**General Education Course Inclusion Proposal**

**PERSPECTIVES ON SOCIETY**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number: FR310**

**Home Department: Modern Languages and Literatures**

**Department Chair Name and Contact Information** (phone, email): Timothy Compton, x1107, tcompton@nmu.edu

**Expected frequency of Offering of the course** (e.g. every semester, every fall): every winter

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

A. Overview of the course content

An overview of early European history; a comprehensive view of France's geography and 2,000 years of social customs and how they are reflected in the arts, music, architecture and literature. The course includes aspects of the interaction between France and the United States.

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes

*Critical Thinking*: ~~Students must assess information as they research their presentation topic, come to an understanding about what they have researched, and present that information in both a formal classroom presentation and a more informal poster presentation.~~ In their exams, students must assess the information they have learned through course readings and discussions, integrate that new knowledge with their existing knowledge about American culture, and respond appropriately to questions in a variety of formats, including essay questions that require students to provide evidence in support of their arguments.

*Perspectives on Society*: Through an analysis of geography, history, social structures, and cultural production such as art, music, and cinema, students learn about the continuities, ruptures and transformations of French society. By the end of the semester students will have acquired significant new perspectives on a society that was once largely unfamiliar to them.

C. Describe the target audience (level, student groups, etc.)

FR310 is an upper-division course taught in English. Students must have successfully completed EN211 or obtained instructor’s permission, but the course is open to students of any major.

D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)

FR310 counts as an elective toward the French major or minor.

E. Provide any other information that may be relevant to the review of the course by GEC

**PLAN FOR LEARNING OUTCOMES
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | ~~Task type and frequency: Students will work on a group project about a particular region of France. The assignment requires students to assess information as they research their topic.~~~~Overall Grading Weight: 35%~~Task type and frequency: Students will take 2 written exams that require them to assess what they have learned in order to respond appropriately and adequately.Overall Grading Weight: 30%Expected Proficiency Rate: Since this course is open to students from all disciplines, we anticipate a success rate of 75%. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | ~~Task type and frequency: Students will work on a group project about a particular region of France. As a result of their research, students will come to have a better understanding of the traditions of their chosen region.~~~~Overall Grading Weight: 35%~~Task type and frequency: Students will take 2 written exams that require them to call on both their previous knowledge and the knowledge gleaned from course readings and discussions (by comparing American and French cultural norms and practices, for example).Overall Grading Weight: 30%Expected Proficiency Rate: Since this course is open to students from all disciplines, we anticipate a success rate of 75%. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | ~~Task type and frequency: Students will work on a group project about a particular region of France. Students will evaluate their research and distill it into both a formal classroom presentation and a more informal poster presentation.~~~~Overall Grading Weight: 35%~~Task type and frequency: Students will take 2 written exams that will include essay questions requiring them to formulate an argument and provide support for their reasoning.Overall Grading Weight: 30%Expected Proficiency Rate: Since this course is open to students from all disciplines, we anticipate a success rate of 75%. |

**PLAN FOR LEARNING OUTCOMES
PERSPECTIVES ON SOCIETY**

*Attainment of the PERSPECTIVES ON SOCIETY Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Analysis of society**  | Analysis of social issues, structures and processes or events | Task type and frequency: Students will take 2 written exams that require them to analyze the structures of and issues important to French society.Overall Grading Weight: 30%Expected Proficiency Rate: Since this course is open to students from all disciplines, we anticipate a success rate of 75%. |
| **Ethical Issues** | Addressing ethical issues in society | Task type and frequency: Students will take 2 written exams that call for discussion of the ethical implications of a number of historical events and social issues in France. Overall Grading Weight: 30%Expected Proficiency Rate: Since this course is open to students from all disciplines, we anticipate a success rate of 75%. |
| **Development and context of society** | Explore themes in the development of human society | Task type and frequency: Students will take 2 written exams that require them to reflect on and analyze parallels and differences between French cultural institutions and the traditions of other countries, particularly the United States.Overall Grading Weight: 30%Expected Proficiency Rate: Since this course is open to students from all disciplines, we anticipate a success rate of 75%.(Note: Although formal assessment will take place through exams, analysis of social structures, ethical issues, the development of French society, and connections to other cultural traditions will also take place during class discussions on a daily basis.) |

**FR310: INTRODUCTION TO FRENCH CULTURE AND CIVILIZATION**

**Winter 2015**

**Dr. Tara Foster**



 **CLASS OFFICE**

 **MW Whitman 171**

 **3p-4:40p 227-1814**

 **West Science 2812 tafoster@nmu.edu**

**Textbooks**

Robert Cole, *A Traveller’s History of France*, 8th ed. (2008)

Andrew Whittaker, ed., *Speak the Culture: France* (2008)

Additional readings will be distributed as photocopies or made available on EduCat.

