Modern and Classical Languages and Literatures

Program Review

2015-2021
**Introduction: Narrative**

**A Second Season of Change**

Just as the department’s last program review opened by noting that the preceding period (2010-2016) had been one of dramatic, sweeping changes for the department, the same can be said of the current review period, 2016-2022. Some elements of this recent change have been the anticipated and continued results of the great shifts in department history mentioned in that 2016 document: generational turnover (2011-2014) that reduced the department to two tenured faculty members, and the merger that joined Modern and Classical Languages and Literature (MCLL) and Philosophy and Religion into one administrative unit (i.e., shared department head and administrative assistant) with two departments. Other elements of change, especially certain curricular developments, have arisen in response to goals set in the wake of the last review. Finally, other changes created by forces outside the department, such as the developments at the University of Tennessee at Chattanooga (UTC) and national phenomena, have also taken place. Looming large at the moment are the very significant impacts of the COVID pandemic upon our programs.

The remainder of this introduction will be devoted to surveying the developments of the past six years, highlighting both the accomplishments of the department as well as the challenges that have come into view. A more detailed perspective will emerge in the subsequent chapters of this document.
Tenuring a New Generation

The department is now harvesting the fruit of the intensive recruitment and hiring that took place around the time of our last review. To replace the severely depleted tenure-track (TT) ranks, four assistant professors were added to the faculty and thus doubled the total from four to eight. Over the last eight years, a great deal of the department’s energy went into the development of these faculty. The new members worked tirelessly to develop courses, calibrate their teaching to UTC’s culture, publish articles, etc. Meanwhile, the few tenured members and departmental leadership took on a great deal of service in order to allow junior colleagues the space they needed to develop their research agendas. This investment of energy has seen excellent returns. All four of the assistant professors developed successful teaching portfolios and strong research agendas, with three now being tenured associate professors and the fourth at the final stages of tenure and promotion—her candidacy having unanimous support in the department and working its way through the higher levels of review. This transformation in departmental ranks has brought and will continue to bring benefits. For example, there is a much larger Rank Tenure and Promotion Committee that will soon be freed from the need of taking on external members. The service work of the department can now be more broadly distributed and can increase in volume, making new initiatives possible. Finally, these new associate professors, with more room to breathe, can start to enhance their connections around the university in new ways and make their influence felt.

Since the last review, the department has also hired 50% of its non-tenure-track (NTT) full-time faculty (three of six lecturers). In total, MCLL has recruited, hired, and mentored half of all its full-time members (13 members – with one member recruited from NTT to TT) over the last eight years, laying a solid foundation for the future. By all accounts, these faculty members
have coalesced into a highly collegial community. There is a good deal of mutual support, collaboration, and esteem between colleagues. Rounding out this picture is the team of part-time instructors who teach a good number of lower-level language courses as well as general education (GE) sections at various levels. While some have retired in the past six years and others have been recruited (especially for the fast-growing Classics GE), there has also been some continuity in the ranks over many years.

A Peaceful Merger and a New Home

When the last program review was written, the department was one year into a new “merger” with Philosophy and Religion, something brought on by the upper administration as part of a series of reorganizations in the College of Arts and Sciences (CAS) intended to streamline and cut costs. Now that MCLL has been a part of this merger for seven years, more can be said about its effects. By way of background, some details about this unusual administrative structure should be given. In 2014, the provost and CAS dean announced that departments in the college with under 100 majors—MCLL was in the 80s—were going to be merged, and that departments could either propose a plan or else a plan would be imposed on them. The heads of MCLL and Philosophy and Religion proposed a merger that would entail sharing a single administration (department head and administrative assistant, with an associate head from each department) while avoiding any blending of the two departments themselves in terms of curriculum, bylaws, websites, budgets, committees, name, etc. The intention was to negotiate the safeguarding of the disciplinary integrity, identity, and longstanding cultures of the two departments. This arrangement was accepted by the administration and stands to this day, such that there are two distinct departments managed by the same person. It is a unique arrangement in CAS, since all of
the other mergers involved name changes, shared bylaws and committees, a common website, etc. Over time, it has proved to be peaceful. Given that the same person has been department head for all seven years of the merger, it does remain to be seen how the transition to the next department head will unfold, since the two departments have divergent interests surrounding the question as to who the next department head will be. MCLL, feels that someone on the language side is needed in order to manage the very complex machinery of the language requirement, the language pedagogy, study abroad, the greater number of students, etc.

The only significant consequence of the merger for MCLL in recent years has been the need to move from its home of many decades in Brock Hall to Lupton Hall (the enormous and recently renovated former campus library) for the sake of “co-location” with Philosophy and Religion. Prior to 2019, the departments had been housed on opposite sides of the campus while Lupton Hall was in the process of renovation. MCLL’s department head was involved in influencing (to a small degree, it turns out) the final shape and look of the departmental space through many meetings with the architects and UTC’s Facilities department over several years. When it came time to move, all faculty had to vacate their spaces and establish their new offices. Departmental leadership had to deal with around 50 years of departmental files and equipment, while also working to make the new space livable and dealing with the issues that inevitably arise in such a transition. In a sense, the successful move has been one of the labors and accomplishments of the department in recent years. In terms of quality, there is no question that the space in Lupton Hall is better than the former home in Brock Hall: even if the offices are smaller, every full-time faculty now has a private office—this was not previously the case—and the light, aesthetics, condition, dimensions of the suite are definitely superior to the department’s old home. A beautiful seminar/meeting room (shared with Philosophy and Religion), along with a
new Language Lab, are among the highlights. In other respects, the impact of the move is not yet clear, especially as it coincided closely with the time of the global pandemic which greatly reduced foot traffic. Because the department has been moved from the ground floor of a very central building to a back, upper corner of a somewhat less central building, there is considerable worry that students will not come into the space as they used to do. If this proves to be the case, it could hinder our efforts towards community, retention, and recruitment.

**Initiatives, Accomplishments, and Positive Developments Since Last Program Review**

Other than personnel, the largest area of initiative in the past six years has been curriculum. In structural terms, the most significant curricular changes have been the redesign of the former Latin major concentration (philologically based) into a Classics concentration (2020) that lays more emphasis on cultural study, and the creation of a new Latin American Studies major concentration (2021) that offers an interdisciplinary approach to Latin America without any required language component beyond the two years required for the B.A. degree. Thus, the department catalog has shifted from three concentrations, *B.A.: Modern and Classical Languages and Literatures: French, Latin, Spanish*, to four: *B.A.: Modern and Classical Languages and Literatures: Classics, French, Latin American Studies, Spanish*. Both changes were aimed at expanding the department’s reach beyond students focused on language study to a larger portion of the student body who may be seeking a stimulating Liberal Arts education without a heavy emphasis on language study beyond the 2-year requirement. In both of the new concentrations, students may choose to take additional language courses. The hope is that these new curricular pathways will allow for an increase in the number of departmental majors. So far, the new Classics concentration is proving successful with an increase from four to 10 majors over
the last few years. The Latin American Studies program, after being on the catalog for just six months, is filling sections of its introductory course (LTAM 1250 – Intro. to Latin American Studies) but has not yet attracted enrollment of majors and minors. It has become clear that a director is needed to promote this program through the planning of events, networking with interdisciplinary partners, etc., and conversations are currently underway to get a director in place. In addition to these major curricular developments, the Spanish and French major concentrations have undergone smaller modifications in order to make the pathway towards completion smoother for students. Namely, there has been a decrease in the number of required classes and an increase in the number of electives, such that students are less likely to be slowed by the need to wait for certain courses to appear in the rotation.

Alongside new concentrations are new faculty-led study abroad programs that have been added since the previous program review. Spanish has created a Latin American summer program in Costa Rica to complement the program in Alcalá, establishing a rotation of alternate years. The second study abroad option will appeal to a portion of Spanish students and certainly future students in Latin American Studies. French has developed a partnership with the Rollins College of Business and will be running a joint program this coming summer for the second time. The Classics program has offered a spring break trip to Rome that is tied to a popular GE course (CLAS 1200 Legendary Rome) and will be offering it again in March 2022 with a group of 20 students as the first faculty-led trip on campus since the onset of the pandemic. In addition, a Greece summer trip was designed and proposed this year in connection with another GE course (CLAS 3960 Classical Mythology) but had to be postponed until the summer of 2023 due to delays on the part of a vendor. As study abroad comes back online, MCLL anticipates running a greater number and variety of programs than ever before.
In recent years, MCLL has also contracted with outside companies to obtain digital services that have become ongoing elements of its program and serve to enhance both curriculum and assessment. Utilizing the company Talk Abroad, the faculty have created courses (SPAN/FRENCH 3450r Advanced Conversation) that allow students to converse with native speakers from around the world while having their progress guided by UTC professors who evaluate the recordings. These courses, designed specifically to increase departmental success for the speaking learning outcome (LO), have become very popular among students. Another measure aimed squarely at assessment has been the purchasing and integration of the STAndards-based Measurement of Proficiency (STAMP) through Avant Assessment. The extensive exam, utilized in select courses (especially the skills courses belonging to the minor and major concentrations in modern languages), covers LOs in reading, listening, writing, and speaking. It has improved our assessment regime considerably in terms of the objectivity and consistency of data, and since students also receive their scores and are informed of the nature and rationale behind it, it has helped them to better understand their own progress and areas of improvement. The cost of these two services, paid from MCLL funds, is not insignificant but has been money well spent.

Several other positive developments, desired at the time of the previous review, have now taken place in the areas of workload and funding. Our previous external reviewer noted the inappropriateness of a 4/4 workload for TT faculty with research expectations. Shortly afterward, Academic Affairs turned away from the longtime status quo to the Delaware Study numbers in order to evaluate workload on campus. MCLL was able to leverage this new metric in order to show that TT workloads were in fact excessive and out of the ordinary for keeping with national norms for our type of institution. Through advocacy, and the formation of a new scheduling plan,
it proved possible to convince the (former) dean that a 3/3 workload was appropriate. This change had been dreamed of for a very long time and has now been a reality for a number of years, assisting the newer generation of TT members in their path towards successful tenure. The department responded likewise to the administrative push for the development of online learning, which began around the time of the previous program review. Long before COVID, faculty were trained in Quality Matters, multiple courses were designed, and MCLL began to take advantage of the “profit sharing” structure declared for online fees, such that the department now has $20,000-$30,000 more in annual funds that can be used to support online-teaching faculty in professional development, conferencing, the purchase of equipment, and even adjunct or summer salaries for online courses. These funds have enhanced the flexibility of the department, just as the existence of the online courses allows more flexibility for students and for the programs. The position of Coordinator of Online Learning has also been created and assigned to Mr. Bernardo Amparan. Currently, MCLL offers the following online: some sections of beginning FREN/LAT/SPAN, some intermediate SPAN, advanced conversation courses in FREN/SPAN, occasional upper-level language courses like advanced grammar, and around 17 sections of GE per semester (over 80% in Classics). While a great deal of online development would have taken place during COVID regardless, the fact is that MCLL already had a substantial and successful online regime in place which helped with handling the pandemic and also created a substantial income stream.

Finally, a possible and very promising development is currently taking place in the area of UTCs GE program. A process for Reimagining General Education (RGE) was initiated by Academic Affairs several years ago and now seems to be coming to a head through a central committee that has proposed a new prototype, solicited feedback, and created working groups
which have already reported back their recommendations for various aspects of the prototype. The RGE committee is now considering the documents submitted by the working group in order to forge a model that will be presented to the faculty for a vote later in the current semester, spring 2022. While language study has always been excluded from UTC’s GE in terms of LOs and the roster of certified courses, the document recently submitted by the Humanities working group mentions language study in its definition of the Humanities and also in one of the three proposed LOs, such that language study would be an optional path towards fulfilling Humanities hours in a new GE model. The inclusion of language study in the fresh draft of GE represents the culmination of years of work by the department and particularly by the department head, who made it a long-term goal to see languages in GE and has pursued that end through advocacy, meetings with administrators, service on the GE committee, and intensive service on the RGE working group for Humanities. While it remains to be seen whether the RGE model will reflect the working group’s recommendation, and whether it will then pass the vote of the faculty, there is now at least a good hope that language study may feature in GE for the first time in UTC’s history (which began in 1970 through the merger of the UT system with the hitherto private University of Chattanooga). If things do move in this direction, language study would then be accessible to all 11,000 UTC students rather than just to the 5% who are B.A.s and the other percent or two that have language requirements in their B.S. majors. It needs to be said that pure “electives” are no longer allowed, since scholarships and funding no longer apply to them, with the result that—apart from special circumstances—students must either have declared a language concentration or have a degree-related language requirement in order to even take one class in a language. Giving 11,000 students the option to fulfill a degree requirement in GE through
language study has the potential to boost departmental enrollments and recruitment in a way that could address the challenges of this moment. It could change everything for the better.

**New Challenges Since Prior Program Review**

While aspects of departmental life have seen progress since the prior preview, the sudden drop in majors over the last two years is highly concerning. With the long-term trend for MCLL majors being in the lower 80s and 70s, the number now stands in the low 50s. Percentagewise, this is the largest drop that any current faculty member can remember. Spanish and French are down close to 50%, and French has fallen under 10 majors for the first time. Only Classics has grown, but, since it was our smallest program to begin with, its growth from four to 10 does not do much to offset the larger decline. One consolation is that the steep drop does not seem to be due to poor decisions or performance on the part of MCLL. Some other programs in CAS report similar or even greater levels of decline. Likewise, the trend extends beyond UTC to the national scene in higher education, where the always struggling Humanities have undergone additional pressure in the last few years. Obviously, the COVID pandemic has played a large part. The sudden shift to fully online education for a number of semesters had an especially large impact on the very communication-based field of language study, while the cancellation of study abroad programs for multiple semesters has shut down what is perhaps the most important engine of recruitment and retention. For example, many SPAN minors have become majors over the years specifically through our faculty-led summer program to Alcalá in Spain, which has now been dormant for several years due to travel restrictions. As things start to return to normal, several MCLL trips (Alcalá, Paris, Rome) are projected to run this spring and summer. In addition, a much higher percentage of courses are now face-to-face (F2F) again. Therefore, we hope that the
department can begin to make progress in returning to the lower end (i.e., low 70s) of the historical trendline for its number of majors.

Alongside COVID, a more long-term and perhaps even more devastating challenge has been the relentless assault upon the B.A. degree and language study at UTC by departments within CAS. Since the time of the last review, one Humanities department made an attempt to create a new B.S. degree with the express intention of creating a way around language study for anyone who wanted a Humanities degree but preferred not to study a language. Due to advocacy from the MCLL department head and one of its other members, this request has been, for the moment, denied by the administration. Due to the changes made in the Communication and Chemistry degrees, MCLL has lost approximately 700 students that would have been taking language classes. One can only expect this trend to continue, though it is counterproductive for UTC to abandon language studies when our county (not to mention our country) is increasingly multilingual and 80% of employers seek such competence in their employees. The ability to transcend monolingualism, to communicate and empathize with people of diverse origins, should be a valued part of what UTC is aiming to provide its students.

The stampede out of the B.A. purely to avoid language study, and the jettisoning of long-standing language components in other programs, constitutes an existential threat to MCLL and to language study on campus. Enrollments in the beginning and intermediate language courses have already been affected by the changes that other departments have made, and they will be hit harder as the most recent changes go into effect. It is hoped that departmental initiatives can create new opportunities for language and cultural study to replace those that are being dismantled year by year. In addition, support of various levels of administration in terms of curricular and
financial policy will be necessary to secure the future of the department of language study at UTC.

Conclusion

Over the last six years, MCLL has accomplished a number of major long-term goals that help to lay the groundwork for the future of the department. With a new generation of TT faculty mentored and successfully tenured, two new culturally based concentrations to appeal to students less interested in languages, several new study abroad programs established, a thriving online regime, and a possible pathway for the inclusion of language study in GE, there are resources in place to meet the considerable challenges that have arisen in recent years due to the pandemic and trends both in CAS and nationally in higher education.

Part 1: Learning Outcomes

1.1 Program and student learning outcomes are clearly identified and measurable.

The goals for individual courses are incorporated in language-specific syllabi that state the course title, description and objectives, classroom protocol, and policies. Grading scales are included, with a schedule for all tests, mid-term and final exams, as appropriate. Multi-section courses are coordinated by a full-time faculty member. Syllabi for these sections, as well as test content and schedules, are uniform for the first two-year sequence and very similar or the same for upper-division courses.

MCLL Mission Statement

The mission of the B.A. in Modern and Classical Languages and Literatures is to prepare students for life as part of a diverse and inclusive global community. As such, the program trains students for careers and for graduate studies by teaching them the foundational linguistic, cultural,
and academic skills relative to modern and classical languages and literatures. In addition, it prepares students to think critically, to communicate effectively, and to establish connections with their community, as they pursue excellence and engage with the world beyond the university.

**Departmental Goals**

- The Department will strive to improve enrollments, which have been negatively impacted by COVID, as many fields in the humanities have been.
- We will foster our new culturally based (rather than language based) concentrations in Classics and Latin American Studies, seeking to reach a wider audience.
- We will maximize our participation in the Reimagined General Education that is coming, whatever it may end up looking like.
- As part of the focus on student recruitment and maintenance, and in accordance with preparing students for professional careers, the department will increase mentoring activities and opportunities for students to interact with faculty in informal situations and provide career advice.
- Our curriculum will continue to embrace inclusion and cultural and linguistic diversity.

**Program Student Learning Outcomes**

Since we are a language and literature program, student learning outcomes in French and Spanish have traditionally related to acquiring language skills and studying literature, which the department has not tracked during this review period, but which was the strongest area of performance when tracking was done. Classics, until three years ago, had a philological focus that has since given way to cultural and literary study with an optional linguistic component. Currently, the majority of learning outcomes are related to cultural study, analysis, and writing.
For modern languages, the department consistently uses proficiency guidelines established by the American Council for the Teaching of Foreign Languages (ACTFL) as outcomes for assessing language acquisition in French and Spanish. In the past review cycle, we increased standards toward the goal of advanced in all skills (speaking, reading, writing, and listening) by graduation, typically measured in the student’s last 4000-level class. We also added an additional goal of critical analysis. For Classics, the department has devised its own outcomes, taking inspiration from relevant rubrics offered by American Association of Colleges and Universities (AAC&U) and other national organizations.

**Current Student Learning Outcomes for Graduates of French and Spanish**

As mentioned above, the outcome for French and Spanish graduates is achieving a level of Advanced on the ACTFL scale in speaking, reading, writing, and listening. A description of those skills follows.

**Speaking:** Graduates can speak the target language at the advanced level according to ACTFL guidelines: “Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major time frames of past, present, and future. These speakers can also deal with a social situation with an unexpected complication. The language of Advanced-level speakers is abundant, the oral paragraph being the measure of Advanced-level length and discourse. Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech” (*ACTFL Proficiency Guidelines, 2012*).
Writing: Graduates should be able to write at the Advanced Level according to ACTFL guidelines: “Writers at the Advanced level are characterized by the ability to write routine informal and some formal correspondence, as well as narratives, descriptions, and summaries of a factual nature. They can narrate and describe in the major time frames of past, present, and future, using paraphrasing and elaboration to provide clarity. Advanced-level writers produce connected discourse of paragraph length and structure. At this level, writers show good control of the most frequently used structures and generic vocabulary, allowing them to be understood by those unaccustomed to the writing of non-natives” (ACTFL Proficiency Guidelines, 2012).

Listening: Graduates can comprehend the spoken target language at the advanced level according to the ACTFL guidelines: “At the Advanced level, listeners can understand the main ideas and most supporting details in connected discourse on a variety of general interest topics, such as news stories, explanations, instructions, anecdotes, or travelogue descriptions. Listeners are able to compensate for limitations in their lexical and structural control of the language by using real-world knowledge and contextual clues. Listeners may also derive some meaning from oral texts at higher levels if they possess significant familiarity with the topic or context. Advanced-level listeners understand speech that is authentic and connected. This speech is lexically and structurally uncomplicated. The discourse is straightforward and is generally organized in a clear and predictable way. Advanced-level listeners demonstrate the ability to comprehend language on a range of topics of general interest. They have sufficient knowledge of language structure to understand basic time-frame references. Nevertheless, their understanding is most often limited to concrete, conventional discourse” (ACTFL Proficiency Guidelines, 2012).

Reading: Students can read at the Advanced Level according to ACTFL guidelines: “At the Advanced level, readers can understand the main idea and supporting details of authentic
narrative and descriptive texts. Readers are able to compensate for limitations in their lexical and structural knowledge by using contextual clues. Comprehension is likewise supported by knowledge of the conventions of the language (e.g., noun/adjective agreement, verb placement, etc.). When familiar with the subject matter, Advanced-level readers are also able to derive some meaning from straightforward argumentative texts (e.g., recognizing the main argument). Advanced-level readers are able to understand texts that have a clear and predictable structure. For the most part, the prose is uncomplicated, and the subject matter pertains to real-world topics of general interest. Advanced-level readers demonstrate an independence in their ability to read subject matter that is new to them. They have sufficient control of standard linguistic conventions to understand sequencing, time frames, and chronology. However, these readers are likely challenged by texts in which issues are treated abstractly” (ACTFL Proficiency Guidelines, 2012).

There are benchmarks for language skills for the required and elective courses for the majors in French and Spanish, which align to the ACTFL language proficiency standards with reasonable rates of progress along the path to mastering these skills. (Benchmarks and Outcomes 2015-2016, Appendix 1.A) The course syllabi in Appendix 1.B reflect the goals that have been established.

In addition to mastering language skills, upper-division French and Spanish classes evaluate critical analysis, which measures students’ ability to think critically and communicate in writing effectively. (French and Spanish Critical Analysis Rubric, Appendix 1.C)

Learning Outcomes: Classics
There are currently four learning outcomes for the Classics program, whose full details are to be found in the document LATCLASS Assessment Rubrics (Appendix 1.D). They can be summarized here in the following way.

**LO 1 - Cultural Understanding:** Students will demonstrate understanding of the complexity of elements within Classical cultures, such as values, beliefs, forms of expression, practices, history, and politics.

**LO 2 – Critical Analysis:** Students will successfully select a research topic, produce an analysis of the chosen material, and draw appropriate conclusions.

**LO 3 – Formal Writing:** Students will control syntax and mechanics in their writing while also using sources and evidence in a rigorous way.

**LO 4 – Reading and Translation:** Students will demonstrate reading comprehension of original texts of various levels at a moderate speed and with the assistance of scholarly aids (lexica, commentaries).

1.2 The program uses appropriate evidence to evaluate achievement of program and student learning outcomes.

**French and Spanish Language Assessments**

During the first three years of our assessment cycle (Fall 2015- Fall 2018) we used self-administered exams for assessing language skills, but since then, we have used the STAMP exam for end of course tests in 2110, 2120, 3110, 3120, and some other 3000- and 4000-level courses. These standardized exams are proctored (but not graded) by instructors in the language laboratory on computers towards the end of the fall and spring semester. The test consists of four areas: listening, reading, speaking, and writing. Listening and reading comprehension are multiple
choice, and scores, which correspond with ACTFL levels, are available immediately. Speaking and writing consist of three open-ended prompts, which also correspond with ACTFL levels, and are manually graded within a few days. This has proven to be a far more consistent manner of scoring and presents less of a burden for faculty. More information is available at https://Avantassessment.com regarding the exams.

Since the exams must be proctored, we did not administer the STAMP tests from spring of 2019 - spring of 2021. However, now that the majority of classes are face-to-face, the STAMP test is being administered in the face-to-face sections of relevant courses.

**French and Spanish Critical Analysis Assessment**

In addition, French and Spanish students in upper-division classes have been evaluated on critical analysis since the fall of 2018. The department uses an in-house rubric which examines a student’s last essay or final exam essay, and evaluates their ability to choose an appropriate topic, to organize their thoughts, and to synthesize information (French and Spanish Critical Analysis Rubric, Appendix 1.C).

**Performance**

**French and Spanish Language Proficiency**

The following charts illustrate performance in French classes during the six-year review cycle. Not every skill is tested every year and we were unable to test some skills when classes were completely or primarily online due to COVID.

**French Performance: 75% Goal**

<table>
<thead>
<tr>
<th>Speaking</th>
<th>2110</th>
<th>2120</th>
<th>3110</th>
<th>3120</th>
<th>3210</th>
<th>3220</th>
<th>Other 3000-level</th>
<th>4000-level</th>
</tr>
</thead>
<tbody>
<tr>
<td>F2015-SP2016</td>
<td>94</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 Multiple scores indicate multiple sections of the same class or different classes.
French classes met many of their goals, especially in reading and writing. All French classes (100%) met their goals in reading, and 80% (12/15) met their goals in writing. Speaking and listening are weaker areas. About 66% (10/15 classes) achieved their outcomes in speaking, and 43% (6/14) achieved listening goals and two more were within 5% of achieving the goal.
However, in some instances there is such a small sample of French students, that it is difficult to judge performance, especially in 2110 and 2120.

The following charts illustrate performance in Spanish classes during the six-year review cycle. As with French, not every skill is tested every year and we were unable to test some skills when classes were completely or primarily online due to COVID.

**Spanish Performance: 75% Goal Reported by Section**

<table>
<thead>
<tr>
<th>Speaking</th>
<th>2110</th>
<th>2120</th>
<th>3110</th>
<th>3120</th>
<th>4000-level</th>
</tr>
</thead>
<tbody>
<tr>
<td>F2015-SP2016</td>
<td>81, 81, 94</td>
<td>75, 45, 45</td>
<td>100</td>
<td>64</td>
<td>39</td>
</tr>
<tr>
<td>F2016-SP2017</td>
<td>86, M³</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F2017-SP2018</td>
<td>52, 69</td>
<td>29, 64</td>
<td>77</td>
<td>73</td>
<td>M³</td>
</tr>
<tr>
<td>F2018-SP2019</td>
<td>58, 48, 76</td>
<td>40, 19</td>
<td>100, 77</td>
<td>50, 44</td>
<td></td>
</tr>
<tr>
<td>F2019-SP2020</td>
<td>63</td>
<td></td>
<td>73</td>
<td>69, 82</td>
<td></td>
</tr>
<tr>
<td>F2020-SP2021</td>
<td>Not assessed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th>2110</th>
<th>2120</th>
<th>3110</th>
<th>3120</th>
<th>3210</th>
<th>3220</th>
<th>3000-level</th>
<th>4000-level</th>
</tr>
</thead>
<tbody>
<tr>
<td>F2015-SP2016</td>
<td>100, 90, 90</td>
<td>95, 100, 100</td>
<td>100</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F2016-SP2017</td>
<td>Not assessed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F2017-SP2018</td>
<td>60, 69</td>
<td>77, 85</td>
<td>77, 82</td>
<td>56, 75</td>
<td>95</td>
<td>86, 44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F2018-SP2019</td>
<td>100, 61.5, 94</td>
<td>70, 43</td>
<td>100, 88</td>
<td>94, 44</td>
<td>73</td>
<td>81</td>
<td>92, 80, 100</td>
<td></td>
</tr>
<tr>
<td>F2019-SP2020</td>
<td>Not assessed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F2020-SP2021</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading</th>
<th>2110</th>
<th>2120</th>
<th>3110</th>
<th>3120</th>
<th>3210</th>
<th>3220</th>
<th>3000-level</th>
<th>4000-level</th>
</tr>
</thead>
<tbody>
<tr>
<td>F2015-SP2016</td>
<td>71, 71, 89</td>
<td>77, 100, 100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F2016-SP2017</td>
<td>86, 93, 93</td>
<td>94, 89, 89</td>
<td>77</td>
<td>84, 71</td>
<td></td>
<td>85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F2017-SP2018</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F2018-SP2019</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

² Multiple scores indicate different sections of the same class or different classes.
³ M represents missing.
In Spanish, more experienced instructors’ students met course goals in 2110, 2120, 3110, 3120, while inexperienced instructors fell short. Speaking continues to be the weakest area of achievement with only 34% of classes (11/32) meeting their goal. Listening is another weak area with less than half (11/23 or 48%) of classes meeting their goal. In reading and writing, 81% (13/16) and 80% (33/41) of classes, respectively, met their goals. During the last review period, students’ performance was far better, which is why we feel these goals are reasonable, although we have raised standards slightly since then. We also consider these standards reasonable because they are the skills students need to perform professionally. For example, students’ speaking and writing needs to be at the level of Advanced low or very close to it to pass the Praxis exam, a requirement for teaching licensure. (Benchmarks and Outcomes 2015-2021, Appendix 1.A).

In both Spanish and French, COVID has had a negative impact upon student success for several reasons: the difficulty of proctoring exams, the transition to teaching via Zoom (and the loss of some class time), student disengagement, student and instructor health problems, etc. There are also some systematic problems with our system of tracking student performance. Performance is being tracked by course, which combines results from minors and majors (and in French B.A. students in the second year), even though the program results should be for majors
only, who outperform minors on the average. Also, students can and frequently do take courses out of order, so the assessment results for a 4000-level course may include some students who are only halfway through the program instead of the entire program. The latter is an even greater problem for French, since the course offerings are far fewer. In the future we plan to track all four language skills with the STAMP for at least two years, as well as to differentiate scores for majors and minors, which will give a clearer picture of our graduates’ performance.

**French and Spanish Critical Analysis**

Critical Analysis scores have been consistently successful in French and Spanish. In the charts below, two scores are within 5% of the goal (80%), although they did not meet the target, but most scores are at or above department outcome goals.

**French Performance: Goal 80%**

<table>
<thead>
<tr>
<th>Critical Analysis</th>
<th>3000-level</th>
<th>4000-level</th>
</tr>
</thead>
<tbody>
<tr>
<td>F2018-SP2019</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>F2019-SP2020</td>
<td>77</td>
<td></td>
</tr>
<tr>
<td>F2020-SP2021</td>
<td>Not assessed</td>
<td></td>
</tr>
</tbody>
</table>

**Spanish Performance: Goal 80%**

<table>
<thead>
<tr>
<th>Critical Analysis</th>
<th>3000-level</th>
<th>4000-level</th>
</tr>
</thead>
<tbody>
<tr>
<td>F2018-SP2019</td>
<td>100, 100</td>
<td>75, 85</td>
</tr>
<tr>
<td>F2019-SP2020</td>
<td>80, 100</td>
<td></td>
</tr>
<tr>
<td>F2020-SP2021</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

---

4 In the case of multiple entries, there is more than one section of the same class or more than one class.
The high performance in this area indicates that the department should focus its efforts on other areas of growth, such as speaking and writing skills.

**Classics Assessment 2016-2021**

Because Classics altered its learning outcomes in 2018, the assessment for the period covered by this program review should be divided into two phases: 2015-16 to 2017-18 and 2018-19 to 2020-21. During the first phase, only two learning outcomes existed, and both were assessed every year with the following results.

**Latin/Classics Performance 2015-2018 (with goal of 80% of students meeting benchmark in all categories)**

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2020</th>
<th>LAT 3500</th>
<th>CLAS 3500</th>
<th>LAT 3510</th>
<th>3000-level</th>
<th>4000-level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Translation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F2015-SP2016</td>
<td></td>
<td>80</td>
<td>83</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F2016-SP2017</td>
<td>73</td>
<td>73</td>
<td></td>
<td></td>
<td>86</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F2017-SP2018</td>
<td>62</td>
<td>62</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2020</th>
<th>LAT 3500</th>
<th>CLAS 3500</th>
<th>LAT 3510</th>
<th>3000-level</th>
<th>4000-level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical, Cultural &amp; Literary Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F2015-SP2016</td>
<td></td>
<td>86</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td>92</td>
</tr>
<tr>
<td>F2016-SP2017</td>
<td></td>
<td>100</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F2017-SP2018</td>
<td></td>
<td>92</td>
<td>80</td>
<td>89</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For the outcome “critical, cultural, and literary analysis,” students in all classes and across all semesters surpassed the goal by meeting the benchmark at rates higher than 80%. The picture was less positive for the reading/translation outcome, as students achieved the goal at the upper level but progressively declined over time at the intermediate level; they moved from 80%
success in 2015 down to 73% and then 62% in the following two years. The low-water mark coincided with a change in textbook and curriculum. The department has not assessed reading/translation since the poor performance in the 2017-18 cycle because of the transformation to a philology-optional concentration and the shrinking of UTC’s B.A., which feeds those intermediate classes with students from other departments. It has been recognized that students in the intermediate classes are performing, on average, lower than the benchmark. It should be stressed, though, that most of the majors and minors in those classes meet the benchmark while the other B.A.-seeking students do so in unsatisfactory percentages. There is currently discussion about changes that could be made to improve success among non-majors/minors at both the beginning and intermediate levels of Latin.

During the second phase of assessment (2018-19 to 2020-21), the learning outcomes were revised. The department determined that the former “critical, cultural, and literary analysis” outcome was overcrowded and had omissions. This outcome was then divided into three new learning outcomes to stand alongside reading and translation. Assessment focused on these three new outcomes unrelated to language learning—though not all were assessed in each year—with the following results.

### Classics/Latin Performance 2018-2021

<table>
<thead>
<tr>
<th>Critical Analysis</th>
<th>LAT 3500</th>
<th>CLAS 3500</th>
<th>LAT 3510</th>
<th>CLAS 3960</th>
<th>3000-level</th>
<th>4000-level</th>
</tr>
</thead>
<tbody>
<tr>
<td>F2018-SP2019</td>
<td></td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F2019-SP2020</td>
<td>75</td>
<td>50</td>
<td></td>
<td>81, 82</td>
<td>70, 92, 88</td>
<td></td>
</tr>
<tr>
<td>F2020-SP2021</td>
<td>92</td>
<td>92</td>
<td>81, 82</td>
<td>86</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cultural Understanding</th>
<th>LAT 3500</th>
<th>CLAS 3500</th>
<th>LAT 3510</th>
<th>CLAS 3960</th>
<th>3000-level</th>
<th>4000-level</th>
</tr>
</thead>
<tbody>
<tr>
<td>F2018-SP2019</td>
<td>100</td>
<td></td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 In the case of multiple entries there is more than one section or there are multiple classes.

6 Inadequate information. The instructor submitted data, but did not differentiate between critical thinking and writing.
The students performed best in cultural understanding, which is unsurprising since this is the side of the discipline that is most accessible and draws students to the courses. There were some weaknesses in formal writing, however, and even more in critical analysis, with a number of sections falling below the 80% benchmark and a few others falling considerably lower. This does not necessarily represent any kind of decline from the previous phase of assessment, since these two outcomes were newly separated and developed, revealing things that had been hidden by the all-encompassing second learning outcome of the earlier phase. The program will continue to implement curricular and pedagogical strategies for the improvement of both formal writing and critical analysis.

1.3 The program makes use of information from its evaluation of program and student learning outcomes and uses the results for continuous improvement.

French and Spanish Language Skills

The department has used the information gleaned from student assessments to improve weaker areas of achievement and has taken five different approaches to remedying poor outcomes. First, the department offered training over the summer of 2016 to all full-time faculty, with a certified ACTFL trainer who gave a two-day workshop on the MOPI (Modified Oral Proficiency Interview). Secondly, senior faculty and the department head discussed strategies to
improve low scores. Thirdly, Drs. Casebier and Purkey developed FREN 3450R and SPAN 3450R, Advanced Conversation, which are supervised by a faculty member but carried out through Talkabroad.com and have bolstered students’ ability to speak the language. Students can take the course for a total of three credits spread over two to three semesters at one to two credits per semester (SPAN 3450 syllabus, Appendix 1.B). In addition, this year the department has added conversations on Talk Abroad to SPAN 2120 and 3220, and some upper-division French classes. The Department also pays for some French and Spanish faculty to attend the ACTFL conference each year, as well as other conferences that have pedagogy sessions, like South Atlantic Modern Language Association (SAMLA), and the department has held formal and informal training sessions. Finally, instructors whose students continued to perform poorly in the core classes for developing those skills (2110, 2120, 3110, and 3120) were reassigned to other classes.

Classics

The Classics program has made many changes in response to assessment and other sources of information such as student evaluations. When it comes to the Latin courses, there have been several switches of textbook (from Wheelock, to Disce!, to Latin for the New Millennium) since the last program review. In addition, there have been changes in modality: after moving beginning and intermediate Latin completely online because of staffing and enrollment issues, and finding some issues with student performance, the decision was made first to bring the intermediate classes back to F2F modality and now (for Fall 2022) to have a section of the first-year course F2F. In the area of culture and literature, a topics course (CLAS 3750 Topics in Classics) was created and mandated for all majors to emphasize critical analysis and formal writing, while in various CLAS courses the use of rubrics for written assignments has become widespread with the
intention of guiding students as they develop their papers. Going further back, the switch from two to four learning outcomes itself was designed because scores were “too high” on earlier assessments and seemed to be masking or omitting some aspects of student performance.

1.4 The program directly aligns with the institution’s mission.

Our mission and program goals reflect the institutional vision, mission statement, and core values, while also focusing on our area of expertise.

**UTC Institutional Vision and Mission Statements, and Core Values**

**Vision**

- We Engage Students, Inspire Change and Enrich Community.
- We nurture students through community connections, tied to our values and our region, grounded in Chattanooga, a great drawing card and we value our place.

**Mission**

- The University of Tennessee at Chattanooga is a driving force for achieving excellence by actively engaging students, faculty and staff; embracing diversity and inclusion; inspiring positive change; and enriching and sustaining our community.
- At UTC we develop a community on campus, enable students to go into the global community and we provide a nurturing environment that connects students, community and opportunity.

**Values**

- We teach, we learn, we interact, we nurture, we grow citizens for tomorrow, and we do the basics and more.
- Students are the primary reason we exist as an institution.
• We live integrity, civility, and honesty.
• We relentlessly pursue excellence.
• We embrace diversity and inclusion.
• Creativity, inquiry and scholarship are our culture.

**MCLL’s Contribution to Institutional Vision, Mission, and Core Values**

Beyond the obvious aspects of actively engaging students and fostering creativity, inquiry, and scholarship, MCLL’s mission and student learning objectives support UTC’s vision, mission statement, and core values. In many ways, MCLL faculty members “enable students to go into the global community and achieve,” by providing them with a rigorous background in other languages and a profound understanding of their cultures. The department also promotes cultural and linguistic diversity and inclusion especially in Spanish and French classes which teach students about US Hispanics, Latin America, French Africa, French Canada, and the French Caribbean. Research has long supported the notion that learning a second language promotes increased empathy toward other cultures. The department encourages students’ active involvement in the local community through internships and volunteer opportunities in organizations such as Headstart and Hamilton County Schools. In addition, the department encourages students to be part of a global community through our faculty-led study abroad programs.

**Part 2: Curriculum**

2.1. *The curriculum content and organization are reviewed regularly, and results are used for curricular improvement.*

The program regularly reviews the curriculum and makes changes as necessary to foster improved student learning and to improve progress towards graduation. After the 2015-16
program review, several classes were deactivated in Spanish and French, so that the academic catalog would accurately reflect current course offerings. In addition, the minor in German was deactivated due to the inability to secure qualified and continuing instructional staff in this area.

More recently, an MCLL Curriculum Committee was created to ensure regular curriculum review. The primary goal of curriculum changes is to allow greater flexibility in the different language majors and improve timely graduation rates for students; a secondary concern is to reduce the need for independent studies, which are not cost-effective. That said, curriculum changes are introduced to keep abreast of common practices in the field. For example, in 2017, a new course was created to promote speaking proficiency in Spanish and French. The Advanced Conversation class (SPAN 3450/FREN 3450r) is offered for variable credit and allows students to interact with native speakers for conversational practice and reflects contemporary trends in foreign language teaching and learning. The variable-credit option also provides flexibility for students who return from study abroad experiences with odd numbers of credits, so that it encourages timely graduation rates.

Additional curricular changes have been introduced since the 2015-16 program review. In response to increased student demand for online learning options, all Spanish for Reading Knowledge (SPAN 2130/2140) classes were redesignated as online classes by Fall 2017, which was a considerable undertaking. Beginning this academic year (2021-22), all Spanish and French courses in the first-year sequence are taught as hybrid classes, with three credits earned in the classroom and the fourth credit earned online. This major curricular change allows more flexibility in meeting the CAS language requirement, responds to the increasing demand for more online learning, and also corresponds to general trends in contemporary language learning.

The Classics faculty, full-time and part-time, meet as a separate body at least once per
year to review the curriculum. They take into account classroom experience, recent assessment results, student evaluations, and national trends, in order to consider what modifications or enhancements could be introduced. Several concrete examples from the last six years can be mentioned here. The largest change of all, mentioned in various sections of this document, was the decision to move from philologically based Latin and Latin/Greek concentrations to the culturally based Classics concentration. When it comes to Latin instruction, there has been exploration of various textbooks and materials in order to find the best fit for our students: leaving behind Wheelock, and passing through *Disce!*, the program settled on *Latin for the New Millennium* for its student-friendly format and rich cultural materials. The faculty also determined that the introduction of experiential learning was needed to improve student engagement and enhance learning. As a result, a spring break trip to Rome (linked to the core course CLAS 1200) was piloted successfully in 2018 and will run again in March 2022 with 20 students. Additionally, a summer program to Greece has now been designed and developed through a vendor, set to run in AY 2022-23. Experiential learning has been worked into classes on campus too, especially CLAS 2000 – Everyday Life in the Roman Empire. Various sections of this course have featured a banquet of Roman dishes, visits to local sites with classical influence, and the playing of Roman games. Positive student response has made the faculty determined to increase this element further.

In Fall 2021, MCLL also debuted a *concentration in the emerging field of Latin American Studies (LTAM).* Students in the LTAM concentration will examine the cultural, historical, anthropological, artistic, and literary forces affecting our understanding of the Americas. The concentration is intended to be flexible, making it an attractive option as a double major because of its transnationally centered motif. Likewise, LTAM will be
attractive to students that wish to pursue or continue their MCLL degrees with less extensive language course requirements.

2.2. The program has developed a process to ensure courses are offered regularly and that students can make timely progress toward their degree.

First and second year classes are offered each year in all languages and every semester in Spanish. Spanish has the largest enrollment, and all upper-division courses required for the major are offered in sequence each year. In French, upper-division courses are offered on a strict, non-sequential, two-year rotation that allows majors to complete their coursework in four years and required classes for the minor are offered each semester so that students who declare as upperclassmen can finish in one academic year.

The prescribed courses for the LTAM major will be delivered in sequence, and LTAM 1250 (Introduction to Latin American Studies) will be offered every semester. Likewise, LTAM students are encouraged to expand their knowledge with Latin American centered courses in History, Anthropology and Art History. Nevertheless, the bulk of the LTAM major will be language, literature and cultural topic courses offered through the MCLL.

The CLAS program is able to offer its four mandatory courses with great regularity, such that they recur every semester and most of them in summer, as well. The 3000-level electives, whether offered by MCLL or by other departments (e.g., HIST and PHIL/REL), tend to be offered every two to three semesters and have been available in any given year to allow students to progress in the degree. The beginning/intermediate LAT cycle starts every year, with LAT 1010 and 2010 offered each fall, LAT 1020 and 2020 each spring. Although for a number of years GRK was discontinued due to a shortage of staffing and low enrollment, it was restored in AY 2021-22, when GRK 1010 was offered in the fall semester and GRK 1020 in spring, with plans to
run intermediate classes in AY 2022-23. Unlike in LAT, there is only staffing and enrollment sufficient to start the GRK cycle every other year. Since upper-level LAT has recently lacked the enrollment for courses to count as part of workload, it has been taught through independent or small-group studies that count as “service” for instructors.

For current course offerings, please see the class schedule:
https://www.utc.edu/enrollment-management-and-student-affairs/registrar/registration-information/class-schedule

2.3 The program incorporates appropriate pedagogical and/or technological innovations that enhance student learning into the curriculum.

The curriculum for French and Spanish is aligned with outcomes established by the American Council on the Teaching of Foreign Languages (ACTFL), and courses within the curriculum are aligned according to discreet learning outcomes (see section 2.4). Spanish and French classes use both the communicative approach and the flipped classroom model, while individual instructors incorporate other pedagogical approaches, as they deem necessary. Courses are typically taught in the target language, which follows the ACTFL guideline that 90% of instruction be conducted in the target language, with significant latitude given for the first-year sequence. Because Latin textbooks tend to be more traditional, the program uses materials that are less state-of-the-art. However, instructors have worked to incorporate some active learning strategies that take inspiration from modern language pedagogy. Classical courses on cultural subjects have adapted more elements of experiential learning (explained further below).

All faculty upload syllabi and other course materials to Canvas (UTC Learn) for students. In addition, the first- and second-year sequence in Spanish and French have textbooks with a robust online component. The online component includes a Student Activities Manual with
grammar tutorials and activities, vocabulary and listening comprehension activities, speaking activities, and cultural videos. In some cases, phonetics activities are also included. Most of them also include an electronic textbook that provides additional grammar, listening comprehension, and phonetics support to aid with difficult concepts.

Prior to the creation of FREN and SPAN 3450: Advanced Conversation Online, Dr. Casebier included speaking activities with the third-party conversation partners, TalkAbroad, in some upper-level and second-year language sequence courses. Although the experiment proved painful, since most second-year language students were simply not up to the task, the positive results in upper-level classes resulted in a very popular upper-level course (created by Dr. Purkey with contributions by Dr. Jiménez and Dr. Casebier) that is directly aligned with the benchmarks of each program’s learning outcomes in oral proficiency.

To enhance student learning, the Department currently sponsors four Summer abroad programs. Dr. Casebier directs the biannual French program to Paris. For 2022, MCLL is partnering with UTC's College of Business to diversify the student learning opportunities of the program. Dr. Murillo organized the first UTC Faculty-led Spanish program to Latin America in 2019. This program will be offered biannually to Costa Rica, beginning again in 2023. The biannual program to Alcalá de Henares, Spain, near Madrid, is directed by Dr. Gastañaga and Dr. Purkey and will resume in 2022. Classics will be running a spring break trip to Rome in 2022 and a summer course in Greece in 2023, with the plan of making a regular alteration between these two trips in alternate years.

2.4 The curriculum is aligned with and contributes to mastery of program and student learning outcomes identified in 1.1.
For modern languages, learning outcomes benchmarks were last revised in 2016-17, following the 2015-16 program review. These benchmarks vary by class. Spanish and French benchmarks have been established as follows:

**Current Outcomes: 75% of French and Spanish students will achieve the following goals:**

1. 1010: novice mid in listening, reading, speaking and writing
2. 1020: novice high in listening, reading, speaking, and writing
3. 2110: intermediate low in speaking, reading, listening, and writing
4. 2120: intermediate mid in speaking, reading, listening, and writing
5. 3110/3120/3210 (by end of the first semester): intermediate mid in speaking and writing
6. 3110/3120/3210/3220 (by the end of the third semester): intermediate high in speaking, reading, listening, and writing
7. 3210/3220: intermediate high in listening and reading
8. 3230/3250: reading intermediate low, plus specific cultural outcomes depending on course
9. 3310/3320 (by the second semester, students may take out of sequence): reading advanced low, plus specific cultural or critical thinking outcomes depending on course
10. 4000-level: advanced in all skills, plus specific cultural or critical thinking outcomes/objectives; advanced low is acceptable, but advanced mid preferable

Learning assessment also varies by class. Outcome measurement in Spanish and French is currently assessed using the following methods:

**Outcome Measurement by Class**
### Course Outcome Measurement

<table>
<thead>
<tr>
<th>COURSE</th>
<th>OUTCOME MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1010</td>
<td>In-house writing and oral (not tracked)</td>
</tr>
<tr>
<td>1020</td>
<td>In-house writing and oral</td>
</tr>
<tr>
<td>2110</td>
<td>Standards-based Measurement of Proficiency (STAMP)</td>
</tr>
<tr>
<td>2120</td>
<td>STAMP</td>
</tr>
<tr>
<td>3110</td>
<td>STAMP</td>
</tr>
<tr>
<td>3120</td>
<td>STAMP</td>
</tr>
<tr>
<td>3130</td>
<td>STAMP</td>
</tr>
<tr>
<td>3210/3220</td>
<td>STAMP</td>
</tr>
<tr>
<td>3230, 3250</td>
<td>Critical Analysis of last essay</td>
</tr>
<tr>
<td>3310/3320 (3500)</td>
<td>Critical Analysis of last essay</td>
</tr>
<tr>
<td>Other 3000-level</td>
<td>Critical Analysis of last essay</td>
</tr>
<tr>
<td>4000-level</td>
<td>STAMP and Critical Analysis of last essay</td>
</tr>
</tbody>
</table>

More recently, in 2018-19 and 2021-22, learning assessment in Spanish and French has been outsourced to a third party, using the STAMP Assessment Test to evaluate the progress of majors (and in some cases, minors) towards the defined benchmarks. Despite considerable cost to the department, this eliminates variation in individual grading, so that all students are assessed using the same testing materials and methods.

