**General Education Course Inclusion Proposal**

**HUMAN EXPRESSION**

*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:** FR 362: Survey of French Literature of the 18th and 19th Centuries.

**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): A literature course is offered every fall.

**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)*

This course focuses on a combination of or a specific genre or author of the French literature from the Medieval Period to the seventeenth century.

A. Overview of the course content

This course is the study of the various genres and/or authors of French literature of the Medieval Period to the seventeenth century: poetry, narrative, drama, and essay. This and other literature courses use the same format and apply it for learning and analyzing texts and cultural artifacts of that period. Please see “Textes à acheter pour la classe” for the varying texts for each literature course

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

*Critical Thinking* is an important learning outcome of the study of French literature because this course integrates analysis in the study of the works of French literature as well as calls for critical observations on the part of the students in their studies of a literary work representing a culture foreign to their own.

*Human Expression* is an important element in the study of French works in this course. Students learn the role of aesthetic in the human experience through a study of literature, which could also include other artistic creations as well as rhetorical expression. Through in-class small-group work, whole class activities and discussion, written assignments at home and/or in class, as well as oral individual presentations students examine critically ideas and questions concerning human expression and creativity. Additionally, integrating alternate interpretations or contradictory perspectives or ideas is foundational to this course, in which students study French literature. In their efforts to navigate between the views expressed by their own society and those manifested by the French literary works, students will have to clearly identify and precisely articulate the particularities of each, and thus arrive to a deeper understanding of human expression.

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

French majors and minors who have completed at least one advanced French writing course (FR300 or FR 400), would be the target audience.

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

This course would satisfy a requirement of advanced French electives for a French major or minor.

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

The Syllabus is in French. I have included in this proposal detailed information in English on the format of the class and all assignments, including most importantly those that will be assessed and the means by which the assessment addresses the required criteria of all dimensions.

**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: Writing assignments with revisions (one of which may include a peer review), and/or essay exams, of two to three pages; and an oral presentation based on readings. Completing these assignments will involve analyzing evidence presented in works of the period, integrating ideas, and evaluating arguments.  Frequency: Two to three individual writing assignments and one oral presentation.  Overall grading weight: 50%  Expected Proficiency Rate: 80%  Task Type: Prepared individual oral responses to readings for small-group and/or whole class discussions, which will lead each student to building towards writing assignments. Completing these assignments will involve analyzing evidence presented in the literary works, integrating ideas, and evaluating arguments.  Frequency: For nearly every class meeting.  Overall grading weight: 30%  Expected Proficiency Rate: 80% (We expect that early in the semester a much smaller number of students will show proficiency, but that as the semester continues, students practice and application of feedback will increase proficiency rate.) |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | Task Type: Writing assignments with revisions (one of which may include a peer review), and/or essay exams, of two to three pages; and an oral presentation based on readings. Completing these assignments will involve analyzing evidence presented in the literary works, integrating ideas, and evaluating arguments.  Frequency: Two to three writing assignments and an oral presentation.  Overall grading weight: 50%  Expected Proficiency Rate: 80% (We expect that early in the semester a much smaller number of students will show proficiency, but that as the semester continues, students practice and application of feedback will increase proficiency rate.)  Task Type: Prepared oral responses to readings for small-group and/or whole class discussions. Completing these assignments will involve analyzing evidence presented in the literary works, integrating ideas, and evaluating arguments.  Frequency: For nearly every class meeting.  Overall grading weight: 30%  Expected Proficiency Rate: 80% (We expect that early in the semester a much smaller number of students will show proficiency, but that as the semester continues, students practice and application of feedback will increase proficiency rate.) |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | Task Type: Writing assignments with revisions (one of which may include a peer review) of two to three pages, and/or essay exams; and an oral presentation. Completing these assignments will involve analyzing evidence presented in the literary works, integrating ideas, and evaluating arguments.  Frequency: Two to three writing assignments and an oral presentation.  Overall grading weight: 50%  Expected Proficiency Rate: 80% (We expect that early in the semester a much smaller number of students will show proficiency, but that as the semester continues, students practice and application of feedback will increase proficiency rate.)  Task Type: Prepared oral responses to readings for small-group and/or whole class discussions. Completing these assignments will involve analyzing evidence presented in the literary works, integrating ideas, and evaluating arguments.  Frequency: For nearly every class meeting.  Overall grading weight: 30%  Expected Proficiency Rate: 80% (We expect that early in the semester a much smaller number of students will show proficiency, but that as the semester continues, students practice and application of feedback will increase proficiency rate.) |