**Coursework**

**Preparation of readings and active participation in class discussions = 20%**

 This class is centered on discussion, not on lectures, and attendance is necessary for participation in class discussion. You are permitted three absences, excused or unexcused. USE THEM WISELY. Beginning with your fourth absence, **2% will be deducted from the percentage of your final grade**. THIS COULD EASILY TRANSLATE INTO LOSING A FULL LETTER GRADE (OR MORE) FOR YOUR FINAL GRADE. If you miss class, it is your responsibility to find out what the assignment is, whether there are any supplementary readings for the next class period, and to get a copy. There will be additional readings for most class periods, so be sure to check EduCat for them if they were not handed out in class. You are responsible for reading all materials posted on EduCat as well as all materials distributed in class. You are also responsible for all other information and announcements posted in this syllabus, posted on EduCat, sent via email, and distributed or made in class. If you are in doubt or think you might have missed something, look at your resources first and then ask questions!

**Additional homework and informal class presentations = 15%**

 In addition to the readings assigned to the whole class, I will assign related readings or web research to you and a few other classmates as part of your homework. You will confer with those students to compare your findings and give an informal presentation to the class to help us expand on the topic currently under discussion. Each person in the group must contribute something to the presentation and turn in his or her notes on the assignment. Failure to do these assignments will hurt your grade badly since there won’t be a large number of them.

 Take notes and pay attention to your classmates when they are presenting their information, ***because it will appear on the exams***.

**Group Presentation and Poster Project = 35%**

 You will work in groups of 3-4 to research a region of France and its traditions, cuisine, historical or other sites of interest, etc. Your group will give a formal presentation to the class using Power Point for visual support and will also create a poster for display at a showcase that will be open to the public. You are not required to have your poster ready when you give your presentation, but your presentation should include at least some of the visuals that you will use in your poster. ArtStor ([http://library.nmu.edu/news/artstor.htm](file:///C%3A%5CUsers%5Ctafoster%5CDocuments%5CDept%20Files%20%40%20NMU%5CGEC%20Proposals%5C%28http%3A%5Clibrary.nmu.edu%5Cnews%5Cartstor.htm)) is an excellent source for images. As you research the area and its cuisine, you will also select a regional culinary specialty to prepare; your presentation must include your research about this dish (history, whether it is eaten at particular times, etc.). Please take advantage of the available course guide ([http://library.nmu.edu/guides/courseguides/fr310foster.htm](file:///C%3A%5CUsers%5Ctafoster%5CDocuments%5CDept%20Files%20%40%20NMU%5CGEC%20Proposals%5C%28http%3A%5Clibrary.nmu.edu%5Cguides%5Ccourseguides%5Cfr310foster.htm)) as you do your research. Length of presentation for a group of 3 is 24-27 minutes, and length for a group of 4 is 32-36 minutes. Each member of the group should speak for the same amount of time.

 On the day of your class presentation, your group will distribute a list of 4-5 questions that your classmates should be able to answer after listening to you. A selection of these questions will appear on the final exam. Your group will give me a copy of the Power Point presentation on a flash drive on the day of your presentation, and each member of the group will turn in a summary of the research that s/he contributed to the project. The summary should include all sources, cited in MLA style (see the Olson Library webpage for citation examples), and must be typed and turned in on the day of the presentation. Please note that by summary, I do not mean an outline. This is a formal writing assignment that will explain over the course of two to four pages what you learned. Do not explain the logistics of how you learned it (“First, I went to the library and found this book . . .”). You must cite at least two print sources. Unlike your supplementary homework assignments, exclusively online sources will not be adequate (note that Wikipedia is not an adequate source for ANY assignment!!). Refer to the course guide for tips on finding and ordering materials through the library. Late summaries will not be accepted.

 On the day of the showcase, you will bring your poster and your prepared regional dish to serve to attendees. If possible, find a (free) recording of traditional regional music to play from your laptop as background music. Since people will come to sample your cooking and find out more about the different regions of France, be prepared to present them with the information that you already presented to the class. Your group will also give me a PDF of your recipe that includes annotations (information about when/why the dish is eaten as well as any tricky preparation elements that you encountered) and illustrations (at least one of the final product and at least one in-progress photo). Late recipes will not be accepted.