In 2018-19, an additional component was added to assess Critical Thinking. Dr. Purkey developed the rubric and guidelines for this element of learning assessment. All Spanish, French and LTAM instructors assess students’ critical thinking skills, based on the research component of specific upper-level classes.

The Classics curriculum also aligns with its four outcomes in the following ways:
LO 1 - Cultural Understanding: Students will demonstrate understanding of the complexity of elements of Classical cultures, such as values, beliefs, forms of expression, practices, history, and politics.

All courses belonging to the program align with this outcome in one way or another. The four mandatory courses (CLAS 1200 – Legendary Rome, CLAS 2000 – Everyday Life in the Roman Empire, CLAS 3750 – Classics in Topics, CLAS 3960 – Classical Mythology) allow students to acquire a core cultural knowledge that provides context for further exploration in the electives (e.g., CLAS 3970 – Roman Comedy in Translation, HIST 3120 – Ancient Rome, LAT 3500 – Latin Prose, PHIL 3510 – Ancient Greek and Roman Philosophy, etc.). The assessment program entails scoring a final paper in upper-level courses against a rubric for cultural understanding. In practice, this has been carried out mostly for courses offered by MCLL, but the aspiration is to assess all upper-level courses that count for the major. The beginning and intermediate LAT/GRK courses likewise align with the outcome of cultural understanding in a number of ways: language is a fundamental aspect of culture; our textbooks have rich cultural materials; and assignments have students engage with cultural as well as linguistic topics.

LO 2 – Critical Analysis: Students will successfully select a research topic, produce an analysis of the chosen material, and draw appropriate conclusions.

LO 3 – Formal Writing: Student will control syntax and mechanics in their writing while also using sources and evidence in a rigorous way.

The CLAS curriculum aligns with these two outcomes in most courses, since shorter pieces of writing and analysis are assigned at the lower/intermediate levels (e.g., CLAS 1200 –
Legendary Rome, CLAS 2000 – Everyday Life in the Roman Empire) while longer papers and presentations are done at the upper levels (e.g., CLAS 3960 – Greek Mythology, CLAS 3750 – Topics in Classics, LAT 3500 – Latin Prose, LAT 3510 – Latin Poetry, etc.). Student success is measured by scoring a substantial piece of writing against rubrics for both critical analysis and formal writing.

**LO 4 – Reading and Translation:** Students will demonstrate reading comprehension of original texts of various levels at a moderate speed and with the assistance of scholarly aids (lexica, commentaries).

All LAT and GRK courses guide students systematically toward this outcome, moving from the ability to read mostly adapted passages of increasingly difficult levels in the first two years of study (LAT/GRK 1000-2000 level), while learning and practicing linguistic elements with active exercises, to the reading of original texts in quantity (LAT/GRK 3000-4000 level). An instrument that has been used in some semesters (though not recent ones) to assess student progress is an unseen passage aligned to the level of a specific semester and translated in 30 minutes with recourse to a lexicon.

**Current Outcomes:** LTAM students will achieve the following goals:

Outcome 1: Demonstrate literary, historical, and cultural knowledge of Latin America, and of the multilingual, multiethnic individual countries in the region, including representative communities in Canada and the United States.

Outcome 2: Develop inquiry and critical analysis skills. Apply basic research methods to evaluate and synthesize information from different disciplinary fields.
Outcome 3: Demonstrate the ability to communicate inter-culturally by identifying important figures, historical events, cultural movements and linguistic markers of Latin America, and representative communities in North America.

Outcomes Measures by Class, 2021-Present: LTAM

<table>
<thead>
<tr>
<th>COURSE</th>
<th>OUTCOME MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>LTAM 1250</td>
<td>Critical Response Papers, Mid-Term Exam, Final Exam, Oral Presentation</td>
</tr>
<tr>
<td>LTAM 2200</td>
<td>Critical Response Papers, Mid-Term Exam, Final Exam, Oral Presentation</td>
</tr>
<tr>
<td>MLNG 3020</td>
<td>Critical Response Papers, Mid-Term Exam, Final Exam, Oral Presentation, Creative Project</td>
</tr>
<tr>
<td>MLNG 3200</td>
<td>Critical Response Papers, Mid-Term Exam, Final Exam, Oral Presentation, Creative Project</td>
</tr>
<tr>
<td>LTAM 4020r</td>
<td>- Critical Response Papers, Mid-Term Exam, Final Exam, Oral Presentation, Creative Project</td>
</tr>
</tbody>
</table>

2.5 The curricular content of the program reflects current standards, practices and issues in the discipline.

The first two-year sequence in modern languages is taught using up-to-date textbooks that reflect current pedagogical practices, incorporating culture, reading, writing, speaking, and listening activities. During the first two-year sequence for Spanish and French, a coordinator creates uniform exams in consultation with other instructors.

Usually, full-time instructors take turns making exams, which are then discussed and revised by the group. All faculty administer the same exams on the same date, except for the night classes, which only meet twice a week, and must therefore adjust the exam schedule. The final exam date is determined by the University and administered according to class meeting time. All
faculty have common syllabi for the first- and second-year sequence in Spanish and French.

In upper-division courses, instructors are free to select the texts they deem best for their classes, except in the cases where there are multiple sections, primarily in Spanish, in which case a senior faculty member selects texts and constructs a common syllabus in consultation with other faculty and instructors. See sample course syllabi (Appendix 1.B) for details regarding textbook selections and a detailed look at course content.

The new CLAS major clearly reflects larger trends in the field of Classics, and it was specifically designed with an eye to doing so. Recognizing that most young people do not have access to Latin and Greek in their secondary studies, Classics programs around the country have been moving away from primary emphasis in the Classics languages, leaving them more as a highly encouraged option so as not exclude a variety of students who may be drawn to the study of Greece and Rome. In the national conversation, issues of equity, practicality, and recruitment all come to the fore. UTC’s program is in line with this larger shift, as Latin and/or Greek are now completely optional components of the program. In addition, our program embraces a number of trends and issues that have emerged in the discipline in recent years. An example is the focus on Classical reception, on helping students to see that the meaning of the Classical world is constantly renegotiated and reconstructed rather than simply received. The course CLAS 3750 – Topics in Classics almost always has a reception angle, either as the central focus or as a secondary one. Some recent subtitles for the course have been: The Idea of Rome: Classical Influences on Statecraft; Black Athena: Color Before Color Prejudice; The Celts. The core course CLAS 2000 - Everyday Life in the Roman Empire engages another disciplinary trend in that it focuses on social classes and groups that are less visible and less represented in literary sources, such as slaves, freedmen, women, children, and immigrants.
2.6 The curriculum fosters analytical and critical thinking and problem-solving.

The department does a great deal to foster analytical and critical thinking and problem-solving skills. Learning another language obviously involves certain analytical and critical thinking skills, such as circumlocution of lexical items and analyzing grammar as well as the production of an appropriate response in speech or writing. In-class writing examinations are incorporated throughout the curriculum beginning in the first semester of modern language study, as well as formal compositions, whereas Latin and Classics courses require midterm and final essay exams.

In Spanish and French, the composition and conversation sequence (3110 and 3120) includes analytical and/or argumentative essays as well as an oral examination, and the advanced grammar and writing sequence (3210 and 3220) includes regular essays to develop general writing proficiency on a variety of topics. The internships (3400 and 4400) require problem-solving skills, which are evaluated by on-site supervisors. All upper-division literature and culture courses require a combination of at-home essays and in-class essay examinations, in which students analyze literature and culture. Many of these courses also include a strong oral presentation component, in which the question period, however brief, focuses on problem-solving skills in real time. In addition, all 4000-level MCLL literature and culture classes have a robust research requirement that focuses on developing sustained critical thought on a single subject. The internship (3400 and 4400) requires problem-solving skills, which are evaluated by on-site supervisors. Finally, all upper-level Latin and Classics courses require substantial papers involving critical reflection and varying degrees of research.
2.7 The design of the degree program specific courses provides students with a solid foundation.

Students are given both a solid foundation in Spanish and French linguistic skills and a background in literature and culture typical of bachelor degrees in the US. At the upper level, students are required to take 27 hours in modern languages. For example, all French majors must complete at least one semester of Composition and Conversation (FREN 3110 or 3120), a semester of Advanced Grammar and Writing (FREN 3210 or 3220), and the French Civilization course (FREN 3230), as well as two Introduction to Textual Analysis courses at the 3000-level (FREN 3310, 3320 and/or 3500) and one course at the 4000-level. In Spanish, all majors must complete at least one semester of Composition and Conversation (SPAN 3110 or 3120), a semester of Advanced Grammar and Writing (SPAN 3210 or 3220), and one Introduction to Textual Analysis course (SPAN 3130). Spanish majors must also complete a minimum of six hours of Spanish at the 4000-level. As mentioned in section 2.4, student performance is tracked across the program.

The CLAS major has a prescribed core of four classes (12 of 27 total hours) that are designed to ensure a broad foundation for all the other course work. This core includes the following: CLAS 1200 – Legendary Rome, CLAS 2000 – Everyday Life in the Roman Empire, CLAS 3750 – Topics in Classics, and CLAS 3960 – Classical Mythology (essentially Greek myth). Through these courses, students become conversant with the civilizational narratives and the literature of Greece and Rome, with the material culture and social history of at least epoch (early Roman Empire), and with a research topic that links the classical past with the concerns of our time. For those who are using the major to receive certification for Latin teaching, or who simply are seeking to add a philological focus to core requirements, the full range of Latin courses
(and some Greek) is available. Due to the small number of advanced language students, these courses are often taught in a once-weekly informal process that blends normal instruction and independent study formats—for example, Dr. Davies is currently teaching LAT 4999 – Latin Prose Composition to just two students as a service course on top of his normal teaching load. Between two and four advanced courses of this sort are offered each year.

LTAM majors must complete 33 program major hours with 18 core hour requirements consisting of the following: LTAM 1250, 2200, 3020, and 4020r along with MLNG 3020 and 3200, and HIST 2850 or 2860. In addition to these courses, they will also complete their studies with at least five courses in other Latin American Studies courses or in Art, History, or Anthropology.

2.8 The curriculum reflects a progressive challenge to students and that depth and rigor effectively prepares students for careers or advanced study.

As mentioned in section 2.4, expectations for course outcomes become increasingly rigorous in accordance with the course level. Thus, preparing students for the demands of advanced language and literature courses. Furthermore, progressive course depth and rigor effectively prepare students to speak, write, and synthesize linguistic, literary, and cultural information to prepare students for their respective careers. See the chart in 2.4 and the attached sample syllabi (Appendix 1.B). Specific requirements by program can be found in the current course catalog as follows:

Modern and Classical Languages and Literatures: Classics, B.A.:
https://catalog.utc.edu/preview_program.php?catoid=38&poid=7013&returnto=1422

Modern and Classical Languages and Literatures: French, B.A.:
https://catalog.utc.edu/preview_program.php?catoid=38&poid=6906&returnto=1422

Modern and Classical Languages and Literatures: Latin American Studies, B.A.:
https://catalog.utc.edu/preview_program.php?catoid=38&poid=7360&returnto=1422
2.9 The curriculum encourages the development of and the presentation of results and ideas effectively and clearly in both written and oral discourse.

All modern language classes emphasize both writing and speaking, especially in the 2110/2120 and 3110/3120 sequences. Other upper-division courses incorporate some written assignments, and many include oral reports. Speaking and writing skills are regularly assessed across the curriculum. For example, Dr. Casebier's FREN 3240 (Folklore and Fairy Tales) course required three 10-minute oral presentations, two compositions, two short research papers (4-6 pages), three in-class exams, and one final. Dr. Murillo's SPAN 4020r (The Vanguards and Their Legacy) course required two compositions, an in-class mid-term, an in-class final exam, a 10-page term paper with secondary sources, and a 15-minute oral presentation. Likewise, LTAM 1250 has been designed to include weekly writing assignments based on texts, films, and music. Part of the assessment for LTAM 1250 includes two compositions, an in-class mid-term, an in-class final exam, a 5-page term paper with secondary sources, and a 7-minute oral presentation.

All CLAS students have ample opportunity to develop ideas and refine communication skills through the writing (in English) of many papers of various lengths as well as through many oral presentations. Two of four program outcomes are aimed squarely at these skills: Critical Analysis, which encompasses the formation of topics, analysis, and the drawing of conclusions; and Formal Writing, which deals with the control of syntax and language mechanics as well the use of evidence. Instructors score papers in upper-level CLAS and LAT courses using detailed rubrics developed for these two outcomes, and likewise they shape assignments, coach students,
and provide feedback with these outcomes in mind. The same principles flow down to the lower/intermediate-level courses in the required core of the major. For example, CLAS 2000 – Everyday Life in the Roman Empire has three “short formal writing” assignments for which students receive a rubric in advance that includes categories for “logic and coherence” as well as “quality of writing.” Finally, for those students who opt to take Latin (and now Greek) as part of the major, there is intense study of stylistics and structure in ancient texts that hones their awareness of the means and structures of expression in their native language.

2.10 The curriculum exposes students to discipline-specific research strategies from the program area.

Discipline-specific research strategies can be seen in course syllabi. The following examples are representative, not exhaustive. The Local Legend presentation in Dr. Casebier's FREN 3240r (Folklore and Fairy Tales) requires students to assume the traditional work of a folklorist, using oral sources to report on a regional or family legend, where as her 4010r courses on the Animals in Premodern Literature and Knights on Screen and in Print are closely related to her research on medieval bestiaries and contemporary adaptations of Arthurian literature. In Spring 2017, Dr. Murillo designed SPAN 4020 -Latin American Existentialism. This was a survey course on the literary and philosophical manifestation of Existentialism in the Spanish and Portuguese speaking Americas. In Fall 2018, Dr. Carl Springer offered HUM 4999 -Humor. Dr. Springer's course was a survey of theories of humor from Aristotle and Cicero to Bakhtin and Freud and the analysis of practical applications from around the world. In Fall 2020, Dr. Gastañaga’s SPAN 4010 -Celestina and the End of the Middle Ages course was dedicated to reading and understanding two classics of Spanish letters. Students related Celestina and Lazarillo de Tormes with their specific historical, cultural, and literary contexts. So too, Dr.
Purkey’s SPAN 4010r (Cross listed as WSTU 4550) – Imagining Hispanic Women explored the development of Hispanic Women Writers from the Middle Ages to the 21st Century from both sides of the Atlantic. In Spring 2020, Dr. Jiménez's SPAN 4020R – Afro-Hispanic Literature dealt with primary and secondary texts written by, and/or about Spanish speaking people of African heritage. The course opened with literary readings about Blacks in Spain, starting with *El Lazarillo* (1554), and finish with very recent authors from Spanish America. In Fall 2021, Mr. Justin Colvin offered a section of CLAS 3750 – Topics in Classics with the subtitle Black Athena, exploring questions of racial discourse in and about antiquity. In Spring 2021, Dr. Garoiu's FREN 4010 - World War II in French Literature and Cinema was an inquiry into the history and memory of WWII in France through various literary and filmic representations of the German Occupation, Vichy France and collaboration, Resistance, antisemitism, and the Holocaust.

**Part 3: Student Experience**

3.1 The program provides students with opportunities to regularly evaluate the curriculum and faculty relative to the quality of their teaching effectiveness.

MCLL seeks to make the best possible use of the processes put in place by the University for students to evaluate the program and the faculty. The data from students on the course learning evaluations are carefully considered in several ways and other reports by students to faculty members or (more commonly) to the Department Head are also addressed with care.

UTC has a system of online course learning evaluations that gives students the opportunity to rate faculty/classes on factors including learning outcomes and whether they are being achieved, course content and delivery, and the quality of instruction. In the case of MCLL’s
foreign languages, we have added additional questions related to opportunities to speak and write in the target language of study. The university policy guarantees careful attention to course learning evaluations: probationary faculty seeking reappointment or tenure must include a written response to these evaluations each year in their dossiers; the Department Head must likewise offer a written analysis of the evaluations; and the Reappointment, Tenure and Promotion (RTP) Committee uses this data to inform their recommendations.

MCLL employs these ratings in additional ways in order to make sure that the feedback from students about their experiences in the program has weight. The Department Head reads all ratings every semester and uses them as a basis for faculty mentoring during the Faculty Evaluation and Development by Objectives (EDO) (performance and planning) process that all faculty undergo yearly, either affirming faculty in their successful creation of positively evaluated learning experiences or working with them on ways to improve student experience and learning. Concretely, the department has responded to student feedback over the years in a number of ways: altering the quantity and selection of online assignments in French and Spanish; changing test formats in French; and recently updating some curricula for courses judged consistently to be either too difficult or not challenging enough. Mentoring based on student concerns or dissatisfaction has also led to substantially improved ratings for several lecturers and tenure-line faculty.

It has been the culture in MCLL that the Department Head is always available for students and always open to their concerns. Every semester a small number of students or groups of students come to the Department Head to express concerns about their experience. On various other occasions, students make a point of mentioning how positive their experiences have been.
Certain class assignments and assessment measures also allow for some degree of student evaluation. In the modern language internship, a journaling assignment allows the student to reflect on what kind of learning has taken place and what value the experience has held for him or her. In the first-year Spanish courses opportunities for self-evaluation, reflection, and comments for the instructor are built into the projects students complete periodically as part of their language learning portfolios, and this information is read and responded to by their instructors. Other courses are being redesigned to incorporate additional opportunities for such reflection and commentary. Classics students also encounter various assignment and activities that encourage them to reflect on their progress in the curriculum and the value they have or have not gained through it.

In the past, the department has made some small efforts to develop its own venues for student evaluation, especially through contact with our alumni. However, in previous efforts to conduct surveys with alumni, we realized that we needed to increase our outreach so as to better stay in touch with that population. We are now doing a more extensive search for alumni and are compiling their contact and career information so that we can include them in future efforts to evaluate the department’s impact on students. We are also reaching out to alumni through recently created social media pages for the department.

3.2 The program ensures students are exposed to professional and career opportunities appropriate to the field.

The internship for modern languages (FREN 3400, SPAN 3400) and internship for teachers (SPAN 4440) offers students the opportunity to utilize their skill in various professional
settings. Spanish students, in particular, have been placed into a wide range of charitable and community organizations as well as educational establishments in the local community (e.g., La Paz, Head Start, and Hamilton County). These students are also placed in the occasional abroad experience either supervised by MCLL or through Study Abroad programs. Nine to twelve students per semester have carried out Spanish internships prior to COVID. Over the last two years, that number dropped to five to seven per year. French has seen a smaller number of interns, most of them placed into local schools.

Another venue for exposure to professional life has been support and encouragement of student conferencing. In particular, the department has prepared and funded (in collaboration with UTC’s Honors College) students for the National Council on Undergraduate Research conference – an event that allows them the chance to share their research in a professional setting and discern whether a career in academia might be right for them. Prior to the pandemic, select Spanish majors and two French majors travelled to Washington State and Atlanta, GA to present their original research. There are also study abroad programs through UTC that allow our students to engage in career and professional development, such as the Cadiz International Research program that is open to undergraduate students who wish to undertake research projects at the University of Cadiz in Spain for nine weeks during the summer. Although in recent semesters study abroad was interrupted due to pandemic-related restrictions, these programs have now been re-opened and we are encouraging our students to participate in order to further enhance their career and professional development.

The department communicates with the students through email lists and social media pages, such as Facebook, Instagram, LinkedIn, and Twitter, in addition to Canvas Communities
for majors and minors by language or field, where we share announcements for professional, volunteer, and study abroad opportunities. Finally, the department hosts monthly socials on campus in which majors, minors, and other interested students can interact with MCLL faculty and staff and other affiliated faculty on campus. Many of these conversations that take place at these monthly socials are carried out in the languages of study, thus allowing students to practice their use of the language in an academic setting similar to the ones they may eventually encounter in their professional careers.

3.3 The program provides students with the opportunity to apply what they have learned to situations outside the classroom.

The previously mentioned internships and events mentioned above (section 3.2) play a central role in providing opportunities for students to apply their knowledge outside of the classroom. However, the department offers students additional opportunities to expand their knowledge beyond the classroom. Faculty members have recently organized engaging events such as a Day of the Dead creative workshop carried out in the Hatch-It Lab for Innovation and Entrepreneurship on campus. A bimonthly foreign language “games” hour was initiated this semester after the department’s acquisition of various board games in French, Spanish, and Latin and has attracted a number of students, who have been able to use their languages to interact with faculty and play games. Each spring, Foreign Language Week has been a signature event for the department and has provided a number of extracurricular activities. There is a yearly creative writing competition in which students can use their language skills for artistic expression and compete publicly for prizes at a Poetry Night recitation event. The week has also included events such as guided nature walks, Foreign Film Night, a Salsa dance, etc. In the fall, National French
week is celebrated by the department with film showings and other events, such as a special session of the “games” hour that featured the French sport “pétanque.” The Spanish table (or “mesa de español”) is open to all students in Spanish as well as faculty and students across campus and Chattanooga community members who speak Spanish. In recent semesters it has been held online during the pandemic and has attracted participants from a variety of departments on campus, members of the Hispanic Outreach Leadership Association (HOLA) on campus who speak Spanish at home or as a heritage language and community members who are interested in speaking Spanish. It has even attracted Spanish speakers located in other countries, such as a recently graduated teacher of English in Chile who shared information about his home country with UTC students.

Finally, study abroad offers perhaps the richest sort of experience outside the classroom in that students, being immersed continuously for weeks or months in another linguistic and cultural world, enjoy the greatest variety of occasions for putting their knowledge to work. MCLL’s own program to Alcalá, Spain, has been running for almost a decade, with a brief hiatus due to the pandemic restrictions. Recruitment for a program this summer in Spain has already attracted a number of students. Dr. Casebier is active in leading a Paris study abroad program with Dr. Michäel Bonnal of Economics (a native of Paris) that will also take place again later this academic year. The Paris study abroad program has generated a high level of interest from students enrolled in a variety of major programs on campus. Classics programs have taken students to Rome and a program to Greece has been designed for AY 2022-2023.

3.4 The program seeks to include diverse perspectives and experiences through curricular and extracurricular activities.
The opportunities mentioned above (study abroad, community internships, cultural events) in sections 3.2 and 3.3 play an important role in ensuring that students in the department encounter a diversity of perspectives. In addition, the MCLL curriculum incorporates a rich variety of perspectives in terms of culture, race, gender, worldview, geography, and historical era. In some instances, the curriculum does this through set courses, while in many cases this diversity of perspectives comes through topics courses and repeatable courses that change their focus from term to term. French offerings have recently focused on topics running from medieval culture and legends (FREN 4010 – The Medieval Bestiary), to the 19th century novel, to the student culture of the 1960s, to North African film (FREN 3500 – Francophone Studies). The Spanish curriculum is structured to provide exposure to European, colonial, indigenous, and modern traditions, and it likewise includes offerings focused on women (SPAN 4010 - Imagining Hispanic Women) and Latino people of African descent (SPAN 4020 – Afro-Hispanic Literature). The Classics curriculum incorporates a wide range of perspectives from and about the ancient world. The topics course (CLAS 3750r – Topics in Classics) has been a good vehicle for this, with a recent topic being *Black Athena: Color Before Color Prejudice*. One of the core courses, CLAS 2000 – Everyday Life in the Roman Empire, is focused on recovering, to the extent possible, the voices and experiences of social groups of lower status, from slaves and freedmen to women, children, and immigrants. In the course CLAS 3500r Christian Latin, students read the entirety of the *Passio Perpetuae et Felicitatis*, one of the oldest and most striking texts to have been written in Latin by a woman. In general, the curriculum crosses wide swaths of time and students read texts through multiple modern perspectives and theories. The CLAS program has also been involved in events that promote diverse views, such as its co-sponsorship in 2021 of Dr. Jackie Murray’s lecture “Contra Nationis Natum: When Black Writers Embrace the Classical Past.”
Furthermore, a new major and minor program in Latin American Studies is in its first semester. It includes courses in English focusing on Afro-Hispanic texts and culture (LTAM 2200 - Afro-Latino Voices: The Caribbean and Beyond) and courses focused on texts written by female authors (MLNG 3020 - Latin American Women Writers in Translation), as well as courses in Latin American culture and Mexican identity and culture. We are excited for this opportunity to share more about Latin American culture through higher level courses with students on campus who may not reach the same levels of foreign language expertise, but who nonetheless have a keen interest in Latin America.

Finally, we are excited to be in the planning stages of creating a Living Learning Community (LLC) for UTC students interested in languages and literature, in collaboration with the Department of English. The LLC program at UTC offers a unique, inclusive residential learning experience that takes education outside of the classroom and allows residents to learn where they live—alongside students with similar academic interests and values. Starting in the Fall of 2022 we will be offering extra-curricular programming related to foreign language literature and culture for this group of students, who will be living within shared residential space. This will give us the exciting opportunity to offer a diversity of cultural opportunities to these students, who may be students of our own department as well as students enrolled in English courses and majors.

3.5 Students have access to appropriate academic support services.

A major resource for academic support is the MCLL’s language lab, which can be found in the main hallway just outside the MCLL main office in our newly renovated and updated space
in Lupton Hall. The lab holds 30 new Macintosh computers that are loaded with a large collection of audio-visual materials (foreign film, television, etc.). In addition, the room contains two large screens for group viewing, comfortable furniture for studying and socializing, a significant library of dictionaries and textbooks, and a growing collection of print media especially featuring graphic novels, and films from various countries.

In terms of extra instruction for struggling students, the department provides free weekly tutoring on campus to students enrolled in first- and second-year Spanish, French, and Latin courses. Furthermore, UTC has included these courses in its access to 24-hour free online tutoring for students via the educational app tutor.com. In addition, the department keeps a list of available tutors both online and at the desk of the Administrative Assistant, including students who are juniors and seniors and who tend to charge a very reasonable fee.

The library provides a number of additional resources, including access to a diverse set of resources, course reserves, study rooms, and technology that are used regularly by students in the department. They provide specialized instruction for courses through their Research and Instruction department. Additionally, students have access to the Writing Center on campus which can particularly help students in courses where they write in English.

Students have additional support for advising and career counseling through The Center for Academic Support and Advising and the Center for Career and Leadership Development. The Veteran Student Support center also provides some additional advising and career counseling services for students under its care.

For students struggling with learning disabilities or other disabilities, the Disability Resource Center has staff with expertise in determining and designing accommodations. Students
under medical problems are able to seek support through the Counseling Center and Student Health Services.

Finally, the department has funding available to support students for a variety of opportunities. There are annual study abroad scholarships of approximately $1000 available – the Felicia Sturzer Scholarship (French) and the Oralia Preble-Niemi Scholarship (Spanish). In addition, the department regularly allocates some of the operating budget and online funds to support student conferences and study abroad.

Part 4: Faculty (Full-time and Part-time)

Since the last program review in 2016, there have been several changes in faculty. Essentially 50% of full-time faculty members are new, and approximately 50% of tenure-line faculty have been tenured or promoted during that same period.

4.1 All faculty, full time and part time, meet the high standards set by the program and expected SACSCOC guidelines for credentials.

All tenure-line faculty members have doctorates in a field that gave them a deep expertise in the languages and subjects they teach. Moreover, the tenure-line faculty far exceed the basic credential qualifications by earning their doctorates from high-ranking programs and universities. Most of them received Ph.Ds. from high quality research institutions in their field, including Princeton, the University of Wisconsin, Madison, the University of California, Berkeley, the University of Miami, and Penn State. All of the lecturers (full-time non-tenure track) have Masters degrees or Ph.Ds. from reputable schools like Georgia State, Auburn, and Florida, and
two of the four Spanish lecturers have Ph.Ds., one from the University of Calgary, Canada, and the other from University of Tennessee Knoxville.

In all cases, the faculty hold degrees that demonstrate professional expertise in all the subjects they teach, whether the courses focus on the acquisition of a language or upon literature and culture. In a smaller undergraduate program like that of MCLL, a professor must be a generalist to some extent beyond the narrow confines of their research specialization; but no professor is teaching any course that lies outside of the fields in which they earned their Ph.D.

All adjunct instructors (part-time) except for one (a Latin adjunct granted an exemption by the administration due to decades of work teaching Latin at the secondary level) meet the requirement of 18 graduate hours in the field, though we have adjuncts with advanced degrees including master’s and Ph.D. In general, faculty members with a M.A. or less are limited to teaching 1000- and 2000-level courses that are not designed for majors and minors, and they occasionally teach general education courses at the 3000-level such as Classical Mythology.

For a full picture of faculty credentials and accomplishments, faculty CVs are included in Appendix 4.A.

4.2 The faculty are adequate in number to meet the needs of the program and appropriate teaching loads.

Since our last review, faculty teaching loads for tenure-line faculty have been reduced to three courses (9-10 credit hours) per semester. We have added one faculty member in Spanish. Over the past two years, primarily due to COVID, enrollments in foreign languages have dropped, although those in the Classics have increased, and on the whole, we have a more reasonable
teaching load, and class-sizes are also slightly lower. Currently MCLL has 13 full-time faculty members with the following distribution:

<table>
<thead>
<tr>
<th>Language</th>
<th>Tenure-Track</th>
<th>Lecturer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Latin/Classics</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Spanish</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>

The number of full-time faculty for Latin/Classics is misleading because it includes the Department Head who has a 25% teaching load (1 class per semester) and the Sun Trust Chair of Excellence who has a 50% teaching load (2 classes per semester). Thus, in terms of covering for classes, Latin/Classics has a 1.75 FTE.

This level of full-time staffing for the department is adequate to cover the courses needed for majors and minors as well as a good portion of the lower-level language courses and general education courses. Nevertheless, the department relies heavily on adjuncts for staffing some of the first and occasionally second-year French, Latin, and Spanish classes, as well as general education courses in Classics. In order to fill these courses, the department has access to around $55,000 for adjunct/overload funding for the year. Less frequently, lecturers voluntarily teach an overload (for extra pay), when necessary, but this is less frequent than in the past.

4.3 The faculty strives to cultivate diversity with respect to gender, ethnicity, and academic background, as appropriate to the demographics of the discipline.
The university has very strict protocols aimed at creating a fair and diverse workplace. Moreover, it has always been the department practice to welcome applicants of various types of diverse backgrounds. The department consistently follows all policies established by the Office of Equity and Inclusion, such as the documentation of diversity in search pools and the careful provision of rationales for the selection of finalists and the individual ultimately offered the position. The composition of full-time faculty follows:

| Ethnic and Gender Diversity of Full-Time Faculty in MCLL in 2021-2022 |
|-------------------------------------------------|-----------------|-----------------|
| ALL    | TENURE TRACK | LECTURERS |
| FULL-TIME FACULTY |                  |                  |
| MEN    | 7 54% 4 50% 3 60% |
| WOMEN  | 6 46% 4 50% 2 40% |
| WHITE  | 8 62% 5 62.5% 3 60% |
| HISPANIC | 5 38% 3 37.5% 2 40% |
| AFRICAN AMERICAN | 1 8% 1 12.5% |

The full-time faculty also exhibit some geographic diversity. One faculty member is from Rumania, one is from Peru, one is from Mexico, and another is from Puerto Rico.

As far as program diversity is concerned, there are some programs where faculty overlap, but much of this occurred without the involvement of the current department members. For example, Dr. Davies and Dr. Purkey both attended UC Berkeley, but different programs (Classics and Hispanic Languages and Literatures), and neither took part in the decision-making process for the other, nor did they know each other prior to being hired. Both French professors, Drs. Casebier and Garoiu, studied at UW Madison, but were not acquainted prior to working at UTC. Dr. Springer also attended UW Madison; however, a separate committee outside of the

7 Non-Hispanic White
8 One faculty member identifies as both Hispanic and Afro-American and is counted in both categories.
department selected Dr. Springer as the SunTrust Chair, and he was assigned to our department because of his field.

4.4 The Program uses an appropriate process to incorporate the faculty evaluation system to improve teaching, scholarly and creative activities, and service.

Evaluation of faculty takes place through the EDO (Evaluation and Development by Objectives) process, which is completed annually for all full-time faculty members by the Department Head. In addition, evaluation of tenure-line faculty takes place through the operations of the Reappointment, Tenure and Promotion (RTP) process—yearly in the case of probationary faculty. These two processes, each of which examine teaching, scholarship (or creative endeavors), and service, are used to identify any weaknesses in faculty performance, to communicate concern about these weaknesses to the probationary faculty member, and to provide motivation for improvement. These weaknesses, or areas of concern, can be student dissatisfaction, failure to bring students up to standard of program outcomes, lack of sufficient publications, problems with deadlines, etc. In the case of the EDO, the Department Head notes the issue in writing and works with the faculty member to develop a concrete plan for improvement over the coming year. If the RTP Committee identifies an area of concern in untenured faculty, the Chair communicates this to the probationary member in the letter containing the committee’s recommendation with regard to reappointment. The Head also plays a role in reappointment and communicates any concerns through this process. If the weakness is a serious one, both the Head and the RTP Chair advise the faculty member where improvement is needed.

The evaluation of faculty plays an important role in improvement through the recognition of strengths and weaknesses. In the case of untenured faculty members, the Department Head and
the Chair of RTP Committee write letters that indicate areas of accomplishment and areas where further growth is needed. The Head incentivizes and promotes high performance by recommending faculty for the rating “Exceeds Expectations,” which may (depending on the budget in a given year) lead to merit-based bonuses or permanent salary increase. There are also college and university-wide awards, for which any faculty member may recommend another.

In the EDO and RTP processes, several sources of data are routinely used for the improvement of faculty performance. Course Learning Evaluations play an important role: The numerical scores are compared to departmental averages, and attention is paid to patterns that develop over time (e.g., rising or falling ratings), and particular areas for improvement are identified by noting any areas which students have scored particularly poorly. In addition, assessment data has been used to point out faculty weaknesses and strengths, since it measures real student outcomes, rather than student perceptions.

4.5 The faculty engages in regular professional development that enhances their teaching, scholarship and practice.

For the tenure-line faculty with research duties, the main venue for professional development relating to scholarship is attending disciplinary conferences. On average, all tenure-line faculty members go to two to four conferences per year to get feedback on their research. A look at the CVs in Appendix 4.A will give a sense of the breadth of international, national, and regional conferences attended. In some cases, lecturers have also attended research-focused conferences. The only other established venue for professional development relating to scholarship is the mentoring system within the department, whereby every incoming assistant professor is assigned a tenured professor as a mentor.
Professional development in the area of teaching takes place most often through seminars, sessions, and programs offered on campus by the Walker Center for Teaching and Learning. Although there has never been any mandate for faculty participation in these events, faculty attend these in significant numbers, and they may report that attendance on their EDO. Faculty members also pursue professional development in teaching and assessment at regional or national conferences like the South Atlantic Modern Language Association (SAMLA), the Mountain Interstate Foreign Language Conference (MIFLC), and SEMA. Approximately 15-40% of the faculty attend the American Council on the Teaching of Foreign Languages (ACTFL) conference in a given year. In November of 2021, three tenure-track professors and two lecturers attended ACTFL.

4.6 The faculty is actively engaged in planning, evaluation and improvement processes that measure and advance student success.

In the past, the senior professor in each major concentration has done most of the assessment work for that major in coordination with the Department Head. More recently, as the quantity of assessment data has increased, all faculty members teaching the courses featured in departmental assessment have been expected to collect, evaluate, and organize their own data. There have been some training sessions to assist in this endeavor. Nevertheless, most of the planning and big-picture analysis continues to fall to the Head and Associate Head. Greater involvement of the entire faculty involvement in all stages of assessment is needed. One result of a response to student performance can be seen in the results of fall 2021, after a reshuffling of faculty and a redesign of some Spanish courses, this led to significant improvement, with most students meeting course outcomes, as can be seen in the tables below:
<table>
<thead>
<tr>
<th>Level</th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novice Low</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Novice Mid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Novice High</td>
<td>1</td>
<td>14%</td>
<td>2</td>
<td>29%</td>
</tr>
<tr>
<td>Intermediate Low</td>
<td>2</td>
<td>29%</td>
<td>2</td>
<td>29% 3</td>
</tr>
<tr>
<td>Intermediate Mid</td>
<td>2</td>
<td>29%</td>
<td>2</td>
<td>29% 3</td>
</tr>
<tr>
<td>Intermediate High</td>
<td>5</td>
<td>71%</td>
<td>2</td>
<td>29% 1</td>
</tr>
<tr>
<td>Advanced Low</td>
<td>2</td>
<td>29%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below Level</td>
<td>1</td>
<td>14%</td>
<td>2</td>
<td>29% 1</td>
</tr>
<tr>
<td>At/Above Level</td>
<td>7</td>
<td>100%</td>
<td>6</td>
<td>86% 5</td>
</tr>
<tr>
<td>Above Level</td>
<td>7</td>
<td>100%</td>
<td>4</td>
<td>57% 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Low</td>
<td>2</td>
<td>13%</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>Intermediate Mid</td>
<td>7</td>
<td>27%</td>
<td>2</td>
<td>13% 7</td>
</tr>
<tr>
<td>Intermediate High</td>
<td>4</td>
<td>47%</td>
<td>4</td>
<td>27% 2</td>
</tr>
<tr>
<td>Advanced Low</td>
<td>6</td>
<td>40%</td>
<td>2</td>
<td>13% 6</td>
</tr>
<tr>
<td>Advanced Mid</td>
<td>3</td>
<td>20%</td>
<td>3</td>
<td>20%</td>
</tr>
<tr>
<td>Advanced High</td>
<td>2</td>
<td>13%</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>Below Level</td>
<td>2</td>
<td>40%</td>
<td>2</td>
<td>13% 2</td>
</tr>
<tr>
<td>At/Above Level</td>
<td>15</td>
<td>100%</td>
<td>13</td>
<td>87% 13</td>
</tr>
<tr>
<td>Above Level</td>
<td>15</td>
<td>100%</td>
<td>5</td>
<td>33% 13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Low</td>
<td>4</td>
<td>31%</td>
<td>9</td>
<td>69% 5</td>
</tr>
<tr>
<td>Intermediate Mid</td>
<td>7</td>
<td>54%</td>
<td>3</td>
<td>23%</td>
</tr>
<tr>
<td>Intermediate High</td>
<td>2</td>
<td>15%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SPAN 2110**  Goal: 75% of Students meet Goal of Intermediate Low in All Skills

**SPAN 3110-01**  Goal 75% at Intermediate Mid

**SPAN 3110-02**  Goal 75% at Intermediate Mid
Below Level  | 13 | 100% | 13 | 100% | 13 | 100% | 12 | 92%  
At/Above Level  | 13 | 100% | 6 | 46% | 13 | 100% | 5 | 38%  
Above Level  

<table>
<thead>
<tr>
<th>Level</th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Low</td>
<td>1</td>
<td>12.5%</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Intermediate Mid</td>
<td>2</td>
<td>25%</td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>Intermediate High</td>
<td>2</td>
<td>25%</td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>Advanced Low</td>
<td>1</td>
<td>12.5%</td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>Advanced Mid</td>
<td>4</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced High</td>
<td>1</td>
<td>12.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below Level</td>
<td>3</td>
<td>37.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At/Above Level</td>
<td>8</td>
<td>100%</td>
<td>5</td>
<td>62.5%</td>
</tr>
<tr>
<td>Above Level</td>
<td>6</td>
<td>75%</td>
<td>12.5%</td>
<td></td>
</tr>
</tbody>
</table>

SPN 3130  
Goal 75% at Intermediate High in Reading and Writing

In French and Spanish, all faculty whose students take the STAMP test (from Avant-Assessment) have access to the standardized exams that assess their students’ performance. Furthermore, faculty are made aware of the assessment goals for each year, and the expected benchmarks for their courses, and are thus able to judge where their students excelled and where they might improve the next time.

Part 5 Learning Resources

The greater part of learning resources available to students are extradepartmental, and include the library, its staff, the Writing Center, and the Disability Resource Center. The disciplines of Modern and Classical Languages and Literatures do not typically require extensive
learning resources outside of those found in most academic departments. The exception to this is the language lab, which is located in 239 Lupton Hall adjacent to the main office and is open Monday-Friday during business hours.

5.1 The program regularly evaluates its equipment and facilities, encouraging necessary improvements within the context of overall institutional resources.

Language Lab and Other Student Resources

The language lab is equipped with 30 Macintosh computers with headphones, microphones, and an ever-growing menu of media in foreign languages in the back half of the room. In addition to using the computers for homework and projects, students can watch foreign movies, including those assigned for some classes. Faculty also use the lab for conducting computerized oral exams and end-of-course assessments. Towards the front of the room, there is a seating area with comfortable couches, and two large viewing screens. Along the back wall, there are rows of bookshelves stocked with reference works, literature, textbooks, DVDs, a collection of graphic novels, and a variety of games in the target languages. Professors and clubs can reserve the space for class, departmental tutoring, movie night, and game night. Students have a library of language movies they can watch for classes or for personal enjoyment. Students can drop by to study or check out popular culture items. It also is used for faculty meetings when we need a bigger space than the conference room.

Free departmental tutoring has been provided successfully in the lab since 2019. Generally, Spanish, French, and Latin have two set hours of tutoring available each week and students can also make an appointment upon request.

The department regularly purchases equipment, books, and movies for classes and for individual student use for the language lab. The department recently purchased a number of
language and classics games for our new game day, which students may use in the language lab. For students who are enrolled in online classes, there are 25 subscriptions available to watch movies provided in the lab at home. These rotate and the number of subscriptions can increase if the department exceeds that number.

There is no official plan for replacing computers in the language lab. When we moved into Lupton Hall, we used online funds to purchase new computers for the lab. Prior to that, the Dean had purchased new computers approximately every 5-7 years.

**Faculty and Staff Computers**

Computers are the most expensive and most essential item of equipment involved in teaching, research, and administration. There is a process in place each year to verify departmental computers (and other items subject to inventory). The department’s administrative assistant carries out this task. While the department has occasionally used its operating funds to replace a computer for the administrative assistant or for a faculty member, departmental funds would never be able to cover faculty or lab computers to any significant extent. Faculty and staff receive a new, primary computing device every four years. The University contributes up to $1,200 toward a device. This is maintained through IT’s computer refresh program.

**Walker Center for Teaching and Learning**

All faculty members enjoy access to the Walker Center for Teaching and Learning, housed in the library. Many MCLL instructors regularly attend workshops on instructional technology and several teams have gone through a re-design program to create fully online versions of departmental courses. The Walker Center also provides grants for faculty for teaching resources or activities.
**Offices and Conference Room**

Each full-time faculty member has an office and access to printers and the ability to send something to print services for copies, posters, materials for social events, etc. There is a separate office for adjuncts in the department, which has computers and a scanner, and access to the department printer. For all other types of equipment, the department must rely on its own operating funds or rarely on one of the gift funds. Each year there is an effort to allocate some funds to upgrading or replacing some elements of the office environment, such as furniture, décor, kitchen supplies, paint, etc. It has also been possible to salvage various items from UTC’s centralized surplus facility, to which all units on campus retire their unwanted equipment. The department also has a new conference room equipped with “smart” technology.

**5.2 The program has access to learning and information resources that are appropriate to support teaching and learning.**

Most information resources available to faculty and students in the program are provided through UTC’s Library. In addition to books and online texts, it has a growing film collection, which includes a Kanopy streaming program where you can watch films from home. The library also has subscriptions to many journal and reference databases that facilitate faculty and student research (e.g., JSTOR, Project MUSE, *L’Annee Philologique, Patrologia Latin*, and many others). The Interlibrary Loan service is free to faculty and students and functions with great efficiency. In general, there has been the feeling among faculty and students that the informational resources are on par with what one could reasonably expect at an institution like UTC. The library also offers enhancement grants to individual faculty members, who can request $750 worth of materials in their area. On average, one MCLL faculty member applies for and is awarded one of these grants.
per year. The department has also decided to build its own collection of informational resources. In recent years, $500-$800 per year has been allocated to a growing collection of films, books, and graphic novels in the language lab. All films are loaded onto the main computer server, which allows students to access the entire catalog from every unit in the language lab. The print materials are shelved and available for students to use in the lab, where there is comfortable seating.

**Scholarships/Professional Development Funds**

Students have opportunities to apply for scholarships for Study Abroad through the department, and other campus resources. Please see Financial Aid and Scholarships and MCLL Scholarships and Awards. In addition, the department has recently been able to subsidize study abroad for its students through the creation of MCLL International Online Learning Scholarships, which are eligible to students taking at least one online/hybrid course as part of a study abroad experience.

Faculty are also able to take advantage of professional development funds. Full-time faculty receive a budget of $1200-1500 per year for conferences, materials, memberships, workshops, etc. Over the last five years the department has been able to provide all additional funds requested by faculty when their needs surpass the initial sum for any reason—e.g., multiple conferences, international travel, etc. The department also purchases course materials and equipment as necessary (like computer cameras for Zoom during COVID).

### 6. Support

**6.1 The program’s operating budget is consistent with the needs of the department.**
The departmental operating budget sits right around $40,000 per year, with an additional $4,000 for student workers. This level is consistent with needs and sufficient for all operations, including faculty development, office administration and environment, equipment, student support, assessment, event planning, promotion and publicity, and the language lab. Typically, the department head drafts a budget each year and then circulates it to the faculty for discussion, amendment, and approval. For the current fiscal year, the funds have been distributed in the following way:

Total MCLL Operating Budget for Fiscal Year 2022 = $40,355

Office Needs and Supplies - $3,355

Furnishings and Equipment - $10,000 [far above average due to recent move]

Funds for Faculty Use (research and teaching materials, memberships, certifications, virtual conferences, individual faculty development opportunities, contribution towards event, etc.) - $16,000 (approx. $1,230 x 13 members)

MCLL Tuition Scholarships (divided among programs) - $6,500 + money from other categories for which expenses have not been identified and planned by end of fiscal year.

Events for Students - $1,500

STAMP assessment fees - $3,000

This distribution is in some ways typical and in some ways atypical. Some commentary is needed to put it into context and explain the significance of certain details.

The largest item of the budget each year is the line devoted to faculty professional and development needs, because it covers so many essential things for 13 full-time people (no distinction is made between TT and NTT for these purposes): research materials, travel and conferencing, professional memberships, workshops, pedagogical materials, etc. Obviously, this
expenditure impacts students in a positive way also, because the maintenance and advancement of 
faculty knowledge, skills, and professional standing provides a strong basis for all instruction. 
Although the initial and guaranteed level of faculty funding has been reduced from the norm of 
$1,500 per person to $1,230 for fiscal year 2022, because of the need to properly furnish our new 
office suite, both of these figures are somewhat misleading. Since almost all MCLL faculty teach 
online in a given year, the department can draw from its sizeable online funds (a portion of online 
fees are returned to departments) for the professional development of online faculty. Over the last 
five years, MCLL faculty have been fully funded for every single conference, travel, and resource 
request, even when an individual had needs that reached above $4,000 for the year. The second 
largest area of the budget is most always that directed towards supporting students: $6,500 is 
awarded in scholarships and at least $1,500 is spent on creating and catering social events for 
students. In some years these numbers run much higher. Finally, the remainder of the budget falls 
into office needs and the fees paid to an outside company to provide excellent assessment for 
modern languages.

In no case since the prior review has MCLL been unable to pursue its operations due to a 
lack of funding, and in no case has the department had to plead with the dean for additional 
funding. As the operating account tends to be spent down to less than $1,000 by the end of each 
fiscal year, the budget seems very much “right-sized.”