**PLAN FOR LEARNING OUTCOMES  
HUMAN EXPRESSION**

*Attainment of the HUMAN EXPRESSION 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** |
| **Knowledge of the role of the aesthetic** | Demonstrate comprehension of the role of aesthetic in the human experience including artistic, literary, and rhetorical expression. | Task Type: Writing assignments with revisions (one of which may include a peer review) of two to three pages, and/or essay exams; and an oral presentation. Completing these assignments will involve analyzing the role of aesthetic in the human experience in literary expression, but may also involve other forms of artistic and rhetorical human expression.  Frequency: Two to three writing assignments and an oral presentation.  Overall grading weight: 50%  Expected Proficiency Rate: 80% (We expect that early in the semester a much smaller number of students will show proficiency, but that as the semester continues, students practice and application of feedback will increase proficiency rate.)  Task Type: Prepared oral responses to readings for small-group and/or whole class discussions. Completing these assignments will involve analyzing the role of aesthetic in the human experience in literary expression, but may also involve other forms of artistic and rhetorical human expression.  Frequency: For nearly every class meeting.  Overall grading weight: 30% for the assessed assignments  Expected Proficiency Rate: 80% |
| **Innovative Thinking** | Create or adapt activities, ideas, or questions expressing both creativity and experience | Task Type: Writing assignments with revisions (one of which may include a peer review) of two to three pages, and/or essay exams; and an oral presentation. In these assignments students will question and discuss ideas manifested in the texts under analysis in class.  Frequency: Two to three writing assignments and an oral presentation.  Overall grading weight: 50% for the assessed assignments  Expected Proficiency Rate: 80% (We expect that early in the semester a much smaller number of students will show proficiency, but that as the semester continues, students practice and application of feedback will increase proficiency rate.)  Task Type: Prepared oral responses to readings for small-group and/or whole class discussions. In these assignments students will question and unveil ideas manifested in the texts under analysis in class.  Frequency: For nearly every class meeting.  Overall grading weight: 30% for the assessed assignments  Expected Proficiency Rate: 80% (We expect that early in the semester a much smaller number of students will show proficiency, but that as the semester continues, students practice and application of feedback will increase proficiency rate.) |
| **Acknowledging contradictions** | Integrates alternate interpretations or contradictory perspectives or ideas. | Task Type: Writing assignments with revisions (one of which may include a peer review) of two to three pages, and/or essay exams; and an oral presentation. In these assignments students will question ideas that express human creativity and experience. Students will incorporate a variety of critical perspectives and approaches into their written work.  Frequency: Two to three writing assignments and an oral presentation.  Overall grading weight: 50% for the assessed assignments  Expected Proficiency Rate: 80% (We expect that early in the semester a much smaller number of students will show proficiency, but that as the semester continues, students practice and application of feedback will increase proficiency rate.)  Task Type: Prepared oral responses to readings for small-group and/or whole class discussions. In these assignments students will question ideas that express human creativity and experience. In their discussions, students will be exposed to a wide variety of potential “readings” of the texts at hand.  Frequency: For nearly every class meeting.  Overall grading weight: 30% for the assessed assignments  Expected Proficiency Rate: 80% (We expect that early in the semester a much smaller number of students will show proficiency, but that as the semester continues, students practice and application of feedback will increase proficiency rate.) |

**Français 362: Les Époques littéraires**

**du 18e et du 19e siècles**

**Description générale du cours:** Dans ce cours nous allons nous concentrer sur certains représentations de genre et de formes d’arts comme la poésie, la nouvelle, le roman, la peinture et la philosophie du dix-huitième et du dix-neuvième siècles. Le but du cours c’est d’approfondir la connaissance des œuvres créatrices de la France aussi bien que de comprendre les esthétique qui dominaient ces époques.

**Textes à acheter pour la classe :** *Le Jeu de l’amour et du hasard (*Marivaux)*, Manon Lescaut* (Prévost)*, Adolphe* (Constant).

Le calendrier est sujet à modification.

**Janvier**

14 Introduction au cours. Introduction au 18e siècle et à Marivaux, discussion, lecture et *Jeu de l’amour et du hasard*. Devoir: *Jeu*,pp. 35-55.

