse Public Lecture, 5:30-7:00, Spencer Museum of Art Auditorium</td>
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<td>Read: Nance, <em>Can Literature Promote Justice?</em> (excerpts); Dawes, <em>That the World May Know</em> (excerpts)</td>
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<td><strong>Please be working on Menchu Reading for Feb 23</strong></td>
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<td>Five</td>
<td>Thurs Feb 16</td>
<td><strong>GBQTQ and Human Rights</strong></td>
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<td><strong>Guest Speakers:</strong></td>
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<td><strong>Sarah Schulman</strong> is the Co-Founder of MIX: NY LGBT Experimental Film and Video Festival, Co-Director ACT UP Oral History Project (<a href="http://www.actuporalhistory.org">www.actuporalhistory.org</a>), US Coordinator of the first LGBT Delegation to Palestine</td>
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<td><strong>David Brown</strong> is a Lawrence KS attorney specializing in LGBTQ issues</td>
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<td>Read excerpts from <em>Is Everyone Really Equal?</em></td>
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<td>Six</td>
<td>Thurs Feb 23</td>
<td><strong>The Case of Guatemala’s Indigenous</strong></td>
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<td>Read: Menchu, <em>I Rigoberta Menchu</em> (selected chapters)</td>
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<td>Week</td>
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<td>Readings</td>
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<td>Seven</td>
<td>Thurs Mar 2</td>
<td><strong>Guest Speaker:</strong> &lt;br&gt; <strong>Cécile Accilien</strong>, Associate Professor of African and African-American Studies at KU, Director of the Institute of Haitian Studies &lt;br&gt; Read Alvarez, <em>In the Time of the Butterflies</em> (excerpts); Dove, “Parsley” &lt;br&gt; <strong>Strongly Recommended: An Evening with Julia Alvarez</strong> &lt;br&gt; March 5, 7:00 PM, Lied Center &lt;br&gt; Please be reading Danticat as well for next week</td>
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<td>Nine</td>
<td>Thurs Mar 16</td>
<td><strong>Immigration and Human Trafficking</strong> &lt;br&gt; <strong>Possible guest speakers:</strong> &lt;br&gt; Hannah Britton, Associate Professor of Political Science at KU, human trafficking &lt;br&gt; Lua Yuille, Associate Professor of Law at KU, immigration &lt;br&gt; Angela Ferguson, Immigration Attorney, Kansas City &lt;br&gt; Read Orner (editor), <em>Undocumented America</em> (excerpts) &lt;br&gt; Please be working on reading <em>The Devil’s Highway</em> during Spring Break!</td>
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<td>March 20-24</td>
<td><strong>Spring Break</strong></td>
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<td>Ten</td>
<td>Thurs Mar 30</td>
<td><strong>U.S. Immigration</strong> &lt;br&gt; Urrea, <em>The Devil’s Highway</em> (excerpts)</td>
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<td>Eleven</td>
<td>Thurs Apr 6</td>
<td><strong>The Case of Sudan</strong> &lt;br&gt; Eggers, <em>What is the What</em> (first half, excerpts) &lt;br&gt; Dawes, excerpts</td>
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<td>Twelve</td>
<td>Thurs Apr 13</td>
<td>Eggers, <em>What is the What</em> (second half, excerpts)</td>
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<td>Thirteen</td>
<td>Thurs Apr 20</td>
<td><strong>Racial Violence in the US</strong> &lt;br&gt; Coates, <em>Between the World and Me</em></td>
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<td>Fourteen</td>
<td>Thurs Apr 27</td>
<td>Coates, continued. Class conclusions.</td>
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<td>Fifteen</td>
<td>Thurs May 4</td>
<td>Research presentations</td>
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