6.2 The program has a history of enrollment and/or graduation rates sufficient to sustain 
high quality and cost-effectiveness.
While the number of majors enrolled in the department has dropped considerably in the last two years of pandemic, from 78 to 49, the most recent data for all other metrics on the UTC Institutional Dashboard look healthy. The number of SCH produced by the department in 2019-2020 was above the 5-year average (7,805 vs. 7,748). The number of graduates that same year was likewise above the 5-year average (25 vs. 23.6) and in line with long-term trends. The number of students not retained was 12.8%, better than the five-year average of 15.9% of students not retained. These numbers, taken together, show that the overall productivity of the department during the last six years has been steady and has increased in some respects, even if the number of majors is at a low due to the lack of recent opportunities to recruit (through F2F instruction and study abroad). Although the cost-per-credit of instruction is not available on the institutional dashboard and would be difficult to calculate for a number of reasons, it is clear to the department head from administrative meetings over the last six years that the department is not a source of financial liability to CAS in any way: this objection has never been made. It should also be remembered, when efficiency is considered, that MCLL has streamlined administrative costs because (due to the merger of 2015) it shares a department head and an administrative assistant with Philosophy and Religion. Thus, it’s purely administrative costs are half of what they would be otherwise. Finally, the department assists CAS in providing administrative functions for the Humanities: International Studies, Liberal Arts concentrations.

6.3 The program is responsive to local, state, regional, and national needs.

As a department, MCLL is responsive to community needs in a number of ways and helps the university to offer solutions to problems that affect city, county, state, and nation. With high levels of immigration at every level from local to national, and with increasing multilingualism in
our communities, language expertise is needed in various areas. The state of Tennessee must strengthen its language education in secondary schools, and MCLL partners with UTC’s School of Education to train teachers. Chattanooga businesses and organizations often lack a sufficient number of Spanish speakers among their personnel, and MCLL’s internship program helps to meet the needs that they have in serving the city’s growing Hispanic population. The French offerings prepare students who may end up working in some connection with the North American trade zone that has French for one of its languages, or with one of the nearby Caribbean nations. In general, making language study available to UTC students at large offers them an element of professional and personal development for complex and multicultural society. When it comes to communal conversations surrounding diversity, equity, and inclusion (DEI), MCLL has responded through the development of new classes (such as those on African film, Caribbean literature, the lives of the marginalized in the Roman Empire, etc.) and a new program (Latin American Studies), while also offering other relevant opportunities (cultural festivals, documentary film series, visiting speakers, volunteering, study abroad, etc.). Graduates of the program, as well as students who may only take a few courses, will be better prepared to navigate and impact the larger society that is emerging.

Appendix
ACKNOWLEDGMENTS

ACTFL is deeply indebted to the many individuals who contributed to the previous editions of the Proficiency Guidelines.

In addition, ACTFL wishes to acknowledge the principal authors and editors of this 3rd Edition of the Proficiency Guidelines: Elvira Sreber, Daniel J. Connell, and Robert Vickers; and the invaluable contributions of the project consultants: Mehdi Akhsh, Karen Brainer-Sanders, Ray T. Clifford, Helen Harnby, David Higula, Judith Leckie, Guenn Siors, Perusa Lewis, Jr., Cynthia Martin, Karl F. Otto, Jr., Benjamin Finkt, Mildred Rivera Martinez, and Ernok Tschirner.

Finally, ACTFL is most appreciative of the comments and feedback from the many members of the profession who contributed generously of their time and expertise in reviewing earlier drafts of this document.

The ACTFL Proficiency Guidelines 2012 may be used for non-profit, educational purposes only, provided that they are reproduced in their entirety, with no alterations, and with credit to ACTFL.
General Preface to the ACTFL Proficiency Guidelines 2012

The ACTFL Proficiency Guidelines are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability.

These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. Together these levels form a hierarchy in which each level subsumes all lower levels. The Guidelines are not based on any particular theory, pedagogical method, or educational curriculum. They neither describe how an individual learns a language nor prescribe how an individual should learn a language, and they should not be used for such purposes. They are an instrument for the evaluation of functional language ability.

The ACTFL Proficiency Guidelines were first published in 1986 as an adaptation for the academic community of the U.S. Government’s Interagency Language Roundtable (ILR) Skill Level Descriptions. This third edition of the ACTFL Proficiency Guidelines includes the first revisions of Listening and Reading since their original publication in 1986, and a second revision of the ACTFL Speaking and Writing Guidelines, which were revised to reflect real-world assessment needs in 1999 and 2001 respectively. New for the 2012 edition are the addition of the major level of Distinguished to the Speaking and Writing Guidelines, the division of the Advanced level into the three sublevels of High, Mid, and Low for the Listening and Reading Guidelines, and the addition of a general level description at the Advanced, Intermediate, and Novice levels for all skills.

Another new feature of the 2012 Guidelines is their publication online, supported with glossed terminology and annotated, multimedia samples of performance at each level for Speaking and Writing, and examples of oral and written texts and tasks associated with each level for Reading and Listening.

The direct application of the ACTFL Proficiency Guidelines is for the evaluation of functional language ability. The Guidelines are intended to be used for global assessment in academic and workplace settings. However, the Guidelines do have instructional implications. The ACTFL Proficiency Guidelines underlie the development of the ACTFL Performance Guidelines for K-12 Learners (1998) and are used in conjunction with the National Standards for Foreign Language Learning (1996, 1998, 2006) to describe how well students meet content standards. For the past 25 years, the ACTFL Guidelines have had an increasingly profound impact on language teaching and learning in the United States.
ACTFL PROFICIENCY GUIDELINES 2012 – SPEAKING

Preface

The ACTFL Proficiency Guidelines 2012—Speaking describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels.

The Guidelines describe the tasks that speakers can handle at each level, as well as the content, context, accuracy, and discourse types associated with tasks at each level. They also present the limits that speakers encounter when attempting to function at the next higher major level.

These Guidelines can be used to evaluate speech that is either Interpersonal (interactive, two-way communication) or Presentational (one-way, non-interactive).

The written descriptions of speaking proficiency are accompanied online by speech samples illustrating the features of each major level.

The ACTFL Proficiency Guidelines 2012—Speaking may be used for non-profit, educational purposes only, provided that they are reproduced in their entirety, with no alterations, and with credit to ACTFL.

Distinguished

Speakers at the Distinguished level are able to use language skilfully, and with accuracy, efficiency, and effectiveness. They are educated and articulate users of the language. They can reflect on a wide range of global issues and highly abstract concepts in a culturally appropriate manner. Distinguished-level speakers can use persuasive and hypothetical discourse for representational purposes, allowing them to advocate a point of view that is not necessarily their own. They can tailor language to a variety of audiences by adapting their speech and register in ways that are culturally authentic.

Speakers at the Distinguished level produce highly sophisticated and tightly organized extended discourse. At the same time, they can speak succinctly, often using cultural and historical references to allow them to say less and mean more. At this level, oral discourse typically resembles written discourse.

A non-native accent, a lack of a native-like economy of expression, a limited control of deeply embedded cultural references, and/or an occasional isolated language error may still be present at this level.
SUPERIOR

Speakers at the Superior level are able to communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. They present their opinions on a number of issues of interest to them, such as social and political issues, and provide structured arguments to support these opinions. They are able to construct and develop hypotheses to explore alternative possibilities.

When appropriate, these speakers use extended discourse without unnaturally lengthy hesitation to make their point, even when engaged in abstract elaborations. Such discourse, while coherent, may still be influenced by language patterns other than those of the target language. Superior-level speakers employ a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information through the use of syntactic, lexical, and phonetic devices.

Speakers at the Superior level demonstrate no pattern of error in the use of basic structures, although they may make sporadic errors, particularly in low-frequency structures and in complex high-frequency structures. Such errors, if they do occur, do not distract the native interlocutor or interfere with communication.

ADVANCED

Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major times frames of past, present, and future. These speakers can also deal with a social situation with an unexpected complication. The language of Advanced-level speakers is abundant, the oral paragraph being the measure of Advanced-level length and discourse. Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.

Advanced High

Speakers at the Advanced High sublevel perform all Advanced-level tasks with linguistic ease, confidence, and competence. They are consistently able to explain in detail and narrate fully and accurately in all time frames. In addition, Advanced High speakers handle the tasks pertaining to the Superior level but cannot sustain performance at that level across a variety of topics. They may provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are more comfortable discussing a variety of topics concretely.

Advanced High speakers may demonstrate a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the helpful use of communicative strategies, such as paraphrasing, circumlocution, and illustration. They use precise vocabulary and intention to express meaning and often show great fluency and ease of speech. However, when called on to perform the complex tasks associated with the Superior level over a variety of topics, their language will at times break down or prove inadequate, or they may avoid the task altogether, for example, by resorting to simplification through the use of description or narrative in place of argument or hypothesis.
Advanced Mid
Speakers at the Advanced Mid sublevel are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as topics relating to events of current, public, and personal interest or individual relevance.

Advanced Mid speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future by providing a full account, with good control of aspect. Narration and description tend to be combined and intertwined to relate relevant and supporting facts in connected, paragraph length discourse.

Advanced Mid speakers can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar. Communication strategies such as circumlocution or rephrasing are often employed for this purpose. The speech of Advanced Mid speakers performing Advanced-level tasks is marked by substantial fluency. Their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest. Their discourse may still reflect the oral paragraph structure of their own language rather than that of the target language.

Advanced Mid speakers contribute to conversations on a variety of familiar topics, dealt with concretely, with much accuracy, clarity and precision, and convey their intended message without misrepresentation or confusion. They are readily understood by native speakers unaccustomed to dealing with non-natives. When called on to perform functions or handle topics associated with the Superior level, the quality and/or quantity of their speech will generally decline.

Advanced Low
Speakers at the Advanced Low sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest.

Advanced Low speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph length discourse with some control of aspect. In these narrations and descriptions, Advanced Low speakers combine and link sentences into connected discourse of paragraph length, although these narrations and descriptions tend to be handled separately rather than intertwined. They can handle appropriately the essential linguistic challenges presented by a complication or an unexpected turn of events.

Responses produced by Advanced Low speakers are typically not longer than a single paragraph. The speaker’s dominant language may be evident in the use of false cognates, literal translations, or the oral paragraph structure of that language. At times their discourse may be minimal for the level, marked by an irregular flow, and containing noticeable self-correction. More generally, the performance of Advanced Low speakers tends to be uneven.

Advanced Low speech is typically marked by a certain grammatical roughness (e.g., inconsistent control of verb tenses), but the overall performance of the Advanced-level tasks is sustained, albeit minimally. The vocabulary of Advanced Low speakers often lacks specificity. Nevertheless, Advanced Low speakers are able to use communicative strategies such as rephrasing and circumlocution.

Advanced Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion. Their speech can be understood by native speakers unaccustomed to dealing with non-natives, even though this may require some repetition or restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.
Intermediate

Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language.

Intermediate High

Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.

Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can name and describe all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.

Intermediate High speakers can generally be understood by native speakers accustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.

Intermediate Mid

Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests, and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.

Intermediate Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions beyond the Intermediate level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce sentences typically consisting of sentences and strings of sentences. Their speech may contain pauses, repetitions, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

Overall, Intermediate Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.
Intermediate Low
Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target language culture. These topics relate to basic personal information, for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.

Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary, and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.
NOVICE

Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

Novice High

Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formalic questions.

Novice High speakers are able to express personal meaning by relying heavily on learned phrases or reiterations of these and what they hear from their interlocutor. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise, with repetition or rephrasing. Novice High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse.

Novice Mid

Speakers at the Novice Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor’s words. Novice Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

Novice Low

Speakers at the Novice Low sublevel have no real functional ability and, because of their pronunciation, may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true communicational exchange.
Preface

The ACTFL Proficiency Guidelines 2012—Writing describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels.

The Guidelines describe the tasks that writers can handle at each level as well as the content, context, accuracy, and discourse types associated with the writing tasks at each level. They also present the limits that writers encounter when attempting to function at the next higher major level.

These Guidelines can be used to describe written text that is either Presentational (essays, reports, letters) or Interpersonal (instant messaging, e-mail communication, texting). Moreover, they apply to writing that is spontaneous (immediate, unedited) or reflective (revised, edited). This is possible because the Guidelines describe the product rather than the process or purpose of the writing.

The written descriptions of writing proficiency are accompanied online by writing samples illustrating the features of each major level.

The ACTFL Proficiency Guidelines 2012—Writing may be used for non-profit, educational purposes only, provided that they are reproduced in their entirety, with no alterations, and with credit to ACTFL.
Distinguished

Writers at the Distinguished level can carry out formal writing tasks such as official correspondence, position papers, and journal articles. They can write analytically on professional, academic, and societal issues. In addition, Distinguished level writers are able to address world issues in a highly conceptualized fashion.

These writers can use persuasive and hypothetical discourse as representational techniques, allowing them to advocate a position that is not necessarily their own. They are also able to communicate subtly and nuance. Distinguished level writing is sophisticated and is directed to sophisticated readers. Writers at this level write to their audience; they tailor their language to their readers.

Distinguished level writing is dense and complex, yet it is characterized by an economy of expression. The writing is skillfully crafted and is organized in a way that reflects target culture thought patterns. At the Distinguished level, length is not a determining factor. Distinguished level texts can be as short as a poem or as long as a treatise.

Writers at the Distinguished level demonstrate control of complex lexical, grammatical, syntactic, and stylistic features of the language. Discourse structure and punctuation are used strategically, not only to organize meaning but also to enhance it. Conventions are generally appropriate to the text modality and the target culture.

Superior

Writers at the Superior level are able to produce most kinds of formal and informal correspondence, in-depth summaries, reports, and research papers on a variety of social, academic, and professional topics. Their treatment of these issues moves beyond the concrete to the abstract.

Writers at the Superior level demonstrate the ability to explain complex matters, and to present and support opinions by developing cogent arguments and hypotheses. Their treatment of the topic is enhanced by the effective use of structure, lexicon, and writing protocols. They organize and prioritize ideas to convey to the reader what is significant. The relationship among ideas is consistently clear, due to organizational and developmental principles (e.g., cause and effect, comparison, chronology). These writers are capable of extended treatment of a topic which typically requires at least a series of paragraphs, but can extend to a number of pages.

Writers at the Superior level demonstrate a high degree of control of grammar and syntax, of both general and specialized/professional vocabulary, of spelling or symbol production, of cohesive devices, and of punctuation. Their vocabulary is precise and varied. Writers at this level direct their writing to their audience; their writing fluency eases the reader's task.

Writers at the Superior level do not typically control target-language cultural, organizational, or stylistic patterns. At the Superior level, writers demonstrate no pattern of error; however, occasional errors may occur, particularly in low-frequency structures. When present, these errors do not interfere with comprehension, and they rarely distract the native reader.
ADVANCED

Writers at the Advanced level are characterized by the ability to write routine informal and some formal correspondence, as well as narratives, descriptions, and summaries of a factual nature. They can narrate and describe in the major time frames of past, present, and future, using paraphrasing and elaboration to provide clarity. Advanced level writers produce connected discourse of paragraph length and structure. At this level, writers show good control of the most frequently used structures and generic vocabulary, allowing them to be understood by those unaccustomed to the writing of non-natives.

Advanced High

Writers at the Advanced High sublevel can write about a variety of topics with significant precision and detail. They can handle informal and formal correspondence according to appropriate conventions. They can write summaries and reports of a factual nature. They can also write extensively about topics relating to particular interests and special areas of competence, although their writing tends to emphasize the concrete aspects of such topics. Advanced High writers can narrate and describe in the major time frames, with solid control of aspect. In addition, they are able to demonstrate the ability to handle writing tasks associated with the Superior level, such as developing arguments and constructing hypotheses, but are not able to do this all of the time; they cannot produce Superior level writing consistently across a variety of topics, treated abstractly or generally. They have good control of a range of grammatical structures and a fairly wide general vocabulary. When writing at the Advanced level, they often show remarkable ease of expression, but under the demands of Superior level writing, patterns of error appear. The linguistic limitations of Advanced High writing may occasionally distract the native reader from the message.

Advanced Mid

Writers at the Advanced Mid sublevel are able to write about a range of work and/or academic writing needs. They demonstrate the ability to narrate and describe with detail in all major time frames with good control of aspect. They are able to write straightforward summaries on topics of general interest. Their writing exhibits a variety of cohesive devices in texts up to several paragraphs in length. There is good control of the most frequent adverbial and adverbialized adverbs, and a range of general vocabulary. Most often, thoughts are expressed clearly and supported by some elaboration. This writing incorporates organizational features both of the target language and the writer's first language and may at times resemble oral discourse. Writing at the Advanced Mid sublevel is understood readily by native speakers not used to the writing of non-natives. When called on to perform functions or to treat issues at the Superior level, Advanced Mid writers will manifest a decline in the quantity and/or quality of their writing.

Advanced Low

Writers at the Advanced Low sublevel are able to meet basic work and/or academic writing needs. They demonstrate the ability to narrate and describe in major time frames with some control of aspect. They are able to compose simple summaries on familiar topics. Advanced Low writers are able to combine and link sentences into texts of paragraph length and structure. Their writing, while adequate to satisfy the criteria of the Advanced level, may not be substantive. Writers in the Advanced Low sublevel demonstrate the ability to incorporate a limited number of cohesive devices, and may resort to some redundancy and awkward repetition. They rely on patterns of oral discourse and the writing style of their first language. These writers demonstrate minimal control of common structures and vocabulary associated with the Advanced level. Their writing is understood by native speakers accustomed to the writing of non-natives, although some additional effort may be required in the reading of the text. When attempting to perform functions at the Superior level, their writing will deteriorate significantly.
INTERMEDIATE

Writers at the Intermediate level are characterized by the ability to meet practical writing needs, such as simple messages and letters, requests for information, and notes. In addition, they can ask and respond to simple questions in writing. These writers can create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. They write primarily in present time. At this level, writers use basic vocabulary and structures to express meaning that is comprehensible to those accustomed to the writing of non-natives.

Intermediate High

Writers at the Intermediate High sublevel are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different tenses, frames when writing about everyday events and situations. These narratives and descriptions are often but not always of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate time markers, resulting in a loss of clarity. The vocabulary, grammar, and style of Intermediate High writers essentially correspond to those of the spoken language. Intermediate High writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.

Intermediate Mid

Writers at the Intermediate Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse. Writers at the Intermediate Mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate Mid writers can be understood readily by natives used to the writing of non-natives. When Intermediate Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.

Intermediate Low

Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required. When Intermediate Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.
NOVICE

Writers at the Novice level are characterized by the ability to produce lists and notes, primarily by writing words and phrases. They can provide limited factual information on simple forms and documents. These writers can reproduce practiced material to convey the most simple messages. In addition, they can transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllable, or reproduce basic characters with some accuracy.

Novice High

Writers at the Novice High sublevel are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice High writers are able to recombine learned vocabulary and structure to create simple sentences on very familiar topics, but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.

Novice Mid

Writers at the Novice Mid sublevel can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to non-native writers.

Novice Low

Writers at the Novice Low sublevel are able to copy or transcribe familiar words or phrases, form letters in an alphabetic system, and copy and produce isolated, basic strokes in languages that use syllables or characters. Given adequate time and familiar cues, they can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.
Preface

The ACTFL Proficiency Guidelines 2012 – Listening
describe five major levels of proficiency: Distinguished, Superior,
Advanced, Intermediate, and Novice. The description of each
major level is representative of a specific range of abilities. Together
these levels form a hierarchy in which each level subsumes all lower
levels. The major levels Advanced, Intermediate, and Novice are
divided into High, Mid, and Low sublevels. The subdivision of the
Advanced Level into High, Mid, and Low is new. This makes the
Listening descriptions parallel to the other skill-level descriptions.

Listening is an interpretive skill. Listening comprehension is
based largely on the amount of information listeners can retrieve from what they hear and the inferences and
connections that they can make. By describing the tasks that listeners can perform with different types of oral texts
and under different types of circumstances, the Listening Proficiency Guidelines describe how listeners understand
oral discourse. The Guidelines do not describe how listening skills develop, how one learns to listen, nor the actual
cognitive processes involved in the activity. Rather, they are intended to describe what listeners understand from what
they hear.

These Guidelines apply to listening that is either Interpretive (non-participative, overheard) or Interpersonal
(participative).

The written descriptions of listening proficiency are accompanied online by authentic speech samples and the
functional listening tasks associated with each major level.

The ACTFL Proficiency Guidelines 2012 – Listening may be used for non-profit, educational purposes only,
provided that they are reproduced in their entirety, with no alterations, and with credit to ACTFL.
DISTINGUISHED

At the Distinguished level, listeners can understand a wide variety of forms, styles, and registers of speech on highly specialized topics in language that is tailored to different audiences. Listeners at this Distinguished level can understand language such as that found in classical theater, art films, professional symposia, academic debates, public policy statements, literary readings, and most jokes and puns. They are able to comprehend implicit and inferred information, tone, and point of view, and can follow highly persuasive arguments. They are able to understand unpredictable turns of thought related to sophisticated topics. In addition, their listening ability is enhanced by a broad and deep understanding of cultural references and allusions. Listeners at the Distinguished level are able to appreciate the richness of the spoken language.

Distinguished-level listeners understand speech that can be highly abstract, highly technical, or both, as well as speech that contains very precise, often low-frequency vocabulary and complex rhetorical structures. At this level, listeners comprehend oral discourse that is lengthy and dense, structurally complex, rich in cultural reference, idiomatic and colloquial. In addition, listeners at this level can understand information that is subtle or highly specialized, as well as the full cultural significance of very short texts with little or no linguistic redundancy.

Distinguished-level listeners comprehend language from within the cultural framework and are able to understand a speaker's use of nuance and subtlety. However, they may still have difficulty fully understanding certain dialects and nonstandard varieties of the language.

SUPERIOR

At the Superior level, listeners are able to understand speech in a standard dialect on a wide range of familiar and less familiar topics. They can follow linguistically complex extended discourse such as that found in academic and professional settings, lectures, speeches and reports. Comprehension is no longer limited to the listener's familiarity with subject matter, but also comes from a command of the language that is supported by a broad vocabulary, an understanding of more complex structures and linguistic experience within the target culture. Superior listeners can understand not only what is said, but sometimes what is left unsaid, that is, they can make inferences.

Superior-level listeners understand speech that typically uses precise, specialized vocabulary and complex grammatical structures. This speech often deals abstractly with topics in a way that is appropriate for academic and professional audiences. It can be reasoned and can contain cultural references.
ADVANCED

At the Advanced level, listeners can understand the main ideas and most supporting details in connected discourse on a variety of general interest topics, such as news stories, explanations, instructions, anecdotes, or travelogue descriptions. Listeners are able to compensate for limitations in their lexical and structural control of the language by using real-world knowledge and contextual clues. Listeners may also derive some meaning from oral texts at higher levels if they possess significant familiarity with the topic or context.

Advanced-level listeners understand speech that is authentic and connected. This speech is lexically and structurally uncomplicated. The discourse is straightforward and is generally organized in a clear and predictable way.

Advanced-level listeners demonstrate the ability to comprehend language on a range of topics of general interest. They have sufficient knowledge of language structure to understand basic time-frame references. Nevertheless, their understanding is most often limited to concrete, conventional discourse.

Advanced High

At the Advanced High sublevel, listeners are able to understand, with ease and confidence, conventional narrative and descriptive texts of any length as well as complex factual material such as summaries or reports. They are typically able to follow some of the essential points of more complex or argumentative speech in areas of special interest or knowledge. In addition, they are able to derive some meaning from oral texts that deal with unfamiliar topics or situations. At the Advanced High sublevel, listeners are able to comprehend the facts presented in oral discourse and are often able to recognize speaker-intended inferences. Nevertheless, there are likely to be gaps in comprehension of complex texts dealing with issues treated abstractly that are typically understood by Superior-level listeners.

Advanced Mid

At the Advanced Mid sublevel, listeners are able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things, and narratives about past, present, and future events. The speech is predominantly in familiar target-language patterns. Listeners understand the main facts and many supporting details. Comprehension derives not only from situational and subject-matter knowledge, but also from an increasing overall facility with the language itself.

Advanced Low

At the Advanced Low sublevel, listeners are able to understand short conventional narrative and descriptive texts with a clear underlying structure, though their comprehension may be uneven. The listener understands the main facts and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge.
INTERMEDIATE

At the Intermediate level, listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics. They are generally able to comprehend one utterance at a time while engaged in face-to-face conversations or in routine listening tasks such as understanding highly contextized messages, straightforward announcements, or simple instructions and directions. Listeners rely heavily on redundancy, restatement, paraphrasing, and contextual clues.

Intermediate-level listeners understand speech that conveys basic information. This speech is simple, naturally connected, and contains high-frequency vocabulary.

Intermediate-level listeners are most accurate in their comprehension when getting meaning from simple, straightforward speech. They are able to comprehend messages found in highly familiar everyday contexts. Intermediate listeners require a controlled listening environment where they hear what they may expect to hear.

Intermediate High
At the Intermediate High sublevel, listeners are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.

Intermediate Mid
At the Intermediate Mid sublevel, listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate Mid listeners may get some meaning from oral texts typically understood by Advanced-level listeners.

Intermediate Low
At the Intermediate Low sublevel, listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.
NOVICE

At the Novice level, listeners can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies.

Novice-level listeners understand words and phrases from simple questions, statements, and high-frequency commands. They typically require repetition, rephrasing, and/or a slowed rate of speech for comprehension. They rely heavily on extralinguistic support to derive meaning.

Novices-level listeners are most accurate when they are able to recognize speech that they can anticipate. In this way, these listeners tend to recognize rather than truly comprehend. Their listening is largely dependent on factors other than the message itself.

**Novice High**

At the Novice High sublevel, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

**Novice Mid**

At the Novice Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.

**Novice Low**

At the Novice Low sublevel, listeners are able occasionally to recognize isolated words or very high-frequency phrases when these are strongly supported by context. These listeners show virtually no comprehension of any kind of spoken message, not even within the most basic personal and social contexts.
Preface

The ACTFL Proficiency Guidelines 2012 – Reading
describe five major levels of proficiency: Distinguished, Supe-
rior, Advanced, Intermediate, and Novice. The description
of each major level is representative of a specific range of
abilities. Together these levels form a hierarchy in which each level
subsumes all lower levels. The major levels Advanced, Intermedi-
ate, and Novice are divided into High, Mid, and Low sublevels.
The subdivision of the Advanced level is new. This makes the
Reading descriptions parallel to the other skill level descriptions.

Reading is an interpretive skill. Reading comprehension is
based largely on the amount of information readers can retrieve from a text, and the inferences and connections that
they can make within and across texts. By describing the tasks that readers can perform with different types of texts
and under different types of circumstances, the Reading Proficiency Guidelines describe how readers understand
written texts. These Guidelines do not describe how reading skills develop, how one learns to read, nor the actual
cognitive processes involved in the activity of reading. Rather, they are intended to describe what readers are able to
understand from what they read.

These Guidelines apply to reading that is either Interpretive (books, essays, reports, etc.) or Interpersonal (instant mes-
saging, texting, email communication, etc.).

The written descriptions of reading proficiency are accompanied online by authentic text samples and the functional
reading tasks associated with each major level.

The ACTFL Proficiency Guidelines 2012 – Reading may be used for non-profit, educational purposes only, provided
that they are reproduced in their entirety, with no alterations, and with credit to ACTFL.
DISTINGUISHED

At the Distinguished level, readers can understand a wide variety of texts from many genres including professional, technical, academic, and literary. These texts are characterized by one or more of the following: a high level of abstraction, precision or uniqueness of vocabulary, density of information, cultural reference, or complexity of structure. Readers are able to comprehend implicit and inferred information, tone, and point of view and can follow highly persuasive arguments. They are able to understand unpredictable turns of thought related to sophisticated topics.

Readers at the Distinguished level are able to understand writing tailored to specific audiences as well as a number of historical, regional, and colloquial variations of the language. These readers are able to appreciate the richness of written language. Distinguished level readers understand and appreciate texts that use highly precise, low-frequency vocabulary as well as complex rhetorical structures to convey subtle or highly specialized information. Such texts are typically essay length but may be excerpts from more lengthy texts.

Distinguished level readers comprehend language from within the cultural framework and are able to understand a writer’s use of nuance and subtlety. However, they may still have difficulty fully understanding certain nonstandard varieties of the written language.

SUPERIOR

At the Superior level, readers are able to understand texts from many genres dealing with a wide range of subjects, both familiar and unfamiliar. Comprehension is no longer limited to the reader’s familiarity with subject matter, but also comes from a command of the language that is supported by a broad vocabulary, an understanding of complex structures and knowledge of the target culture. Readers at the Superior level can draw inferences from textual and extralinguistic clues.

Superior level readers understand texts that use precise, often specialized vocabulary and complex grammatical structures. These texts feature argumentation, supported opinion, and hypothesis, and use abstract linguistic formulations as encountered in academic and professional reading. Such texts are typically reasoned and/or analytic and may frequently contain cultural references.

Superior level readers are able to understand lengthy texts of a professional, academic, or literary nature. In addition, readers at the Superior level are generally aware of the aesthetic properties of language and of its literary styles, but may not fully understand texts in which cultural references and assumptions are deeply embedded.
ADVANCED

At the Advanced level, readers can understand the main idea and supporting details of authentic narrative and descriptive texts. Readers are able to compensate for limitations in their lexical and structural knowledge by using contextual clues. Comprehension is likewise supported by knowledge of the conventions of the language (e.g., noun/adjective agreement, verb placement, etc.). When familiar with the subject matter, Advanced-level readers are also able to derive some meaning from straightforward argumentative texts (e.g., recognizing the main argument).

Advanced-level readers are able to understand texts that have a clear and predictable structure. For the most part, the prose is uncomplicated and the subject matter pertains to real-world topics of general interest.

Advanced-level readers demonstrate an independence in their ability to read subject matter that is new to them. They have sufficient control of standard linguistic conventions to understand sequencing, time frames, and chronology. However, these readers are likely challenged by texts in which issues are treated abstractly.

Advanced High

At the Advanced High sublevel, readers are able to understand, fully and with ease, conventional narrative and descriptive texts of any length as well as more complex factual material. They are able to follow some of the essential points of argumentative texts in areas of special interest or knowledge. In addition, they are able to understand parts of texts that deal with unfamiliar topics or situations. Readers are able to go beyond comprehension of the facts in a text, and to begin to recognize authorial intended inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wide variety of texts. Misunderstandings may occur when reading texts that are structurally and/or conceptually more complex.

Advanced Mid

At the Advanced Mid sublevel, readers are able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things and narrations about past, present, and future events. These texts reflect the standard linguistic conventions of the written form of the language in such a way that readers can predict what they are going to read. Readers understand the main ideas, facts, and many supporting details. Comprehension derives not only from situational and subject-matter knowledge but also from knowledge of the language itself. Readers at this level may derive some meaning from texts that are structurally and/or conceptually more complex.

Advanced Low

At the Advanced Low sublevel, readers are able to understand conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. These texts predominantly contain high frequency vocabulary and structures. Readers understand the main ideas and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge. Readers at this level will be challenged to comprehend more complex texts.
**INTERMEDIATE**

At the Intermediate level, readers can understand information conveyed in simple, predictable, loosely connected texts. Readers rely heavily on contextual clues. They can most easily understand information if the format of the text is familiar, such as in a weather report or a social announcement.

Intermediate-level readers are able to understand texts that convey basic information such as that found in announcements, notices, and online bulletin boards and forums. These texts are not complex and have a predictable pattern of presentation. The discourse is minimally connected and primarily organized in individual sentences and strings of sentences containing predominantly high-frequency vocabulary.

Intermediate-level readers are most accurate when getting meaning from simple, straightforward texts. They are able to understand messages found in highly familiar, everyday contexts. At this level, readers may not fully understand texts that are detailed or those texts in which knowledge of language structures is essential in order to understand sequencing, time frame, and chronology.

**Intermediate High**

At the Intermediate High sublevel, readers are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. These readers are also able to understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.

**Intermediate Mid**

At the Intermediate Mid sublevel, readers are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics.

**Intermediate Low**

At the Intermediate Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.
NOVICE

At the Novice level, readers can understand key words and cognates, as well as formulaic phrases that are highly contextualized. Novice-level readers are able to get a limited amount of information from highly predictable texts in which the topic or context is very familiar, such as a hotel bill, a credit card receipt, or a weather map. Readers at the Novice level may rely heavily on their own background knowledge and extralinguistic support (such as the imagery on the weather map or the format of a credit card bill) to derive meaning.

Readers at the Novice level are best able to understand a text when they are able to anticipate the information in the text. At the Novice level, recognition of key words, cognates, and formulaic phrases makes comprehension possible.

Novice High

At the Novice High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, road maps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.

Novice Mid

At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Re-reading is often required.

Novice Low

At the Novice Low sublevel, readers are able to recognize a limited number of letters, symbols or characters. They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.
APPENDIX I.A
BENCHMARKS AND OUTCOMES 2015-2021

BENCHMARKS

CLASSICS/LATIN (2018-2021)
See associated rubrics.

Critical Analysis
Course
CLAS/LAT 3000-Level
Goal
80% of students will score 80% on rubric

Cultural Understanding
Course
CLAS/LAT 3000-Level
Goal
80% of students will score 80% on rubric

Formal Writing
Course
CLAS/LAT 3000-Level
Goal
80% of students will score 80% on rubric

LATIN/CLASSICS (2015-2018)

Latin Reading and Translation
Course
LAT 2010, 2020, 3500, 3510
Goal
Students will be able to read with full comprehension authentic Classical texts of various genres at moderate speed and with some help from reference materials (e.g., commentary and dictionary). They will be able to produce accurate translations that turn the complex structures of the Classical languages into idiomatic English.
Students were ranked as superior, acceptable or deficient

Latin: Critical, Cultural, and Literary Analysis
Course
CLAS/LAT 2010/2020/3500, 3510
Goal
Students will identify and analyze key figures, literary works, and cultural forms of Classical antiquity.
Students were ranked as superior, acceptable or deficient
FRENCH AND SPANISH (2015-2021)

Language Skills: Reading, Writing, Speaking, Listening
See ACTFL Proficiency Guidelines 2012

75% of students will achieve the indicated levels

<table>
<thead>
<tr>
<th>Course</th>
<th>ACTFL Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN/SPAN 1010</td>
<td>Novice Mid all skills</td>
</tr>
<tr>
<td>FREN/SPAN 1020</td>
<td>Novice High all skills</td>
</tr>
<tr>
<td>FREN/SPAN 2110</td>
<td>Intermediate Low all skills</td>
</tr>
<tr>
<td>FREN/SPAN 2120</td>
<td>Intermediate Mid all skills</td>
</tr>
<tr>
<td>FREN/SPAN 3110</td>
<td>Intermediate Mid Speaking and Writing</td>
</tr>
<tr>
<td>FREN/SPAN 3120</td>
<td>Intermediate High Speaking and Writing</td>
</tr>
<tr>
<td>FREN/SPAN 3210/3220</td>
<td>Intermediate High Listening, Reading and Writing</td>
</tr>
<tr>
<td>FREN/SPAN 3000-Level</td>
<td>Intermediate High Writing, Advanced Low Reading</td>
</tr>
<tr>
<td>FREN/SPAN 4000-Level</td>
<td>Advanced in all skills by graduation/2nd 4000-level</td>
</tr>
</tbody>
</table>

Critical Analysis
See Rubric

<table>
<thead>
<tr>
<th>Course</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN/SPAN 3000-Level</td>
<td>80% of students will achieve a score of 70% on the rubric.</td>
</tr>
<tr>
<td>FREN/SPAN 4000-Level</td>
<td>80% of students will achieve a score of 80% on the rubric.</td>
</tr>
</tbody>
</table>

OUTCOMES

2015-2016

French Speaking
- 94% of French 2110 students meet goal of Intermediate Low,
- 80% of French 2120 meet goal of Intermediate Mid.
- 75% of French 4000-level students meet departmental outcome of advanced low.

French Writing
- In French 2110 85% of students met ACTFL writing goals on in-class writing assignments. 96% of the same students reached writing goals for out-of-class compositions.
- In three sections of French 2120 96%, 100%, and 100% of students achieved writing goals.
- 85% of 3120 students met ACTFL goals for in-class writing assignments, and 71% met goals for take-home compositions.
- 86% of 3320 students met their goals on in-class writing assignments, while 88% met ACTFL goals for out-of-class compositions on research papers.
- 100% of 4000-level students met writing goals on exams.
- The majority of classes (5 of 6 classes) met goals, and the one class that did not was 4% short of goal.

---

1 In 2015-2016 the goal was advanced for listening and reading for SPAN 3210 and 3220, but this was switched to Intermediate High in the fall of 2016.
Latin Reading and Translation
- In LAT 2020 80% of all students (not simply majors) met the outcome, with 53% merely meeting it and 27% exceeding it. The means of assessment consisted in an in-class exercise that was not part of the graded coursework on the syllabus.
- In LAT 3500 83% of all students (not simply majors) met the outcome, with 33% merely meeting it and 50% exceeding it. The means of assessment consisted in a translation passage included on the final examination.
- It would appear that results for 2015-16 bettered the previous year at the 2000-level and declined slightly at the 3000-level, though both were in an acceptable range.
- The improvement at the 2000-level seems to have come partly through shortening the assessment means to a length which almost everyone could finish in the allotted time.
- The decline at the 3000-level seems to have come because one student with some particular weaknesses entered the 3000-level this year—someone weaker than anyone we have had in a few years.

Latin: Critical, Cultural, and Literary Analysis
- In LAT 3500 86% of all students (not simply majors) both met and exceeded the outcome, with 14% failing to meet the outcome. The means of assessment consisted in term papers evaluated by the instructor.
- In CLAS 3500 100% of majors (somehow the data for non-majors was misplaced, though we meant to include it) achieved the outcome with 66% also exceeding. The means of assessment consisted in term papers evaluated by the instructor.
- In LAT 4999 100% of all students (who were all majors) achieved the outcome. The means of assessment consisted in term papers evaluated by the instructor.
- Cumulatively, 92% of students achieved the outcome—with 67% exceeding—while 8% of students did not achieve the outcome.
- It would appear that results for 2015-16 represent an improvement over those of 2014-15: a move from 86% of students to 92% of students achieving the outcome.
- It's not clear why there was an increase, though it might have to do with the arrival of Dr. Springer as a new faculty member. Otherwise, the rising admissions requirements at UIC could play a role.

Spanish Speaking
- 81% of students in 2 sections of SPAN 2110 and 94% of students in the other section met the goal.
- In 1 section of SPAN 2120 75% of students met the goal, while in 2 other sections, 45% met the goal.
- In 3110, 100% of students in 2 sections met the goal, while in 3120, 64% and 35% met the goal.
- In 4020 39% of students met the goal of advanced. However, 62% of students scored Intermediate High, which is one level below.
- The department did well in speaking scores in SPAN 2110, SPAN 3110, and one section each of SPAN 2120 and SPAN 3120.
- Scores in 2 sections of 2120 were low as they were for SPAN 3120 and 4020.
• One reason for low scores in 2120 is that less experienced faculty taught the sections with lower scores. We continue to work with new faculty members to raise standards, but standards in all other categories for those courses were very good.
• One reason for low performance in 3120 and 4020 is because standards were raised this year to higher levels, but students were not held to these higher standards in previous years, and it will take 2-3 years before our students achieve the new goals. 100% of students reached the prior goals of intermediate mid in 3120 and 73% of 4020 students reached the prior goal of intermediate high.
• We will work with faculty whose students are underperforming on strategies for improving students' speaking skills.
• We are inviting a specialist from ACTFL to train Modern Language Faculty on speaking assessment.

Spanish Listening
• 81% of 2 sections and 68% of 1 section of 2110 achieved listening levels of intermediate low.
• 82%, 88%, and 81% of students in SPAN 2120 achieved the goal of Intermediate Mid in listening skills.
• Only 11% of SPAN 3210 students met the goal of advanced low or better.
• Five of six sections of SPAN 2110 and 2120 (3 sections each) met the goal. One section fell short of the goal by 7%. The goals seem appropriate, but should be tracked again next year.
• Scores for SPAN 3210 were poor, probably for 2 reasons. A new exam for measuring performance was used, which was much more rigorous. It is also probably not feasible to attain the level of advanced before the 4th year of study, and a better goal might be Intermediate High, and implementing a test in 4000-level to test listening again.

2016-2017

French Listening
• 68% of 2110 students met goal of intermediate low.
• 72% of 2120 students met goal of intermediate mid.
• 81% of 3000-level students in the fall met the goal of intermediate high in the fall.
• 73% of 3000-level students in the spring met the goal of intermediate high in the spring.
• 75% of 4000-level students in the fall achieved the level of advanced low or above.
• 71% of graduating seniors in 4000-level classes in the spring achieved the level of advanced low.

French Reading
• At the 1000 level, 95% of students are at goal or above (novice high).
• At the 2000 level, 89% of students are at goal (intermediate mid).
• In the 3000 level, 90% of majors are at or above goal (intermediate high by the 3rd class).
• 100% of seniors in 4000-level classes are at the advanced level. Because French enrollments are lower, several students enrolled in 4000-level classes have only taken
1-2 advanced courses (rather than 5-6). In addition, 100% of graduating seniors are at advanced mid or above.

**French Speaking**
- 80% of 2110 meet goal of intermediate low and 34% of 2120 students meet the level of intermediate mid. While the score for 2120 is below goal, it is higher than last year, and all students who did not achieve the goal were only one step below goal. Unlike Spanish, French is not divided between majors/minors in 2110/2120 and non-majors/minors in 2130/2140; scores tend to be lower among non-majors and non-minors. However, 70% of major and minor students in 2120 achieved a level of intermediate mid.
- 80% of 3120 students achieved the goal of intermediate high.
- In the fall, 80% of seniors in 4000-level classes achieved the rank of advanced low or above. There were technical problems with the recordings of 4000-level speaking exams in the spring.

**Latin Reading and Translation**
- 73% of Latin 2010 and 2020 met the goal, and 33% and 45% of students respectively, exceeded expectations.
- 80% of LAT 3510 students met the goal and 43% of students exceeded expectations.

**Latin: Critical, Cultural and Literary Analysis**
- 100% of LAT 3510 students met the goal, and 67% of students exceeded expectations.
- 80% of Classics 3500 students (who are Latin Majors) met the goal, and 20% exceeded expectations.

**Spanish Listening**
- In Spanish 2110 80% of 1 section and 89% of 2 other sections met the goal of intermediate low or above.
- In Spanish 2120, 1 section did not report grades (due to a malfunction of the podium during the final exam), and 2 other sections fell 5% short of the goal of 75 achieving the desired goal.
- In Spanish 3210 62% of one section and 82% of another section met the goal of Intermediate High.
- Students in 2110 have improved slightly (all students rather than 2 sections of students met goal). Students in 2120 are slightly below the goal, so it seems as though the goals are reasonable and appropriate for this level.
- In 3210, we dropped the goal from advanced to intermediate high, so naturally students performed better. However, in 2015-2016 only 8 of 19 students or 42% of students were at intermediate high or advanced, while this school year, 13/21 or 62% of students were at intermediate high.
- We did not track listening in the 4000-level, but plan to do so in 2017-2018. Although we did not always achieve established goals, we are improving and feel that the goals are reasonable.

**Spanish Reading**
- In SPAN 2110 86% of one section and 93% of two other sections met the goal of intermediate low.
• In SPAN 2120 94% of one section, and 89% of 2 other sections achieved the goal of intermediate mid.
• In SPAN 3210 84% of one section and 71% of another section met the goal of intermediate high. Some of these students had not had 2 semesters of 3000-level course work.
• In SPAN 3110 77% of students met the goal of intermediate high. Some of these students had not had 2 semesters of 3000-level course work.
• In 3130 85% of students achieved the goal of intermediate high.
• With the exception of 1 section, all students tracked met the target goal. The section that fell short of the goal, was only 4% below. We will not track reading next year. Reading is the easiest of the four skills outcomes to achieve, and our students are performing well in this area.

Spanish Speaking
• 80% of students in 1 section of SPAN 2110 met the goal of intermediate low. The instructor (who was new) of 2 sections gave oral exams in his office that he did not record and that were not done in the OPL, so cannot be ranked by ACTFL.
• In 2120, 33% of one section, 75% of another section, and 83% of another section met the goal of intermediate mid. Although one section struggled with this goal, we still feel this goal is a reasonable goal for which to strive.
• It is likely that students in the lower section arrived with lower speaking scores (which were not tracked in 2 sections of 2110, because the instructor was new).
• In 3110, 64% of 1 section and 94% of another met the goal of intermediate mid.
• In 3120, 67% and 80% of students met the speaking goal of intermediate mid (for students who had not had 3110) or intermediate high (students who previously had 3110).
• In 4010 in the fall, 64% of students met the goal of advanced. This section included students who were sophomores, juniors, and seniors, so although the class fell short by 11%, most graduating seniors are meeting the goal.
• In 4020 in the spring, the new instructor did not realize he had to track students’ speaking, and he did not give oral exams.

2017-2018

French Listening
• 63% of 2110 students met goals.
• 80% of 2120 students met goals.
• 89% of 3240 students met goals.
• 82% of 3220 students met goals.
• 71% of 3500 students met goals.
• 100% of 4010 students achieved departmental goals.

French Reading
• 85% of 2110 students met the departmental goal.
• 90% of 2120 students met the departmental goal.
• 100% of 3230 students met the departmental goal.
• 88% of 3500 students met departmental goal.
• 82% of 3220 students met the departmental goal.
• 100% of 4010 students met goal.

**Latin Reading and Translation**
• There was a notable drop (-16%) in the percentage of students meeting the goal in the 2000-level this year, which was also the first year in which we used *Latin for the New Millennium II* as our textbook.
• We will review our implementation of this textbook and see if it can be improved.
• We will also consider a plan to restore assessment at the 1000-level in order to better gauge how successfully students are prepared for intermediate courses by the first year with *Latin for the New Millennium I*.

**Latin: Critical, Cultural and Literary Analysis**
• 89% of CLAS 3960 students met the goal, and 22% exceeded it.
• 92% of CLAS 3500 students met the goal, and 25% exceeded it.
• 80% of LAT 3510 students met the goal, and 20% exceeded it.

**Spanish Listening**
• 100% and 96% of two sections of Spanish 2110 uniformly met the department goal of intermediate low or above.
• 50% and 55% of Spanish 2120 scores met the department goal of Intermediate Mid.
• 94% of 3210 students met the department goal of intermediate high.
• The students in the 4000-level courses were supposed to be evaluated, but the instructor was new, and did not evaluate them.

**Spanish Speaking**
• 52% and 69% of 2110 students met department goals.
• 29% and 64% of 2120 students met department goals.
• 77% of 3110 students met department goals.
• 73% of 3120 students met the department goals.
• 4000-level classes did not report on speaking.

**Spanish Writing**
• 60% and 69% of 2110 students achieved department goal.
• 77% and 85% of 2120 students achieved department goal.
• 77% and 82% of 3110 achieved department goal.
• 56% and 75% of 3120 students achieved department goal.
• 86% of 3130 students achieved department goal.
• 95% of 3210 students achieved department goal.
• 48% of 3999 students achieved department goal.

**2018-2019**

**Classics/Latin: Critical Analysis**
• The instructors submitted data, but did not differentiate between the critical thinking and writing data.
• Because of this, we cannot judge how these students performed in this area.
Classics/Latin: Cultural Understanding
- The instructors submitted data which mixed more than one student learning outcome, so the data does not indicate whether students performed well in this area or not.
- Because the data was not separated into different learning outcomes, we were unable to judge student outcomes in this particular area.

Classics/Latin: Formal Writing
- CLAS 3960: 71% of students met target
- LAT 3510: 83% of students met target
- LAT 3500: 50% of students met target
- CLAS 4999: 73% of students met target
- We developed a fairly in-depth rubric for writing, which will allow us to score student essays in more detail and better identify specific areas of weakness. At present, only one of four sections fully met the SLO goal for success. The other two sections were fairly close, the other one was distant. Overall, 69% of students met target.

French Critical Analysis
- 80% of 300-level students will achieve a score of 70% on the rubric.
- 80% of 4000-level students will achieve a score of 80% on the rubric.