 If you do not do your fair share of the work for the group project, your group can approach me to ask if they can fire you, as you would be fired from a job for poor performance. Do not put yourself in this situation!

**Midterm Exam = 15%**

**Final Exam = 15%**

The exam will be given only at the time and date listed below; make travel plans accordingly!

*\*\*\*If you are taking this course* ***for credit toward the French major or minor****, you* ***must*** *have:*

*1) declared the French major or minor AND*

*2) passed FR300 with a C or better*

*Your research summary and your reflection paper will be written in French, as may some of your responses on the midterm and final exams; you may also have some reading assignments in French.*

*You will also attend at least two meetings of the French Table and participate in the conversation. You will hand in a brief (one paragraph per meeting) report in French on the topics discussed and the questions and answers that you found most interesting.*

*PLEASE NOTE: If you have not already declared the major or minor and successfully completed FR300, you will NOT be able to retroactively count this class toward the major or minor! The class will still have fulfilled your upper-division Liberal Studies requirement, but you will not be able to use it to fulfill major or minor credits at a later time.*

*\*\*\*If you are taking the course* ***for French certification****, meaning that you are taking this course and you have or will have completed the language classes through the end of the intermediate level (FR202), you will not be required to do writing or reading assignments in French since they will be too advanced for you at this stage. You will be required to attend two sessions of the French Table and turn in a brief report in French.*

**Learning Outcomes**

Upon successful completion of this course, students should be able to:

* Demonstrate knowledge of the culture of a particular region of France (as measured by the research summary).
* Communicate that knowledge effectively (as measured by the Power Point and poster presentations).
* Assess key differences between French and American culture in areas such as language and education (as measured by the exam).

**Laptop Use**

In general, you will not need to use your laptop during class time, but you will use it extensively outside of class to complete your homework, access additional readings, etc. We will do some other activities in class that will require your laptop; you will be notified that you should bring them with you.

 Inappropriate use of laptops during class (checking e-mail, Facebook, and so forth) will severely damage your participation grade. If you have your laptop open but have not been asked to bring it to class, ***I will mark you absent for the day***. If you have been asked to use your laptop to do an in-class assignment and I see you using your laptop for things that are not related to our classwork, ***I will mark you absent for the day***. ***The same policy applies to using your phones, iPods, or any other devices during class time***.

**Disability Services**

 If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Disability Services Office at 2001 C. B. Hedgcock (227-1700). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines.

**Course Calendar** (Note that with the exception of the final exam, dates and assignments are subject to change, especially if we have any snow days!)

**January 12** *Introduction*

**January 14** *Geography and Regions*: Whittaker 1.1

 *Pre-History, Merovingians and Carolingians*: Whittaker 1.2.1, Cole Ch. 1 & 2

**January 19** \*Martin Luther King Day – No Class\*

**January 21** *Capetians, Valois and Bourbons*: Cole Ch. 3, 4 & 5

**January 26** Film

**January 28** *Monarchy, Empire and Republic*: Whittaker 1.2.2; Cole Ch. 6, 7 & 8

**February 2** *Contemporary France*: Whittaker 1.2.3, Cole Ch. 9 & 10

**February 4** Film

**February 9** *Language and Identity*: Whittaker 1.3

**February 11** *Religion, Immigration and Politics*

**February 16** *Education*: Whittaker 8.6

**February 18** *Sports, Leisure & Tourism*: Whittaker 8.7 (pp. 290-291) & 8.8

**February 23** Online Review

**February 25** *Midterm Exam*

**March 9** *Fêtes and Festivals*: Whittaker 8.7 (pp. 289-290)

**March 11** *Music*: Whittaker 4.1

**March 16** *Art*: Whittaker 3.1

**March 18** *Cinema*: Whittaker 5.1

**March 23** Film

**March 25** Film

**March 30** *Sex and Gender, Love and Friendship*: Whittaker 8.1 & 8.2

**April 1** \*\*No Class – Work on group projects\*\*

**April 6** *Food and Drink*: Whittaker 7.1

**April 8** *Food and Drink*: Whittaker 7.2

**April 13**  Group Presentations

**April 15** Group Presentations

**April 20**  SHOWCASE DAY

**April 22** In-Class Review

**FINAL EXAM: Thursday, April 30 from 2pm to 3:50pm**