17 Discussion de la lecture. Devoir: *Jeu*, pp. 55-75.

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21 Discussion de la lecture. Devoir: pp. 75-94.

24 Discussion de la lecture. Devoir: pp. 94-121. **Un Compte rendu (2 étudiants).**

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28 Discussion de la lecture. Introduction à Prévost. Devoir: *Manon Lescaut*, pp. 33-53.

31 Discussion de la lecture. Devoir: pp. 54-74.

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**Février**

4 Discussion de la lecture. Devoir: pp. 75-95. **Un Compte rendu (2 étudiants).**

7 Discussion de la lecture. Devoir: pp. 96-117.

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11 Discussion. Devoir: pp. 119-34.

14 Discussion. Devoir: pp. 135-50.

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18 Discussion. Devoir: pp. 151-70.

21 Discussion. Devoir: pp. 171-188. **Un Compte rendu (2 étudiants).**

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25 **Examen de mi-semestre. Cahier à rendre.**

28 Introduction 19e siècle et romantisme. Devoir: Poèmes choisis.

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**mars**

11 Discussion, lecture. Devoir: Poèmes choisis.

14 Discussion, lecture. Devoir: Poèmes choisis. **Exposé sur *Manon Lescaut*** à rendre en classe. Révision le 25 à rendre en classe.

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18 Discussion de la lecture. **Compte rendu (2 étudiants).**  Devoir: *Adolphe*, ch. 1-2.

21 Discussion. Devoir: Ch. 3-4.

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25 Discussion. Devoir: Ch. 5-6.

28 Discussion. Devoir: Ch. 7-8.

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**avril**

1 Discussion. Devoir: Ch. 9-10.

4 Introduction au réalisme. Activités sur le film “Madame Bovary.” Devoir: **Le Film.**

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8 Discussion du film “Madame Bovary.”

11 Introduction au naturalisme et à Émile Zola. Devoir: une nouvelle de Zola.

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15 Discussion. Devoir: nouvelle de Zola. **Exposé** (sans révision) **sur *Adolphe*** à rendre en classe.

18 Discussion. Devoir: nouvelle de Zola.

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22 Discussion. Devoir: Zola. **Compte rendu (1 étudiant).**

25 Discussion et conclusion.

Période alternative: **Examen final. Cahier à rendre.**

**Travail faire pour le cours:**

A. Deux exposés à rendre en classe (15% chacun): 2-3 pages écrites sur les thèmes discutés en classe.

B. Un Compte rendu (15%): 1-2 pages écrites à distribuer en classe à vos collègues et une présentation orale (10-15 minutes) sur l’oeuvre traitée de la liste supplémentaire. Le texte écrit sera plus ou moins un compte rendu, un résumé ou description de l’oeuvre. Pour la présentation orale, considérez des phénomènes tels que 1) les aspects que vous considérez comme les plus importants, les plus significatifs et les raisons derrière votre choix 2) les rapport entre l’oeuvre traitée et celle étudiée en classe 3) ce que l’oeuvre traitée révèle à propos de nos thèmes principaux de ce cours, si la question s’applique.

C. Deux examens (20% chacun): examens d’essai écrits en classe.

D. Présence et participation active en classe et votre cahier avec une section de grammaire ou vous notez le nouveau vocabulaire et toutes les corrections grammaticales. (15%): Je vais regarder votre cahier mi-semestre et à la fin du cours pendant que vous rédigez votre examen.

**Remarques Finales:** N’oubliez pas qu’il faut être préparer, qu’il faut venir en classe, et participer activement aux discussions. Puisque votre présence est si importante, si vous manquez plus de 3 classes votre note pour la participation sera baissée d’une lettre pour la quatrième absence et pour chaque autre absence.Également, deux fois de retard vont compter pour une absence.

**Je voudrais souligner que** je suis à votre disposition pour discuter votre progrès personnel, pour vous aider autant que possible à n’importe quel moment dans le semestre. Je tiens à ce que le cours soit aussi enrichissant que possible pour vous. Vous pouvez toujours arranger un rendez-vous pendant mes heures de bureau. Mon numéro de téléphone au campus est 227-2648

ADA Statement:

If you have a need for disability related accommodations or services please inform the Coordinator of Disabilities Services in the Disability Services Office located in Room 1104 of the University Center (227-1737; TTY 227-1543). 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