French Speaking
- 2110 students: 83% of students achieved target.
- 3110 students: 58% of students achieved target.
- 2120 students: 83% of students achieved target.
- 3240 students: 66% of students achieved target.
- 4010 students: 58% of seniors achieved target.
- In the fall of 2018, we were slightly below (4.5%) the 75% target.
- In the spring of 2019, we reached 72%, 3% below the proposed goal.

French Writing
- In the fall of 2018, 94% of 2110 students achieved the target score.
- In the fall of 2018, 83% of 3110 students achieved target.
- In the spring of 2019, 100% of 2120 students achieved the target score.
- In the spring of 2019, 71% of 3240 students achieved target.
- In the spring of 2019, 58% of 4010 students met the target.
- Overall, 97% of 2110 and 2120 students reached the department goal, whereas only 64% of upper-level students reached the benchmark.
- Students were not used to this type of tool for assessment. This was a very thorough standardized test, very different than the one we used before.

Spanish Critical Analysis
- In the fall 100% of juniors and 75% of seniors enrolled in SPAN 3130 met or were above goal.
- In the spring 100% of students enrolled in 3310 were at or above goal and 100% of juniors and 85% of seniors enrolled in 4020R were at or above goal.
- This is the first time we have measured this outcome; however, students in all classes except for one met our goal, and those who did not were only 5% short of meeting the goal.
Spanish Listening
- Faculty in the fall did not submit listening scores, but it was tested extensively in the spring.
- 71% of 2110 students in the Spring of 2019 met the goal, only slightly below (4%) target.
- In 2120 in the Spring of 2019, 45% and 39% of students in two sections met the targeted goal.
- Seniors enrolled in two sections of 4000-level classes met the target 20% and 37% of the time, which is well below the department goal of 75% of students.
- This is the poorest area of performance overall across modern languages. This is the first time we have used an outside tool of this type for assessment. In the past we used final exams, which did not reveal weaknesses in the same way as a very thorough standardized test.

Spanish Speaking
- In the fall, 58% and 48% respectively of 2110 students met their target.
- In the fall, 100% of 3110 students, and 50% of 3120 students met their target.
- In the spring, 76% of 2110 students met their target.
- In the spring, 40% and 19% of 2120 students met their target, which is considerably below the goal of 75%.
- In the spring, 77% of 3110 students met their target.
- In the spring, 44% of 3120 students met their target, which is considerably below the goal of 75%.
- The classes of more experienced faculty consistently met their goals for speaking.
- Less experienced faculty continue to struggle with this objective, despite some training and efforts to help them.

Spanish Writing
- In the fall of 2018, 100% and 61.5% of 2110 students achieved the target.
- In the fall of 2018, 100% of 3110 students and 94% of 3120 students achieved the target score.
- In the fall of 2018, 92% of 3130 students achieved their target goal, and 73% and 81% of 3210 and 3220 students respectively achieved their target.
- In the spring of 2019, 94% of 2110 students achieved the target, which is well above the goal.
- In the spring of 2019, 70% and 43% of two sections of 2120 students achieved the target.
- In the spring of 2019, 88% of 3110 students met their target, which is well above the goal.
- In the spring of 2019, 44% of 3120 students met their goal, which is well below the department goal.
- In the spring of 2019, 80 and 100% of 4000-level students achieved the goal.
- Overall, most students are achieving their goals or coming close to achieving department goals. At the end of four years of study, students are consistently writing at an advanced level, which is the industry standard for working in the field of foreign languages.
• When analyzed by instructor, one less experienced instructor consistently fails to achieve writing goals, while all of the other faculty meet department targets. We are working with that person to improve student performance.

2019-2020

Classics/Latin: Critical Analysis
• LAT 3510 - Latin Poetry (F19) 1/2 = 50% Students Met Target
• CLAS 3750 - Everyday Life (F19) - 7/10 = 70% Students Met Target
• LAT 3500 - Christian Latin (SP20) 3/4 = 75% Students Met Target
• CLAS 3750 - Barbarians (SP20) 11/12 - 92% Students Met Target
• CLAS 3970 - Comedy (SP 20) 7/8 - 88% Students Met Target

Classics/Latin: Cultural Understanding
• LAT 3510 - Latin Poetry (F19) 2/2 = 100% Students Met Target
• CLAS 3750 - Everyday Life (F19) - 7/10 = 70% Students Met Target
• LAT 3500 - Christian Latin (SP20) 4/4 = 100% Students Met Target
• CLAS 3750 - Barbarians (SP20) 13/13 - 100% Students Met Target
• CLAS 3970 - Comedy (SP 20) 8/8 - 100% Students Met Target

Classics/Latin: Formal Writing
• LAT 3510 - Latin Poetry (F19) 1/2 = 50% Students Met Target
• LAT 3750 - Everyday Life (F19) - 7/10 = 70% Students Met Target
• LAT 3500 - Christian Latin (SP20) 3/4 = 75% Students Met Target
• CLAS 3750 - Barbarians (SP20) 11/12 - 92% Students Met Target
• CLAS 3970 - Comedy (SP 20) 3/8 - 36% Students Met Target

French Critical Analysis
• FREN 3240: 77% of students achieved target (3% below the target).

French Listening (Some Spring Assessments were not done due to Covid)
• FREN 2110: 60% of students reached Intermediate Low level (15% below projected target).
• FREN 3120: 66% of students reached Intermediate High level (9% below target).

French Speaking (Some Spring Assessments were not done due to Covid)
• FREN 2110: only 33% of students achieved target.
• FREN 3120: 66% of students reached target.

Spanish Critical Analysis
• SPAN 3310 - 80% Students Met Target
• SPAN 3130 - 100% Students Met Target

Spanish Listening (Some Spring Assessments were not done due to Covid)
• 2110: 63% of students achieved goal;
• 2120: 73% of students achieved goal;
• 3110.01: 100% of students achieved goal;
• 3110.02: 100% of students achieved goal.

Spanish Speaking (Some Spring Assessments were not done due to Covid)
• SPAN 2110: 63% of students achieved target
• SPAN 2120: 73% of students achieved target (Fall 2019)
• SPAN 3110.01: 69% of students achieved target
• SPAN 3110.02: 82% of students achieved target.

2020-2021

Classics/Latin: Critical Analysis
• CLAS 3960: (CA 8.5, 8.5, 8.4 = 24.419/30 = average score 81%: number of students scoring 80% or higher is = 97%) (FM 8.5, 8.5 = 17.096/20 = average score 85%; number of students scoring 80% or higher is = 97%) (Fall)
• LAT 3510: (CA 9, 9.25, 9 = 27.5/30 = average score 92%; number of students scoring 80% or higher is = 100%) (FM 9.5, 9 = 18.5/20 = average score 93%; number of students scoring 80% or higher is = 100%) (Fall)
• CLAS 3750: (CA 8.66, 8.66, 8.5 = 25.82/30 = average score 86%: number of students scoring 80% or higher is = 83%) (8.5, 9.4 = 17.9/20 = average score 90%; number of students scoring 80% or higher is = 92%) (spring)
• LAT 3500: (CA 8.8, 8.5, 8.6 = 25.75/30 = average score 92%; number of students scoring 80% or higher is = 100%) (FM 8.8, 8.8 = 17.5/20 = average score 88%; number of students scoring 80% or higher is = 100%) (spring)
• CLAS 3960: (CA 8.2, 8.2, 8.2 = 24.54/30 = average score 82%: number of students scoring 80% or higher is = 55%) (FM 8.1, 8.3 = 16.4/20 = average score 82%; number of students scoring 80% or higher is = 59%) (spring)
• 83% of students scored at least 80% on this assessment.

French Speaking
• 100% of 3110, 3120, 3230, 3240 and 3500 students achieved the outcome goals.
• 80% of 4010 students achieved the outcome goal.

French Writing
• 100% of 3110, 3120, 3230, 3240 and 3500 students achieved the outcome goals.
• 80% of 4010 students achieved the outcome goal.

Spanish Critical Analysis
- All classes at the 3000 and 4000 level met their goals. The 3000 level classes exceeded their goals.

**Spanish Writing**
- 100% of classes met the goal.
Appendix 1.B

FREN 2110 / Automne 2018
Français intermédiaire I
LuMeVe de 11h à 11h50 et de 13h à 13h50

COURS: FREN 2110.41505.46384
TITRE: Intermediate French for Conversation I
UV: 3
PREREQUIS: FREN 1020 avec une note de ‘C’ au minimum ou l’approbation du chef du département
PROFESSEUR: Dr. Karen (Casey) Casebier
EMPLOI DU TEMPS: 41505 : LuMeVe 11h -11h50 BROK 206 | 46384 : LuMeVe 13h -13h50 BROK 206
BUREAU: BROCK 20BC
TELEPHONE: 423.425.4259
COURRIEL: karen-casebier@utc.edu
HEURES D’ACCUEIL: LuMe de 12h à 13h, Me de 14h à 15h et sur rendez-vous

REGLEMENTS ET POLITIQUES UNIVERSITAIRES:

Current versions of the University’s ADA/Counseling/Veteran’s statements may be found on the navigation bar of the UTC Learn course site. It may also be found here: http://www.utc.edu/learn/student-resources/student-accommodations-assistance.php

STUDENT ACCOMMODATIONS AND ASSISTANCE: From time to time, we all need help. Students may follow this link for the resources listed below: http://www.utc.edu/learn/student-resources/student-accommodations-assistance.php

Disability Resource Center. If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 108 University Center. For more information, go to the Disability Resource Center.

Counseling and Personal Development Center. If you find that you are struggling with stress, feeling depressed or anxious, having difficulty choosing a major or career, or have time management difficulties which are adversely impacting your successful progress at UTC, please contact the Counseling and Personal Development Center at 425-4438 or go to the Counseling Center for more information.

Veterans Student Services. The office of Veteran Student Services is committed to serving all the needs of our veterans and assisting them during their transition from military life to that of a student. If you are a student veteran or veteran dependent and need any assistance with your transition, please refer to http://www.utc.edu/greenzone/ or http://www.utc.edu/records/veteran-affairs/. These sites can direct you the necessary resources for academics, educational benefits, adjustment issues, veteran allies, veteran organizations, and all other campus resources serving our veterans. You may also contact the coordinator of Veteran Student Programs and Services directly at 423.425.2277. THANK YOU FOR YOUR SERVICE.
Center for Advisement and Student Success. The mission of the Center for Advisement and Student Success is to promote academic excellence and encourage self-directed learning. CASS will academically advise freshmen and students who have not declared a major and provide programs and services to promote student success. CASS also provides tutoring services and supplemental instruction.

Technology Support. If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

UTC Solutions Center. The IT Solutions Center provides information technology support. For assistance, call 423-425-4000. NB: If you are having difficulty registering with the Quia website (iLrn) or doing your online workbook exercises (eSAM), you should contact the Heinle Learning Center directly via email or phone; directions are on the website.

METHODES D’APPRENTISSAGE: French is the language of the classroom. To the extent that it is possible, we will blend readings on grammar and culture, class discussion and small group activities including grammar exercises to improve form and increase confidence and comprehension questions and reflective exercises on the cultural readings to reinforce your studies at home, all of which help to develop communicative competence in French. Completing the readings and preparing the grammar exercises at home is essential to student success, as is participation in daily class activities.

COURSE DESCRIPTION: Intensive oral practice in French with emphasis on acquiring conversational skills and cultural awareness of the French speaking world. Class taught mostly in French. Fall semester. Prerequisite: FREN 1020 with a minimum grade of C or placement or department head approval. This course is prerequisite for majors and minors.

OBJECTIFS DU COURS: This course will deepen your existing knowledge of French and Francophone language and culture. We will use a communicative, functional approach to improve your ability to speak, understand, read and write French. While all these skills will be used, the emphasis will be on oral proficiency, reading comprehension and writing proficiency. Successful completion of this course will prepare you for second semester French, 2120. By the end of the course, students should be able to:

✓ recognize a variety of spoken French (i.e., listening comprehension)
✓ acquire sufficient vocabulary to successfully navigate survival situations in French-speaking countries (i.e., oral proficiency)
✓ review and apply basic elements of grammar, including present tense, passé composé and imparfait, the impératif, verbes réfléchis and réciproques, le comparatif et le superlatif
✓ acquire and apply new grammatical structures, specifically the plus-que-parfait
✓ state, question, tell and describe, in oral form, on a variety of contextualized topics in French: narrate in the past and present tenses, ask questions in French, give biographical details about yourself, talk about selected elements of French and Francophone culture (i.e., oral proficiency and conversational skills)
✓ explain and comment, in oral or written form, on short articles in French on a variety of contextualized topics (i.e., reading comprehension)
✓ explain and elaborate, in written in French, on a variety of topics using forms that are grammatically correct and culturally appropriate (i.e., writing proficiency)
✓ evaluate and differentiate between selected elements of French and Francophone culture and society (i.e., cultural competence)
✓ compare and contrast selected elements of French and American culture (i.e., cultural competence)

REGLEMENTS ET POLITIQUE DU COURS

EVALUATION DE LA NOTE FINALE:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation et préparation</td>
<td>10%</td>
<td>A</td>
</tr>
<tr>
<td>Devoirs</td>
<td>10%</td>
<td>B</td>
</tr>
<tr>
<td>Travaux écrits (7)</td>
<td>15%</td>
<td>C</td>
</tr>
<tr>
<td>Contrôles (5)</td>
<td>25%</td>
<td>D</td>
</tr>
<tr>
<td>Causers (4)</td>
<td>20%</td>
<td>F</td>
</tr>
<tr>
<td>Examen Final</td>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

POLITIQUE DEPARTEMENTALE DES ABSENCES/RATTRAPAGES: Any student who misses more than 2 weeks of class (6 unexcused absences) will have a maximum grade of B. Any student who misses more than 4 weeks of class (12 unexcused absences) will have a maximum grade of C. Veuillez consulter le programme provisoire pour la politique du professeur concernant les absences.

RATTRAPAGES ET TRAVAUX EN RETARD: Aucun rattrapage des examens sans certificat médical. Aucun devoir, révision, interro, exposé, projet final, etc. ne sera accepté ni par courriel ni en retard sans avis préalable. Tout travail rendu en retard s'expose aux sanctions sévères (un C au maximum).

NB: Students who need to travel for work, athletics, undergraduate conferences or other extenuating circumstances on important dates should contact the professor at their earliest convenience if these events impact your ability to complete your work on time.

Politique de Communication: All email will be answered within 5 business days of receipt. Email that arrives after 6 p.m., on weekends, or while the professor is ill/away at a conference will experience delays. If the professor needs to check on university or departmental policy, please allow up to one week for a reply.

Politique de Correction: Work will be graded and returned in a timely fashion, provided that it is turned in on time. Please allow up to 5 business days for all assignments and examinations. Assignments that are late may be graded at the discretion of the professor, but will experience additional delays. Students who choose not take examinations at the appointed time will delay the return of examinations for the entire class.
PAROLE ET CODE D'HONNEUR (de l'UTC Student Handbook): I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

The use of another person's thoughts or words and representing them as your own, and giving or receiving unauthorized help on tests, assignments, or papers constitute plagiarism. This includes but is not limited to the use of quotations or ideas from books, articles, and web sites without appropriate credit. Students who plagiarize will receive an "F" for their paper/exam or an "F" in the course. Moreover, they may be reported to the UTC Honor Court for further disciplinary action. The Honor Code in the UTC Student Handbook states that plagiarism is an offense that can result in dismissal from the University.

APPRECIATION DU COURS: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

ILTm: Heinle Learning Center: ilm.quia.com
UTC Learn
Une chemise (pour les travaux écrits)
Un dictionnaire (e.g., http://dictionnaire.reverso.net/anglais-francais/, http://www.larousse.fr/dictionnaires/anglais-francais; http://la-conjugaison.nouvelobs.com/, etc.)

BUNDLES:

Participation et préparation (10%): Regular attendance and participation in class activities are qualities of successful language learners. In order to make good progress in French, you must listen, speak, read and write to/in French on a regular basis. Good participation consists of carefully preparing all reading and listening assignments, and studying the vocabulary and grammar in the textbook BEFORE coming to class, attending class regularly, and actively participating in each and every class. Class time is for use and practice of grammar and vocabulary and discussion of the readings; it is NOT for seeing and hearing vocabulary, grammar and assigned readings for the very first time. Please consult the à préparer column of the programme provisoire to determine what you need to study before coming to class.
NB: Selected grammar and vocabulary exercises in your textbook are also marked with an asterisk (*); please prepare them before coming to class in the online textbook portion of the Student Activities Manual so that we may use class time for more meaningful exercises in application and discussion.

As for the lectures, it is expected that, at a minimum you will read the culture contemporaine, notes culturelles and l'héritage culturel readings and prepare the corresponding exercises (langue et culture, jeux de mots and/or compréhension) before coming to class. Once again, your cooperation ensures that we will be able to use our class time for meaningful, small group discussion instead of instructor-led class discussion to verify comprehension of the selected text. Class participation grades are based on both the quantity and quality of your willingness to volunteer answers in class (even if you make mistakes); participate equally during in group work; stay on-task and use the target language during group work; and evidence that you have actually prepared for class. Those who show no evidence of preparing for class and who are unwilling to participate in the target language will not receive credit for participation; those who choose to work by themselves during group work will receive partial credit for participation. (Students who are not feeling well should speak to the professeur before class begins to be excused from participation for the day.) In addition, students who are playing with their electronic devices but are mentally absent from class will marked as absent. This type of behavior may distract your classmates and/or professor; please be considerate of others.

NB: Participation is evaluated daily. Each student may accrue a total of 3 excused absences in this class, for any reason; further absences will result in the grade of "0". The impact of unexcused absences on your final grade is both immediate and cumulative. NB: An absence from class does not excuse late work. Any written or online work is still due; this excludes only in-class examinations. See p. 3 for departmental policy on absenteeism and its effect on final grades.
Devoirs (10%): Les devoirs are online homework assignments AND online textbook assignments in the Student Activities Manual on the Quia website. Devoirs are due at the time class begins on the date indicated in the à faire / à rendre column of the programme provisoire. Late devoirs will not be recorded. Due dates for ALL activities are also available on the companion website. A late penalty applies to work completed after the due date (maximum grade = C), and devoirs will be neither accepted nor recorded after the due dates listed in the à faire / à rendre column of the programme provisoire. Consult your section number for start times.

Instructions for accessing the eSAM by enrolling in the online course are indicated on UTC Learn; you will need the BOOK KEY that you purchased with your textbook as well as the COURSE CODE that you will find on UTC Learn. NB: Book keys are valid only once, so those who purchase used books may also need to purchase a separate book key in order to do these assignments. The course code for this class is PJHTX933.

Voice Recordings: In addition to written activities, you will also have a few voice recordings to complete. These recordings focus on increasing your mastery of French pronunciation and provide feedback on your listening comprehension and oral production. Please make sure that you record your voice at a reasonable sound level (i.e., your voice can be clearly heard by a human being); do not record music or background noise, as this is tremendous waste of your time and yours. Also, please check the comments for the professor’s notes; students who have technical difficulties (e.g., low volume, lots of static) but who are obviously attempting the exercise will be directed to the Brock 101 Language Lab to complete these assignments.

In addition to written activities (activités écrites), you will also have a few online recordings to complete for the Activités orales. These recordings focus on reinforcing vocabulary and points of grammar; there are also specific exercises that focus on improving your pronunciation of French. Please make sure that you record your voice at a reasonable sound level (i.e., your voice can be clearly heard by a human being); do not record music or background noise, as this is tremendous waste of your time and yours. Also, please check the comments on the companion website for the professor’s notes; students who have technical difficulties (e.g., low volume, lots of static) but who are obviously attempting the exercise will be directed to the Brock 101 Language Lab to complete these assignments.

NB: The two lowest devoirs will be dropped.
Travaux écarts (15%): 4 Rédactions and 3 Révisions. Rédactions are original compositions of 300 words minimum that are evaluated on the appropriate use of vocabulary and grammar within a creative and/or realistic context; it wise to both proofread and use the spell check and grammar check functions of your word processing programs. Révisions are evaluated based on the student's ability to improve upon the original rédaction; révisions encompass accuracy of proofreading and editing skills as well as responses to changes in form or content requested by the professor. Révisions that show no or little improvement will earn lower grades than the original, according to the degree of improvement. Moreover, Révisions are not optional; students who choose not to do the assignment will earn a "0." Those who do not turn in a rédaction should submit a composition at the time of the révision, so as to avoid earning a "0" for both assignments.

The topic(s) and instructions will be posted on UTC Learn well in advance of the due date, which may be found under the à faire / à rendre column of the programme provisoire. Each rédaction and its révision should be kept in a folder with your name written on the outside for the duration of the course. NB: Rédactions or révisions that are late, incomplete, illegible (illisible), handwritten, typed but not double-spaced, off-topic, handed in without a folder, etc., will result in a severe grade penalty (maximum grade = C-). On the day that the travaux écarts are due, please place your folders on the desk before class begins.

NB: Any travail écrit that shows undeniable evidence of academic misconduct will result in immediate and injurious disciplinary action. Intellectual theft will not be tolerated; please see the Honor System in the UTC Student Handbook for a limited list of Honor Code violations (http://www.utc.edu/dean-students/pdfs/academics.pdf)

For the purposes of this class, cheating and plagiarism are specific, concrete behaviors. Examples of cheating and plagiarism include (but are not limited to) the following:

- Copying or checking your answers by looking at a classmate's test paper and/or bringing unauthorized material into the classroom on test days.
- Using your cell phone, notes, dictionaries or textbooks during a contrôle!
- Having a tutor, friend, roommate, French major, native speaker or French professor write your rédaction or correct your revision.
- Receiving so much assistance from a tutor, friend, roommate, language major, native speaker or French professor on a writing assignment that they may as well have written/corrected it for you.
- Copying or paraphrasing entries from any source (online, print or audio) without proper citation.
Using online translators and phone apps (e.g., Google Translate) to translate entire sentences word-for-word or paying for professional translation services. Please see me during office hours or after class for appropriate use of these resources that does not violate the Honor Code.

Original instances of online or traditional cheating/plagiarism that are not explicitly enumerated here or in the Honor Code.

Causeries (20%)

The 4 causeries are short conversations of 10 minutes recorded with a partner. The first three will be recorded in the Language Lab (Brock 101), in partnership with www.TalkAbroad.com, and will focus on the vocabulary and grammar that we are reviewing this semester. Evaluation will occur on the basis of the quantity and quality of these conversations: accurate and culturally appropriate use of vocabulary and grammatical structures, with adequate pronunciation skills, as well as the ability to interact with the language partners on the pre-selected topics. The topic(s) and instructions will be posted on UTC Learn well in advance of the due date, which may be found under the à faire / à rendre column of the programme provisoire.

The final causerie is a short oral proficiency interview with a partner. Specific instructions will be posted on UTC Learn well in advance of this activity.

Contrôles (25%)

The 5 contrôles are in-class, closed-book examinations based on the vocabulary, grammar and culture of the chapter(s) under consideration. The date of each examination is listed under the à faire / à rendre column of the programme provisoire.

Examinations written in pencil will not be graded; bring a pen to class or borrow one. There are no makeup examinations. If there is an emergency, contact the professor as soon as possible; the time and format of any and all make-up examinations is solely at the discretion of the professor, upon presentation of acceptable documentation (medical excuse, court paperwork, police report or traffic citation, etc.).
All examinations must be completed in 50 minutes unless ADA documentation is provided. In order to receive an accommodation, please speak to your professor and present your paperwork as early as possible; it may not be possible to make alternate arrangements for testing at the last minute.

Examen final (20%) : The final examination is cumulative and will cover chapters 1-5.

NB: Le programme provisoire est sujet à des modifications selon nos besoins. Tout changement sera signalé en avance sur UTC Learn ET / OU annoncé en cours. Please check the course website regularly during the semester, be on time, and bring your books to class.

PROGRAMME PROVISOIRE

<table>
<thead>
<tr>
<th>semaine 1</th>
<th>A PREPARER</th>
<th>A FAIRE / A RENDRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>le lundi 20 août</td>
<td>initiation au cours</td>
<td></td>
</tr>
<tr>
<td>le mercredi 22 août</td>
<td>ch. 1 : 2-5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>culture contemporaine + langue et culture (pp. 2-3)*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>jeux de mots (pp. 2-3)*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>vocabulaire actif (pp. 4-5)</td>
<td></td>
</tr>
<tr>
<td>le vendredi 24 août</td>
<td>ch. 1 : 4-11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>vocabulaire actif (suite) (ex. A, p. 4)*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>verbes en -er ; verbes irréguliers en -er (pp. 6-8)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>l’impératif (p. 11)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>note culturelle + compréhension (pp. 9-10)*</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>semaine 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>le lundi 27 août</td>
<td>ch. 1 : 12-17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>être, avoir, faire, aller (p. 12)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>future proche; faire causatif (p. 13)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>l’héritage culturelle + langue et culture, jeux de mots (pp. 16-17)*</td>
<td></td>
</tr>
<tr>
<td>le mercredi 29 août</td>
<td>ch. 1 : 17-21</td>
<td>AO 1: A à B, D et F, I à K, FR</td>
</tr>
<tr>
<td></td>
<td>le substantif; les articles déf. et indéf. (pp. 17-20) ; la sylabation graphique et phonétique, AVTA et B (ex. 1, p. 18)*</td>
<td>la sylabation graphique et phonétique, AVTA et B</td>
</tr>
<tr>
<td></td>
<td>note culturelle + compréhension (p. 21)*</td>
<td>AE 1: dictée, A à C, E à G</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>03 Septembre</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fête du Travail</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ch. 1 (suite)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>note culturelle + compréhension (p. 29)*</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>10 Septembre</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ch. 2 : 40-43</td>
<td></td>
</tr>
<tr>
<td></td>
<td>culture contemporaine +</td>
<td></td>
</tr>
<tr>
<td></td>
<td>langue et culture, jeux de mots (pp. 40-41)*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>vocabulaire actif (pp. 42-43)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>17 Septembre</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ch. 2 : 47-49, 52-55</td>
<td></td>
</tr>
<tr>
<td></td>
<td>la négation (suite)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>l'interrogation (pp. 52-53)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>l'héritage culturel +</td>
<td></td>
</tr>
<tr>
<td></td>
<td>langue et culture, jeux de mots (pp. 54-55)*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>le mercredi 19 Septembre</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ch. 2 : 52-53, 56-57, 60</td>
<td></td>
</tr>
<tr>
<td></td>
<td>l'interrogation (suite)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>verbes réfléchis et réciproques (pp. 56-57 ; ex. 2, 58)*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>note culturelle + compréhension (p. 60)*</td>
<td></td>
</tr>
</tbody>
</table>
**A PREPARER**

le vendredi 21 septembre
- ch. 2 : 56-57, 61-62, 65-67
- verbes réfléchis et réciproques (suite)
- verbes en -oir (pp. 61-62)
- expressions avec avoir et être (pp., 65-66, ex. 1, 66)*
- depuis (p. 68)
- note culturelle + compréhension, p. 67*

**A FAIRE / A RENDRE**

- AO 2 : A et B, E à G, I, PR ;
  - e muet, AVT A, B et D
- AE 2 : A, C à I

**semaine 6**

le lundi 24 septembre
- ch. 2 (suite)
- causerie 1

le mercredi 26 septembre
- contrôlé 2

le vendredi 28 septembre
- ch. 3 : 78-82
- culture contemporaine +
  - langue et culture, jeux de mots (pp. 78-79)*
- vocabulaire actif (pp. 80-81)
- verbes en -ir (p. 82)

**semaine 7**

le lundi 1er octobre
- ch. 3 : 80-81, 85-89, 94
- vocabulaire actif (suite) (ex. A, p. 80)*
- note culturelle + compréhension (p. 85)*
- les adjectifs (pp. 86-89 ; ex. 7, p. 90)*
- c’est et il est (p. 94)

le mercredi 3 octobre
- ch. 3 : 85-89, 91-93, 95-97
- l’héritage culturel +
  - langue et culture, jeux de mots (pp. 91-93)*
- adjectifs poss. (pp. 95-96)
- adjectifs démon. (p. 97)

le vendredi 5 octobre
- ch. 3 : 100-06, 108
- note culturelle + compréhension (p. 100)
- les adverbes (pp. 101-02)
- le comparatif (pp. 105-06, 108)
- le superlatif (pp. 105-06, 108 ; ex. 3, p. 107)*
<table>
<thead>
<tr>
<th>Semaine 8</th>
<th>A PREPARER</th>
<th>A FAIRE / A RENDRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>le mercredi 10 octobre</td>
<td>ch. 3 : 101-06, 108, 121-22&lt;br&gt;le comp. et super. (*suite)</td>
<td>rédaction 2</td>
</tr>
<tr>
<td>le vendredi 12 octobre</td>
<td>contrôles 3</td>
<td></td>
</tr>
</tbody>
</table>

| Semaine 9 | | |
|----------| | |
| le lundi 15 octobre | vacances d'automne | |
| le mercredi 17 octobre | ch. 4 : 124-29<br>culture contemporaine +<br>langue et culture, jeux de mots (pp. 124-26)*<br>vocabulaire actif (pp. 128-29) | révision 2 |
| le vendredi 19 octobre | ch. 4 : 128-33<br>vocabulaire actif (*suite) (ex. B et C, p. 130)*<br>verbes en -oir (p. 131)<br>verbes irréguliers en -re (p. 133) | causerie 2 |

| Semaine 10 | | |
|----------| | |
| le lundi 22 octobre | ch. 4 : 137-43<br>le patrimoine culturel<br>langue et culture, jeux de mots (pp. 137-39)*<br>le passé composé avec avoir / être (pp. 140-43 ; ex. 1 p. 141 ; ex. 4 à 5, p. 144)* | |
| le mercredi 24 octobre | ch. 4 : 140-47<br>le passé composé et la négation (p. 145)<br>l'interrogation au passé composé (p. 147)<br>note culturelle + compréhension (p. 149)* | |
| le vendredi 26 octobre | ch. 4 : 145, 147-48, 152, 153-54<br>le passé composé et les adverbes (p. 148)<br>l'usage du passé composé (pp. 153-54)<br>note culturelle + compréhension (p. 152)* | AO 4 : A et B, D à F, I et J, PR<br>l'enchaînement consonantique, AVT A à C<br>AE 4 : dictée, A à H |
### Semaine 11

<table>
<thead>
<tr>
<th>Jour</th>
<th>A Préparer</th>
<th>A Faire / A Rendre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Le lundi 29 octobre</td>
<td>ch. 4 : 140-45, 147-48, 153-54, le passé composé (suite)</td>
<td>rédaction 3</td>
</tr>
<tr>
<td>Le mercredi 31 octobre</td>
<td>ch. 4 (suite) <em>Plus belle la vie</em></td>
<td>devoirs : PBLV</td>
</tr>
<tr>
<td>Le vendredi 02 novembre</td>
<td></td>
<td>contrôle 4</td>
</tr>
</tbody>
</table>

### Semaine 12

<table>
<thead>
<tr>
<th>Jour</th>
<th>A Préparer</th>
<th>A Faire / A Rendre</th>
</tr>
</thead>
<tbody>
<tr>
<td>le lundi 05 novembre</td>
<td>ch. 5 : 166-69, culture contemporaine + langue et culture, jeux de mots (pp. 166-67)* vocabulaire actif (pp. 168-69)</td>
<td>révision 3</td>
</tr>
<tr>
<td>le mercredi 07 novembre</td>
<td>ch. 5 : 168-74, vocabulaire actif (suite) (ex. A et B, pp. 168-69)* l'imparfait (pp. 170-74; ex. 2, p. 171)*</td>
<td></td>
</tr>
<tr>
<td>le vendredi 09 novembre</td>
<td>ch. 5 : 178-80, note culturelle + compréhension (p. 178)* le plus-que-parfait (pp. 179-80; ex. 9, p. 180)*</td>
<td>causerie 3</td>
</tr>
</tbody>
</table>

### Semaine 13

<table>
<thead>
<tr>
<th>Jour</th>
<th>A Préparer</th>
<th>A Faire / A Rendre</th>
</tr>
</thead>
<tbody>
<tr>
<td>le lundi 12 novembre</td>
<td>ch. 5 : 181-85, l'héritage culturel + langue et culture, jeux de mots (pp. 181-82)* la concordance des temps (pp. 183-85)</td>
<td></td>
</tr>
<tr>
<td>le mercredi 14 novembre</td>
<td>ch. 5 : 183-85, 189, 191-92, 201-202 la concordance des temps (suite) les dates (pp. 191-92)</td>
<td>AO 5 : A et B, D et E, J et K, M, PR le liaison, AVT A à C AE 5 : A, C à H</td>
</tr>
<tr>
<td>le vendredi 16 novembre</td>
<td>ch. 5 : 183-85, 194 la concordance des temps (suite) synthèse A, p. 187* note culturelle + compréhension (p. 194)*</td>
<td></td>
</tr>
</tbody>
</table>
Semaine 14
le lundi 19 novembre
le mercredi 21 novembre
le vendredi 23 novembre

A Préparer

A Préparer

Semaine 15
le lundi 26 novembre
le mercredi 28 novembre
le vendredi 30 novembre

contrôle 5

rédaction 4 (sur tableau)

causerie 4
Assessments :
lecture + comp. orale/SOPI

causerie 4
Assessments :
lecture + comp. orale/SOPI

Semaine 16
le lundi 03 décembre
Révision

EXAMEN FINAL

41505 le lundi 10 décembre de 10h30 à 12h30
46384 le vendredi, 07 décembre de 10h30 à 12h30
FREN 2120 / Printemps 2020
Français intermédiaire II
Maje de 9h25 à 10h40 et de 10h50 à 12h05

INFORMATIONS GENERALES:

COURS: FREN 2120 | CRN 20019.20785
TITRE: Intermediate French for Conversation II
UV ET MODE: 3 traditionnel (face à face)
PREREQUIS: FREN 2110 avec une note de ‘C’ au minimum
PROFESSEUR: Dr. Karen Casebier
EMPLOI DU TEMPS: 20019 : Maje 9h25 - 10h40 BROK 206 | 20785 : Maje 10h50 - 12h05 BROK 205
BUREAU: BROK 208C
TELEPHONE: 423.425.4259
COURRIEL: karen-casebier@utc.edu
HEURES D’ACCUEIL: Maje de 12h20 à 13h20, M de 15h15 à 16h et sur rendez-vous

REGLEMENTS ET POLITIQUES UNIVERSITAIRES

Current versions of the University’s ADA/Counseling/Veteran’s statements may be found on the navigation bar of the UTC Learn course site. It may also be found here:
http://www.utc.edu/learn/student-resources/student-accommodations-assistance.php

Technology Support. If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

UTC Solutions Center. The IT Solutions Center provides information technology support. For assistance, call 423-425-4000. NB: If you are having difficulty registering with the Quia website (iLrn) or doing your online workbook exercises (eSAM), you should contact the Heinle Learning Center directly via email or phone; directions are on the website.

METHODES D’APPRENTISSAGE: French is the language of the classroom. To the extent that it is possible, we will blend readings on grammar and culture, class discussion and small group activities including grammar exercises to improve proficiency and increase confidence and comprehension questions and reflective exercises on the cultural readings to reinforce your studies at home, all of which help to develop communicative competence in French. Completing the readings and
preparing the grammar exercises at home is essential to student success, as is active participation in daily class activities.

DESCRIPTION DU COURS: Emphasis on oral proficiency and cultural awareness of the French speaking world, in preparation for upper level courses. Class taught mostly in French. Spring semester. Prerequisites: FREN 2110 with a minimum grade of C or placement or department head approval. This course is prerequisite for minors and majors.

ACQUIS DU COURS: Ce cours vise à:

✓ recognize a variety of spoken French (i.e., listening comprehension)
✓ acquire sufficient vocabulary to successfully navigate survival situations in French-speaking countries (i.e., oral proficiency)
✓ review and apply basic elements of grammar, including present tense, les temps du passé (le passé composé, l’imparfait and le plus-que-parfait), the pronoms objets directs et indirects, le subjonctif, les pronoms relatifs and les phrases avec si
✓ acquire and apply new grammatical structures, specifically le subjonctif passé, le gérondif, le futur antérieur, le conditionnel passé et l’infinitif passé
✓ state, question, tell and describe, in oral form, on a variety of contextualized topics in French: narrate in the past, present and future tenses, ask questions in French, express opinions in French, use hypothetical statements, give biographical details about yourself, identify and explain selected elements of French and Francophone culture
✓ explain and comment, in oral or written form, on short articles in French on a variety of contextualized topics (i.e., reading comprehension)
✓ explain and elaborate, in written in French, on a variety of topics using forms that are grammatically correct and culturally appropriate (i.e., writing proficiency)
✓ evaluate and differentiate between selected elements of French and Francophone culture and society (i.e., cultural competence)
✓ compare and contrast selected elements of French and American culture (i.e., cultural competence)

REGLEMENTS ET POLITIQUE DU COURS

EVALUATION DE LA NOTE FINALE:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation et préparation</td>
<td>10%</td>
</tr>
<tr>
<td>Devoirs</td>
<td>20%</td>
</tr>
<tr>
<td>Travaux écrits (6)</td>
<td>15%</td>
</tr>
<tr>
<td>Contrôles (5)</td>
<td>25%</td>
</tr>
<tr>
<td>Causerie</td>
<td>10%</td>
</tr>
<tr>
<td>Examen Final</td>
<td>20%</td>
</tr>
</tbody>
</table>

Grading:

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- F: 0-59
POLITIQUE DEPARTEMENTALE DES ABSENCES/RATTRAPAGES : Any student who misses more than 2 weeks of class (4 unexcused absences) will have a maximum grade of B. Any student who misses more than 4 weeks of class (8 unexcused absences) will have a maximum grade of C. Veuillez consulter le programme provisoire pour la politique du professeur concernant les absences.

RATTRAPAGES ET TRAVAUX EN RETARD : Aucun rattrapage des examens sans certificat médical. Aucun devoir, rédaction, révision, interro, exposé, projet final, etc. ne sera accepté ni par courriel ni en retard sans avis préalable. Tout travail rendu en retard s'expose aux sanctions sévères (un C-).

Politique de Correction : Tous les devoirs seront rendus dans une semaine, pourvu que tous les étudiants aient rendu le travail le jour prévu. Si le professeur était malade ou s’absente pour assister à un colloque, on vous rendrait le travail dans les meilleurs délais. Si vos collègues choisissent de rendre leurs devoirs en retard, on attendra plus longtemps la correction du professeur.

Politique de Communication : Tout courriel aura une réponse dans les meilleurs délais. N’oubliez pas de lire le programme provisoire au cas où la bonne réponse à votre question s’y trouverait. Les situations qui demandent un peu de recherche/réflexion de la part du professeur aura une réponse dans une semaine.

Politique de Participation : On s’attend que les étudiants lisent les textes avant de venir en cours, qu’ils assistent régulièrement au cours, et qu’ils s’engagent dans les discussions en cours et en groupe chaque jour.

PAROLE ET ENGAGEMENT D’HONNEUR (de l’UTC Student Handbook) : I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to insure that the Honor Code is upheld by others and I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

The use of another person’s thoughts or words and representing them as your own, and giving or receiving unauthorized help on tests, assignments, or papers constitute plagiarism. This includes but is not limited to the use of quotations or ideas from books, articles, and web sites without appropriate credit. Students who plagiarize will receive an “F” for their paper/exam OR an “F” in the course. Moreover, they may be reported to the UTC Honor Court for further disciplinary action. The Honor Code in the UTC Student Handbook states that plagiarism is an offense that can result in dismissal from the University. For more information, please consult the policy on Academic Integrity: www.utc.edu/dean-students/pdfs/academics.pdf

APPRECIATION DU COURS : Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.
**Manuels obligatoires/recommandés + Technologie:**


UTC Learn (Canvas)
Une chemise (pour les travaux écrits)
Un dictionnaire (e.g., http://dictionnaire.reverso.net/anglais-francais/, http://www.larousse.fr/dictionnaires/anglais-francais, http://la-conjugaison.nouvelobs.com/, etc.)

---

**Participation et préparation (10%)**: Regular attendance and participation in class activities are qualities of successful language learners. In order to make good progress in French, you must listen, speak, read and write to/in French on a regular basis. Good participation consists of carefully preparing all reading and listening assignments, and studying the vocabulary and grammar in the textbook before coming to class, attending class regularly, and actively participating in each and every class. Class time is for use and practice of grammar and vocabulary and discussion of the readings; it is not for seeing and hearing vocabulary, grammar and assigned readings for the very first time. Please consult the à préparer column of the programme provisoire to determine what you need to study before coming to class.

**NB:** Selected grammar and vocabulary exercises in your textbook are also marked with an asterisk (*); please prepare them before coming to class in the online textbook portion of the Student Activities Manuel (if required) or in your notebook so that we may use class time for meaningful discussion.

As for the lectures, it is expected that students will read the culture contemporaine, notes culturelles and l'héritage culturel readings and prepare the corresponding exercises (langue et culture, jeux de mots and/or compréhension) before coming to class. Preparation before class ensures that we will be able to use our class time for meaningful, small group discussion instead of instructor-led class discussion to verify comprehension of the selected text. Class participation grades are based on both the quantity and quality of your willingness to volunteer answers in class (even if you make mistakes); participate equally during in group work; stay on-task and use the target language during group work; and evidence that you have actually prepared for class. Those who show no evidence of preparing for class and who are unwilling to participate in the target
language will not receive credit for participation: those who choose to work by themselves during group work will receive partial credit for participation. Students who are not feeling well should speak to the professeur before class begins to be excused from participation for the day. In addition, students who are playing with their electronic devices but are mentally absent from class will marked as absent. This type of behavior distracts your classmates and/or professor; please be considerate of others.

NB: Participation is evaluated daily. Each student may accrue a total of 2 excused absences in this class, for any reason; further absences will result in the grade of "0". The impact of unexcused absences on your final grade is both immediate and cumulative. NB: An absence from class does not excuse late work. Any written or online work is still due; this excludes only in-class examinations. See also departmental policy on absenteeism and its effect on final grades.

Devoirs (20%): Les devoirs are online homework assignments and online textbook assignments in the Student Activities Manual on the Quia website. Devoirs are due when class begins on the date indicated in the à faire / à rendre column of the programme provisoire; late devoirs will not be recorded. Due dates for all activities are also available on the companion website. A late penalty applies to work completed after the due date (maximum grade = C-), and devoirs will be neither accepted nor recorded after the due dates listed in the à faire / à rendre column of the programme provisoire. Consult your section number for start times.

Instructions for accessing the eSAM by enrolling in the online course are indicated on UTC Learn; you will need the BOOK KEY that you purchased with your textbook as well as the COURSE CODE that you will find on UTC Learn.

NB: Book keys are valid only once, so those who purchase used books may also need to purchase a separate book key in order to do these assignments. The course code for this class is TCTA963.

Voice Recordings: In addition to written activities, students will also complete voice recordings as part of their devoirs. These recordings focus on increasing oral proficiency and listening comprehension. Please make sure that you record your voice at a reasonable sound level (i.e., your voice can be clearly heard by a human being); do not record music or background noise, as this is tremendous waste of my time and yours. Do not record the questions; only the oral responses. Also, please check the comments for the professor's notes; students who have technical difficulties (e.g., low volume, lots of static) but who are obviously attempting the exercise will be directed to the Brock 101 Language Lab to complete these assignments.

NB: The 3 lowest devoirs will be dropped.
Travaux écrits (15%) : 3 rédactions and 3 révisions.
Rédactions are original compositions of 300 words minimum that are evaluated on the appropriate use of vocabulary and grammar within a creative and/or realistic context. All rédactions will be written in class under conditions similar to those of contrôles (i.e., no dictionaries, phones or notes are permitted and they must be written in blue or black ink).

RÉvisions are evaluated based on the student’s ability to improve upon the in-class rédaction; révisions should demonstrate changes to content, corrections to grammar and formatting, and other changes requested by the professor. Révisions that show no or little improvement from the in-class rédaction risk earning lower grades than the original, according to the degree of improvement; it wise to both proofread the essay and use the spell check and grammar check functions of your word processing program.

Please note that révisions are not optional; students who choose not to do the assignment will earn a “0.” Those who are not present to write their rédaction in class should submit an essay when the révision is due to avoid earning a “0” on both assignments.

The topic(s) and instructions may be posted on UTC Learn well in advance of the due date, which may be found under the à faire / à rendre column of the programme provisoire. NB : Each rédaction and its révision will be kept in a folder with your name written on the outside for the duration of the course. Révisions that are late, incomplete, not divided into paragraphs, handwritten, typed but not double-spaced, off-topic, handed in without a folder, handed in without all previous assignments, etc., will result in a severe grade penalty simply for failing to follow instructions (incomplete dossier = C-).

On the day that the travaux écrits are due, please place your dossier on the desk before class begins.

NB: Any travail écrit that shows undeniable evidence of academic misconduct will result in immediate and injurious disciplinary action. Intellectual theft will not be tolerated; please see the Honor System in the UTC Student Handbook for a limited list of Honor Code violations (http://www.utc.edu/dean-students/pdfs/academics.pdf)

For the purposes of this class, cheating and plagiarism are specific, concrete behaviors. Examples of cheating and plagiarism include (but are not limited to) the following:

- Copying or checking your answers by looking at a classmate’s test paper and/or bringing unauthorized material into the classroom on test days.
- Using your cell phone, notes, dictionaries or textbooks during a contrôle.
- Having someone else (e.g., tutor, friend, roommate, French major, native speaker, former French professor) give so much help that they are correct your révision instead of making it a
collaborative effort.

- Paying someone to write or rewrite your paper or "borrowing" a paper from someone.
- Translating words, sentences or paragraphs with online translators. Hint: If it just gives you a word and doesn’t tell you how to use it, it’s not a dictionary.
- Copying or paraphrasing entries from any source (online, print or audio) without proper citation.
- Original instances of online or traditional cheating/plagiarism that are not explicitly enumerated here or in the Honor Code.

**Contrôles (25%)**: The 5 contrôles are in-class, closed-book examinations based on the vocabulary, grammar and culture of the chapter(s) under consideration. The date of each examination is listed under the à faire / à rendre column of the programme provisoire. **All examinations must be completed in 50 minutes unless ADA documentation is provided.**

**Examinations written in pencil will not be graded;** bring a pen to class or borrow one. **There are no makeup examinations.** In case of emergency, contact the professor as soon as possible; the time and format of any and all make-up examinations is solely at the discretion of the professor, upon presentation of acceptable documentation (medical excuse, court paperwork, police report or traffic citation, etc.).

**Causerie (10%)**: The causerie is a short interview with a partner during the last week of classes. Specific instructions will be posted on UTC Learn well in advance of this activity.

**Examen final (20%)**: The final examination is cumulative and will cover chapters 6-10.
**NB:** Le programme provisoire est sujet à des modifications selon nos besoins. Tout changement sera signalé en avance sur UTC Learn ET / OU annoncé en cours. Veuillez consultez UTC Learn régulièrement, soyez à l’heure, et apportez vos livres en cours.

**PROGRAMME PROVISOIRE**

<table>
<thead>
<tr>
<th>Semaine 1</th>
<th>A PREPARER</th>
<th>A FAIRE / A RENDRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Le mardi 07 janvier</td>
<td>initiation au cours.</td>
<td>AO 6 : H</td>
</tr>
<tr>
<td>Le jeudi 09 janvier</td>
<td>ch. 6, 204-10, 212-13 culture contemporaine + langue et culture, pp. 204-05* AE 6 : A vocabulaire actif, pp. 206-07 (ex. A,* pp. 206-07) les adverbes interrogatifs, p. 209 l’heure et le temps, pp. 212-13</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semaine 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Le mardi 14 janvier</td>
<td>ch. 6, 215-19, 224 vocabulaire actif (suite) les adverbes interrogatifs (suite) l’héritage culturel + jeux de mots, langue et culture, pp. 215-16* les pronoms interrogatifs, pp. 217-19</td>
<td>AO 6 : F à G</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semaine 3</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Le mardi 21 janvier</td>
<td>ch. 6, 225-27, 230 l’adjectif interrogatif quel (suite) le pronom interrogatif lequel (suite) note culturelle + compréhension, p. 230*</td>
<td>AO 6 : A à B, D à K, la liaison, AVT B à C AE 6 : Dictée rédaction 1</td>
</tr>
<tr>
<td>Le jeudi 23 janvier</td>
<td>ch. 6 (suite) révision</td>
<td>contrôle 1</td>
</tr>
</tbody>
</table>
### A PREPARER

#### semaine 4
- **le mardi 28 janvier**
  - ch. 7, 242-45, 247-48
  - culture contemporaine + langue et culture,
  - jeux de mots, pp. 242-43*
  - vocabulaire actif, 244-45 (ex. C,* pp. 244-45)
  - les pronoms objets directs et indirects, p. 247
  - y et en, p. 248

- **le jeudi 30 janvier**
  - ch. 7, 244-58
  - vocabulaire actif (suite)
  - les pronoms objets (suite)
  - les pronoms joints, p. 249
  - les prépositions et les pronoms objets, p. 250
  - la position des pronoms objets, p. 251
  - l'héritage culturel + langue et culture,
  - jeux de mots, 257-58*

#### semaine 5
- **le mardi 04 février**
  - ch. 7, 207-53, 259-60, 265
  - les pronoms objets (suite) (Synthèse A, 254)*
  - les pronoms objets et l'impératif, p. 253
  - les pronoms joints, pp. 259-60
  - les pronoms objets et l'impératif, p. 253
  - note culturelle + compréhension, p. 265*
  - les pronoms possessifs, p. 266

- **le jeudi 06 février**
  - ch. 7, 254-56
  - les pronoms objets (suite)
  - les pronoms démonstratifs, pp. 270-71
  - note culturelle + compréhension, pp. 268-69*

#### semaine 6
- **le mardi 11 février**
  - ch. 7 (suite)
  - les pronoms objets (suite)
  - les pronoms démonstratifs (suite)

- **le jeudi 13 février**
  - ch. 8, 284-89, 291-93, 296-98, 300-03, 306-07
  - culture contemporaine + langue et culture, pp. 284-87*
  - initiation au subjonctif,
  - pp. 291-93, 296-98, 300-03, 306-07
  - (ex. 1, p. 292; *ex. 2, p. 293; *ex. 10, p. 307*)

### A FAIRE / A RENDRE

- **révision 1**
  - AO 7 : G à l
  - AE 7 : D

- **contrôle 2**
  - AE 8 : A à B, D

- **AO 7 : E à F, H**

- **AVT, A à C**

- **AE 7 : I à J**
**A PREPARER**

**semaine 7**

le mardi 18 février

ch. 8, 288-89, 291-03, 306-07, 314
vocabulary actif (suite)
note culturelle + compréhension, p. 295*
le subjonctif au présent (suite)
le subjonctif au passé, pp. 293-94 (ex. 3, p. 294)*

le jeudi 20 février

ch. 8, 291-94, 296-303, 306-07, 311-12, 314
note culturelle + compréhension, pp. 299-300*
note culturelle + compréhension, p. 314*
le subjonctif prés et passé (suite) (Synthèse A, p. 308)*
le subjonctif après certaines conjonctions, pp. 311-12
(ex. 2, pp. 312-13)*

**semaine 8**

le mardi 25 février

ch. 8, 304-05, 311-12
l'héritage culturelle + langue et culture,
jeux de mots, pp. 304-05*
le subjonctif après les conj (suite)
le subjonctif après les antécédents inéfins, p. 315
le subjonctif dans les expressions superlatives, p. 316

le jeudi 27 février

ch. 8 (suite)
le subjonctif (cas particuliers) (suite)

**A FAIRE / A RENDRE**

AO 8 : AVT, E
AE 8 : E, G

**semaine 9**

le mardi 03 mars

ch. 8 (suite)
révision

le jeudi 05 mars

ch. 9, 328-35
culture contemporaine + langue et culture,
jeux de mots, pp. 328-31*
vocabulary actif, pp. 332-33 (ex. A, p. 332)*
les prépositions compléments des verbes, pp. 334-35
l'infinitif passé, p. 335

contrôle 3

révision 2

AO 8 : A à B, E ;
les semi-voyelles
AVT, B à D

réaction

AO 8 : D, H à I
AE 8 : C

AO 8 : Dictée, H à I
### Semaine 10

**Le Mardi 17 Mars**
- **A Préparer**
  - Ch. 9, 334-40, 343-44, 346
  - Vocabulaire actif (suite)
  - L'infinitif passé (suite)
  - Les prépositions (suite) (Synthèse A, 342)*
  - Les prépositions (d'autres usages), pp. 337-40
  - L'héritage culturel + jeux de mots, pp. 343-44*
  - Le participe présent / l'adjectif verbal, p. 346

**Le Jeudi 19 Mars**
- **A Préparer**
  - Ch. 9, 346, 349-53, 356
  - Le participe présent (suite)
  - Note culturelle + compréhension, p. 349*
  - Les pronoms relatifs, pp. 350-53
  - Note culturelle + compréhension, p. 356*

### Semaine 11

**Le Mardi 24 Mars**
- **A Préparer**
  - Ch. 9, 350-53
  - Les pronoms relatifs (suite) (Synthèse A, p. 354-55)*

**Le Jeudi 26 Mars**
- **A Préparer**
  - Ch. 9 (suite)
  - Contrôle 4

### Semaine 12

**Le Mardi 31 Mars**
- **A Préparer**
  - Ch. 10, 370-75, 377-82
  - Culture contemporaine + langue et culture,
  - Jeux de mots, pp. 370-73*
  - Vocabulaire actif, pp. 374-75 (ex. A, 374 ; ex. C, 375)*
  - Le futur et le futur antérieur, pp. 377-78, 381-82

**Le Jeudi 2 Avril**
- **A Préparer**
  - Ch. 10, 374-74, 377-82, 389-91
  - Vocabulaire actif (suite)
  - Le futur et le futur antérieur (suite) (Synthèse C, p. 384)*
  - L'héritage culturel + langue et culture,
  - Jeux de mots, pp. 379-80*
  - Le conditionnel et le conditionnel passé, pp. 389-91

### Semaine 13

**Le Mardi 7 Avril**
- **A Préparer**
  - Ch. 10, 386-87, 389-91, 393
  - Le futur et le futur antérieur (suite) (Synthèse D, 397)*
  - Le conditionnel et le cond. passé (suite) (syn. A, 396)*
  - Note culturelle + compréhension, p. 386-87*
  - Les phrases avec 'si', p. 393

**A Faire / A Rendre**
- AO 9 : D, H
- AE 9 : B, D à E
- AE 9 : F à G
- AO 9 : A à C, J à K,
  - Les voyelles, AVT A à D
- Contrôle 4
- Rédaction 3
- AO 10 : A et B, D
- Révision 3
- AO 10 : H et J
- AO 10 : Dictée, G, I
**A PREPARER**

le jeudi 09 avril

- ch. 10, 389-91, 393, 398
- les phrases avec 'si' (suite) (synthèse C, 396)*
- note culturelle + compréhension, p. 398*

Semaine 14

le mardi 14 avril

le jeudi 16 avril

**A FAIRE / A RENDRE**

- contrôles 5

- assessments

- causerie

**EXAMEN FINAL**

20019 le jeudi 23 avril de 8h à 10h
20785 le mardi 28 avril de 10h30 à 12h30
FREN 3240r / Printemps 2021  
Le folklore et les contes de fées  
Mai de 13h40 à 14h55

**INFORMATIONS GENERALES :**

| COURS: | FREN 3240 23302 |
|========|-----------------|
| TITRE: | Folktale and Fairy Tales |
| UV ET MODE: | 3 | traditionnel (face à face) |
| PREREQUIS: | FREN 2120 avec une note de ‘C’ au minimum ou l’approbation du chef du département |
| PROFESSEUR: | Dr. Karen Casebier (Karen-Casebier@utc.edu) |
| EMPLOI DU TEMPS: | Mai de 13h40 à 14h55 | BROK 206 |
| BUREAU: | Lupton 236B |
| TELEPHONE: | 423.425.4259 |
| COURRIEL: | karen-casebier@utc.edu |
| HEURES D’ACCEUIL: | Mai de 12h20 à 13h20, Ma de 15h15 à 16h et sur rendez-vous |

**REGLEMENTS ET POLITIQUES UNIVERSITAIRES:**

- **Campus Safety Policy:** Due to COVID-19, there is a campus safety policy ([https://www.utc.edu/walker-center-teaching-learning/covid-19-safety-policy.php](https://www.utc.edu/walker-center-teaching-learning/covid-19-safety-policy.php)). For classes that meet on campus, please review this policy.


- **Technology Support:** If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email helpdesk@utc.edu.

- **Student Technology:** If you have technology needs to access your courses and/or complete course requirements in Canvas, submit a request ([https://new.utc.edu/information-technology/learning-from-home](https://new.utc.edu/information-technology/learning-from-home)) with Information Technology.

- **Student Accommodations:** If you have accessibility and accommodation requests, contact the Disability Resource Center ([https://www.utc.edu/disability-resource-center/index.php](https://www.utc.edu/disability-resource-center/index.php)) at 423-425-4006 or email DRC@utc.edu.

**METHODES D’APPRENTISSAGE :** Ce cours est en français. Nous employons des méthodes traditionnelles d’apprentissage : la lecture et la discussion des textes en cours et en groupe; le visionnement et la discussion des films en cours et en groupe; des travaux écrits, des exposés et la recherche strictement personnelle. Il est essentiel de lire les textes et voir les films avant de venir en cours et de participer vivalement en cours.
DESCRIPTION DU COURS: Ce cours est une étude d'un genre littéraire spécifique : le folklore et les contes. D'une façon systématique et thématique, nous allons faire une analyse des contes de fées du 17e siècle ainsi que quelques adaptations prémodernes, modernes et contemporaines des mêmes contes. Nous étudions le folklore régional et francophone, notamment les histoires et légendes de Bretagne, Corse et Afrique. Prérèquis : FREN 2120 avec une note de 'C' au minimum ou l'approbation du chef du département.

ACQUIS DU COURS : Ce cours vise à :
- L'acquisition et le bon usage du vocabulaire des contes de fée et du folklore
- Identifier, discuter et faire des analyses des thèmes et motifs principaux, des personnages types, et des conventions principales des contes de fée et du folklore, tout en expliquant ce qui distingue ces genres littéraires des autres
- Développer des compétences générales concernant le contexte historique, littéraire et socioculturel des contes de fées ainsi que le folklore (e.g., le milieu bourgeois, la tradition orale, le caractère régional, etc.)
- Identifier, expliquer et commenter les thèmes, les motifs littéraires et le contexte historique, littéraire et socioculturel des contes de fées et des légendes folkloriques particuliers
- Evaluer des adaptations des contes de fées ainsi que le folklore dans la culture contemporaine et faire des comparaisons entre l'original et d'autres versions (e.g., les frères Grimm, les versions de Disney, et les contes de fées contemporaines)
- Rechercher, analyser, parler et écrire sur les contes de fées ou le folklore d'une perspective critique

COVID Absences : Prior to arriving on campus each day or attending a face-to-face class, students are to complete the daily student self-check. Students who are instructed to stay home due to their responses are not to come to campus or attend face to face classes and instead must follow up as directed through the self-check instructions. Students who are cleared to be on campus and attend class are required to attend face-to-face class sessions.

Students who are instructed not to attend class must notify the instructor of their absence by email within 48 hours, if possible. Students are not required to provide the instructor with documentation of COVID-19 symptoms, but must immediately complete the COVID-19 Notification form. Documentation will be provided by the Office of Student Outreach & Support. Students will not be penalized for COVID-19 related absences or late course assessments due to a COVID-19 related concern unless they are unable to complete course learning outcomes. Faculty will work with students to identify ways to complete course requirements.

Students must, if they are asymptomatic or if their symptoms do not interfere with their ability to participate in the course, continue to participate in the course using the online tools and that the instructor makes available through UTCLearn including: transcriptions should be submitted via email, exercises will require that you find a substitute to perform for you or complete an alternative assignment, dissertations should be submitted via email and contrôles will be administered online via Canvas or as a makeup at the discretion of the instructor.

If COVID-19 related illness results in any missed course work (face-to-face or online), students must contact the instructor within 48 hours of recovering to plan make-up work. Makeup work must be completed according to the plan devised by the instructor in coordination with the student. It remains the student's responsibility to complete any missed work such as assignments, tests, quizzes, labs, or projects outside of scheduled class time. But please realize that class will continue, and students may find themselves in the situation where they are unable to complete all work by the end of the semester. In such a case, students should consider a late withdrawal or an
incomplete grade. Please contact the Records Office (423-425-4416) to learn more about the late withdrawal process.

If students have COVID-19 disability related risk factors that may affect attendance, students are strongly encouraged to register with the Disability Resource Center (423-425-4006) in order to receive necessary accommodations.

If students believe the instructor has not made reasonable and appropriate accommodations for absences, or makeup assignments, projects, labs, or exams due to COVID-19, students have the right to appeal according to UTC’s Policies and Procedures for Student Complaints by filling out the Student Complaint Form and submitting to the Office of the Dean of Students.

**REGLEMENTS ET POLITIQUES DU COURS:**

**EVALUATION DE LA NOTE FINALE:**

| Participation et préparation : | 10% | A | 90-100 |
| Rédactions (2) : | 10% | B | 80-89 |
| Exposés (3) : | 15% | C | 70-79 |
| Dissertations (2) : | 20% | D | 60-69 |
| Contrôles (2) : | 25% | F | 0-59 |
| Examen final : | 20% |

**POLITIQUE DEPARTEMENTALE DES ABSENCES/RATTRAPAGES :** Any student who misses more than 2 weeks of class (4 unexcused absences) will have a maximum grade of B. Any student who misses more than 4 weeks of class (8 unexcused absences) will have a maximum grade of C. Veuillez consulter la rubrique « Participation et préparation » du programme provisoire pour la politique du professeur concernant les absences.

**RATTRAPAGES ET DEVOIRS EN RETARD :** Aucun rattrapage des examens sans certificat médical. Aucun devoir, rédaction, révision, interro, exposé, dissertation, etc. ne sera accepté ni par courriel ni en retard sans avis préalable ET sans certificat médical. Tout travail rendu en retard s’expose aux sanctions sévères (un C- au maximum).

**Politique de Correction :** Tous les devoirs seront rendus dans une huitaine, pourvu que tous les étudiants aient rendu le travail le jour prévu. Si le professeur est malade ou s’absente pour assister à un colloque, on vous rendra le travail dans les meilleurs délais. Si vos collègues choisissent de rendre leurs devoirs en retard, on attendra plus longtemps la correction du professeur.

**Politique de Communication :** Tout courriel aura une réponse dans les meilleurs délais. N’oubliez pas de lire le programme provisoire au cas où la bonne réponse à votre question s’y trouve. Les situations qui demandent un peu de recherche/réflexion de la part du professeur aura une réponse dans une huitaine.
Politique de Participation: On attend que les étudiants lisent les textes et voient les films avant de venir en cours, qu'ils assistent régulièrement au cours, et qu'ils s'engagent dans les discussions en cours et en group chaque jour.

PAROLE ET ENGAGEMENT D'HONNEUR (de l'UTC Student Handbook): I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

The use of another person's thoughts or words and representing them as your own, and giving or receiving unauthorized help on tests, assignments, or papers constitutes plagiarism. This includes but is not limited to the use of quotations or ideas from books, articles, and web sites without appropriate credit. Students who plagiarize will receive an "F" for their paper/exam OR an "F" in the course. Moreover, they may be reported to the UTC Honor Court for further disciplinary action. The Honor Code in the UTC Student Handbook states that plagiarism is an offense that can result in dismissal from the University. For more information, please consult the policy on Academic Integrity: www.utc.edu/dean-students/pdfs/academics.pdf Veuillez consulter la rubrique « Réductions » du programme provisoire pour des informations complémentaires.

APPRECIATION DU COURS: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Manuels obligatoires/suggérés* + Technologie:


**UTC Learn (Canvas)**

Une chemise (pour les travaux écrits)


Zoom

Un microphone et des écouteurs

**FILMS :**


**OU LOUER LES FILMS :**

(*mise à jour le 30 décembre 2020 ; veuillez vérifier la disponibilité chez votre service de streaming/DVD*)

On pourrait également consulter : https://www.justwatch.com

<table>
<thead>
<tr>
<th></th>
<th>Netflix</th>
<th>Amazon Prime Video</th>
<th>Labo de Langues (GRATUIT)</th>
<th>Kanopy (UTC Library)</th>
<th>D'autres services sur demande</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>La Belle et la Bête</em> (Cocteau)</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>iTunes</td>
</tr>
<tr>
<td><em>La Belle et la Bête</em> (Gans)</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
<td>YouTube, Vudu</td>
</tr>
<tr>
<td><em>La Pocne des loups</em></td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Barbe Bleue</em></td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Participation et préparation (10%) :
La présence est obligatoire. La participation se définit selon la présence de l'étudiant en cours ainsi que la volonté de démontrer qu'on a fait la lecture à la maison et qu'on est prêt à discuter. C'est votre participation active au cours qui vous permettra de développer le mieux vos compétences de lecture et d'améliorer votre expression du français écrit et parlé, et ce faisant, à vous préparer en vue des différents examens et devoirs prévus.

Veuillez consulter la rubrique à préparer du programme provisoire pour ce que vous avez à préparer avant de venir en cours. Les lectures qui se trouvent sur l'UTC Learn et les films qui se trouvent au Laboratoire de Langues sont marqués dans le programme par un astérisque (*).

La participation pourrait comprendre aussi des devoirs, des forums de discussion en ligne et d'interrogrations imprévues. Les devoirs seront annoncés pendant les annonces au début ou à la fin de chaque cours, s'il y en aurait. Soyez à l'heure, svp !

La participation sera notée chaque jour. NB: Quand on dépasse la limite de 3 absences, une absence mérite un « 0 » pour la participation. Voir aussi la politique du Département des langues et littératures modernes et classiques sur les absences/rattrapages ci-dessus.

De plus, ceux qui lisent leur cours ou jouent au portable pendant le cours ne participent pas et gagnent un « 0 » pour leur note de participation, parce qu'ils sont, de toute évidence, absents.
Il en va de même pour ceux qui refusent de parler en cours ou travailler en groupe.

Rédactions (10%) : Les 2 rédactions sont des travaux écrits de 400 mots (environ d'1½ à 2 pages à interligne 2) sont des travaux écrits qui portent sur les œuvres littéraires et les films que nous étudions et dans lesquelles on fait une analyse et/ou développez un argument sans faire de la recherche. Tous les sujets de rédaction seront postés sur l'UTC Learn bien en avance de la date limite ; la date limite se trouve sous la rubrique à faire/à rendre du programme provisoire.

Chaque étudiant doit garder toutes ses rédactions dans une chemise jusqu'à la fin du semestre. Veuillez écrire votre nom et prénom sur votre chemise. NB : Aucune rédaction ne sera accepté ni par courriel ni en retard sans avis préalable. Les rédactions en retard, incomplets, illisibles, manuscrits, tapés mais non-interlinés, hors de sujet, sans chemise, dans des dossiers incomplets, etc., s'exposent aux sanctions sévères (un C- au maximum, sans clémence). Veuillez mettre votre chemise sur la table avant que le cours commence le jour où il faut rendre une rédaction.
NB: Any rédaction that shows undeniable evidence of academic misconduct will result in immediate and injurious disciplinary action. Intellectual theft/laziness will not be tolerated; please see the Honor System in the UTC Student Handbook for a limited list of Honor Code violations (http://www.utc.edu/dean-students/pdfs/academics.pdf).

For the purposes of this class, cheating and plagiarism are specific, concrete behaviors. Examples of cheating and plagiarism include (but are not limited to) the following:

- Copying or checking your answers by looking at a classmate’s test paper and/or bringing unauthorized material into the classroom on test days.
- Communicating questions to classmates before they have taken the contrôle.
- Using your cell phone, notes, dictionaries or textbooks during a contrôle.
- Having someone else (e.g., tutor, friend, roommate, French major, native speaker, former French professor) give so much help that they are writing your rédaction / correcting your révision.
- Paying someone to write or rewrite your paper or “borrowing” a paper from a classmate or former student.
- Using online translators for words, sentences or paragraphs.
- Copying or paraphrasing entries from any source (online, print or audio) without proper citation.
- Original instances of online or traditional cheating/plagiarism that are not explicitly enumerated here or in the Honor Code.

Exposés (15%): Les 3 exposés sont des discours à l’oral dans lesquels on parle d’un sujet de recherche qui portera sur différents aspects de l’analyse littéraire. Chaque étudiant préparera 1) un compte-rendu sur un conte de fée ou une légende folklorique que nous n’aurons pas lu en cours, 2) un état présent qui portera sur la recherche qu’on aura fait en préparation pour la dissertation, et 3) une légende locale.

Chaque étudiant aura environ 10 minutes pour présenter son exposé, y compris la période des questions et réponses orales. Un rendez-vous avec le professeur est obligatoire avant chaque cycle exposé + dissertation (si ainsi dit); ceux qui n’ont pas de rendez-vous auront un « 0 » pour cet élément de l’exercice. Il en va de même pour ceux qui ne participeront pas pendant la période des questions et réponses orales.

Des informations complémentaires se trouveront sur l’UTC Learn bien en avant de la date limite; la date limite se trouve sous la rubrique à faire / à rendre du programme provisoire. NB: Les étudiants qui s’absentent le jour de leur exposé et qui n’ont pas de remplacement auront un « 0 ». Il n’y a pas de rattrapage. De plus, on s’attend aussi la vive participation de tout étudiant lors de ces séances, qui sont obligatoires; on s’attend que les étudiants soient bien élevés.
Dissertations (20%) : Les 2 dissertations sont des travaux de recherche de longueur variable (4 à 7 pages) sur un aspect du folklore et des contes de fées que nous étudions en cours. La Bibliographie des sources primaires et secondaires ainsi que le style de citation seront conformes aux conseils MLA ou Chicago. D'autres styles de citation sont défendus.

Le compte-rendu est une enquête sur un conte de fée ou une légende que nous n'aurons pas lu en cours, dont l'exposé comprendrait un compte-rendu, une analyse de sa valeur littéraire et culturelle y compris les sources possibles, et une comparaison aux œuvres que nous étudions en cours, et dont la dissertation qui suit reprendrait les mêmes problématiques.

La dissertation est un travail de recherche sur une des œuvres que nous aurons étudiées en cours, dont l'exposé représenterait un état présent à l'oral de la recherche et la dissertation le produit écrit. Avant de commencer la dissertation, chaque étudiant écrira un abstract de 200 mots et une bibliographie des sources primaires et secondaires en consultation avec le professeur.

Pour les 2 dissertations, toute les sources secondaires devront être tirées des livres et journaux académiques bien-réputés (i.e., trouvées sur la base de données MLA, bibliographie lue et approuvée par le professeur). Un rendez-vous avec le professeur est obligatoire avant l'exposé (si ainsi dit): ceux qui n'ont pas de rendez-vous auront un « 0 » pour cet élément de l'exercice.

Des informations complémentaires se trouveront sur UTC Learn bien en avance de la date limite; la date limite se trouve sous la rubrique à faire / à rendre du programme provisoire. NB : Aucune dissertation ne sera accepté ni par courriel ni en retard sans avis préalable ET sans certificat médical.

Contrôles (25%) : Les 3 contrôles sont des examens écrits qui porteront sur vos connaissances des textes que nous étudions et discutons en cours et votre expression du français écrit. Aucun rattrapage sans certificat médical.

Examen Final (20%) : Cet examen sera compréhensif se composera sur le même modèle que les contrôles. Aucun rattrapage sans certificat médical.
NB: Le programme provisoire est sujet à des modifications selon nos besoins. Tout changement sera signalé en avance sur UTC Learn ET / OU annoncé en cours. Veuillez consulter UTC Learn régulièrement, soyez à l'heure, et apportez vos livres en cours.

**PROGRAMME PROVISOIRE**

<table>
<thead>
<tr>
<th>Semaine 1 : les contes de fée et le folklore : le trickster</th>
<th>A PREPARER</th>
<th>A FAIRE / A RENDRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>le mardi 19 janvier</td>
<td>initiation au cours</td>
<td>Perrault, <em>Préface et Lettre à Mademoiselle</em>, p. 11-20*</td>
</tr>
<tr>
<td>le jeudi 21 janvier</td>
<td>Perrault, <em>Le Chat botté</em>, 37-44*</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>le mardi 26 janvier</td>
<td>Ortoli, <em>Muschinu</em>, 133-40*</td>
<td></td>
</tr>
<tr>
<td>le jeudi 28 janvier</td>
<td>Birago Diop, <em>Feri l'Anesse</em>, 13-19</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>le mardi 02 février</td>
<td>Hetépassant, <em>Le Fossé</em>, 1-3*</td>
<td></td>
</tr>
<tr>
<td>le jeudi 04 février</td>
<td>Ortoli, <em>Pentes Coudières</em>, 163-72</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>le mardi 09 février</td>
<td>Ortoli, <em>Pentes Coudières</em>, 163-72</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semaine 5</th>
<th>Perrault, <em>La Belle et la Bête</em>, 23-44</th>
</tr>
</thead>
<tbody>
<tr>
<td>le mardi 16 février</td>
<td>Film : Jean Cocteau, <em>La Belle et la Bête</em> (1946)*</td>
</tr>
<tr>
<td>le jeudi 18 février</td>
<td>Film : Christophe Gans, <em>La Belle et la Bête</em> (2014)*</td>
</tr>
<tr>
<td>SÉMAINE 6</td>
<td>A PREPARER</td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>Le mardi 23 février</td>
<td>Film : Jean Cocteau, <em>La Belle et la Bête</em> (1946)*</td>
</tr>
</tbody>
</table>

| SÉMAINE 7 : LES CONTES DE FÉES : LES ATROCITÉS | | CONTRÔLE 1 |
|-------------------------------------------------|-------------|
| Le mardi 20 mars | | |
| Le jeudi 04 mars | Perrault, *Le Petit Chaperon rouge*, 23-26 | Le Conte de la mère-grand* |
| | Sand, *Avant-propos, iii-ix* | |
| | Sand, *Le Meneur de loups*, 95-105 | |

<table>
<thead>
<tr>
<th>SÉMAINE 8</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Le mardi 09 mars</td>
<td>Sand, <em>Avant-propos, iii-ix</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SÉMAINE 9</th>
<th></th>
<th>ABSTRAIT / BIBLIOTHÉPIE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Le mardi 16 mars</td>
<td>Perrault, <em>Barbe-Bleue</em>, 27-35</td>
<td></td>
</tr>
<tr>
<td>Le jeudi 18 mars</td>
<td>Film : Catherine Breillat, <em>Barbe-Bleue</em> (2009)*</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SÉMAINE 10 : LE FOLKLORE : LES FANTÔMES</th>
<th></th>
<th>RÉDACTION 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Le jeudi 25 mars</td>
<td>Ortoli, <em>La Venetia di l'Amori in pena</em>, 31-36*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ortoli, <em>Le Spectre de la Fantômes</em>, 37-42*</td>
<td></td>
</tr>
</tbody>
</table>

<p>| SÉMAINE 11 : LE FOLKLORE : LES FÉES, LA MORT ET LE DIABLE | | |
|----------------------------------------------------------|-------------|
| Le mardi 30 mars | Ortoli, <em>Miseria</em>, 50-61* | Rédaction 2 |
| | Ortoli, <em>La Reconnaissance au diable</em>, 23-26* | |
| | Vazel, <em>Le Fils du marchand et le magicien</em>, 124-50* | |
| Le jeudi 1er avril | Diep, <em>Les Mamelles</em>, 31-40* | |
| | Schillot, <em>Qui trop convoite n'a rien</em>, 290-92* | |
| | Sand, <em>Les Flambeaux</em>, 133-46* | |</p>
<table>
<thead>
<tr>
<th><strong>A PREPARER</strong></th>
<th><strong>A FAIRE / A RENDRE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>semaine 12</strong></td>
<td><strong>exposé + dissertation 2</strong></td>
</tr>
<tr>
<td>le mardi 06 avril</td>
<td></td>
</tr>
<tr>
<td>le jeudi 08 avril</td>
<td><strong>exposé + dissertation 2</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>semaine 13 : le folklore : la sirène</strong></th>
<th><strong>contrôle 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>le mardi 13 avril</td>
<td>Sébiliot, <em>La Sirène de la Frenoye</em>, 269-76*; Luzel, <em>La Sirène et l’épervier</em>, 176-207*</td>
</tr>
<tr>
<td>le jeudi 15 avril</td>
<td>Débœuf et al., <em>Le Sang de la sirène</em>, 54-98*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>semaine 14</strong></th>
<th><strong>exposé + dissertation 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>le mardi 20 avril</td>
<td></td>
</tr>
<tr>
<td>le jeudi 22 avril</td>
<td><strong>exposé + dissertation 3</strong></td>
</tr>
</tbody>
</table>

**CONTROLE 3 + EXAMEN FINAL**
le jeudi 29 avril de 13h à 15h
The University of Tennessee at Chattanooga

ELEMENTARY GREEK

Fall 2021

3 credit hours

Instructor: Carl P.E. Springer, PhD, Professor in the Department of Modern and Classical Languages, SunTrust Chair of Excellence in the Humanities: https://www.utc.edu/arts-and-sciences/humanities/suntrust-chair-of-excellence-humanities

Email: carl-springer@utc.edu Email is my preferred means of communication.

Office Hours and Location: 11-12 TR and by appointment; Lupton Hall 236F.

Class Meeting Time and Place: 12:15-1:30 TR; Holt Hall 230. Please note that for the first part of the semester we will meet face to face as scheduled, but beginning with the class on Tuesday, November 9, the rest of the course will be taught virtually (asynchronously). During these last weeks of class my lectures will be posted on Canvas and your homework and quizzes will be submitted electronically via Canvas. Throughout the semester I will inform you regularly of assignments and deadlines through “Announcements” on Canvas.

Course Catalog Description: Elements of the Greek language. Reading of Greek prose. Fall semester.

Course Pre/Co Requisites: None.

Course Student Learning Outcomes: By the end of the semester you will have:

1. Begun to read simple ancient Greek, Attic and New Testament, with the aid of the vocabulary list at the end of the textbook.

2. Begun to master the basic elements of Greek phonology, grammatical morphology, and lexis.

3. Begun to learn how to read ancient Greek texts in their historical, political, and cultural contexts.

4. Begun to appreciate the impact of ancient Greek cultural forms (e.g. art, architecture, drama, literature) on subsequent European cultural history.


Course Assessments and Grading Policy: There will be two examinations, a mid-term and a final, valued at 100 points each. There will also be a total of ten quizzes, offered at 15 points each. The remaining 150 points will be based on the quality and quantity of your participation in
The University of Tennessee at Chattanooga

class. The total number of points for the course, therefore, is 500. 450 or more (90%) is an A,
400 (80%) a B, 350 (70%) a C, and 300 (60%) is a D.

Instructor Grading and Feedback Response Time: As swiftly as possible.

Policy for Late/Missing Work: Extensions of deadlines are possible if you present me with a
good excuse beforehand.

Course Participation/Contribution:

1. Regular attendance! Since we'll only be meeting once a week, it is very important that you
try to attend every period. So, don't skip class, even if you are not prepared! Simply tell me
ahead of time and I will be understanding -- as long as you don't make a practice of it.

2. Don't get me wrong, though, preparation is very important for intelligent and informed
participation in class. I will call on each one of you each time we meet to explain, to translate
and paraphrase, to think aloud, to recite, etc., and I will grade you on the quality of your class
work. Your accuracy, thoroughness, and success in class will, I predict, be directly reflected in
your performance on quizzes and exams.

3. Over the course of the semester I will also be keenly observing how serious you are about
participating in the classroom learning experience, paying special attention to the common
courtesies and the spirit of intellectual cooperation you demonstrate to your instructor and fellow
students. I will add up to 10 points to the final total (at the end of the semester) if I feel that you
have made a substantial contribution in the classroom. This can make a significant difference in
your grade!

Attendance Policy: You will be permitted two absences over the course of the semester. Please
plan to use this judiciously and sparingly (i.e., only if absolutely necessary).

Technology Requirements for Course: Access to computer.

Technology Skills Required for Course: Must be able to use Canvas.

Course Calendar/Schedule (tentative):
Roughly one chapter of Athenaze every other week of the semester.

Week one. Aug 17 and 19: Syllabus and Course Overview;
Athenaze, Chap. 1

Week two. Aug 24 and 26: Athenaze, Chap. 1 (cont.)

Week three. Aug 31 and Sep 2: Athenaze, Chap. 2

Week four. Sep 7 and 9: Athenaze, Chap. 2 (cont.)

Week five. Sep 14 and 16: Athenaze, Chap. 3
Week six. Sep 21 and 23: Athenaeum, Chap. 3 (cont.)

Week seven. Sept. 28 and 30: Athenaeum, Chap. 4

Week eight. Oct 5 and 7: Athenaeum, Chap. 4 (cont.)

Week nine. Oct 12 (Fall Break) and 14: midterm exam

Week ten. Oct 19 and 21: Athenaeum, Chap. 5

Week eleven. Oct. 26 and 28: Athenaeum, Chap. 5 (cont.)

Week twelve. Nov 2 and 4: Athenaeum, Chap. 6

Week thirteen. Nov. 9 and 11: Athenaeum, Chap. 6 (cont.)

Week fourteen. Nov. 16 and 18: Athenaeum, Chap. 7

Week fifteen. Nov. 23: Athenaeum, Chap. 7 (cont.)

Final Exam Week: Final exam (submitted electronically)

Counseling Statement: If you find that you are struggling with stress, feeling depressed or anxious, having difficulty choosing a major or career, or have time management difficulties which are adversely impacting your successful progress at UTC, please contact the Counseling and Personal Development Center at 425-4438 or go to utc.edu/counseling for more information.

Campus Safety Policy: Due to COVID-19, there is a campus safety policy (https://www.utc.edu/walker-center-teaching-learning/covid-19-safety-policy.php) for classes that meet on campus; please review this policy.

Technology Support: If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email helpdesk@utc.edu.

Student Technology: If you have technology needs to access your courses and/or complete course requirements in Canvas, submit a request (https://new.utc.edu/information-technology/learning-from-home) with Information Technology.

Student Accommodations: If you have accessibility and accommodation requests, contact the Disability Resource Center (https://www.utc.edu/disability-resource-center/index.php) at 423-425-4006 or email DRC@utc.edu.

Honor Code Pledge: As a student of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to ensure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

UTC Bookstore: The UTC Bookstore will price match Amazon and Barnes and Noble (https://www.barnesandnoble.com/) prices of the exact textbook - same edition, ISBN, new to new format, used to used format, and used rental to used rental format, with the same rental term. For more information, go to the Bookstore Price Match Program (https://boc.pgtb.me/MMt7T7F), visit the bookstore, email smtp30@bncollege.com or call 423-425-2184.

COVID-19 Absence Policy: Students must complete the COVID-19 Notification form if they are positive for COVID-19, symptomatic for COVID-19, exposed (close contact) to a known case of COVID-19 / someone positive for COVID-19, or potentially exposed to a known case of COVID-19 / someone positive for COVID-19. Documentation will be provided to me by the Office of Student Outreach & Support. If you are instructed by university administration to stay home due to your responses, you are not to come to campus or attend face to face classes. If you are cleared to be on campus and attend class you are required to attend face-to-face class sessions. You will not be penalized for COVID-19 related absences or late course assessments due to a COVID-19 related concern unless you are unable to complete course learning outcomes. I will work reasonably with you to identify ways to complete course requirements. You must, if you are asymptomatic or if your symptoms do not interfere with your ability to participate in the course, continue to participate in the course using the online assets and tools that I may make available through UTCLearn including: recorded lectures on Canvas, discussion board, and quizzes. If COVID-19 related illness results in any missed course work (face-to-face or online), you must contact me within 48 hours of recovering to plan make-up work. Makeup work must be completed according to the plan devised me in coordination with you. It remains your responsibility to complete any missed work such as assignments, tests, quizzes, labs, or projects outside of scheduled class time. But please realize that class will continue, and you may find yourself in the situation where you are unable to complete all work by the end of the semester. In such a case, you should consider a late withdrawal or an incomplete grade. Please contact the Records Office (423-425-4416) to learn more about the late withdrawal process. If you have COVID-19 disability related risk factors that may affect attendance, you are strongly encouraged to register with the Disability Resource Center (423-425-4066) in order to receive necessary accommodations. If you believe I have not made reasonable and appropriate accommodations for
absences, or makeup assignments, projects, labs, or exams due to COVID-19, you have the right to appeal according to UTC’s General Student Grievance (Complaint) Procedure by filling out the Student Complaint Form and submitting to the Office of the Dean of Students.

Students are required to wear a face mask at all times in the classroom regardless of vaccination status pursuant to University policies. [https://blog.utc.edu/coronavirus/covid-19-information/](https://blog.utc.edu/coronavirus/covid-19-information/)
The University of Tennessee at Chattanooga

Elementary Spanish I

Spring 2019

MCLL, SPAN1010, 28963, face-to-face, 4 credit hours

Instructor: Hilary Browder

Email and Phone Number: Hilary-Browder@utc.edu; 423-425-4114

Office Hours and Location: Brock 208, Mon., Wed., Fri., 10:00-11:00 and by appointment

Course Meeting Days, Times, and Location: Mon., Wed., Fri. 11:00 am-11:50 am, Brock 402,
Tues. 10:50 am-11:40 am, Brock 202

Course Catalog Description: Basic grammar, elementary reading, and conversation.

Course Pre/Co Requisites: None.

Continuation Course: You should enroll in Spanish 1020 after this course. For best results, finish your language requirement without a break, since it is easy to forget basic skills over time. If you are a Spanish major or minor and have questions contact Dr. Lynn Purkey (lynn-purkey@utc.edu) in 105 Brock Hall.

Course Student Learning Outcomes: SPAN 1010 students will achieve an ACTFL level of Novice Mid in speaking, reading, writing, and listening, and will become acquainted with basic aspects of Hispanic culture. For more information about ACTFL achievement levels see: https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf


Supplemental/Optional Course Materials: Emily Spinelli’s English Grammar for Students of Spanish (if you find grammar difficult, this is a great resource).

Technology Requirements for Course: The internet for accessing Blackboard and the on-line workbook/lab manual.

Technology Skills Required for Course: Basic computer skills, such as Microsoft word and accessing Blackboard. Instructors will provide information about accessing the on-line workbook/lab manual.

Technology Support: If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.
The University of Tennessee at Chattanooga

Course Assessments and Requirements:

Tests: Tests will include listening and reading comprehension components, a grammar section, and an open-ended writing assignment. Tests may not be made up, but one exam will be dropped.

Assignments: You will have to complete assignments from the on-line workbook and lab manual on Wiley Plus as well as other assignments at the discretion of the instructor.

Quizzes: Announced and unannounced (pop) quizzes will be periodically given. You may not make up quizzes, but one quiz will be dropped.

Course Participation/Contribution: Your participation grade will be determined by both the quantity and quality of your participation. Students who actively participate typically perform better, especially in speaking.

Compositions: You will be required to write three compositions of 75-125 words in Spanish, which should be typed and double-spaced. You will revise and turn in a second version of each essay (grades will be averaged for the two versions). No one should correct your essay and you should not use an on-line translator.

Oral Exams: You will have 2 oral exams, which will measure your ability to produce unrehearsed speech. Further information will be provided on Blackboard about your exam.

Final Exam: The final exam is cumulative in nature. It will be slightly longer than unit exams and have a similar format. It will take place from Dec. 6-12 in the regular classroom at the time determined by the university: http://www.utc.edu/records/calendars-and-schedules/fall-2017.php

Course Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests (4, 1 dropped)</td>
<td>30%</td>
</tr>
<tr>
<td>Assignments/Quizzes/Participation</td>
<td>25%</td>
</tr>
<tr>
<td>Compositions (3)</td>
<td>15%</td>
</tr>
<tr>
<td>Oral Exam(s)</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

Grading Scale: A: 90-100%  B: 80-89%  C: 70-79%  D: 60-69%  F: 0-59%

Instructor Grading and Feedback Response Time: The instructor will return coursework within one week. The instructor will answer emails within 24 hours during normal business hours (9:00-5:00, Monday-Friday).
The University of Tennessee at Chattanooga

Course and Institutional Policies

Late/Missing Work Policy: Exams and quizzes may not be made up except under extraordinary circumstances; but one exam and one quiz will be dropped. No late work will be accepted without the instructor’s permission.

Student Conduct Policy: UTC’s Academic Integrity Policy is stated in the Student Handbook.

Honor Code Pledge: I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Course Attendance Policy: Any student who misses more than 2 weeks of class (8 unexcused absences) will have a maximum grade of B. Any student who misses more than 4 weeks of class (16 unexcused absences) will have a maximum grade of C.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Course Calendar/Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Day 1 (Mon.)</th>
<th>Day 2 (Wed.)</th>
<th>Day 3 (Thurs.)</th>
<th>Day 4 (Fri.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 7-11</td>
<td>C1 P. 2-6</td>
<td>C1 P. 7-10</td>
<td>C1 P. 11-12</td>
<td>C1 P. 13-17 Count from 1-59; tell how many things there are; identify people and objects in the class; state who things belong to</td>
</tr>
<tr>
<td></td>
<td>Meet greet in formal and informal situations</td>
<td>State where someone is from; express nationality</td>
<td>Describe yourself and others using cognates</td>
<td></td>
</tr>
<tr>
<td>Jan. 14-16</td>
<td>C1 P. 18-20</td>
<td>C1 P. 21-27</td>
<td>C1 P. 28-30</td>
<td>C2 P. 34-38 Talk about places on campus; discuss your schedule</td>
</tr>
<tr>
<td></td>
<td>Tell what time it is and what time something happens</td>
<td>Tell the day of the week and the date; discuss the history of the Spanish language</td>
<td>Discuss meeting others and being acquainted with the Hispanic world</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocab Quiz p. 31 On-line HW due</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Chapter</td>
<td>Reading Material</td>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
<td>------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| Jan. 28-   | C2 P. 56-59 | Discuss work and professions; tell where and when you are going places  
| Feb. 1     |         | (ir + a + location) |                                                                                       |
|            | C2 P. 60-63 | Ask & answer questions (use interrogatives/question words); discuss the  
|            |         | importance of Spanish in the working world |                                                                                       |
|            | C2 P. 64-67 | Discuss universities and professions |                                                                                       |
|            |         | Vocab Quiz p. 68 |                                                                                       |
|            |         | On-line HW due |                                                                                       |
| Feb. 4-8   | C3 P. 70-74 | Talk about the family; express ownership and age  
|            |         | (with tener) using numbers 1-100 |                                                                                       |
|            | C3 P. 75-77 | Count from 60-100; indicate possession (use possessive adjectives:  
|            |         | mi, tu, su, nuestro) |                                                                                       |
|            | C3 P. 78-83 | Talk about present actions (use -er verbs); express frequency; discuss  
|            |         | characteristics of the Hispanic family |                                                                                       |
|            | C3 P. 84-91 | Talk about friends; describe people and things; discuss cultural  
|            |         | differences related to families |                                                                                       |
| Feb. 11-15 | C3 P. 92-94 | Discuss human relations |                                                                                       |
|            | C3 P. 95-99 | Describe characteristics of people, places, and things (ser vs.  
|            |         | estar); discuss celebrations in the Hispanic world |                                                                                       |
|            | C3 P. 100-103 | Discuss families and relationships |                                                                                       |
|            |         | Vocab Quiz p. 104 |                                                                                       |
|            |         | On-line HW due |                                                                                       |
| Feb. 18-22 | C4 P. 106-112 | Talk about outdoor activities; express likes and dislikes  
|            |         | (gustar, encantar) |                                                                                       |
|            | C4 P. 112-117 | Talk about the present (use -er &  
|            |         | -ir verbs); discuss  
|            |         | 2 Hispanic sports |                                                                                       |
|            | C4 P. 118-123 | Discuss leisure activities; talking about present actions (use verbs  
|            |         | with irregular yo  
|            |         | forms) |                                                                                       |
|            | C4 P. 123-127 | Give orders and advice (use affirmative tu  
|            |         | commands); discuss weekend activities in the Hispanic world |                                                                                       |
| Feb. 25-   | C4 P. 128-134 | Talk about seasons  
| Mar. 1     |         | and the weather; discuss what and  
|            |         | weather |                                                                                       |
|            | C4 P. 134-139 | Express future action (ir + a +  
<p>|            |         | infinitive) |                                                                                       |
|            | C4 P. 140-143 | Discuss leisure activities, sports, and weather |                                                                                       |
|            |         |         |                                                                                       |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar. 3-8</td>
<td>Oral Exam I Review</td>
<td></td>
</tr>
<tr>
<td>Mar. 11-15</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>Mar. 18-22</td>
<td>C5 P. 147-152 Talk about buying food and what it costs; count from 100 and above Last day to withdraw (FW)</td>
<td>C5 P. 153-157 Refer to people, places, and things (use direct object pronouns); discuss foods in Europe and the Americas C5 P. 158-160 Order food and drinks in a restaurant C5 P. 161-165 Talk about present desires and actions (use stem-changing verbs); discuss typical Hispanic dishes</td>
</tr>
<tr>
<td>Mar. 25-29</td>
<td>C5 P. 166-170 Talk about parties, express action in progress (estar + present participle)</td>
<td>C5 P. 171-175 Refer to indefinite and nonexistent people, things, and places; discuss two Hispanic recipes C5 P. 176-179 Discuss food, restaurants and celebrations; Vocab Quiz P. 180 On-line HW due</td>
</tr>
<tr>
<td>Apr. 1-5</td>
<td>C6 P. 182-188 Talk about houses and apartments; express relationships in space and time (use prepositions)</td>
<td>C6 P. 188-193 Point out things and people (use demonstratives); discuss Hispanic architecture C6 P. 194-197 Talk about daily life and routines (use reflexive verbs) C6 P. 198-201 Talk about daily life and routines (use reflexive verbs); discuss customs and schedules in Hispanic countries</td>
</tr>
<tr>
<td>Apr. 8-12</td>
<td>C6 P. 202-207 Talk about chores, give orders and advice (use negative to commands)</td>
<td>C6 P. 208-209 Discuss male and female roles in Hispanic culture C6 p. 210-213 Discuss housing and daily routines; Vocab Quiz P. 214; On-line HW</td>
</tr>
<tr>
<td>Apr. 15-19</td>
<td>Oral Exam II Review</td>
<td></td>
</tr>
<tr>
<td>Apr. 22-26</td>
<td>Express past actions (use the preterite of regular -ar verbs)</td>
<td>Express past actions (use the preterite of regular -er and -ir verbs) Express past actions (use the preterite of regular -ar, -er, and -ir verbs)</td>
</tr>
<tr>
<td>Apr. 29</td>
<td>Final Exam Review</td>
<td></td>
</tr>
</tbody>
</table>
Spanish Composition and Conversation I
Fall 2016
MCII, SPAN 3110, 41553, 3 credit hours

Instructor: Dr. Lynn Purkey

Phone and Email: 423-316-1512, Lynn-Purkey@utc.edu

Office Hours and Location: M, W, F 2:00-3:00, 105 Brock

Course Meeting Days, Time, and Location: M, W, F, 11:00-11:50, 205 Brock

Course Catalog Description: Selections from Spanish literature, topics of current interest, and articles from Spanish newspapers and magazines may be used as a basis for discussions and compositions. Fall semester.

Course Student Learning Outcomes: Students will achieve the level of intermediate mid in speaking, listening, reading, and writing.

Course Prerequisites: Prerequisites: SPAN 2120 with a minimum grade of C and oral proficiency with a rating of Novice-High or placement; ENGL 1010 or ENGL 1011 or ENGL 1020 or UIHON 1010 or UIHON 1020 with a minimum grade of C or placement, or department head approval.

Required Texts and Materials for SPAN 3110:
Cinema for Spanish Conversation 4th edition (Gill / Smalley / Haro)
A Spanish-English and English-Spanish Dictionary
UTC Learn (Blackboard)

Optional Course Materials:

Course Assessment and Requirements:

Grade Distribution:
Compositions 1-4 30%
Final Composition 20%
Oral Exam 15%
Oral presentation 15%
Class Participation/Assignments/Quizzes 20%

Grading Scale:
A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 0-59%
Participation: Each student is expected to attend class regularly, to prepare homework, and to actively participate in discussions. Your grade is not based solely on attendance, but rather on the quality and quantity of your participation. Points will be deducted if you are not prepared for class or if you speak English in class. This course will be conducted in Spanish, and students will be required to write assignments and participate in discussions in Spanish.

Attendance Policy: Any student who misses more than 2 weeks of class (6 unexcused absences) will have a maximum grade of B. Any student who misses more than 4 weeks of class (12 unexcused absences) will have a maximum grade of C.

Policy for Late/Missing Work: All late assignments and compositions will be dropped a letter grade per week late. Quizzes cannot be made up; one will be dropped. In-class compositions cannot be made up without a documented excuse.

Compositions: You are required to write a total of 5 compositions on topics assigned by the professor.
2 in-class compositions (compositions 2, 4):
   Topics will be assigned on the day of the composition (not before, so you need to watch all the movies).
   You may use a dictionary and a grammar book, but you may not use any electronic aids.
   Composition 2 may be rewritten for a better grade, composition 4 may not.

3 take-home compositions (1, 3, 5):
   2 short compositions of 2-3 pages. These must be typed, double-spaced, and 12 font.
   1 final composition of 3-4 pages. This must be typed, double-spaced, and 12 font.
   Compositions 1 & 3 may be rewritten for a better grade, composition 5 may not.

You are being graded on your ability to write in Spanish, as well as on your ability to write an essay. Therefore, no one may proofread or help you with any part of your compositions.

Portfolio: You should turn in both copies of compositions 1-3 in a stapled or bound portfolio on the last day of class. You will receive a grade for this that will be averaged in with your composition grades. You will need a copy of each version of your composition (e.g., the first version and the second one) to receive full credit for the portfolio. These should have corrections by the instructor on them.

Oral Exam: There will be an oral exam at the end of the course. Your grade will be based on your overall level of spoken Spanish. The best way to improve this grade is to actively participate in class, to do all the assignments, and to speak Spanish as much as you can. Listening comprehension exercises during the semester will be an opportunity to practice too.

Oral Presentation: Each student will make one presentation on an assigned topic.

Withdrawal: The last day to drop a class before a W (withdrawal) is recorded is September 4 (Sunday). The last day to withdraw from any class with a W is October 24 (Monday).
**University Honor Code:** You are expected to adhere to the University Honor System found in the Student Handbook and Directory. No one may help you with an assignment and you may not use online translators.

**Plagiarism:** The use of another person’s thoughts or words and representing them as your own, and giving or receiving unauthorized help on tests, assignments, or papers constitute plagiarism. This includes but is not limited to the use of quotations or ideas from books, articles, and web sites without appropriate credit. Students who plagiarize will receive an “F” in the course and may be reported to the UTC Honor Court for further disciplinary action. The Honor Code in the UTC Student Handbook states that plagiarism is an offense that can result in dismissal from the University.

<table>
<thead>
<tr>
<th>Semana</th>
<th>Lunes</th>
<th>miércoles</th>
<th>Viernes</th>
</tr>
</thead>
<tbody>
<tr>
<td>22-8</td>
<td>Presentación del curso y presentación del syllabus</td>
<td>Como se escribe una composición</td>
<td><strong>Prueba de vocabulario: términos de película, p. xiv</strong></td>
</tr>
<tr>
<td>5-9</td>
<td><strong>Día Festivo</strong> Leer Crítica pp. 31-35 Completar y entregar Preguntas y opiniones, pp. 34-35 <strong>Prueba de vocabulario pp. 20-21, 26</strong></td>
<td><strong>María llena eres de gracia</strong> Leer pp. 121-25 Completar p. 124, A-B p. 125 A Investigación, p. 126 Comp. 1 (entregar al principio de la clase)</td>
<td></td>
</tr>
</tbody>
</table>
| 26-9 | Leer pp. 150-55  
Completerar y entregar preguntas y opiniones pp. 155  
**Prueba de vocabulario pp. 138-39, 144-45** | **Análisis y contraste cultural, pp. 145-46, A-C**  
**Composición 2 en clase**  
(se puede usar un diccionario y un libro de gramática; no se puede usar ningún recurso electrónico).  
Leer y preparar pp. 168-71 | **Diarios de motocicleta**  
Leer pp. 157-62  
Completerar: pp. 160-61 A-C  
Antes de ver la película, p. 161, A  
Investigación, p. 162  
Leer pp. 171-75  
Completerar y entregar: p. 176, Preguntas y opiniones  
**Prueba de vocabulario pp. 158-59, 165-66** |
|---|---|---|---|
| 3-10 | Leer pp. 162-68  
Completerar:  
Exploración, p. 163-164, A-B  
Análisis y contraste cultural, pp. 165-168, A-D |  
**Comp. 3 (entregar al principio de la clase)** |  
Leer y preparar pp. 189-192 |
| 10-10 | Leer pp. 177-182  
Completerar: pp. 179-81, A-C  
Antes de ver la película, p. 181, A  
Investigación, p. 182 | Leer pp. 181-88  
Completerar:  
Antes de ver, pp. 181-82, B  
Exploración, pp. 182-185, A-C  
Análisis, pp. 186-87, A-B | Leer p. 192-199  
Completerar y entregar: p. 198, Preguntas y opiniones  
**Prueba de vocabulario pp. 178-79, 185-86** |
| 17-10 | **Día Festivo** |  
Leer pp. 239-43  
Completerar:  
Antes de ver la película, p. 239, B  
Exploración pp. 240-241, A-C  
Análisis y contraste cultural, pp. 242-243, A-C | Leer y preparar pp. 244-46 |
| 24-10 | **Todo sobre mi madre**  
Leer pp. 235-40  
Completerar: pp. 237-38, A-C  
Antes de ver la película, p. 238-39, A  
Investigación, p. 240 | Leer pp. 247-51  
Completerar y entregar p. 251, Preguntas y opiniones  
**Prueba de vocabulario pp. 236-37, 241-42** | Leer pp. 257-62  
Completerar:  
Antes de ver la película, pp. 257-58, B  
Exploración, pp. 258-59, A-B  
Investigación, p. 258  
**Comp. 3 (revisada)** |
| 31-10 | Leer pp. 253-58  
Completerar: pp. 256, A-C  
Antes de ver la película, p. 257, A  
Investigación, p. 258  
**Comp. 3 (revisada)** |  
**Mar adentro**  
Leer 253-258  
Completerar: pp. 256, A-C  
Antes de ver la película, p. 257, A  
Investigación, p. 258 |  
Leer pp. 257-62  
Completerar:  
Antes de ver la película, pp. 257-58, B  
Exploración, pp. 258-59, A-B  
Investigación, p. 258  
**Comp. 3 (revisada)** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>14-11</td>
<td>Repaso</td>
<td>Repaso</td>
<td>Repaso</td>
</tr>
<tr>
<td>21-11</td>
<td>Examen oral</td>
<td>Día festivo</td>
<td>Día festivo</td>
</tr>
<tr>
<td>28-11</td>
<td>Presentaciones</td>
<td>Presentaciones</td>
<td>Presentaciones</td>
</tr>
<tr>
<td>5-12</td>
<td>Comp. 4 (en clase)</td>
<td>(se puede usar un diccionario y un libro de grámatica; no se puede usar ningún recurso electrónico).</td>
<td></td>
</tr>
</tbody>
</table>

**Composiciones (fuera de clase 1, 3, 5)**

Composiciones - Las dos primeras composiciones deben ser de dos a tres páginas a doble espacio.

- **Composición 1** - ¿Cuál es tu personaje favorito de la primera película? ¿Por qué?
  Caracterización física y psicológica.

- **Composición 3** - Toma un elemento presente en dos películas (locaciones, uso del humor, etc.) y escribe una comparación o contraste.

- **Composición Final (5) (3 o 4 páginas)** - Escribir un ensayo argumentativo sobre *Mar adentro*.

**Presentaciones orales – Elegir una opción:**

1. Escoge un tema que nos ayude a comprender mejor una de las películas. Por ejemplo: “La geografía de América del Sur en *Diarios de motocicleta*”.

2. Escoge una de las películas del libro de texto que no está en el syllabus y presentala a la clase.

**Revisiones de las composiciones:**

1. Es el deber de los estudiantes encontrar sus propios errores y corregirllos. Al nivel avanzado los estudiantes no deben tener muchos errores de los tipos mencionados abajo:
   - Concordancia entre los sustantivos, los adjetivos y los artículos.
   - Concordancia entre el sujeto y el verbo.
   - Erreñas de ortografía; hay “spell-checking” gratis en Microsoft Office.
The University of Tennessee at Chattanooga

Elementary Spanish II

Spring 2018

MCLL, SPAN1020, 22158, face-to-face, 4 credit hours

Instructor: Lynn Purkey

Email and Phone Number: Lynn-Purkey@utc.edu; 423-425-4147

Office Hours and Location: Brock 105, Mon., 10:00-11:00, Wed., 1:00-3:00, and by appointment.

Course Meeting Days, Times, and Location: Mon., Wed., Fri. 11:00 am-11:50 am, Brock 401, Tues. 10:50 am-11:40 am, Brock 205

Course Catalog Description: Continuation of 1010. Basic grammar, elementary reading, and conversation.

Course Pre/Co Requisites: SPAN 1010 with a C or better.

Continuation Course: You should enroll in Spanish 2110 or 2130 after this course. For best results, finish your language requirement without a break, since it is easy to forget basic skills over time. If you are a Spanish major or minor, or you think you might want to minor in Spanish, you must take 2110 instead of 2130. If you are not a major or minor, you can take 2130 or 2110 (if you earned a B or better in 1020), if you prefer (if you have trouble registering, email Lynn-Purkey@utc.edu to get a program or prerequisite override). If you have questions contact Dr. Lynn Purkey (Lynn-Purkey@utc.edu) in 105 Brock Hall.

Course Student Learning Outcomes: SPAN 1020 students will achieve an ACTFL level of Novice High in speaking, reading, writing, and listening, and will become acquainted with basic aspects of Hispanic culture. For more information about ACTFL achievement levels see: https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

Required Course Materials: Maria Concepcion Lucas Murillo, Donna Shelton, & Laila M. Dawson. Con brio, 4th edn, Wiley, 2017; On-line Workbook and Laboratory Manual (www.wileypluslearningspace.com); a Spanish-English/English-Spanish Dictionary; UTC Learn (Blackboard)

Supplemental/Optional Course Materials: Emily Spinelli’s English Grammar for Students of Spanish (if you find grammar difficult, this is a great resource).

Technology Requirements for Course: The internet for accessing Blackboard and the on-line workbook/lab manual.
The University of Tennessee at Chattanooga

Technology Skills Required for Course: Basic computer skills, such as Microsoft word and accessing Blackboard. Instructors will provide information about accessing the on-line workbook/lab manual.

Technology Support: If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Course Assessments and Requirements:

Tests: Tests will include listening and reading comprehension components, a grammar section, and an open-ended writing assignment. Tests may not be made up, but one exam will be dropped.

Assignments: You will have to complete assignments from the on-line workbook and lab manual on Wiley Plus as well as other assignments at the discretion of the instructor.

Quizzes: Announced and unannounced (pop) quizzes will be periodically given. You may not make up quizzes, but one quiz will be dropped.

Course Participation/Contribution: Your participation grade will be determined by both the quantity and quality of your participation. Students who actively participate typically perform better, especially in speaking.

Compositions: You will be required to write three compositions of 150-200 words in Spanish. You will revise and turn in a second version of each essay (grades will be averaged for the two versions). No one should correct your essay and you should not use an on-line translator. You may use a dictionary to write your exam, but you may not use any electronic resources.

Oral Exams: You will have 5 oral exams, which will measure your ability to produce unprepared speech. Further information will be provided on Blackboard about your exam.

Final Exam: The final exam is cumulative in nature. It will be slightly longer than unit exams and have a similar format. It will take place in the regular classroom at the time determined by the university (Monday, April 30: 10:30 am-12:30 pm). For further information see https://www.utc.edu/records/calendars-and-schedules/spring-2018.php

Course Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests (5, 1 dropped)</td>
<td>30%</td>
</tr>
<tr>
<td>Assignments/Quizzes/Participation</td>
<td>25%</td>
</tr>
<tr>
<td>Compositions (3)</td>
<td>15%</td>
</tr>
<tr>
<td>Oral Exams 1-4</td>
<td>5%</td>
</tr>
<tr>
<td>Final Oral Exam (Oral Exam V)</td>
<td>5%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

Grading Scale: A: 90-100%  B: 80-89%  C: 70-79%  D: 60-69%  F: 0-59%
Instructor Grading and Feedback Response Time: The instructor will return quizzes and exams within two class periods, and compositions within one week. The instructor will answer emails within 24 hours on weekdays and 48 hours on weekends.

Course and Institutional Policies

Late/Missing Work Policy: Exams may not be made up except under extraordinary circumstances (excused absence on two exam dates) and quizzes may not be made up; but one exam and one quiz will be dropped. All late work will be dropped 1 letter grade per week late.

Student Conduct Policy: UTC's Academic Integrity Policy is stated in the Student Handbook.

Honor Code Pledge: I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Course Attendance Policy: Any student who misses more than 2 weeks of class (8 unexcused absences) will have a maximum grade of B. Any student who misses more than 4 weeks of class (16 unexcused absences) will have a maximum grade of C.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Course Calendar/Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Day 1 (Mon.)</th>
<th>Day 2 (Tues.)</th>
<th>Day 3 (Wed.)</th>
<th>Day 4 (Fri.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 8-12</td>
<td>Introduction to course Review</td>
<td>C7 P. 216 Discuss places and their location in the city; P. 219 Use formal and commands (tud./uds.)</td>
<td>C7 P. 224 Express past action (use the preterite of -ar verbs); P. 228 Read about and discuss the plaza and city</td>
<td>C7 P. 230 Discuss urban life; P. 232 Express past action (use the preterite of -er, and -ir verbs)</td>
</tr>
<tr>
<td>Jan. 15-19</td>
<td>Martin Luther King Holiday</td>
<td>C7 P. 235 Express past action (use the preterite of dar, ser, ir, hacer); P. 238 Talk about Machu Picchu</td>
<td>C7 P. 240 Discuss the highway and driving; P. 243 Use indirect object pronouns</td>
<td>C7 P. 245 Read about and discuss public transportation; P. 250 Watch and comprehend video</td>
</tr>
<tr>
<td>Jan. 22-26</td>
<td>C7 P. 250-253 Practice and review chapter objectives; Vocab Quiz p. 254</td>
<td>EXAM Chapter 7 Oral Exam 1 due</td>
<td>Composition I written in class</td>
<td>C8 P. 256 Discuss shopping; P. 260 Use irregular verbs in the past,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 29-Feb. 2</td>
<td>C8 P. 264 Discuss Spanish style clothes; C8 P. 268 Discuss equal, unequal,</td>
</tr>
<tr>
<td></td>
<td>and superlative comparisons; C8 P. 274 Read about and discuss Hispanic</td>
</tr>
<tr>
<td></td>
<td>designers; C8 P. 278 Use direct and indirect object pronouns together; P.</td>
</tr>
<tr>
<td></td>
<td>281 Express possession</td>
</tr>
<tr>
<td>Feb. 5-9</td>
<td>C8 P. 284 Read and discuss Hispanic internauts; C8 P. 286 Watch and</td>
</tr>
<tr>
<td></td>
<td>comprehend video; Exam 2; Chapter 8 Oral Exam II due; C9 P. 292 Talk about a</td>
</tr>
<tr>
<td></td>
<td>doctor’s visit; P. 296 Express past action (use the preterite of stem-</td>
</tr>
<tr>
<td></td>
<td>changing verbs)</td>
</tr>
<tr>
<td>Feb. 12-16</td>
<td>C9 P. 300 Read about and discuss natural medicine in the Hispanic World;</td>
</tr>
<tr>
<td></td>
<td>P. 302 Discuss the human body; Comp. 1 Revised due</td>
</tr>
<tr>
<td></td>
<td>C9 P. 306 Discuss in the past (Use the imperfect); C9 P. 310 Discuss</td>
</tr>
<tr>
<td></td>
<td>body language; P. 312 Discuss emergency situations; C9 P. 314 Use the</td>
</tr>
<tr>
<td></td>
<td>preterite and imperfect to express past action</td>
</tr>
<tr>
<td>Feb. 19-23</td>
<td>Composition 2 written in class; C9 P. 320 Discuss racial diversity among</td>
</tr>
<tr>
<td></td>
<td>Hispanics; P. 322; C9 P. 322-325 Practice and review chapter objectives;</td>
</tr>
<tr>
<td></td>
<td>Vocab Quiz P. 326, On-line HW due; Exam 3; Chapter 9 Oral Exam III due</td>
</tr>
<tr>
<td>Feb. 26-Mar. 2</td>
<td>C10 P. 328 Discuss neighborhood life; P. 332 Express subjective reactions;</td>
</tr>
<tr>
<td></td>
<td>(Use the subjunctive in noun clauses)</td>
</tr>
<tr>
<td></td>
<td>C10 P. 336 Express wishes and requests (use the subjunctive with verbs of</td>
</tr>
<tr>
<td></td>
<td>influence); P. 340 Discuss US Hispanic neighborhoods</td>
</tr>
<tr>
<td></td>
<td>C10 P. 342 Discuss neighborhood activities; P. 344 Express feelings (Use</td>
</tr>
<tr>
<td></td>
<td>the subjunctive with verbs of emotion)</td>
</tr>
<tr>
<td>Mar. 5-9</td>
<td>C10 P. 344 Express doubt and negation (Use the subjunctive to express</td>
</tr>
<tr>
<td></td>
<td>doubt/denial) Comp. 2 Revised due</td>
</tr>
<tr>
<td></td>
<td>C10 P. 346 Talk about murals in neighborhoods; P. 360 Watch and</td>
</tr>
<tr>
<td></td>
<td>comprehend video; C10 P. 360-363 Practice and review chapter objectives;</td>
</tr>
<tr>
<td></td>
<td>Vocab Quiz P. 364; On-line HW due; Exam 3; Chapter 4 Oral Exam IV due</td>
</tr>
<tr>
<td>Mar. 12-16</td>
<td>Spring Break; Spring Break; Spring Break; Spring Break; Summer Break</td>
</tr>
<tr>
<td>Mar. 19-23</td>
<td>C11 P. 366 Discuss office life; P. 370 Express past action/Use the present</td>
</tr>
<tr>
<td></td>
<td>perfect; C11 P. 374 Read about and discuss business etiquette; P. 376</td>
</tr>
<tr>
<td></td>
<td>Discuss the business world</td>
</tr>
<tr>
<td></td>
<td>C11 P. 380 Express future action (Use the future tense)</td>
</tr>
<tr>
<td></td>
<td>C11 P. 384 Discuss business; P. 386 Discuss Factory Life</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mar. 26-30</td>
<td>C11 P. 388 Use por and para</td>
</tr>
<tr>
<td></td>
<td>C11 P. 390 Read about and discuss sweatshops in Mexico; P. 392</td>
</tr>
<tr>
<td></td>
<td>Watch/Comprehend a video about work life</td>
</tr>
<tr>
<td></td>
<td>C11 P. 392-395 Practice and review chapter objectives; Vocab Quiz P. 396;</td>
</tr>
<tr>
<td></td>
<td>On-line HW due</td>
</tr>
<tr>
<td>Apr. 2-6</td>
<td>Oral Exam Review</td>
</tr>
<tr>
<td>Apr. 9-13</td>
<td>Composition 3 in class</td>
</tr>
<tr>
<td>Apr. 16-20</td>
<td>C12 P. 398 Discuss world travel</td>
</tr>
<tr>
<td></td>
<td>C12 P. 402 Discuss hypothetical situations (use the conditional)</td>
</tr>
<tr>
<td></td>
<td>P. 410 Discuss science and technology</td>
</tr>
<tr>
<td></td>
<td>C12 P. 408 Read about and discuss ecotourism; P. 410</td>
</tr>
<tr>
<td></td>
<td>P. 424 Read about and discuss the immigrants; P. 426 Watch and discuss</td>
</tr>
<tr>
<td></td>
<td>P. 426-429 Practice and review chapter objectives; Vocab Quiz P. 430;</td>
</tr>
<tr>
<td></td>
<td>On-line HW due</td>
</tr>
<tr>
<td>Apr. 23</td>
<td>Final Exam Review</td>
</tr>
</tbody>
</table>
Intermediate Spanish for Conversation I
Spring 2019

MCCL, SPAN 2110, 29446, face-to-face, 3 credit hours

Instructor: Dr. Lynn Purkey

Email and Phone Number: Lynn-Purkey@utc.edu; 423-425-4147

Office Hours and Location: Mondays 1:00-3:00 pm, Wednesdays 9:00-10:00 am, 105 Brock

Course Meeting Days, Times, and Location: M, W, F, 10:00-10:50, 205 Brock

Course Catalog Description: intensive oral practice in Spanish with emphasis on acquiring conversational skills. Class taught for the most part in Spanish.

Course Pre/Co Requisites: SPAN 1020 or SPAN 1050 with a minimum grade of B or placement, or department head approval.

Course Student Learning Outcomes: Students will achieve the level of intermediate low in speaking, listening, reading and writing

Required Course Materials: Fuentes: Conversación y gramática 5th edition, Rusch, Dominguez, Caycedo Garner; the digital edition, hardback, or paperback; online workbook for Conversación y gramática; A Spanish-English and English-Spanish Dictionary; UTC Learn.

Technology Requirements for Course: Access to a computer to see UTC Learn and for completing the online assignments; students can use the language lab, 101 Brock, or other computer labs on campus.

Technology Skills Required for Course: Basic computer skills for writing word documents, using UTC Online, and completing the online workbook assignments.

Technology Support: If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Course Assessments and Requirements: Click here to enter test.

Grade Distribution:

Assignments, Participation 15%
Quizzes 10%
Compositions 15%
Tests 30%
Oral Exams 10%
Final Exam 20%
The University of Tennessee at Chattanooga

Grading Scale: A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 0-59%

Course Requirements:

Participation: This is a participation-based course and your active participation and diligent attendance are the only means of ensuring that you will develop the speaking and listening skills necessary for advanced level performance.

Homework: You are required to complete the online assignments for each chapter covered in the course through the textbook’s website. The work is due at midnight on the indicated date, but you should do some of the work each night instead of waiting for the last minute, as it tends to be a lot of work. You can find more information on UTC Learn.

Quizzes: Announced and unannounced quizzes will be periodically. You may not make up missed quizzes, but one will be dropped. If you have an excused absence the quiz will not count against your grade.

Tests: Tests will include listening and reading comprehension components, a grammar section, and a short writing assessment. One exam will be dropped, but you cannot make up a missed exam except under extraordinary circumstances.

Compositions: You are required to write 3 compositions (350-500 words, typed, double-spaced). No one may correct or help you write your compositions. Compositions should be turned in on blackboard by midnight on the due date, and a hard copy should be brought to the next class. The first version of the compositions will not be graded until the instructor receives a hard copy. A rubric will be posted on Blackboard. The compositions are on the following topics:
1. Analyze a character from a Spanish or Latin American movie (the film must have the majority of its dialogue in Spanish; do not use an American film dubbed into Spanish).
2. Write a story in the past tense based upon a fairy tale, fable, or well-known fictional or factual work, movie, story, etc. Give your story a different twist (use a different character’s perspective, have a different ending, make a sequel or a prequel to the story, etc).
3. Write an argumentative essay about a Spanish or Latin American short story or film.

Oral Exams: There will be two oral exams during the course as noted on the syllabus. Further instructions will be posted on UTC Learn.

Final Exam: The final exam is cumulative in nature. It will be slightly longer than unit exams and have a similar format. The final exam will be given in the regular classroom on Friday, April 26, from 8:00-10:00 am. See final exam schedule: https://www.utc.edu/records/calendars-and-schedules/spring-2019.php

Course Grading

Course Grading Policy: Open-ended work will be grading according to rubrics posted on UTC Learn.
Instructor Grading and Feedback Response Time: Work will be graded within a week of when work is turned in.

Course and Institutional Policies

Late/Missing Work Policy: All late materials will be counted off a letter grade per week late.

Student Conduct Policy: UTC’s Academic Integrity Policy is stated in the Student Handbook.

Honor Code Pledge: I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Course Attendance Policy: No student who has more than 2 weeks (6) of unexcused absences can receive a grade higher than a B for the course. No student who has more than 4 weeks (12) of unexcused absences can receive a grade higher than a C for the course.

Course Participation/Contribution: Your active participation and attendance are required to perform well in this class.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Course Calendar/Schedule: Click here to enter text.

<table>
<thead>
<tr>
<th>Semana</th>
<th>Lunes</th>
<th>Martes</th>
<th>Miércoles</th>
<th>Jueves</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-11/1</td>
<td>Introducción al curso</td>
<td>Capítulo P pp. 1-4</td>
<td>Capítulo P pp. 5-10</td>
<td>Capítulo 1 pp. 14-18</td>
</tr>
<tr>
<td></td>
<td>Capítulo P pp. 1-4</td>
<td>Hacer presentaciones</td>
<td>Expresar gustos y disgustos</td>
<td>Hablar de la identidad, narrar en el presente: verbos regulares, irregulares y de cambio radical</td>
</tr>
<tr>
<td></td>
<td>Hacer el horario</td>
<td></td>
<td>Describir clases, a profesores y a estudiantes</td>
<td>Prueba de vocabulario p. 11</td>
</tr>
<tr>
<td>14-18/1</td>
<td>Capítulo 1 pp. 19-22</td>
<td>Capítulo 1 pp. 23-28</td>
<td>User construcciones reflexivas</td>
<td>Capítulo 1 pp. 29-32</td>
</tr>
<tr>
<td></td>
<td>Narrar en el presente</td>
<td></td>
<td>Prueba de verbos regulares, irregulares, de cambio radical y reflexivos en el presente</td>
<td>Hablar de la vida nocturna, Diferenciar entre qué y cuál</td>
</tr>
<tr>
<td>21-25/1</td>
<td>Usar</td>
<td>User</td>
<td>User</td>
<td>User</td>
</tr>
<tr>
<td></td>
<td>Da Ferro</td>
<td></td>
<td>y reflexivos en el presente</td>
<td>y reflexivos en el presente</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Página 168</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The University of Tennessee at Chattanooga</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 4-8/2 | Capítulo 2 pp. 53-58  Indicar la secuencia de tiempo  Expresar acciones pasadas que preceden una acción pasada (el pluscuamperfecto) | Hablar de la historia  Narrar en el pasado | Narrar en el pasado: Verbs con significados especiales  Indicar cuándo algo ocurrió  Comp. 1 |
| 11-15/2 | Examen 2  Capítulo 3 pp. 71-76  Hablar sobre la América precolombina  Narrar en el pasado | Capítulo 2  Repaso  Prueba de vocabulario p. 69  Tarea: ILRN Capítulo 2 | Capítulo 3 pp. 77-87  Distinguir entre el pretérito y el imperfecto  La descripción física |
| 18-22/2 | Examen 3  Capítulo 4 pp. 102-10  Hablar de los inmigrantes  Vocabulario de primavera  Vocabulario de primavera | Capítulo 4 pp. 111-16  Expresar tracciones, obligaciones y conocimiento  Expresar conceptos abstractos; lo + adjetivo y lo que | Repaso  Prueba de vocabulario p. 101  Tarea: ILRN Capítulo 3  Examen Oral I |
| 4-8/3 | Examen Oral II  Capítulo 5 pp. 149-62  Hablar de la comida  Informar y dar instrucciones  Se impersonal y se pasivo  Más allá: Marcas/Pront | Capítulo 5 pp. 153-63  Utilizar el presente perfecto del subjuntivo  Discutir la política  Comp. 3  Dias finales |
| 11-15/3 | Vocabulario de primavera  Vocabulario de primavera  Vocabulario de primavera  Vocabulario de primavera | Capítulo 5 pp. 136-42  Sugerir, persuadir, aconsejar: el presente del subjuntivo  Dar mandatos indirectos e información: decir que |  |
Prueba de vocabulario p. 195.
Tarea TLRN Capítulo 6
Intermediate Spanish for Conversation II
Spring 2017
MCLI, SPAN 2120, 22164, 3 credit hours

Instructor: Dr. Lynn Purkey

Phone and Email: 423-425-4147, Lynn-Purkey@utc.edu

Office Hours and Location: M, W 1:30-2:30, F 1:00-2:00 & by appt., 105 Brock

Course Meeting Days, Time, and Location: M, W, F, 11:00-10:50, 205 Brock

Course Catalog Description: Intensive oral practice in Spanish with emphasis on acquiring conversational skills. Class taught for the most part in Spanish.

Course Student Learning Outcomes: Students will achieve the level of intermediate mid in speaking, listening, reading and writing

Course Prerequisites: SPAN 2110 with a minimum grade of C or placement, or department head approval.

Continuation Courses: This course is geared towards Spanish majors and minors, and includes writing and speaking. The course will be conducted primarily in Spanish. Following SPAN 2120, students should take SPAN 3110, 3130 and/or 3210.

Course Materials/Resources:
Fuentes: Conversación y gramática 5th edition (Rusch, Domínguez, Caycedo Garner); the digital edition, hardback, or paperback
ILRN for Conversación y gramática
A Spanish-English and English-Spanish Dictionary
UTC Learn (Blackboard)

Course Assessments and Requirements:

Grade Distribution:

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments, Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Compositions</td>
<td>15%</td>
</tr>
<tr>
<td>Tests</td>
<td>30%</td>
</tr>
<tr>
<td>Oral Exams</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

Participation: This is a participation-based course and your active participation and diligent attendance are the only means of ensuring that you will develop the speaking and listening skills necessary for advanced level performance.

Homework (ILRN): You are required to complete the online assignments for each chapter covered in the course through Heinle’s ILRN website. The work is due at midnight on the indicated date, but you should do some of the work each night instead of waiting for the last minute, as it tends to be a lot of work. You can find information about ILRN under announcements on Blackboard.
Quizzes: Announced and unannounced quizzes will be periodically. You may not make up missed quizzes, but one will be dropped.

Tests: Tests will include listening and reading comprehension components, a grammar section, and a short writing assessment. Tests may not be made up without a documented excuse, but one test will be dropped.

Compositions: You are required to write 3 compositions (300-400 words, typed, double-spaced). No one may correct or help you write your compositions. Compositions should be turned in on blackboard by midnight on the due date, and a hard copy should be brought to the next class. The first version of the compositions will not be graded until the instructor receives a hard copy. A rubric for grading compositions has been posted on Blackboard. The compositions are on the following topics:

Composition 1. Compare and contrast two Spanish language movies or two Hispanic artists or two or more Hispanic works of art.
Composition 2. Watch a Spanish or Latin American movie and write an argumentative essay (e.g., prove a point of view).
Composition 3. Write an argumentative or analytical essay on a Latin American or Spanish short story or poem. You should receive approval for the topic of your essay from the professor before beginning.

Oral Exams: There will be two oral exams during the course as noted on the syllabus. Further instructions will be posted on Blackboard.

Final Exam: The final exam is cumulative in nature. It will be slightly longer than unit exams and have a similar format. The final exam will be given in the regular classroom on Friday, April 28, from 8:00-10:00 am. See final exam schedule: [http://www.utc.edu/records/calendars-and-schedules/spring-2017.php](http://www.utc.edu/records/calendars-and-schedules/spring-2017.php)

Grading Scale: A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 0-59%

Attendance Policy: No student who has more than 2 weeks (6) of unexcused absences can receive a grade higher than a B for the course. No student who has more than 4 weeks (12) of unexcused absences can receive a grade higher than a C for the course.

Policy for Late/Missing Work: All late assignments and compositions will be dropped a letter grade per week late. Quizzes cannot be made up; one will be dropped. Exams cannot be made up without a documented excuse.

Last day to drop without a W: January 22, 2017.

Last day to drop with a W: March 20, 2017.

Course Calendar/Schedule:

<table>
<thead>
<tr>
<th>Semana</th>
<th>Lunes</th>
<th>Miércoles</th>
<th>Viernes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-1</td>
<td>Introducción al curso</td>
<td>C7 pp. 197-205 Hablar sobre los viajes de aventura y el medioambiente</td>
<td>C7 pp. 206-215 Usar expresiones afirmativas y negativas; Usar cláusulas adjetivales que expresan</td>
</tr>
<tr>
<td>16-1</td>
<td><strong>Día festivo</strong></td>
<td>C7 pp. 216-219 Usar el subjuntivo en cláusulas adverbiales con expresiones temporales</td>
<td>C7 pp. 220-225 Usar pronombres de complemento directo e indirecto Comp. 1a</td>
</tr>
<tr>
<td>23-1</td>
<td>C7 pp. 226-228 Más allá Prueba de vocabulario p. 229 Examén I ILRN C7</td>
<td>C8 pp. 230-238 Hablar del trabajo y del extranjero</td>
<td></td>
</tr>
<tr>
<td>30-1</td>
<td>C8 pp. 239-242 Usar el subjuntivo e indicativo en cláusulas adverbiales con expresiones temporales, condicionales y que expresan un propósito C8 pp. 243-246 Hablar del habla y pensamiento reportado Comp. 1B</td>
<td>C8 pp. 247-252 Usar expresiones negativas e indefinidas; Expresar acciones recíprocas</td>
<td></td>
</tr>
<tr>
<td>6-2</td>
<td>C8 pp. 253-256 Más allá Prueba de vocabulario p. 257 Examén II ILRN C8</td>
<td>C9 pp. 258-267 Hablar del arte</td>
<td></td>
</tr>
<tr>
<td>13-2</td>
<td>Examén oral 1</td>
<td>C9 pp. 268-275 Utilizar el imperfecto subjuntivo en cláusulas nominales</td>
<td>C9 pp. 276-279 Emplear la voz pasiva; Usar el infinitivo Comp. 2A</td>
</tr>
<tr>
<td>27-2</td>
<td>C10 pp. 286-89 Discutir las relaciones humanas C10 pp. 290-295 Expresar acciones futuras, hacer predicciones y promesas; expresar acciones hipotéticas, dar consejos y hacer pedidos</td>
<td>C10 pp. 296-304 Expresar probabilidad en el presente y el pasado; hablar de relaciones humanas Comp. 2B</td>
<td></td>
</tr>
<tr>
<td>6-3</td>
<td>C10 pp. 305-309 Expresar situaciones hipotéticas C10 pp. 310-311 Más allá Prueba de vocabulario p. 312 Examén IV ILRN C10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13-3</td>
<td>Vacaciones de primavera</td>
<td>Vacaciones de primavera</td>
<td>Vacaciones de primavera</td>
</tr>
<tr>
<td>20-3</td>
<td>C11 pp. 313-323 Hablar sobre la sociedad y la justicia C11 pp. 324-327 Utilizar el futuro perfecto y el condicional perfecto</td>
<td>C11 pp. 328-331 Utilizar cláusulas con si (expresar situaciones hipotéticas) Comp. 3A</td>
<td></td>
</tr>
<tr>
<td>3-4</td>
<td>Examén V ILRN C11</td>
<td>C12 pp. 343-346 Leer y hablar sobre los hispanos en los EEUU</td>
<td>C12 pp. 347-355 Narrar en el pasado</td>
</tr>
<tr>
<td>10-4</td>
<td>C12 Repaso de examen oral Examén oral 2 Día festivo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-4</td>
<td>C12 pp. 353-356 Narrar en el presente y el futuro Comp. 3B</td>
<td>C12 pp. 356-359 Narrar en el futuro; Distinguir entre el pasado, el presente y el futuro</td>
<td>Repaso de examen final</td>
</tr>
<tr>
<td>24-4</td>
<td>Repaso de examen final</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ILRN C12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SPANISH 3120 - SYLLABUS

SPRING 2021
SPAN 3120 Spanish Composition & Conversation II
Section 3120-0 - 20788 TR 9:25 am - 10:40 am - INTERNET
3 Credit Hours

Professor: Dr. José-Luis Gastañaga
Email: jose-luis-gastañaga@utc.edu
Office: 236C Lupton Hall
Office Hours: By appointment

ADA STATEMENT: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 423-425-4006 or go by the office, 108 University Center.

If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely affecting your successful progress at UTC, please contact the Counseling and Career Planning Center at 338 University Center, by phone at 423-425-4438 or http://www.utc.edu/Administration/CounselingAndCareerPlanning/

Placement Exam: If you are a native/heritage speaker or have had 3 years or more of high school Spanish you must take the placement exam. If you have had 1-2 years, you may choose to take the placement exam to test out of 1 or more semesters of your Spanish requirement. This should be done as soon as possible during the first week of class so that you can change to another class if appropriate. Contact your professor for more information.

Required Texts and Materials for Spanish 3120:
A Spanish-English Bilingual Dictionary
Canvas

Course Description: This class revolves around students speaking and writing in Spanish about short stories presented as a graded anthology. Selections are to be read before class in order to enrich our class conversations. Students are encouraged to think critically about the short stories as well as to take reading notes to be used in class discussion. Historical, literary and cultural topics will be constantly present in our classes, and all of them are expected to appear in compositions and regular class participation.

Objectives: Students will master advanced written and oral communication skills in Spanish across a broad spectrum from informal speech to formal compositions. In addition, students will improve their reading and listening skills in Spanish through the close reading of short stories and class discussion.
Grade Distribution:
Class Participation: 20%
3 brief compositions: 30%
1 long composition (Final Essay): 30%
Timed essay: 20%

Grading Scale:
A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 0-59

Course Requirements:

Participation: This is a participation-based course, and requires your active involvement in class discussions, regular attendance in class, and preparation prior to class. A portion of your grade will be based on the quality and frequency of your participation as well as your attendance.

You should prepare for class by completing the readings, as well as studying the vocabulary in your textbook before coming to class. Also, bring your textbook to class every day.

MCTU Attendance Policy: No student who has more than 2 weeks of unexcused absences can receive a grade higher than a B for the course. No student who has more than 4 weeks of unexcused absences can receive a grade higher than a C for the course.

UTC On-line: Please check Canvas often for announcements, assignments, handouts, etc.

Timed Essay: There will be one timed essay late in the semester. It will cover the stories of three authors that will be determined later in the semester. The timed essay may not be made up without the instructor’s permission, which will only be given for documented excuses.

Papers (Compositions): Each student will write 3 one-page (double-spaced, 12 point-font) brief compositions on topics (literary, historical, etc.) related to our short stories. Topics will be suggested in class for each story. If you have questions or concerns about your topics, meet me during office hours. Please use MLA-style bibliography and include at least one secondary source. The textbook does not count as a secondary source. Do not use Wikipedia or other online sources that are not related to professional academic journals or books. At the end of the semester, will submit a Final Essay. Instructions coming later in the semester.

Withdrawal: The last day to withdraw from classes before a W is recorded is Monday, February 1. Last day for official withdraw from any class with a W is Monday, March 29.

Honor Code Pledge: I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I will exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.
Covid-19 Statement

Students who are positive for COVID-19; symptomatic for COVID-19; exposed (close contact) to a known case of COVID-19 / someone positive for COVID-19; potentially exposed to a known case of COVID-19 / someone positive for COVID-19; or have traveled internationally or via cruise ship must complete the COVID-19 Notification form. Students will not be penalized for COVID-19 absences or late course assessments due to a COVID-19 related illness unless they are unable to complete course learning outcomes. Faculty will work with students to identify ways to complete course requirements.

Students must, if they are asymptomatic or if their symptoms do not interfere with their ability to participate in the course, continue to participate in the online course.

If COVID-19 related illness results in any missed course work, students must contact the instructor within 48 hours of recovering to plan make-up work. Make-up work must be completed according to the plan devised by the instructor in coordination with the student. It remains the student’s responsibility to complete any missed work such as assignments, tests, quizzes, labs, or projects outside of scheduled class time. But please realize that class will continue, and students may find themselves in the situation where they are unable to complete all work by the end of the semester. In such a case, students should consider a late withdrawal or an incomplete grade. Please contact the Records Office (423-425-4416) to learn more about the late withdrawal process.

If students have COVID-19 disability related risk factors that may affect attendance, students are strongly encouraged to register with the Disability Resource Center (423-425-4006) in order to receive necessary accommodations.

If students believe the instructor has not made reasonable and appropriate accommodations for absences, or makeup assignments, projects, labs, or exams due to COVID-19, students have the right to appeal according to UTC’s Policies and Procedures for Student Complaints by filling out the Student Complaint Form and submitting to the Office of the Dean of Students.

COURSE PLAN

Week 1
JANUARY
Tuesday 19 – Course Introduction, Syllabus
Thursday 21 – Marco Denevi: “Apocalipsis”

Week 2
T 26 – Sandra Cisneros: “Chacelas”
R 28 – Augusto Monterroso: “El eclipse”
FEBRUARY

Week 3
T 2 — Elena Poniatowska: “Las lavanderas”
R 4 — Juan Manuel: “Lo que sucedió a un deán de Santiago con don Illán, el mago de Toledo”.

Week 4
T 9 — Juan Manuel: “Lo que sucedió a un deán de Santiago con don Illán, el mago de Toledo”.

Week 5
T 16 — Ana María Matute: “El árbol de oro”.
R 18 — Ana María Matute: “Rafael”. Composición 1 bis.

Week 6
T 23 — Ana María Matute: “El arrepentido”.
R 25 — Horacio Quiroga: “El almohadón de plumas”.

MARCH

Week 7
T 2 — Horacio Quiroga: “El solitario”.
R 4 — Horacio Quiroga: “A la deriva”.

Week 8
T 9 — Julio Cortázar: “Continuidad de los parques”.
R 11 — Composición 2.

Week 9
T 16 — Julio Cortázar: “Casa tomada”.
R 18 — Julio Cortázar: “Axolotl”.

Week 10
T 23 — Jorge Luis Borges: “Emma Zunz”.

Week 11
T 30 — Jorge Luis Borges: “El sur”.

APRIL


Week 12
T 6 — Donato Ndongo-Bidyogo: “El sueño”.
R 8 — Soledad Puértolas: “La indiferencia de Eva”.
Week 13
T 13 – Luisa Valenzuela: “Tango”.
R 15 – Timed Essay.

Week 14
T 20 – Gabriel García Márquez: “El ahogado más hermoso del mundo”.
R 22 – Gabriel García Márquez: “El ahogado más hermoso del mundo”.

Submit Final Essay (No later than 5 pm on April 26th).
The University of Tennessee at Chattanooga

Introduction to Textual Analysis and Composition

Fall 2021

MCCL, SPAN 3130, 41346, face-to-face, 3 credit hours

Instructor: Dr. Lynn Purkey

Email and Phone Number: Lynn-Purkey@utc.edu, 423-425-4147

Office Hours and Location: Mondays 12:00-1:00, Fridays 12:00-2:00 and by appointment. 233E Lupton. Please wear a mask to office hours or arrange to meet via Zoom or outside.

Course Meeting Days, Times, and Location: Mondays, Wednesdays, Fridays, 10:00-10:50, 206 Brock Hall

Course Catalog Description: This course is designed to introduce students to the study of textual analysis in Spanish and to improve analytical writing skills in the target language. By approaching textual analysis in terms of genre—namely narrative fiction, essay, poetry, and drama—students will develop an understanding of specific generic conventions, along with an appreciation of broader themes and trends in Hispanic literature and culture. This course is also designed to promote critical thinking skills; thus, students will learn how to interpret, discuss, and write analytical essays about different kinds of texts in Spanish.

Course Pre/Co Requisites: SPAN 2120 with a minimum grade of C, placement out of the first two years of Spanish, or department head approval.

Course Student Learning Outcomes:
1. Students will interpret, analyze, and evaluate Spanish texts (narratives, poetry, plays, and essays) through classroom discussions, presentations, exams, and compositions.
2. Students will define and use the critical and analytical apparatus and terminology associated with literary criticism.
3. Students will write formal essays and compositions in Spanish, using the typical critical conventions, such as citations.
4. Students will write and read at the level of Advanced Low or above according to the ACTFL (American Council on Teaching Foreign Languages) standards.
5. Students will create or adapt a short Spanish narrative, poem, or theatrical work.

Required Course Materials: Caramelo Virgilio, Edward Friedman, & Teresa Valdivieso. Aproximaciones al estudio de la literatura hispánica 8th Edition, additional readings on UTC Learn (Canvas). You will need to buy access to the online program, but you do not need a physical copy of the text, as long as you are willing to bring your computer or iPad to class.

Technology Requirements for Course: The internet and a computer for accessing Canvas and assignments.

Technology Skills Required for Course: Basic computer skills for typing papers and making presentations, such as Microsoft word and Powerpoint, and using Canvas.

Technology Support: If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email helpdesk@utc.edu.

Student Technology: If you have technology needs to access your courses and/or complete course requirements in Canvas, submit a request (https://new.utc.edu/information-technology/learning-from-home) with Information Technology.

Student Accommodations: If you have accessibility and accommodation requests, contact the Disability Resource Center (https://www.utc.edu/disability-resource-center/index.php) at 423-425-4006 or email DRC@utc.edu.

Course Assessments and Requirements: Click here to enter text.

Grade Distribution:
- Participation/Assignments/Quizzes: 20%
- Presentation (1): 10%
- Compositions (2): 15%
- Exams (3): 45%
- Final Composition or Project (1): 10%

Readings: Students are required to complete the reading and assignments before coming to class.

Assignments (Tareas, Foros, etc.): All assignments are due by 9:00 am of the day assigned.

Presentation: Students will make an oral presentation in which they analyze an assigned poem. Students should discuss the poem’s meaning, structure, and rhetorical devices in a unified, well-organized manner.

Compositions 1 and 2: Students are required to write 2 compositions (600 word minimum). The first version will be written in class, and the second will be revised outside of class (the grades will be averaged). The topic of the composition will be given on the day of the composition.
- You must write original compositions for this class (your composition cannot be something you are writing for another class or that you wrote for another class).
The University of Tennessee at Chattanooga

- You may not use Google Translate or any other translation program or engine to write your compositions.
- You may not have anyone else proof-read or correct your compositions.

**Final Composition or Project:** Students can write a final composition of 900 words, plus at least 5 works cited, or they can create or adapt an original story, poem(s), or theatrical work of the same length of prose or theater or write at least 35 lines of poetry. The professor should approve the topic of the final project.

**Quizzes:** There will be some scheduled and unscheduled quizzes. You may not make up missed quizzes. If you have a valid excuse the quiz will be dropped.

**Exams:** There will be 3 unit exams of equal weight on the indicated dates. The best way to prepare for exams is to read all of the assigned texts, to attend class regularly, and to actively participate in discussions. Exams will not be open book and you may not use any resources to complete exams. You are responsible for studying all of the material on the syllabus and any additional materials we cover in class.

**Course Grading**

**Course Grading Policy:** Click here to enter text.

**Grading Scale:** A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 0-59%

**Instructor Grading and Feedback Response Time:** All work will be graded within 5 business days from the date it is turned in.

**Course and Institutional Policies**

**Late/Missing Work Policy:** Late assignments will be marked down 3 letter grades. Compositions and exams will be marked down one letter grade for each week it is late, except for excuses through the Dean of Students Office. Quizzes cannot be made up without a documented excuse.

**Student Conduct Policy:** UTC’s Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the Student Conduct Policy page (https://www.utc.edu/student-conduct/codes.php).

**Honor Code Pledge:** As a student of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to ensure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity.

- You may not use Google Translate or any other translation engine to write anything that you turn in for a grade for this class. Translation engines teach you to use computer skills, not to write in another language.
The University of Tennessee at Chattanooga

- You may not consult anyone on any quiz, exam, composition, or presentation other than the professor (Dr. Purkay).

**Course Attendance Policy:** Your participation grade will be based on your attendance as well as your active engagement during class. Points will be deducted for unexcused absences and for arriving tardy.

**Course Participation/Contribution:** You are expected to prepare for class and to participate in class discussions.

**Course Learning Evaluation:** Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

**UTC Bookstore:** The UTC Bookstore will price match Amazon and Barnes and Noble (https://www.barnesandnoble.com) prices of the exact textbook - same edition, ISBN, new to new format, used to used format, and used rental to used rental format, with the same rental term. For more information, go to the Bookstore Price Match Program (https://bnc.pgtb.me/MMt77F), visit the bookstore, email sm430@bncollege.com or call 423-425-2184.

**COVID Absences**

Students must complete the **COVID-19 Notification form** if they are positive for COVID-19, symptomatic for COVID-19, exposed (close contact) to a known case of COVID-19 / someone positive for COVID-19; or potentially exposed to a known case of COVID-19 / someone positive for COVID-19. Documentation will be provided to me by the Office of Student Outreach & Support.

If you are instructed by the university administration to stay home due to your responses, you are not to come to campus or attend face to face classes. If you are cleared to be on campus and attend class, you are required to attend face-to-face class sessions.

You will not be penalized for COVID-19 related absences or late course assessments due to a COVID-19 related concern unless you are unable to complete course learning outcomes. I will work reasonably with you to identify ways to complete course requirements.

You must, if you are asymptomatic or if your symptoms do not interfere with your ability to participate in the course, **continue to participate in the course using the online assets and tools that I may make available through UTCLearn including discussion boards, assignments, compositions, and handouts.**

Learning a modern foreign language requires your active attendance and participation in class, since most of you will not have the opportunity to develop speaking and formal writing skills to
the same degree outside of class. Although your grade will not be penalized for missing classes if you are ill, attending class as much as possible will help develop these skills.

If COVID-19 related illness results in any missed course work (face-to-face or online), **you must contact me within 48 hours of recovering to plan make-up work.** Makeup work must be completed according to the plan devised by me in coordination with you. It remains your responsibility to complete any missed work such as assignments, tests, quizzes, labs, or projects outside of scheduled class time. But please realize that class will continue, and you may find yourself in a situation where you are unable to complete all of your work by the end of the semester. In such a case, you should consider a late withdrawal or an incomplete grade. Please contact the Records Office (423-425-4416) to learn more about the late withdrawal process.

If you have COVID-19 disability related risk factors that may affect attendance, you are strongly encouraged to register with the Disability Resource Center (423-425-4006) in order to receive necessary accommodations.

If you believe I have not made reasonable and appropriate accommodations for absences, or makeup assignments, projects, labs, or exams due to COVID-19, you have the right to appeal according to UTC’s **General Student Grievance (Complaint) Procedure** by filling out the **Student Complaint Form** and submitting it to the Office of the Dean of Students.

**Course Calendar/Schedule:** Click here to enter text.

<table>
<thead>
<tr>
<th>Lunes</th>
<th>Miércoles</th>
<th>viernes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>16-20 de agosto</strong></td>
<td><strong>Introducción al curso a la narrativa</strong></td>
<td><strong>PP. 9-18, Introducción a la narrativa</strong></td>
</tr>
<tr>
<td><strong>23-27 de Agosto</strong></td>
<td><strong>PP. 43-46, Don Juan Manuel (España): “Lo que sucedió a un mozo que casó con una muchacha de muy mal carácter”</strong></td>
<td><strong>Tarea 1</strong></td>
</tr>
<tr>
<td><strong>Tarea 4</strong></td>
<td><strong>Composición 1 (en clase)</strong></td>
<td><strong>Foro 1</strong></td>
</tr>
<tr>
<td><strong>Dia festivo</strong></td>
<td><strong>Pp. 70-74, Juan Rufio (México): “No oyes ladrar los perros”</strong></td>
<td><strong>Foro 2</strong></td>
</tr>
<tr>
<td><strong>Tarea 5</strong></td>
<td><strong>Isabel Allende (Chile/EEUU): “La mujer del juez”</strong></td>
<td><strong>Foro 3</strong></td>
</tr>
<tr>
<td><strong>13-17 de septiembre</strong></td>
<td><strong>Examen I Narrativa</strong></td>
<td><strong>Pp. 148-160, Introducción a la poesía; Tarea 7</strong></td>
</tr>
<tr>
<td>Fecha</td>
<td>Tarea 6</td>
<td>Tarea 7</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>«Romance del conde Arnaudos»; García Lorca (España): «Soneto IV»; «Soneto XXIII»</td>
<td>Tarea 8</td>
</tr>
<tr>
<td></td>
<td>Composición 1 redactada</td>
<td>Composición 1 redactada</td>
</tr>
<tr>
<td></td>
<td>Tarea 9</td>
<td>Tarea 10</td>
</tr>
<tr>
<td></td>
<td>Tarea 11</td>
<td>Tarea 12</td>
</tr>
<tr>
<td>11-15 de octubre</td>
<td>Vacaciones de otoño</td>
<td>Tarea 12</td>
</tr>
</tbody>
</table>

Composición 2 (en clase)
| 18-22 de octubre | Presentaciones orales de poesía | Tarea 13 | Presentaciones orales de poesía |
| 25-29 de octubre | Examen de poesía | | Pp. 274-287. Introducción al drama; |
| | | | Tarea 14 |
| | Composición 2 redactada | Tarea 15 | |
| | Tarea 16 | Foro 9 | |
| | Tarea 17 | Tarea 18 | Día festivo |
| 22-26 de noviembre | Pp. 421-430, Mariano José de Larra (España): «Vuelva usted mañana» | Dia festivo | |
| | Tarea 19 | | |
| 29 de noviembre | Examen III | | |
| | Teatro/Ensayo | | |

Proyecto/Composición Final: el 7 de diciembre
The University of Tennessee at Chattanooga

Group Studies: Advanced Conversation and Composition

Spring 2022

MCLL, SPAN 3999, 42699, on-line, 1-9 credit hours

Instructor: Dr. Lynn Purkey

Email and Phone Number: Lynn-Purkey@utc.edu, 423-425-4147 (425-4195 on Wednesdays)

Office Hours and Location: Mondays 12:00-1:00, Wednesdays and Fridays, 10:00-11:00; or by appointment, 233E Lupton Hall.

Course Meeting Days, Times, and Location: Arrange to meet face-to-face or via Zoom with the professor during the first, sixth, and last week of class.

Course Catalog Description: Group Studies.

Specific Description: This course will focus on speaking and writing skills.

Course Prerequisites: SPAN 3110 or SPAN 3120 with a grade of C or better and the permission of the department head.

Course Student Learning Outcomes:
- Students will develop and improve speaking skills by discussing a wide range of everyday and specialized topics of increasing difficulty.
- Students will develop and improve writing skills by writing about a wide range of everyday and more complex topics of increasing difficulty.
- Students will practice and demonstrate control over advanced grammar forms, such as expressing themselves in different time frames (past, present, future), as well as advanced vocabulary and idiomatic expressions required for improving speaking scores.

Required Course Materials: N/A.

Supplemental/Optional Course Materials: N/A.

Technology Requirements for Course: The internet and a computer with a camera and microphone for talking with a native informant and for accessing Canvas and assignments.

Technology Skills Required for Course: Basic computer skills, such as Microsoft word and accessing Canvas. Instructors will provide information about accessing the on-line workbook/lab manual.
The University of Tennessee at Chattanooga

**Technology Support:** If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email helpdesk@utc.edu.

**Student Technology:** If you have technology needs to access your courses and/or complete course requirements in Canvas, submit a request (https://new.utc.edu/information-technology/learning-from-home) with Information Technology.

**Student Accommodations:** If you have accessibility and accommodation requests, contact the Disability Resource Center (https://www.utc.edu/disability-resource-center/index.php) at 423-425-4006 or email DRC@utc.edu.

**Course Assessments and Requirements:** Click here to enter text.

- **Conversation Sessions:** 20%  
- **SOP! Score:** 20%
- **Reflections:** 20%  
- **Speaking Improvement:** 20%
- **Interviews with Supervising Professor:** 20%

**Course Grading Scale**

- **A:** 90-100%
- **B:** 80-89%
- **C:** 70-79%
- **D:** 60-69%
- **F:** Below 60%

**Course and Institutional Policies**

**Late/Missing Work Policy:** Late work will be dropped a letter grade per day late. There is no penalty for turning in assignments early. Students taking the class for 2 credits are encouraged to complete some assignments ahead of time.

**Student Conduct Policy:** UTC’s Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the Student Conduct Policy page (https://www.utc.edu/student-conduct/codes.php).

**Honor Code Pledge:** As a student of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to ensure that the Honor Code is upheld by myself and others, affirms my commitment to a campus-wide climate of honesty and integrity.

- You may not use Google Translate or any other translation engine to write anything that you turn in for a grade for this class. Translation engines teach you to use computer skills, not to write in another language.
- You may not consult anyone on any classwork other than the professor. This includes proofreading your work.
Course Attendance Policy: N/A

Course Participation/Contribution: N/A

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

UTC Bookstore: The UTC Bookstore will price match Amazon and Barnes and Noble (https://www.barnesandnoble.com/) prices of the exact textbook - same edition, ISBN, new to new format, used to used format, and used rental to used rental format, with the same rental term. For more information, go to the Bookstore Price Match Program (https://bnc.pgtb.me/MM(77F)), visit the bookstore, email sm430@bncollege.com or call 423-425-2184.

COVID Absences
Students must complete the COVID-19 Notification form if they are positive for COVID-19; symptomatic for COVID-19; exposed (close contact) to a known case of COVID-19 / someone positive for COVID-19; or potentially exposed to a known case of COVID-19 / someone positive for COVID-19. Documentation will be provided to me by the Office of Student Outreach & Support.

If you are instructed by the university administration to stay home due to your responses, you are not to come to campus or attend face to face classes. If you are cleared to be on campus and attend class, you are required to attend face-to-face class sessions.

You will not be penalized for COVID-19 related absences or late course assessments due to a COVID-19 related concern unless you are unable to complete course learning outcomes. I will work reasonably with you to identify ways to complete course requirements.

You must, if you are asymptomatic or if your symptoms do not interfere with your ability to participate in the course, continue to participate in the course using the online assets and tools that I may make available through UTCLearn including discussion boards, assignments, compositions, and handouts.

Learning a modern foreign language requires your active attendance and participation in class, since most of you will not have the opportunity to develop speaking and formal writing skills to the same degree outside of class. Although your grade will not be penalized for missing classes if you are ill, attending class as much as possible will help develop these skills.
The University of Tennessee at Chattanooga

If COVID-19 related illness results in any missed course work (face-to-face or online), you must contact me within 48 hours of recovering to plan make-up work. Makeup work must be completed according to the plan devised by me in coordination with you. It remains your responsibility to complete any missed work such as assignments, tests, quizzes, labs, or projects outside of scheduled class time. But please realize that class will continue, and you may find yourself in a situation where you are unable to complete all of your work by the end of the semester. In such a case, you should consider a late withdrawal or an incomplete grade. Please contact the Records Office (423-425-4416) to learn more about the late withdrawal process.

If you have COVID-19 disability related risk factors that may affect attendance, you are strongly encouraged to register with the Disability Resource Center (423-425-4006) in order to receive necessary accommodations.

If you believe I have not made reasonable and appropriate accommodations for absences, or makeup assignments, projects, labs, or exams due to COVID-19, you have the right to appeal according to UTC's General Student Grievance (Complaint) Procedure by filling out the Student Complaint Form and submitting to the Office of the Dean of Students.

Course Calendar/Schedule: Students enrolled in 1 credit hour will be required to complete 10 conversations and 10 critical reflections and a pre- and post-reflection. Students enrolled in 2 credit hours, will be required to complete 15 conversations and critical reflections and a pre- and post-reflection. There is no penalty for completing work early, so you can work ahead.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Meet with supervising professor. Assess speaking (SOPH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Schedule a 30-minute conversation with a native informant on talkabroad.com for the following week. Pre-Course Critical Reflection</td>
</tr>
<tr>
<td>Week 3</td>
<td>30-Minute Conversation 1 Critical Reflection 1 Schedule a 30-minute conversation with a native informant on talkabroad.com for the following week.</td>
</tr>
<tr>
<td>Week 4</td>
<td>30-Minute Conversation 2 Critical Reflection 2 Schedule a 30-minute conversation with a native informant on talkabroad.com for the following week.</td>
</tr>
<tr>
<td>Week 5</td>
<td>30-Minute Conversation 3 Critical Reflection 3 Schedule a 30-minute conversation with a native informant on</td>
</tr>
</tbody>
</table>
talkabroad.com for the following week.

Week 6
30-Minute Conversation 4
Critical Reflection 4
Schedule a 30-minute conversation with a native informant on talkabroad.com for the following week.

Week 7
30-Minute Conversation 5
Critical Reflection 5
Schedule a 30-minute conversation with a native informant on talkabroad.com for the following week.

Week 8
30-Minute Conversation 6
Critical Reflection with native informant
Schedule a 30-minute conversation with a native informant on talkabroad.com for the following week.

Week 9
30-Minute Conversation 7
Critical Reflection 7
Schedule a 30-minute conversation with a native informant on talkabroad.com for the following week.

Week 10
30-Minute Conversation 8
Critical Reflection 9
Schedule a 30-minute conversation with a native informant on talkabroad.com for the following week.

Week 11
30-Minute Conversation 9
Critical Reflection 9
Schedule a 30-minute conversation with a native informant on talkabroad.com for the following week.

Week 12
30-Minute Conversation 10
Critical Reflection 10
(2 credit hours: Schedule a 30-minute conversation with a native informant on talkabroad.com for the following week.)

Week 13
2 X 30-Minute Conversations 11 & 12 (2 credit hours)
Critical Reflections 11 & 12
Schedule a 30-minute conversation with a native informant on talkabroad.com for the following week.

Week 14
2 X 30-Minute Conversation 13 & 14 (2 credit hours)
Critical Reflection 13 & 14
Schedule a 30-minute conversation with a native informant on talkabroad.com for the following week.
Week 15
30-Minute Conversation 15 (2 credit hours)
Critical Reflection 15

End of Course
Interview with Supervising Professor November 30 at 10:00
Post-Course Critical Reflection by November 29
SOPI by end of finals (you can opt to have the professor use your last conversation)

Prereflexión crítica
Escribe una página a doble espacio (mínimo de 250 palabras) en la que reflejas sobre tu capacidad de hablar (y de comprensión auditiva tal vez). En esta reflexión contesta las preguntas a continuación: ¿Cuál es tu nivel actual de español en términos generales y en cuanto al habla en particular? ¿Cuáles son tus puntos débiles y tus puntos más fuertes? ¿Cómo puedes mejorar tu nivel de español y cómo puedes encontrar una manera de mejorar tus puntos débiles y de hablar mejor?

Posreflexión crítica
Escribe una página a doble espacio (mínimo de 250 palabras) en la que reflejas sobre tu capacidad de hablar al terminar la clase. En esta reflexión contesta las preguntas a continuación: ¿Cuál es tu nivel actual de español en términos generales y en cuanto al habla en particular? ¿Cómo ha mejorado tu capacidad de hablar? ¿En qué sentido te ha ayudado este curso? ¿Cómo puedes mejorar tu nivel en el futuro?

Reflexión crítica
Nombre ___________________________ Fecha __________________

Reflexión crítica _______(1°, 2°, etc.) Hora __________________

Instrucciones
1. Arregla una conferencia oral de 30 minutos con un hispanohablante a través de talkabroad.com con una semana de antelación.
2. Lee las instrucciones de tu profesor supervisor/profesora supervisora para esta conversación en Canvas.
3. Contesta las preguntas preparatorias (Antes de hablar) y prepárate para la conversación (repasa los temas o formas gramaticales requisitos).

Antes de hablar
1. ¿Cuál era tu nivel de comunicación oral al empezar esta clase? ¿En este momento? ¿Te has mejorado o todavía no? Explica.
2. ¿Cuáles son tus puntos más fuertes en la comunicación oral?
3. ¿Cuáles son las dificultades que experimentas por lo general cuando hablas?
4. ¿Qué puedes hacer para mejorar tu capacidad de hablar por lo general?
5. ¿Cuáles son tus metas personales para esta clase?

6. ¿Cuáles son tus metas para esta conversación?

7. ¿Qué aspectos de la tarea (el vocabulario, la gramática, etc.) crees que va a ser más difícil? ¿Cómo puedes prepararte para esta conversación?

**Después de hablar**

1. ¿Cómo se llama y de dónde es tu compañero o compañera de conversación?
   a)

2. Identifica 3-5 temas principales sobre los que hablaron Uds. ¿Qué temas te interesaban más o menos? ¿Por qué?
   a)
   b)
   c)
   d)
   e)

3. ¿Cuáles son algunas nuevas palabras o expresiones que aprendiste? Indica por lo menos 3. ¿Qué significan? ¿Cómo se usan? Úsénlas en una frase.
   a)
   b)
   c)
   d)
   e)

4. ¿Cuáles son algunos aspectos culturales sobre los que aprendiste? ¿Qué te sorprendió? ¿Qué esperabas o no esperabas? ¿Por qué o por qué no? ¿Cómo se compara con la cultura estadounidense?
   a)
   b)
   c)
   d)

5. La comunicación puede expresarse de muchas formas. ¿Usaron Uds. gestos u otras señales extra verbales? Si es así, ¿cuáles fueron y qué significan? ¿Usaste formas de comunicación extra verbales más en español que en tu lengua natal o menos? ¿Por qué?
6. ¿Cómo fue la experiencia por lo general? ¿Te sentías cómodo/cómoda? ¿Crees que pudiste defenderte y explicarte bien en español? ¿Por qué o por qué no?

7. ¿Entendiste lo que dijo tu compañero o compañera de conversación? ¿Qué partes no entendiste?

8. ¿Pudo comprenderte por completo? Explica cualquier tipo de dificultad.

9. ¿Cuáles eran las dificultades más graves de conversar? ¿Por qué?

10. ¿Cuáles eran los aspectos más fáciles o mejores? ¿Por qué?

11. ¿Qué harías de otro modo la próxima vez? ¿Cuáles son tus metas para mejorar tu nivel de comunicación oral?

12. ¿Experimentaste cualquier otro tipo de dificultad (técnica, de personalidad, etc.)?
Introduction to Textual Analysis and Composition

Spring 2021

MCLL, SPAN 3130, 23614, Synchronous Online, 3 credit hours

Instructor: Dr. Lynn Purkey

Email and Phone Number: Lynn-Purkey@utc.edu, 423-425-4147 (425-4195 on Wednesdays)

Office Hours and Location:
Mondays/Fridays 11:00-12:00, 233E Lupton
Tuesdays 10:00-11:00 308E Brock
By appointment/email to set up a Zoom appointment.

Course Meeting Days, Times, and Location: Mondays, Wednesdays 2:00-2:50 via Zoom or
Kaltura/Fridays Online Assignments

- Since the class meets online, you are expected to attend all sessions, unless you are ill. If
you are ill and will miss or have missed class, please inform me within 48 hours. If you
have Covid or have been exposed to Covid and are asymptomatic, you should attend
class.
- Please make every effort to attend the classes. It is difficult to master some of the
material that we will study.

Course Catalog Description: This course is designed to introduce students to the study of
textual analysis in Spanish and to improve analytical writing skills in the target language. By
approaching textual analysis in terms of genre—namely narrative fiction, essay, poetry, and
drama—students will develop an understanding of specific generic conventions, along with an
appreciation of broader themes and trends in Hispanic literature and culture. This course is also
designed to promote critical thinking skills; thus, students will learn how to interpret, discuss,
and write analytical essays about different kinds of texts in Spanish.

Course Pre/Co Requisites: SPAN 2120 with a minimum grade of C, placement out of the first
two years of Spanish, or department head approval.

Course Student Learning Outcomes: Click here to enter text.

1. Students will interpret, analyze, and evaluate Spanish texts (narratives, poetry, plays, and
essays) through classroom discussions, presentations, exams, and compositions.
2. Students will define and use the critical and analytical apparatus and terminology
associated with literary criticism.
3. Students will write formal essays and compositions in Spanish, using the typical critical
conventions, such as citations.
4. Students will write and read at the level of Advanced Low or above according to the ACTFL (American Council on Teaching Foreign Languages) standards.
5. Students will create or adapt a short Spanish narrative, poem, or theatrical work.

Additional Readings on UTC Learn (Canvas)


**Technology Requirements for Course:** The internet and a computer for accessing Canvas and assignments.

**Technology Skills Required for Course:** Basic computer skills, such as Microsoft word and accessing Canvas. Instructors will provide information about accessing the on-line workbook/lab manual.

**Campus Safety Policy:** Due to COVID-19, there is a campus safety policy (https://www.utc.edu/walker-center-teaching-learning/covid-19-safety-policy.php) for classes that meet on campus; please review this policy.

**COVID-19 Absence Policy:** If you are positive for COVID-19; symptomatic for COVID-19; have been exposed (close contact) to a known case of COVID-19 / someone positive for COVID-19; have potentially been exposed to a known case of COVID-19 / someone positive for COVID-19; or have traveled internationally or via cruise ship you must complete the COVID-19 Notification form. You will not be penalized for COVID-19 absences or late course assessments due to a COVID-19 related illness unless you are unable to complete course learning outcomes. I will work with you to identify ways to complete course requirements.

You must, if you are asymptomatic or if your symptoms do not interfere with your ability to participate in the course, continue to participate in the online course.

If COVID-19 related illness results in any missed course work, you must contact me within 48 hours of recovering to plan make-up work. Makeup work must be completed according to the plan devised by me in coordination with you. It remains your responsibility to complete any missed work such as assignments, tests, quizzes, labs, or projects outside of scheduled class time. But please realize that class will continue, and you may find yourself in the situation where you are unable to complete all work by the end of the semester. In such a case, you should consider a late withdrawal or an incomplete grade. Please contact the Records Office (423-425-4416) to learn more about the late withdrawal process.
The University of Tennessee at Chattanooga

If you have COVID-19 disability related risk factors that may affect attendance, you are strongly encouraged to register with the Disability Resource Center (423-425-4006) in order to receive necessary accommodations.

If you believe I have not made reasonable and appropriate accommodations for absences, or makeup assignments, projects, labs, or exams due to COVID-19, you have the right to appeal according to UTC’s Policies and Procedures for Student Complaints by filling out the Student Complaint Form and submitting to the Office of the Dean of Students.

Technology Support: If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email helpdesk@utc.edu.

Student Technology: If you have technology needs to access your courses and/or complete course requirements in Canvas, submit a request (https://new.utc.edu/information-technology/learning-from-home) with Information Technology.

Student Accommodations: If you have accessibility and accommodation requests, contact the Disability Resource Center (https://www.utc.edu/disability-resource-center/index.php) at 423-425-4006 or email DRC@utc.edu.

Course Assessments and Requirements: Click here to enter text.

Grade Distribution:
- Participation in Class Discussions/Alternate Assignments: 15%
- Quizzes/Discussion Boards: 15%
- Presentation (poetry): 10%
- Compositions (2): 20%
- Exams (3): 30%
- Project: Creative Work or Adaptation (1): 10%

Readings: Students are required to complete the reading before coming to class on the assigned class day.

Participation: You are expected to attend class regularly and to participate in class discussions. If your microphone is not working, please post comments or answers the chat box. You should turn on your camera during class. You can eat, drink, pet your cat or dog, but please be present and participate. If you are unable to attend class, you will need to complete an alternate assignment.

Discussion Boards/Assignments/Quizzes: Students should complete the assignments (of all types) by 11:59 pm on the due date according to Canvas. The highest grade you can receive for a late assignment is a C (unless you have a documented excuse). You cannot make up quizzes. While most quizzes are announced, I will give unannounced quizzes or increase the number of quizzes if students are unprepared for class.
Presentation (Poetry): Students will make an oral presentation of 8-10 minutes, in which they analyze an assigned poem. Students should discuss the poem's meaning, structure, and rhetorical devices in a unified, well organized manner.

Compositions: Students are required to write a total of three compositions with a length of 2-3 pages (600 word minimum) and an additional page of works cited and at least 2 sources beyond the primary text. Compositions should be typed and double-spaced and can be rewritten once (the grades will be averaged). They should be on the following topics below and should be on works assigned for reading in this class:

- Composition 1: Analyze one aspect of a narrative.
- Composition 2: Write an argumentative essay about a play or essay.

You must write original compositions for this class (your composition cannot be something you are writing for another class or that you have written or will write for another class).

Creative Work: Create or adapt an original story, poem(s), or theatrical work. More details will be posted on canvas.

Quizzes: There will be some scheduled quizzes. The topics will be announced in advance.

Exams: There will be 3 unit exams of equal weight on the indicated dates. The best way to prepare for exams is to read all of the assigned texts, to attend class regularly, to actively participate in discussions, and the review the discussion questions. You will have 48-hour window in which to complete exams (from 12 pm on Friday until 12 pm on Sunday), but the exam itself will be timed. You need to read the materials before taking exams, since they will not be open book. You will need to download Proctorio. Your exams will use the camera function, so you need access to a computer with a camera.

Course Grading

Course Grading Policy: Click here to enter text.

Grading Scale: A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 0-59%

Instructor Grading and Feedback Response Time: All work except for compositions will be graded within 5 business days from the date it is turned in. Compositions will be graded within 2 weeks.

Course and Institutional Policies

Late/Missing Work Policy: Late discussion boards and homework will be marked down 3 letter grades (the highest grade you can receive is a C). No late work will be accepted after one week. Compositions will be marked down one letter grade for each week they are late. There will be exceptions for students extenuating circumstances (illness, emergencies, court, etc.). Work, vacations, and social events are not valid excuses.

The University of Tennessee at Chattanooga

**Honor Code Pledge:** As a student of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to ensure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity.

- You may not use Google Translate or any other translation engine to write anything that you turn in for a grade for this class. Translation engines teach you to use computer skills, not to write in another language.
- You may not consult anyone on any quiz, exam, composition, or presentation other than the professor (Dr. Purkey).

**Course Attendance Policy:** Your active participation is important. If you cannot attend virtual class each week because of health considerations, you can complete a make-up assignment.

**Course Participation/Contribution:** You are expected to prepare for class and to participate in class discussions.

**Course Learning Evaluation:** Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

**UTC Bookstore:** The UTC Bookstore will price match Amazon and Barnes and Noble (https://www.barnesandnoble.com/) prices of the exact textbook - same edition, ISBN, new to new format, used to used format, and used rental to used rental format, with the same rental term. For more information, go to the Bookstore Price Match Program (https://bnc.pgtb.me/MMtt7ZP), visit the bookstore, email sm-330@bncollege.com or call 423-425-2184.

**Course Calendar/Schedule:** Click here to enter text.

<table>
<thead>
<tr>
<th>18-22 de enero</th>
<th>Lunes</th>
<th>Miércoles</th>
<th>Viernes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Día Festivo/ No hay clases</strong></td>
<td><strong>Introducción al curso a la narrativa, Marco Denevi (Argentina): «El dios de las moscas»</strong></td>
<td><strong>Introducción a la narrativa pp. 10-18: Tarea 1, pp. 19-24: 1 (b, d), 2 (a, b), 3 (a, b), 4 (a, c), 5 (a-f), 6 (d, 7).</strong></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Fecha</td>
<td>Evento</td>
<td>Presentaciones orales de poesía</td>
<td>Presentaciones orales de poesía</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>22-26 de marzo</td>
<td>Presentaciones orales de poesía</td>
<td>Pp. 300-309, Emilio Carballido (México); <em>El censo</em></td>
<td>Pp. 310-319, Sergio Vodanovic (Chile); <em>El delantal blanco</em></td>
</tr>
<tr>
<td>29 de marzo-2 de abril</td>
<td>Pp. 320-326, Osvaldo Dragún (Argentina); <em>Historia del hombre que se convirtió en perro</em></td>
<td>Pp. 327-335, Palomar Pedrero (España); <em>Reviendo personal</em></td>
<td></td>
</tr>
<tr>
<td>5-9 de abril</td>
<td>Pp. 292-299, Miguel de Cervantes (España); <em>El juez de los divorcios Composición 2</em></td>
<td>Pp. 335-347, Federico Garcia Lorca (España); <em>La casa de Bernarda Alba, Acto I</em></td>
<td></td>
</tr>
<tr>
<td>12-16 de abril</td>
<td>Pp. 360-370, Federico García Lorca (España); <em>La casa de Bernarda Alba, Acto III</em></td>
<td>Pp. 402-410, Mariano José de Larra (España); <em>Vuelve usted mañana</em> Prueba de términos teatrales (jueves)</td>
<td></td>
</tr>
<tr>
<td>19-23 de abril</td>
<td>Examen III Teatro/Ensayo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26 de abril</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### FREN 1010 / Automne 2020
#### Niveau Débutants I
#### LuMeVe de 14h à 15h10

<table>
<thead>
<tr>
<th>COURS</th>
<th>FREN 1010</th>
<th>43915</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITRE</td>
<td>Elementary French I</td>
<td></td>
</tr>
<tr>
<td>UV</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>FORMAT</td>
<td>Traditionnel</td>
<td></td>
</tr>
<tr>
<td>PREREQUIS</td>
<td>Aucun</td>
<td></td>
</tr>
<tr>
<td>EMPLOI DU TEMPS</td>
<td>LuMeVe de 14h à 15h10</td>
<td>BROK 202</td>
</tr>
<tr>
<td>PROFESSEUR</td>
<td>Karen Casebier</td>
<td></td>
</tr>
<tr>
<td>BUREAU</td>
<td>Lupton 2368</td>
<td></td>
</tr>
<tr>
<td>Téléphone</td>
<td>423-425-4258</td>
<td></td>
</tr>
<tr>
<td>COURRIEL</td>
<td><a href="mailto:karen.casebier@utc.edu">karen.casebier@utc.edu</a></td>
<td></td>
</tr>
<tr>
<td>HEURES D’ACCEUIL</td>
<td>LuMeVe de 12h à 13h30 et sur rendez-vous</td>
<td></td>
</tr>
</tbody>
</table>

---

### REGLEMENTS ET POLITIQUES UNIVERSITAIRES

**Campus Safety Policy:** Due to COVID-19, there is a campus safety policy (https://www.utc.edu/walker-center-teaching-learning/covid-19-safety-policy.php). For classes that meet on campus; please review this policy.

**COVID-19 Absence Policy:** Due to COVID-19, there is an absence policy (https://www.utc.edu/walker-center-teaching-learning/covid-19-absence-policy.php) for Fall 2020.

**Technology Support:** If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email helpdesk@utc.edu.

**Student Technology:** If you have technology needs to access your courses and/or complete course requirements in Canvas, submit a request (https://new.utc.edu/information-technology/learning-from-home) with Information Technology.

**Student Accommodations:** If you have accessibility and accommodation requests, contact the Disability Resource Center (https://www.utc.edu/disability-resource-center/index.php) at 423-425-4006 or email DRC@utc.edu.
METHODES D'APPRENTISSAGE: French is the language of the classroom. This is an activities class that concentrates on speaking, listening, and writing, and in-class work will concentrate on general class discussion and small group activities. It is expected that students will prepare a number of readings, vocabulary, grammar, and writing exercises in the textbook and the companion website before coming to class. Since the 4th credit for this class is online, it is expected that students will spend considerable time working on this class outside the classroom. Class time is best used to develop proficiency in listening and speaking, skills that are difficult to acquire outside the classroom. Completing the readings, studying vocabulary and preparing the grammar exercises at home are essential to student success, as is active participation in daily class activities.

DESCRIPTION DU COURS: Basic grammar, elementary reading, and conversation. Fall semester.

OBJECTIFS DU COURS: Ce cours vise à:

This course is an introduction to French and Francophone language and culture. We will use a communicative, functional approach to improve your ability to speak, understand, read and write French. While all these skills will be used, the emphasis will be on oral proficiency. Successful completion of this course will prepare you for second semester French. By the end of the course, students should be able to:

- Recognize a variety of spoken French (i.e., listening comprehension)
- State, question, tell and describe, in spoken French, on a variety of contextualized topics in French: talk about activities in the present; make plans for the future; make hypotheses, express opinions; describe people, places and things (i.e., oral proficiency + sociocultural competency); and ask and answer basic questions and make comments in a way that is culturally appropriate and grammatically correct
- Acquire and apply new lexical items and grammatical structures (i.e., oral proficiency + writing proficiency)
- Explain and comment on simple texts and/or passages in written French on a variety of contextualized topics (i.e., reading comprehension)
- Explain and elaborate, in written in French, on a variety of topics using forms that are grammatically correct and culturally appropriate (i.e., writing proficiency)
- Compare and contrast selected elements of French and Francophone culture (i.e., cultural competence)

COVID ABSENCES: Prior to arriving on campus each day or attending a face-to-face class, students are to complete the daily self-check through the university approved application. Students who are instructed to stay home due to their responses are not to come to campus or attend face to face classes and instead follow up as directed through the self-check instructions.

Students must notify the instructor of their absence by email within 48 hours, if possible. Students are not required to provide the instructor with documentation of COVID-19 symptoms. Students will not be penalized for absences or late course assessments unless they are unable to complete course learning outcomes. Faculty will work with students to identify ways to complete course requirements.

Students must, if they are asymptomatic or if their symptoms do not interfere with their ability to participate in the course, continue to participate in the course using the online assets and tools that the instructor makes available through UTC Learn including: devoirs, activités orales, travaux écrits (alternative assignments à l'oral) and contrôles.
If COVID-19 related illness results in any missed coursework (face-to-face or online), students should proactively work with the instructor to plan make-up work. It remains the student's responsibility to complete any missed work such as assignments, tests, quizzes, labs, or projects outside of scheduled class time. But please realize that class will continue, and students may find themselves in the situation where they are unable to complete all work by the end of the semester. In such a case, students should consider a late withdrawal or an incomplete grade. Please contact the Records Office (423-425-4416) to learn more about the late withdrawal process.

If students have COVID-19 disability related risk factors that may affect attendance, students are strongly encouraged to register with the Disability Resource Center (423-425-4006) in order to receive necessary accommodations.

If students believe the instructor has not made reasonable and appropriate accommodations for absences, or makeup assignments, projects, labs, or exams due to COVID-19, students have the right to appeal according to UTC's Policies and Procedures for Student Complaints by filling out the Student Complaint Form and submitting to the Office of the Dean of Students.

### REGLEMENTS ET POLITIQUE DU COURS

#### EVALUATION DE LA NOTE FINALE:

<table>
<thead>
<tr>
<th>Participation</th>
<th>05%</th>
<th>A</th>
<th>90-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Devoirs</td>
<td>30%</td>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>Activités orales (3)</td>
<td>10%</td>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>Travaux écrits (6)</td>
<td>10%</td>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>Contrôles (6)</td>
<td>25%</td>
<td>F</td>
<td>0-59</td>
</tr>
<tr>
<td>Examen Final</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COVID STATEMENT**: Due to social distancing, only 25% of students (*~8-10 people*) may be in the classroom at the same time. A schedule of attendance will be posted at the beginning of the semester; it will be subject to revision based on attendance and/or changes to the official class roster. In addition, both the format and the testing conditions of evaluations, contrôles, and the examen final are subject to change; these assessments may be written, oral or some combination thereof, and they may be online or in class. Changes to the format will be announced in advance in class and/or on UTC Learn; be prepared to be flexible this semester.

**POLITIQUE DEPARTEMENTALE DES ABSENCES/RATTRAPAGES**: Any student who misses more than 2 weeks of class (6 hours of unexcused absences) will have a maximum grade of B. Any student who misses more than 4 weeks of class (12 hours of unexcused absences) will have a maximum grade of C. **NB**: See also Participation & Preparation, below.

**RATTRAPAGES ET TRAVAUX EN RETARD**: THERE WILL BE NO MAKE-UP OF EXAMS. Likewise, no late Devoirs will be accepted. Individual issues will be considered on an individual basis. Medical Excuses will be requested and should be produced in a timely fashion. **NB:**
Students who need to travel for work, athletics, undergraduate conferences or other extenuating circumstances on important dates should contact the professor at their earliest convenience to make arrangements for missing assignments.

**POLITIQUE DE COMMUNICATION**: All email will be answered within 5 business days of receipt. Email that arrives after 6 p.m., on weekends, or while the professor is ill/away at a conference will experience delays. If the professor needs to check on university or departmental policy, please allow up to one week for a reply.

**POLITIQUE DE CORRECTION**: Assignments will be graded and returned in a timely fashion, provided that it is turned in on time. Please allow up to 5 business days for all assignments and examinations. Late assignments will be graded at the discretion of the professor, but may experience additional delays; there is a 30% penalty for late work. Moreover, students who choose not take examinations at the appointed time will delay the return of examinations for the entire class, if they are allowed to make up the contrôle.

**PAROLE ET CODE D'HONNEUR (de l'UTC Student Handbook)**: I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

The use of another person's thoughts or words and representing them as your own, and giving or receiving unauthorized help on tests, assignments, or papers constitute plagiarism. This includes but is not limited to the use of quotations or ideas from books, articles, and web sites without appropriate credit. Students who plagiarize will receive an “F” for their paper/exam OR an “F” in the course. Moreover, they may be reported to the UTC Honor Court for further disciplinary action. The Honor Code in the UTC Student Handbook states that plagiarism is an offense that can result in dismissal from the University. For more information, please consult the policy on Academic Integrity: [www.utc.edu/deans/](http://www.utc.edu/deans/)students/pdfs/academics.pdf

**APPRECIATION DU COURS**: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

**Manuels obligatoires/recommandés + Technologie**:

- My French Lab companion website
- UTC Learn
- Zoom
- Une chemise (pocket folder for travaux écrits)
- Un dictionnaire
- Headphones and Microphone
PARTICIPATION ET PREPARATION (5%):
Regular attendance and participation in class activities are qualities of successful language learners. In order to make good progress in French, you must listen, speak, read and write French on a regular basis. Good participation consists of carefully preparing all reading and listening assignments, and studying the vocabulary and grammar in the textbook before coming to class, attending class regularly, and actively participating in each and every class.
Class time is for use and practice of grammar and vocabulary and discussion of the readings; it is NOT for seeing and hearing vocabulary, grammar and assigned readings for the very first time. Please consult the ô préparer column of the programme provisoire to determine what you need to study before coming to class. (NB: All items marked by an asterisk are on UTC Learn.)

Participation grades are based on both the quantity and quality of your willingness to volunteer to speak in class (even if you make mistakes); contribute equally during group work; stay on-task and use the target language during group work; and evidence that you have actually prepared for class. Students who merely attend class and do not actively participate will receive low marks in this category; students who are not feeling well should speak to the professeure before class begins to be excused from active participation for the day.

In addition, students who consult their electronic devices but are mentally absent from class will marked as absent. This type of behavior is proven to distract your classmates and/or professor; please be considerate of others.

NB: Each student may have a total of 3 excused absences (i.e., 3 classroom hours, excepting contrôles) in this class, for any reason; further absences will result in the grade of “0”. The impact of unexcused absences on your final grade is both immediate and cumulative. An absence from class does not excuse late work; devoirs and travaux écrits should be completed and placed on the professor’s door/in the professor’s mailbox, unless other arrangements have been made in advance.
Devoirs (30%) : Devoirs are homework assignments on the textbook's companion website and/or UTC Learn. When you purchase the textbook, you receive access to the online Student Activities Manuel. You must first set up an account to access the textbook's companion website where you will do your devoirs online.

The course id for this class is cascheir45607.

You will need the access code that you purchased with your textbook as well as the course code to access MyFrenchLab. Note that these items may be purchased separately. NB: Access codes are valid only once, so those who purchase used books may also need to purchase an access code in order to do these assignments.

Devoirs are assigned and graded daily (see the à faire/à rendre column of the programme provisoire for details). Unless otherwise specified, ALL devoirs in MyFrenchLab are due when class begins; late devoirs will not be graded. ALL devoirs in MyFrenchLab are submitted and graded on the website. NB: The four lowest daily devoirs will be dropped.

Activités orales (10%) : In addition to oral and written activities, you will also have a few voice recordings to complete, either within the Student Activities Manuel OR as activités orales. These recordings focus on developing good pronunciation in French and provide feedback on your listening comprehension and oral production. Please follow all instructions and ensure that your voice can be clearly understood on the recording. Also, please check the comments for the professor's notes; students who have technical difficulties (e.g., low volume, lots of static) will be directed to the Brock 101 Language Lab to complete these assignments. NB: no activités orales will be dropped.
Travaux écrites (10%): 3 rédactions and 3 révisions.

Rédactions are original compositions of 300 words minimum that are evaluated on the appropriate use of vocabulary and grammar within a creative and/or realistic context. All rédactions will be written in class under conditions similar to those of contrôles (i.e., no dictionaries, phones or notes are permitted and they must be written in blue or black ink).

NB: This semester, travaux écrites may be online OR replaced in whole or in part by causeries (oral interviews).

Révisions are evaluated based on the student’s ability to improve upon the in-class rédaction; revisions should demonstrate changes to content, corrections to grammar and formatting, and other changes requested by the professor. Révisions that show no or little improvement from the in-class rédaction risk earning lower grades than the original, according to the degree of improvement; it is wise to both proofread the essay and use the spell check and grammar check functions of your word processing program.

Please note that révisions are not optional; students who choose not to do the assignment will earn a “0.” Those who are not present to write their rédaction in class should submit an essay when the révision is due to avoid earning a “0” on both assignments.

The topic(s) and instructions may be posted on UTC Learn well in advance of the due date, which may be found under the à faire / à rendre column of the programme provisoire. NB: All travaux écrites (rédactions and revisions) will be kept in a folder with your name written on the outside for the duration of the course. Révisions that are late, incomplete, not divided into paragraphs, handwritten, typed but not double-spaced, off-topic, handed in without a folder, handed in without all previous assignments, etc., will result in a severe grade penalty simply for failing to follow instructions (incomplete dossier = C-). On the day that the assignment is due, please place your dossier on the desk before class begins.

NB: Any travail écrit that shows undeniable evidence of academic misconduct will result in immediate and injurious disciplinary action. Intellectual theft will not be tolerated; please see the Honor System in the UTC Student Handbook for a limited list of Honor Code violations (http://www.utc.edu/dean-students/pdfs/academics.pdf).
For the purposes of this class, cheating and plagiarism are specific, concrete behaviors. Examples of cheating and plagiarism include (but are not limited to) the following:

- Copying or checking your answers by looking at a classmate’s test paper and/or bringing unauthorized material into the classroom on test days.
- Communicating questions to classmates before they have taken the contrôle.
- Using your cell phone, notes, dictionaries or textbooks during a contrôle.
- Having someone else (e.g., tutor, friend, room mate, French major, native speaker, former French professor) give so much help that they are writing your rédaction / correcting your révision.
- Paying someone to write or rewrite your paper or “borrowing” a paper from a classmate or former student.
- Using online translators for words, sentences or paragraphs.
- Copying or paraphrasing entries from any source (online, print or audio) without proper citation.
- Original instances of online or traditional cheating/plagiarism that are not explicitly enumerated here or in the Honor Code.

**Contrôles (25%)**: The 6 contrôles are in-class, closed-book examinations based on the vocabulary, grammar and culture of the chapter(s) under consideration. The date of each examination is listed under the à faire / à rendre column of the programme provisoire. **All examinations must be completed in 50 minutes in class unless ADA documentation is provided.**

**Examinations written in pencil will not be graded**; bring a pen to class or borrow one. **There are no makeup examinations.** If there is an emergency, contact the professor as soon as possible; the time and format of any and all make-up examinations is solely at the discretion of the instructor, upon presentation of acceptable documentation (medical excuse, court paperwork, police report or traffic citation, etc.). **NB: The lowest contrôle may be dropped at the discretion of the professor.**

**NB**: This semester, contrôles may be online in whole or in part.

**Examen final (20%)**: The examen final is cumulative (chapitre préliminaire à chapitre 6) and will follow the same model as the chapter exams. **No makeups. NB: This semester, the examen oral will be online and will include a causerie (oral interview).**
NB: The *Programme provisoire* is subject to change. All changes will be announced in class and/or on UTC Learn. Please check the course website regularly during the semester, be on time, and bring your books to class.

### PROGRAMME PROVISOIRE

<table>
<thead>
<tr>
<th>Semaine 1</th>
<th>A PREPARER</th>
<th>A FAIRE / A RENDRE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A SPECIAL</strong></td>
<td>initiation au cours</td>
<td></td>
</tr>
<tr>
<td><strong>le lundi 17 août</strong></td>
<td>Chapitre préliminaire, Leçon 1&lt;br&gt;points de départ, pp. 3-4 ; vie et culture, pp. 4-5 ; vocabulaire, p. 26 ; pronoms sujets et être, pp. 6-7 ; pronoms disjoints, p. 8</td>
<td>devoirs : ch. préliminaire, L1&lt;br&gt;SAM 01 à 03, 05, 07&lt;br&gt;10 à 11 ; grammar tutorials ; gr. ready ; flashcards</td>
</tr>
<tr>
<td><strong>le mercredi 19 août</strong></td>
<td>Chapitre préliminaire, Leçon 2&lt;br&gt;points de départ, p. 11 ; vie et culture, p. 12 ; vocabulaire, pp. 26-27 ; sons et lettres, p. 14 ; les articles, pp. 15-16 ; c’est v. ce sont, p. 18 ; venez chez nous, pp. 20-22</td>
<td>devoirs : ch préliminaire, L2&lt;br&gt;SAM 06, 08, 12, 14&lt;br&gt;à 16, 18 à 20, 23 à 24, TXT-28 ; grammar tutorials</td>
</tr>
<tr>
<td><strong>le vendredi 21 août</strong></td>
<td>Chapitre 1, Leçon 1&lt;br&gt;points de départ, pp. 29-30 ; vie et culture, p. 31 ; sons et lettres, pp. 32-33 ; vocabulaire, p. 60 ; les adjectifs possessifs, p. 34</td>
<td>devoirs : ch. préliminaire à ch 1, L2 : SAM 09-16 à 17, 21 à 22, 25 ; 01-02 à 04, TXT-04, 06 ; 01-05, 08 à 09 gr. ready ; flashcards ; grammar tutorials</td>
</tr>
<tr>
<td><strong>Semaine 2</strong></td>
<td>Chapitre 1, Leçon 1 (suite)&lt;br&gt;les adjectifs possessifs, p. 37 ; avoir, p. 35</td>
<td>devoirs : ch. 1, L1 à L2&lt;br&gt;SAM 01-11 à 13, 02-15 à 17, TXT-20&lt;br&gt;à 21 ; 01-21 à 22 ; grammar tutorials</td>
</tr>
<tr>
<td><strong>le lundi 24 août</strong></td>
<td>Chapitre 1, Leçon 2&lt;br&gt;points de départ, p. 39 ; vocabulaire, pp. 62-63 ; sons et lettres, p. 42 ; les chiffres, p. 43</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>A PREPARER</td>
<td>A FAIRE / A RENDRE</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td><strong>le vendredi 28 août</strong></td>
<td><strong>Chapitre 1, Leçon 2 (suite)</strong>&lt;br&gt;vie et culture, p. 41 ; lisons, pp. 36-38 ;&lt;br&gt;les adjectifs invariables, pp. 44-45</td>
<td><strong>devoirs : ch. 1, L2</strong>&lt;br&gt;SAM 01-20, 23 à&lt;br&gt;26 ; TXT-28 ;&lt;br&gt;grammar tutorials</td>
</tr>
<tr>
<td><strong>semaine 3</strong></td>
<td><strong>le lundi 31 août</strong></td>
<td><strong>le mercredi 02 septembre</strong>&lt;br&gt;<strong>Chapitre 1, Leçon 3</strong>&lt;br&gt;points de départ, p. 48 ; vie et culture, pp. 49-50 ;&lt;br&gt;vocabulaire, p. 61 ; les verbes en -er, pp. 51-52 ;&lt;br&gt;la négation, pp. 52-53</td>
</tr>
<tr>
<td><strong>le vendredi 04 septembre</strong></td>
<td><strong>Chapitre préliminaire à Chapitre 1 (suite)</strong></td>
<td><strong>réaction 1</strong>&lt;br&gt;<strong>devoirs : practice test</strong>&lt;br&gt;chs. préliminaire et 1</td>
</tr>
<tr>
<td><strong>semaine 4</strong></td>
<td><strong>le lundi 07 septembre</strong></td>
<td><strong>le mercredi 09 septembre</strong>&lt;br&gt;<strong>Chapitre 2, Leçon 1</strong>&lt;br&gt;points de départ, p. 63 ; vie et culture, p. 64 ;&lt;br&gt;sons et lettres, pp. 65-66 ; vocabulaire, p. 92&lt;br&gt;les adjectifs variables, pp. 66-67</td>
</tr>
<tr>
<td><strong>le vendredi 11 septembre</strong></td>
<td><strong>Chapitre 2, Leçon 1 (suite)</strong>&lt;br&gt;les adverbes interrogatifs, pp. 68-69</td>
<td><strong>révision 1</strong>&lt;br&gt;<strong>devoirs : ch. 2, L1 à L2</strong>&lt;br&gt;SAM 02-02, 07, 10&lt;br&gt;12 à 15, TXT-18 ;&lt;br&gt;grammar tutorials</td>
</tr>
<tr>
<td><strong>semaine 5</strong></td>
<td><strong>le lundi 14 septembre</strong></td>
<td><strong>Chapitre 2, Leçon 2 (suite)</strong>&lt;br&gt;à et de, p. 76 ; faire, pp. 77-78</td>
</tr>
<tr>
<td>Date</td>
<td>A PREPARER</td>
<td>A FAIRE / A RENDRE</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>le mercredi 16 septembre</td>
<td>Chapitre 2, Leçon 3 (suite) \n<em>aller et le futur proche</em>, pp. 82-83</td>
<td>devoirs : ch. 2, L3 \nSAM 02-20, 22, 28 \nà 30 ; gramm tut</td>
</tr>
<tr>
<td>le vendredi 18 septembre</td>
<td>Chapitre 2, Leçon 3 (suite) \n-l'impératif*, pp. 84-85 ; venez chez nous, pp. 87-89</td>
<td>activité orale 1 \ndevoirs : ch. 2, L3-VCN \nSAM EP-08, 02-33 à 35 ; TXT-3998 ; grammar tutorials practice test ch. 2</td>
</tr>
<tr>
<td><strong>semaine 6</strong></td>
<td><strong>Chapitre 2 (suite)</strong></td>
<td><strong>contrôle 2</strong></td>
</tr>
<tr>
<td>le lundi 22 septembre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>le mercredi 23 septembre</td>
<td>Chapitre 3, Leçon 1 \n-points de départ, p. 95 ; vie et culture, p. 97 ; \nvocabulaire, p. 126 ; \nles adjectifs prénominaux au singulier, pp. 97-99</td>
<td>devoirs : ch. 3, L1 \nSAM 03-01 à 03 \n05 à 06 ; flashcards ; grammar ready ; grammar tutorials</td>
</tr>
<tr>
<td>le vendredi 25 septembre</td>
<td>Chapitre 3, Leçon 1 (suite) \nles verbes en -ere, p. 99-100 \nChapitre 3, Leçon 2 \n-points de départ, pp. 102-03 ; vie et culture, p. 104 ; \nsens et lettres, p. 105 ; vocabulaire, pp. 126-27</td>
<td>devoirs : ch. 3, L1 à L2 \nSAM 03-07, 9 à 10 ; 12 à 13, 15 à 16 ; TXT-098 et 13 ; grammar tutorials</td>
</tr>
<tr>
<td><strong>semaine 7</strong></td>
<td><strong>Chapitre 3, Leçon 2 (suite)</strong></td>
<td></td>
</tr>
<tr>
<td>le lundi 28 septembre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>le mercredi 30 septembre</td>
<td>Chapitre 3, Leçon 3 (suite) \nc'est v. il est, pp. 113-14 ; devoir, pouvoir et vouloir, \np. 115 ; lisons, p. 117 ; \nvenez chez nous, pp. 120-22</td>
<td>devoirs : ch. 3, L3 à VCN \nSAM 03-27 à 28 ; EP-05 à 06 ; 03-29, 31, 33 à 36 ; TXT-358 ; gr tut</td>
</tr>
<tr>
<td>Date</td>
<td>A PREPARER</td>
<td>A FAIRE / A RENDRE</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>le vendredi 02 octobre</td>
<td>Chapitre 2 à 3</td>
<td>rédaction 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>devoirs : ch. 3, L3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SAM 03-30 ; practice test ch. 3</td>
</tr>
<tr>
<td>semaine 8</td>
<td></td>
<td>contrôôle 3</td>
</tr>
<tr>
<td>le lundi 05 octobre</td>
<td>Chapitre 3 (suite)</td>
<td></td>
</tr>
<tr>
<td>le mercredi 07 octobre</td>
<td>Chapitre 4, Leçon 1</td>
<td>devoirs : ch. 4, L1</td>
</tr>
<tr>
<td></td>
<td>points de départ, pp. 129-30 ; vie et culture, p. 130 ;</td>
<td>SAM 04-01 à 04, 06</td>
</tr>
<tr>
<td></td>
<td>sons et lettres, p. 132 ; vocabulaire, p. 160 ;</td>
<td>à 07 ; TXT-04 ; grammar ready ; fishcrds ; grmm tut</td>
</tr>
<tr>
<td></td>
<td>les verbes pronominaux, pp. 132-33</td>
<td></td>
</tr>
<tr>
<td>le vendredi 09 octobre</td>
<td>Chapitre 4, Leçon 1 (suite)</td>
<td>révision 2</td>
</tr>
<tr>
<td></td>
<td>les adverbes, p. 135</td>
<td>devoirs : ch. 4, L1 à L2</td>
</tr>
<tr>
<td></td>
<td>Chapitre 4, Leçon 2</td>
<td>SAM 04-05, 10 à 11, 14 à 15 ; EP-04 ; grammar tutorials</td>
</tr>
<tr>
<td></td>
<td>points de départ, pp. 138 ; vie et culture, p. 139 ; vocabulary, pp. 160-61</td>
<td></td>
</tr>
<tr>
<td>semaine 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>le lundi 12 octobre</td>
<td>Chapitre 4, Leçon 2 (suite)</td>
<td>devoirs : ch. 4, L2 à L3</td>
</tr>
<tr>
<td></td>
<td>les verbes en -ir, pp. 140-41 ; le comparatif et le superlatif (adv. + nom), pp. 143</td>
<td>SAM 04-09, 13, 17 ; TXT-27 ; grmm tut</td>
</tr>
<tr>
<td></td>
<td>Chapitre 4, Leçon 3</td>
<td>à 18, 21 à 27, 29 ;</td>
</tr>
<tr>
<td></td>
<td>points de départ, pp. 146-47 ; mettre, p. 147 ;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sons et lettres, p. 150 ; vocabulaire, p. 161</td>
<td></td>
</tr>
<tr>
<td>le mercredi 14 octobre</td>
<td>Chapitre 4, Leçon 3 (suite)</td>
<td>devoirs : ch. 4, L3</td>
</tr>
<tr>
<td></td>
<td>vie et culture, p. 149 ; les adj. démonstratifs, p. 151 ;</td>
<td>SAM 04-19, 28 ; EP-06 à 07 ; 04-30</td>
</tr>
<tr>
<td></td>
<td>le comparatif et le superlatif (adj.), pp. 152-53</td>
<td>à 31, 33 à 36 ; grammar tutorials</td>
</tr>
<tr>
<td>le vendredi 16 octobre</td>
<td>Chapitre 4, Leçon 3 (suite)</td>
<td>activité orale 2</td>
</tr>
<tr>
<td></td>
<td>venez chez nous, pp. 155-58</td>
<td>devoirs : ch. 4, L3-VCN</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SAM 04-32, 37 ; EP-10 ; TXT-34, 36 ; practice test ch. 4</td>
</tr>
<tr>
<td>Semaine 10</td>
<td>A Préparer</td>
<td>A Faire / A Rendre</td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
<td>------------------</td>
</tr>
<tr>
<td>le lundi 19 octobre</td>
<td>Chapitre 4 (suite)</td>
<td>contrôle 4</td>
</tr>
<tr>
<td>le mercredi 21 octobre</td>
<td>Chapitre 5, Leçon 1</td>
<td>devoirs : ch. 5, L1</td>
</tr>
<tr>
<td></td>
<td>points de départ, pp. 163-64 ; vie et culture, p. 165</td>
<td>SAM 05-01 à 03, 05</td>
</tr>
<tr>
<td></td>
<td>sons et lettres, p. 166 ; vocabulaire, p. 196</td>
<td>à 06, 08 ; TXT-04 ;</td>
</tr>
<tr>
<td></td>
<td>prendre et boire, p. 167</td>
<td>grmr ready ;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>fishcrds ; gram tut</td>
</tr>
<tr>
<td>le vendredi 23 octobre</td>
<td>Chapitre 5, Leçon 1 (suite)</td>
<td>devoirs : ch. 5, L1 à L2</td>
</tr>
<tr>
<td></td>
<td>le partitif, pp. 169-70</td>
<td>SAM 05-04, 07, 09,</td>
</tr>
<tr>
<td></td>
<td>Chapitre 5, Leçon 2</td>
<td>10, 12 ; TXT-12 ;</td>
</tr>
<tr>
<td></td>
<td>points de départ, pp. 172-73 ; vie et culture, p. 174</td>
<td>05-14, 16 à 17 ;</td>
</tr>
<tr>
<td></td>
<td>sons et lettres, p. 176 ; vocabulaire, pp. 196-97</td>
<td>TXT-16 ; gramm tut</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semaine 11</th>
<th>A Préparer</th>
<th>A Faire / A Rendre</th>
</tr>
</thead>
<tbody>
<tr>
<td>le lundi 26 octobre</td>
<td>Chapitre 5, Leçon 2 (suite)</td>
<td>devoirs : ch. 5, L2</td>
</tr>
<tr>
<td></td>
<td>le passé composé avec avoir, pp. 176-77 ;</td>
<td>SAM EP-03, 05-18 à</td>
</tr>
<tr>
<td></td>
<td>acheter et appeler, pp. 178-79 ; lisons, pp. 180-82</td>
<td>20, 22 à 23 ;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>grammar tutorials</td>
</tr>
<tr>
<td>le mercredi 28 octobre</td>
<td>Chapitre 5, Leçon 3</td>
<td>devoirs : ch. 5, L3</td>
</tr>
<tr>
<td></td>
<td>points de départ, pp. 183-84 ; vie et culture, p. 185</td>
<td>SAM EP-05 à 06 ;</td>
</tr>
<tr>
<td></td>
<td>vocabulaire, p. 197 ;</td>
<td>05-26 à 28, 31 à 33 ;</td>
</tr>
<tr>
<td></td>
<td>le passé composé avec être, pp. 186-87</td>
<td>grammar tutorials</td>
</tr>
<tr>
<td>le vendredi 30 octobre</td>
<td>Chapitre 5, Leçon 3 (suite)</td>
<td>devoirs : ch. 5, L3 à VCN</td>
</tr>
<tr>
<td></td>
<td>le pronom en, p. 189 ; les quantités, p. 189</td>
<td>SAM TXT-05 ;</td>
</tr>
<tr>
<td></td>
<td>venez chez nous, pp. 192-95</td>
<td>05-30 ; EP-08 ;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>05-34 à 36 ;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TXT-38B ; gram tut</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semaine 12</th>
<th>A Préparer</th>
<th>A Faire / A Rendre</th>
</tr>
</thead>
<tbody>
<tr>
<td>le lundi 02 novembre</td>
<td>Chapitre 4 à 5</td>
<td>rédaction 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>devoirs : ch. 5, L3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SAM 05-37 ;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>practice test ch. 5</td>
</tr>
<tr>
<td>le mercredi 04 novembre</td>
<td>Chapitre 5 (suite)</td>
<td>contrôle 5</td>
</tr>
<tr>
<td>DATE</td>
<td>A PREPARER</td>
<td>A FAIRE / A RENDRE</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>le vendredi 06 novembre</strong></td>
<td><strong>Chapitre 6, Leçon 1</strong>&lt;br&gt;points de départ, pp. 199-200 ; vie et culture, p. 200&lt;br&gt;sons et lettres, p. 202 ; vocabulaire, p. 230&lt;br&gt;les verbes en -ir-ass, p. 203</td>
<td>devoirs : ch. 6, L3&lt;br&gt;SAM 06-01, 03 ;&lt;br&gt;TEXT-04 ; 06-05 à 06 ; grmr read ;&lt;br&gt;flashcards ; gram tut</td>
</tr>
<tr>
<td><strong>semaine 13</strong></td>
<td><strong>Chapitre 6, Leçon 1 (suite)</strong>&lt;br&gt;les objets directs, pp. 205-06&lt;br&gt;Chapitre 6, Leçon 2&lt;br&gt;points de départ, p. 208 ; vie et culture, p. 209&lt;br&gt;sons et lettres, p. 211 ; vocabulaire, pp. 230-31</td>
<td>révision 3&lt;br&gt;devoirs : ch. 6, L1 à L2&lt;br&gt;SAM 06-04, 07 à 11,&lt;br&gt;13 à 14 ; TEXT-06 et&lt;br&gt;17 ; grammar tut</td>
</tr>
<tr>
<td><strong>le lundi 09 novembre</strong></td>
<td><strong>Chapitre 6, Leçon 2 (suite)</strong>&lt;br&gt;les objets indirects, pp. 213-12 ; les chiffres, p. 214&lt;br&gt;Chapitre 6, Leçon 3&lt;br&gt;points de départ, p. 217 ; vocabulaire, p. 231.</td>
<td>devoirs : ch. 6, L2 à L3&lt;br&gt;SAM 06-12, 15 ;&lt;br&gt;EP-03 ; 06-17 à 19,&lt;br&gt;21, 23 à 26 ; gr tut</td>
</tr>
<tr>
<td><strong>le mercredi 11 novembre</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>le vendredi 13 novembre</strong></td>
<td><strong>Chapitre 6, Leçon 3 (suite)</strong>&lt;br&gt;vie et culture, p. 219 ; l'imparfait, pp. 219-21</td>
<td>devoirs : ch. 6, L3&lt;br&gt;SAM 06-20, 22, 27&lt;br&gt;à 28 ; EP-05 ;&lt;br&gt;06-29 à 31, 33, 35 ;&lt;br&gt;grammar tutorials</td>
</tr>
<tr>
<td><strong>semaine 14</strong></td>
<td><strong>Chapitre 6, Leçon 3 (suite)</strong>&lt;br&gt;venez chez nous, pp. 225-27</td>
<td>activité orale 3&lt;br&gt;devoirs : ch. 6, L3 à VCN&lt;br&gt;SAM 06-32 ;&lt;br&gt;EP-09 ; TEXT-37 ;&lt;br&gt;practice test ch. 6</td>
</tr>
<tr>
<td><strong>le lundi 16 novembre</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>le mercredi 18 novembre</strong></td>
<td><strong>Chapitre 6 (suite)</strong></td>
<td>contrôle 6&lt;br&gt;la causerie (au bureau)</td>
</tr>
<tr>
<td><strong>le vendredi 20 novembre</strong></td>
<td>Révision</td>
<td>Assessments&lt;br&gt;la causerie (au bureau)&lt;br&gt;L'examen final (partie I)</td>
</tr>
</tbody>
</table>

EXAMEN FINAL
le lundi 07 décembre de 13h à 15h
FREN 1020 / Printemps 2018
Niveau Elémentaire II
Maîtrise de 15h05 à 16h55

COURS : FREN 1010 | 46882
TITRE : Elementary French II
UV : 4
FORMAT : Traditionnel
PREREQUIS : FREN 1010 avec une note de 'C' ou l'approbation du chef du département
EMPLOI DU TEMPS : Maîtrise de 15h05 à 16h55
PROFESSEUR : Karen Casebier
BUREAU : Brock 208 C
TELEPHONE : 423-425-4259
COURRIEL : karen-casebier@utc.edu
HEURES D'ACCEUIL : Maîtrise de 12h15 à 13h45 et sur rendez-vous

REGLEMENTS ET POLITIQUES UNIVERSITAIRES:

Current versions of the University’s ADA/Counseling/Veteran’s statements may be found on the navigation bar of the UTC Learn course site. It may also be found here: http://www.utc.edu/learn/student-resources/student-accommodations-assistance.php

STUDENT ACCOMMODATIONS AND ASSISTANCE: From time to time, we all need help. Students may follow this link for the resources listed below: http://www.utc.edu/learn/student-resources/student-accommodations-assistance.php

Disability Resource Center. If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 108 University Center. For more information, go to the Disability Resource Center.

Counseling and Personal Development Center. If you find that you are struggling with stress, feeling depressed or anxious, having difficulty choosing a major or career, or have time management difficulties which are adversely impacting your successful progress at UTC, please contact the Counseling and Personal Development Center at 425-4438 or go to the Counseling Center for more information.

Veterans Student Services. The office of Veteran Student Services is committed to serving all the needs of our veterans and assisting them during their transition from military life to that of a student. If you are a student veteran or veteran dependent and need any assistance with your transition, please refer to http://www.utc.edu/greenzone/ or http://www.utc.edu/records/veteran-affairs/. These sites can direct you the necessary resources for academics, educational benefits, adjustment issues, veteran affairs, veteran
organizations, and all other campus resources serving our veterans. You may also contact the coordinator of Veteran Student Programs and Services directly at 423.425.2277. THANK YOU FOR YOUR SERVICE.

Center for Advisement and Student Success. The mission of the Center for Advisement and Student Success is to promote academic excellence and encourage self-directed learning. CASS will academically advise freshmen and students who have not declared a major and provide programs and services to promote student success. CASS also provides tutoring services and supplemental instruction.

Technology Support. If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

METHODES D'APPRENTISSAGE: French is the language of the classroom. This is an activities class that concentrates on speaking, listening, and writing. It is expected that students will prepare a number of readings, vocabulary, grammar and writing exercises in the textbook and the companion website before coming to class. Class time is for the use and practice of grammar and vocabulary and discussion of the readings; it is not for seeing and hearing the aforesaid items for the very first time. The emphasis in class is on developing proficiency in listening and speaking. To that end, there will be general class discussion, small group discussion, a minimum of lectures, and a maximum of French.

DESCRIPTION DU COURS: Continuation of 1010. Spring semester. Prerequisites: FREN 1010 with a minimum grade of C or placement or department head approval.

OBJECTIFS DU COURS: Ce cours vise a:

This course is an introduction to French and Francophone language and culture. We will use a communicative, functional approach to improve your ability to speak, understand, read and write French. While all these skills will be used, the emphasis will be on oral proficiency. Successful completion of this course will prepare you for third semester French, 2110. By the end of the course, students should be able to:

✓ Understand simple spoken French in cultural contexts and be able to reply in the culturally appropriate register (i.e., know when to say what to whom)
✓ Ask and answer questions in simple spoken French that is grammatically correct and culturally appropriate; speak in the present tense, the near future tense, and the past tense; describe yourself and answer questions about yourself using basic French vocabulary (i.e., basic conversational skills)
✓ Read and describe simple texts and/or passages in French
✓ Write short paragraphs in French that are grammatically correct and culturally appropriate, as well as on a variety of contextualized topics
✓ Explain what the Francophone world is and have an appreciation and of selected elements of French and Francophone culture
✓ Successfully navigate survival situations that tourists typically encounter, such as ordering from a menu, purchasing tickets to events, reading a map or brochure, asking for directions or information, reserving a hotel room, making purchases at the grocery or in other shops, etc.
REGLEMENTS ET POLITIQUE DU COURS

EVALUATION DE LA NOTE FINALE:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation et préparation</td>
<td>10%</td>
<td>A 90-100</td>
</tr>
<tr>
<td>Devoirs</td>
<td>5%</td>
<td>B 80-89</td>
</tr>
<tr>
<td>Travaux écrits (7)</td>
<td>25%</td>
<td>C 70-79</td>
</tr>
<tr>
<td>Contrôles (6)</td>
<td>25%</td>
<td>D 60-69</td>
</tr>
<tr>
<td>Activités orales (3)</td>
<td>15%</td>
<td>F 0-59</td>
</tr>
<tr>
<td>Examen Final</td>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

POLITIQUE DEPARTEMENTALE DES ABSENCES/RATTRAPAGES: Any student who misses more than 2 weeks of class (8 hours of unexcused absences) will have a maximum grade of B. Any student who misses more than 4 weeks of class (16 hours of unexcused absences) will have a maximum grade of C. NB: See also Participation & Preparation, below.

RATTRAPAGES ET TRAVAUX EN RETARD: THERE WILL BE NO MAKE-UP OF EXAMS. Likewise, no late Devoirs will be accepted. Individual issues will be considered on an individual basis. Medical Excuses may be requested. Multiple letter grades will be deducted for late work, if it is accepted (Maximum grade = C-).

NB: Students who need to travel for work, athletics, undergraduate conferences or other extenuating circumstances on important dates should contact the professor at their earliest convenience if these events impact your ability to complete your work on time.

Politique de Communication: All email will be answered within 5 business days of receipt. Email that arrives after 6 p.m., on weekends, or while the professor is ill/away at a conference will experience delays. If the professor needs to check on university or departmental policy, please allow up to one week for a reply.

Politique de Correction: Work will be graded and returned in a timely fashion, provided that it is turned in on time. Please allow up to 5 business days for all assignments and examinations. Assignments that are late may be graded at the discretion of the professor, but will experience additional delays. Students who choose not to take examinations at the appointed time will delay the return of examinations for the entire class.

PAROLE ET CODE D'HONNEUR (de l'UTC Student Handbook): I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to insure that the Honor Code is upheld by others and I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

The use of another person's thoughts or words and representing them as your own, and giving or receiving unauthorized help on tests, assignments, or papers constitute plagiarism. This includes but is not limited to the use of quotations or ideas from books, articles, and web sites without appropriate credit. Students who plagiarize will receive an "F" for their paper/exam OR an "F" in the course. Moreover, they may
be reported to the UTC Honor Court for further disciplinary action. The Honor Code in the UTC Student Handbook states that plagiarism is an offense that can result in dismissal from the University.

**APPRECIATION DU COURS**: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

**Manuels obligatoires + Technologie:**


ISBN-9780134851396

My French Lab companion website

UTC Learn

Une chemise (*pocket folder for travaux écrits*)

Un dictionnaire

**PARTICIPATION ET PREPARATION (10%)**: Regular attendance and participation in class activities are qualities of successful language learners. In order to make good progress in French, you must listen, speak, read and write French on a regular basis. *Good participation consists of carefully preparing all reading and listening assignments, and studying the vocabulary and grammar in the textbook before coming to class, attending class regularly, and actively participating in each and every class. Class time is for use and practice of grammar and vocabulary and discussion of the readings; it is NOT for seeing and hearing vocabulary, grammar and assigned readings for the very first time.* Please consult the *à préparer* column of the *programme provisoire* to determine what you need to study before coming to class.

*Participation grades are based on both the quantity and quality of your willingness to volunteer answers in class (even if you make mistakes); participate equally during group work; stay on-task and use the target language during group work; and evidence that you have actually prepared for class.*
Students who do not participate in class, even when called on, will receive significantly lower grades for this element, since they are merely attending rather than participating. (Students who are not feeling well should speak to the professeur before class begins to be excused from active participation for the day.)

In addition, students who are playing with their electronic devices but are mentally absent from class will marked as absent. This type of behavior may distract your classmates and/or professor; please be considerate of others.

In addition, students who are playing with their electronic devices but are mentally absent from class will marked as absent. This type of behavior may distract your classmates and/or professor; please be considerate of others.

NB: Each student may have a total of 2 excused absences in this class, for any reason; further absences will result in the grade of “0”. The impact of unexcused absences on your final grade is both immediate and cumulative. An absence from class does not excuse late work; devoirs and travaux écrits should be completed and placed on the professor’s door/in the professor’s mailbox, unless other arrangements have been made.

**DEVOIRS (5%)**: Devoirs are homework assignments on the textbook’s companion website. When you purchase the textbook, you receive access to the online Student Activities Manuel. You must first set up an account to access the textbook’s companion website where you will do your devoirs online. The course code for this class is CRSKL/TG-602719. A temporary access code, valid ONLY through Feb. 3, 2018 is: HSPCET-TTBBO-DEARY-PINNA-CENTO-PSHAW.

Devoirs are assigned daily, will be graded periodically (see the à faire/a rendre column of the programme provisoire for details). These assignments are typically auto-graded; late devoirs that must be reviewed by the professor will not be graded beyond the due date and time. The two lowest grades will be dropped.

Devoirs are due when class begins on the date indicated in the companion website; late devoirs will not be recorded. You will need the book key that you purchased with your textbook as well as the course code to access these materials. Note that these items may be purchased separately. NB: Book keys are valid only once, so those who purchase used books may also need to purchase a book key in order to do these assignments.

**Voice Recordings**: In addition to written activities, you will also have a few voice recordings to complete. These recordings focus on increasing your mastery of French pronunciation and provide feedback on your listening comprehension and oral production. Please make sure that you record your voice at a reasonable
sound level (i.e., your voice can be clearly heard by a human being); do not record music or background noise, as this is tremendous waste of my time and yours. Also, please check the comments for the professor’s notes; students who have technical difficulties (e.g., low volume, lots of static) but who are obviously attempting the exercise will be directed to the Brock 101 Language Lab to complete these assignments.

*Unless otherwise specified, the due date for ALL devoirs from the online Student Activities Manuel is when class begins. Due dates for ALL activities are available on the companion website. A stiff late penalty applies to work completed after the due date (maximum grade = C), and devoirs will be neither accepted nor recorded after due dates listed in the programme provisoire. Consult your section number for start times, and note that the fourth classroom period (Tuesday OR Thursday) may begin at a different time for those on a 4-day schedule.

**Travaux écrits (25%):** 4 rédactions and 3 révisions. Rédactions are original compositions of 200 words minimum that are graded on the appropriate use of vocabulary and grammar within a creative and/or realistic context; it wise both to proofread and use the spell check and grammar check functions of your word processing programs.

Révisions are second drafts and are graded on the student’s ability to improve upon the original rédaction; révisions encompass accuracy of proofreading and editing skills as well as responses to changes in form or content requested by the professor. Révisions that show no or little improvement will earn lower grades than the original, according to the degree of improvement. Moreover, Révisions are not optional; students who choose not to do the assignment will earn a “0.”

The topic(s) and instructions will be posted on UTC Learn well in advance of the due date, which may be found under the à faire / à rendre column of the programme provisoire. Each rédaction and its révision should be kept in a folder with your name written on the outside for the duration of the course. **NB: Rédactions or révisions that are late, incomplete, illegible (fillaible), handwritten, typed but not double-spaced, off-topic, handed in without a folder, etc., will result in a severe grade penalty (maximum grade = C).**

**NB:** Any travail écrit that shows undeniable evidence of academic misconduct will result in immediate and injurious disciplinary action. Intellectual theft will not be tolerated; please see the Honor System in the UTC Student Handbook for a limited list of Honor Code violations (http://www.utc.edu/dean-students/pdfs/academics.pdf).
For the purposes of this class, cheating and plagiarism are specific, concrete behaviors. Examples of cheating and plagiarism include (but are not limited to) the following:

- Copying or checking your answers by looking at a classmate’s test paper and/or bringing unauthorized material into the classroom on test days.
- Using your cell phone, notes, dictionaries or textbooks during a contrôle.
- Having a tutor, friend, roommate, French major, native speaker or French professor write your rédaction or correct your revision.
- Receiving so much assistance from a tutor, friend, roommate, language major, native speaker or French professor on a writing assignment that they may as well have written/corrected it for you.
- Copying or paraphrasing entries from any source (online, print or audio) without proper citation.
- Using online translators and phone apps (e.g., Google Translate) to translate entire sentences word-for-word or paying for professional translation services. Please see me during office hours or after class for appropriate use of these resources that does not violate the Honor Code.
- Original instances of online or traditional cheating/plagiarism that are not explicitly enumerated here or in the Honor Code.

Contrôles (25%): The six contrôles are in-class, closed-book examinations based on the vocabulary, grammar and culture of the chapter(s) under consideration. The date of each examination is listed under the à faire / à rendre column of the programme provisoire.

Examinations written in pencil will not be graded; bring a pen to class or borrow one. There are no makeup examinations. If there is an emergency, contact the professor as soon as possible; the time and format of any and all make-up examinations is solely at the discretion of the instructor, upon presentation of acceptable documentation (medical excuse, court paperwork, police report or traffic citation, etc.).

All examinations must be completed in 50 minutes unless ADA documentation is provided. In order to receive an accommodation, please speak to your professor and present your paperwork as early as possible; it may not be possible to make alternate arrangements for testing at the last minute.
**Activités orales (15%)**: The *activités orales* are voice recordings that will be recorded with a partner in the Brock 101 Language Lab OR a *Causerie* (paired interview). Topics will engage the grammar and vocabulary of the chapters under examination, and instructions will be posted in UTC Learn; they will be graded based on your ability to follow instructions, your willingness to practice what you have learned, and your listening comprehension and oral proficiency in French. **Recorded activités orales must be uploaded to UTC Learn by the time class begins**; it is the student's responsibility to ensure that the files are legible and are turned in according to protocol. Information regarding the *Causerie* will be posted on UTC Learn well in advance of the due date; see the *à faire / à rendre* column of the *programme provisoire* for details on all of these activities.

**Examen final (20%)**: The *examen final* is cumulative and will follow the same model as the chapter exams. No makeups.

---

**NB**: Although we will follow the *Programme provisoire* as closely as possible, it is subject to change. All changes will be announced in class and/or on UTC Learn. Please check the course website regularly during the semester, be on time, and bring your books to class.

**PROGRAMME PROVISOIRE**

<table>
<thead>
<tr>
<th>Semoine 1</th>
<th>A PREPARER</th>
<th>A FAIRE / A RENDRE</th>
</tr>
</thead>
</table>
| le mardi, 09 janvier | *initiation au cours*
Chapitre 7, Leçon 1
points de départ, pp. 259-60 ;
vie et culture, pp. 260-61 ; vocab., p. 296 | *devoirs : ch. 7, L1 à L2*
| le jeudi 11 janvier | *écrit, lire et dire*, p. 263 ;
l'imp. v. le p.c., pp. 264-65
Chapitre 7, Leçon 2
points de départ, pp. 268, 270 ;
vie et culture, p. 269 ; sons et lettres, p. 271 ;
vocab., pp. 296-97 |
<table>
<thead>
<tr>
<th>Semaine 2</th>
<th>A PREPARER</th>
<th>A FAIRE / A RENDRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>le mardi 16 janvier</td>
<td>Chapitre 7, Leçon 2 (suite)</td>
<td>devoirs : ch. 7, L2</td>
</tr>
<tr>
<td></td>
<td>l’imp. v. le p.c., p. 272 ; les pronoms objets directs et indirects, p. 274</td>
<td></td>
</tr>
<tr>
<td>le jeudi 18 janvier</td>
<td>Chapitre 7, Leçon 3</td>
<td>devoirs : ch. 7, L3</td>
</tr>
<tr>
<td></td>
<td>points de départ, p. 277 ; vie et culture, p. 278 ; sons et lettres, pp. 280-81 ; vocab., p. 297 ; les verbes pron. idiomatiques, pp. 282-83 ; voir et croire, pp. 283-84</td>
<td>rédaction 1</td>
</tr>
</tbody>
</table>

| Semaine 3         |                                 |                                 |
|-------------------|                                 |                                 |
| le mardi 23 janvier | Chapitre 7, Leçon 3 (suite) | devoirs : ch. 7, VCN |
|                   | venez chez nous, observons, pp. 288-89 ; lisons, pp. 291-93 (ex. B, p. 292) ; p. 294 | contrôle 1 |
| le jeudi 25 janvier | Chapitre 8, Leçon 1 | devoirs : ch. 8, L1 |
|                   | points de départ, p. 299 ; vie et culture, p. 300 ; sons et lettres, p. 304 ; vocab., p. 336 ; les adjectifs et pronoms interrogatifs, pp. 305-06 ; les expressions de nécessité, p. 307 ; lisons, pp. 309-310 (ex. B, p. 309) | révision 1 |

| Semaine 4         |                                 |                                 |
|-------------------|                                 |                                 |
| le mardi 30 janvier | Chapitre 8, Leçon 2 | devoirs : ch. 8, L2 |
|                   | points de départ, pp. 311-12 ; vie et culture, pp. 314-15 ; vocabulaire, pp. 336-37 ; les pronoms interrogatifs qui, que et quoi, pp. 314-15 ; connaître v. savoir, pp. 317-18 | |
| le jeudi 1er février | Chapitre 8, Leçon 3 | devoirs : ch. 8, L3 |
|                   | points de départ, pp. 321-22 ; vie et culture, p. 322 ; sons et lettres, pp. 324-25 ; vocabulaire, p. 337 ; verbes de modalité (devoir, pouvoir et vouloir), pp. 325-26 ; la négation, pp. 327-28 | activité orale 1 |

| Semaine 5         |                                 |                                 |
|-------------------|                                 |                                 |
| le mardi 06 février | Chapitre 8, Leçon 3 (suite) | devoirs : ch. 8, VCN |
|                   | venez chez nous, pp. 330-34 (et vous, p. 331) ; lisons, pp.330-32 (ex. B, p. 332) ; observons, pp. 333-34 | contrôle 2 |
|                   |                                 |                                 |
le jeudi 08 février
Chapitre 9, Leçon 1
points de départ, pp. 339-40 ; vie et culture, p. 341 ;
sons et lettres, pp. 342-43 ; vocabulaire, p. 378 ;
le futur, pp. 343-44 ; le pronom y, p. 346

Semaine 6
le mardi 13 février
Chapitre 9, Leçon 2
points de départ, pp. 350-51 ; vie et culture, p. 352 ;
sons et lettres, pp. 353-54 ; vocabulaire, p. 378 ;
les prépositions géographiques, pp. 354-55 ;
venir, p. 356 ; lisons, pp. 357-59 (ex. B, p. 358)

le jeudi 15 février
Chapitre 9, Leçon 3
points de départ, pp. 360-61, 363 ; vie et culture, p. 362 ; vocabulaire, pp. 378-79 ;
les pronoms relatifs, p. 385-66

Semaine 7
le mardi 20 février
Chapitre 9, Leçon 3 (suite)
venez chez nous, observons, pp. 370-71 (ex. B, p. 371)

devoirs : ch. 9, VCN

le jeudi 22 février
Chapitre 10, Leçon 1
devons : ch. 10, L1

points de départ, pp. 381-82 ; vie et culture, p. 383 ;
sons et lettres, p. 384 ; vocabulaire, p. 416 ;
le subjonctif avec les expressions de nécessité,
pp. 385-86 ; les irréguliers, p. 387 ;
lisons, pp. 389-91 (ex. B, p. 389)

Semaine 8
le mardi 27 février
Chapitre 10, Leçon 2

devoirs : ch. 10, L2

points de départ, p. 392 ; vie et culture, p. 393 ;
sons et lettres, p. 395 ; vocabulaire, pp. 416-17 ;
le subjonctif avec les expressions de volonté, p. 396 ;
les irréguliers, pp. 397-98

le jeudi 1er mars
Chapitre 10, Leçon 3

devoirs : ch. 10, L3

points de départ, p. 401 ; vie et culture, p. 402 ;
vocabulaire, p. 417 ; le subjonctif avec les expressions
d'émotion, pp. 405-06 ; le subjonctif avec les expressions
de doute, p. 406
<table>
<thead>
<tr>
<th>Semaine 9</th>
<th>A PREPARER</th>
<th>A FAIRE / A RENDRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>le mardi 06 mars</td>
<td>Chapitre 10, Leçon 3 (suite)</td>
<td>devoirs : ch. 10, VCN</td>
</tr>
<tr>
<td></td>
<td>venez chez nous, observons, pp. 409-410 ; (ex. B, pp. 409-10)</td>
<td>activité orale 2</td>
</tr>
<tr>
<td>le jeudi 08 mars</td>
<td>Chapitre 11, Leçon 1</td>
<td>contrôle 4</td>
</tr>
<tr>
<td></td>
<td>points de départ, pp. 419-20, 422 ; vie et culture, p. 421 ; sons et lettres, p. 424 ; vocabulaire, p. 454</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semaine 10</th>
<th>A PREPARER</th>
<th>A FAIRE / A RENDRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>le mardi 20 mars</td>
<td>Chapitre 11, Leçon 1 (suite)</td>
<td>devoirs : ch.11, L1 à L2</td>
</tr>
<tr>
<td></td>
<td>les conjonctions et le futur, pp. 426-27 ; les prép. et les temps (pendant, pour, dans et en), p. 427</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapitre 11, Leçon 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>points de départ, pp. 430-31 ; vie et culture, p. 432 ; sons et lettres, pp. 433-34 ; vocabulaire, p. 455</td>
<td></td>
</tr>
<tr>
<td>le jeudi 22 mars</td>
<td>Chapitre 11, Leçon 2 (suite)</td>
<td>devoirs : ch.11, L2 à L3</td>
</tr>
<tr>
<td></td>
<td>le conditionnel, pp. 434-35 ; l'infinitif passé, pp. 436-37</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapitre 11, Leçon 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>points de départ, p. 440 ; vie et culture, p. 441 ; vocabulaire, p. 455</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semaine 11</th>
<th>A PREPARER</th>
<th>A FAIRE / A RENDRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>le mardi 27 mars</td>
<td>Chapitre 11, Leçon 3 (suite)</td>
<td>devoirs : ch. 11, L3 et VCN</td>
</tr>
<tr>
<td>le jeudi 29 mars</td>
<td>Chapitre 12, Leçon 1</td>
<td>contrôle 5</td>
</tr>
<tr>
<td></td>
<td>points de départ, pp. 457-59 ; vie et culture, p. 459 ; vocabulaire, p. 492</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semaine 12</th>
<th>A PREPARER</th>
<th>A FAIRE / A RENDRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>le mardi 03 avril</td>
<td>Chapitre 12, Leçon 1 (suite)</td>
<td>devoirs : ch.12, L1 à L2</td>
</tr>
<tr>
<td></td>
<td>les prépositions compléments du verbe, pp. 461-62 ; écoutons, pp. 463-64 (ex. B, p. 464)</td>
<td>révision 3</td>
</tr>
<tr>
<td></td>
<td>Chapitre 12, Leçon 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>points de départ, pp. 465-67 ; vie et culture, p. 467 ; vocabulaire, p. 492</td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td>A PREPARER</td>
<td>A FAIRE / A RENDRE</td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>le jeudi 05 avril</td>
<td>Chapitre 12, Leçon 2 (suite)</td>
<td>devoirs : ch.12, L2 à L3</td>
</tr>
<tr>
<td></td>
<td>la concordance des temps au passé, p. 470</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapitre 12, Leçon 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>points de départ, pp. 474-75 ; vie et culture, p. 475 ; vocabulaire, p. 493</td>
<td></td>
</tr>
<tr>
<td>Semaine 13</td>
<td>le mardi 10 avril</td>
<td>Chapitre 12, Leçon 3 (suite)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>devoirs : ch. 12, L3 et VCN</td>
</tr>
<tr>
<td></td>
<td></td>
<td>les pronoms objets double, p. 478 ;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>venez chez nous, observons, pp. 485-86 (ex B, p. 484);</td>
</tr>
<tr>
<td></td>
<td></td>
<td>lisons, pp. 486-88 (ex. B, p. 486)</td>
</tr>
<tr>
<td></td>
<td>le jeudi 12 avril</td>
<td>contrôle 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>rédaction sur table</td>
</tr>
<tr>
<td>Semaine 14</td>
<td>le mardi 17 avril</td>
<td>Révision</td>
</tr>
<tr>
<td></td>
<td></td>
<td>activité orale 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(la causerie)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>assessments (lecture, comp. aud.)</td>
</tr>
<tr>
<td></td>
<td>le jeudi 19 avril</td>
<td>Révision</td>
</tr>
<tr>
<td></td>
<td></td>
<td>assessments (lecture, comp. aud.)</td>
</tr>
</tbody>
</table>

**EXAMEN FINAL**

le mardi 1er mai de 15h30 à 17h30
FREN 3110 / Automne 2020
Ecriture & Conversation I : les médias français et francophones
LuMeVe de 10h à 10h50

COURS ET CRN: FREN 3120| 43337
TITRE: French Composition and Conversation I
UV: 3
FORMAT: conférence / discussion
PREREQUIS: FREN 2120 avec une note de ‘C’ au minimum ou l’approbation du chef du département
PROFESSEUR: Dr. Karen (Casey) Casebier
EMPLOI DU TEMPS: LuMeVe 10h -10h50 | BROK 205
BUREAU: Lupton 236B
TELEPHONE: 423.425.4259
COURRIEL: karen-casebier@utc.edu
HEURES D’ACCUEIL: LuMe de 12h à 13h30 et sur rendez-vous

REGLEMENTS ET POLITIQUES UNIVERSITAIRES

Campus Safety Policy: Due to COVID-19, there is a campus safety policy (https://www.utc.edu/walker-center-teaching-learning/covid-19-safety-policy.php). For classes that meet on campus; please review this policy.


Technology Support: If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email helpdesk@utc.edu.

Student Technology: If you have technology needs to access your courses and/or complete course requirements in Canvas, submit a request (https://new.utc.edu/information-technology/learning-from-home) with Information Technology.

Student Accommodations: If you have accessibility and accommodation requests, contact the Disability Resource Center (https://www.utc.edu/disability-resource-center/index.php) at 423-425-4006 or email DRC@utc.edu.

METHODES D’APPRENTISSAGE: Ce cours est en français. Nous employons des méthodes traditionnelles d’apprentissage : la lecture, la conférence et la discussion en cours et en groupe pour la conversation; ainsi que les travaux écrits pour la composition. Il est essentiel de préparer les lectures avant de venir en cours et de participer vivement en cours.
DESCRIPTION DU COURS: Selections from French literature, topics of current interest and articles from French newspapers and magazines may be used as a basis for discussions and compositions. Spring semester. Prerequisites: FREN 2120 and oral proficiency with a rating of Novice-High or placement; ENGL 1010 or ENGL 1011 or ENGL 1020 or UHON 1010 or UHON 1020 with minimum grades of C or placement; or department head approval.

ACQUIS DU COURS : Ce cours vise à:

- Démontrer le bon usage des règles fondamentales de la grammaire pour mieux écrire et parler
- Développer et améliorer les compétences orales (la parole et l'ouïe)
- Développer et améliorer l'expression écrite (l'acquisition du vocabulaire, en particulier des synonymes, antonymes et nouveaux mots ; la pratique des structures et du style),
- Identifier et expliquer des compétences culturelles qui touchent à la France ainsi qu'à la Francophonie (la culture)
- Rechercher, analyser, parler et écrire de divers médias français et francophones d'une perspective critique

COVID ABSENCES : Prior to arriving on campus each day or attending a face-to-face class, students are to complete the daily self-check through the university approved application. Students who are instructed to stay home due to their responses are not to come to campus or attend face to face classes and instead follow up as directed through the self-check instructions.

Students must notify the instructor of their absence by email within 48 hours, if possible. Students are not required to provide the instructor with documentation of COVID-19 symptoms. Students will not be penalized for absences or late course assessments unless they are unable to complete course learning outcomes. Faculty will work with students to identify ways to complete course requirements.

Students must, if they are asymptomatic or if their symptoms do not interfere with their ability to participate in the course, continue to participate in the course using the online assets and tools that the instructor makes available through UTC Learn including: lexiques, travaux écrits (alternative assignments à l'oral) and contrôles.

If COVID-19 related illness results in any missed course work (face-to-face or online), students should proactively work with the instructor to plan make-up work. It remains the student's responsibility to complete any missed work such as assignments, tests, quizzes, labs, or projects outside of scheduled class time. But please realize that class will continue, and students may find themselves in the situation where they are unable to complete all work by the end of the semester. In such a case, students should consider a late withdrawal or an incomplete grade. Please contact the Records Office (423-425-4416) to learn more about the late withdrawal process.

If students have COVID-19 disability related risk factors that may affect attendance, students are strongly encouraged to register with the Disability Resource Center (423-425-4006) in order to receive necessary accommodations.

If students believe the instructor has not made reasonable and appropriate accommodations for absences, or makeup assignments, projects, labs, or exams due to COVID-19, students have the right to appeal according to UTC’s Policies and Procedures for Student Complaints by filling out the Student Complaint Form and submitting to the Office of the Dean of Students.
# REGLEMENTS ET POLITIQUE DU COURS

**ÉVALUATION DE LA NOTE FINALE :**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation et préparation</td>
<td>10%</td>
<td>A (90-100)</td>
</tr>
<tr>
<td>Lexiques (8)</td>
<td>15%</td>
<td>B (80-89)</td>
</tr>
<tr>
<td>Travaux écrits (3)</td>
<td>15%</td>
<td>C (70-79)</td>
</tr>
<tr>
<td>Exposés et Dissertations (2)</td>
<td>15%</td>
<td>D (60-69)</td>
</tr>
<tr>
<td>Contrôles (3)</td>
<td>25%</td>
<td>F (0-59)</td>
</tr>
<tr>
<td>Examen Final</td>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

**COVID STATEMENT :** Due to social distancing, only 25% of students (*8-10 people*) may be in the classroom at the same time. A schedule of attendance will be posted at the beginning of the semester; it will be subject to revision based on attendance and/or changes to the official class roster. In addition, both the format and the testing conditions of exposés, contrôles and the examen final are subject to change; these assessments may be written, oral or some combination thereof, and they may be online or in class. Changes will be announced in advance in class and/or on UTC Learn; be prepared to be flexible this semester.

**POLITIQUE DEPARTEMENTALE DES ABSCENCES/RATTRAPAGES:** Any student who misses more than 2 weeks of class (6 unexcused absences) will have a maximum grade of B. Any student who misses more than 4 weeks of class (12 unexcused absences) will have a maximum grade of C. Veuillez consulter la rubrique « Participation et préparation » du programme provisoire pour la politique du professeur concernant les absences.

**RATTRAPAGES ET TRAVAUX ECRITS EN RETARD :** Aucun rattrapage des examens sans certificat médical. Aucun devoir, rédaction, révision, interro, exposé, dissertation, etc. ne sera accepté ni par courriel ni en retard sans avis préalable ET sans certificat médical. Tout travail rendu en retard s’expose aux sanctions sévères (un C- au maximum).

**Politique de Correction :** Tous les devoirs seront rendus dans une huitaine, pourvu que tous les étudiants aient rendu le travail le jour prévu. Si le professeur était malade ou s’absente pour assister à un colloque, on vous rendra le travail dans les meilleurs délais. Si vos collègues choisissent de rendre leurs devoirs en retard, on attendra plus longtemps la correction du professeur.

**Politique de Communication :** Tout courriel aura une réponse dans les meilleurs délais. N’oubliez pas de lire le programme provisoire au cas où la bonne réponse à votre question s’y trouve. Les situations qui demandent un peu de recherche/réflexion de la part du professeur aura une réponse dans une huitaine.

**Politique de Participation :** On s’attend que les étudiants lisent les textes avant de venir en cours, qu’ils assistent régulièrement au cours, et qu’ils s’engagent dans les discussions en cours et en groupe chaque jour.
PAROLE ET ENGAGEMENT D'HONNEUR (de l'UTC Student Handbook): I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to insure that the Honor Code is upheld by others and I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

The use of another person's thoughts or words and representing them as your own, and giving or receiving unauthorized help on tests, assignments, or papers constitutes plagiarism. This includes but is not limited to the use of quotations or ideas from books, articles, and websites without appropriate credit. Students who plagiarize will receive an "F" for their paper/exam or an "F" in the course. Moreover, they may be reported to the UTC Honor Court for further disciplinary action. The Honor Code in the UTC Student Handbook states that plagiarism is an offense that can result in dismissal from the University. For more information, please consult the policy on Academic Integrity: www.utc.edu/dean-students/pdfs/academics.pdf Veuillez consulter la rubrique « Réactions » du programme provisoire pour des informations complémentaires.

APPRECIATION DU COURS: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Manuels obligatoires / suggérés * + Technologie:

Bescherelle: Le Conjugaison pour tous (Hâtier, 2012)
Paul Roux, Trouver le mot juste (Livre de Poche, 2009)
Le Petit Robert Micro Poche (Librairie de France, 2015)
Un abonnement à Netflix (ou un autre service de vidéos à la demande)
Un abonnement au journal français de votre choix*
UTC Learn (Canvas)
Zoom
Une chemise (pour les travaux écrits)
Un bon microphone et des écouteurs*
**Participation et préparation (10%) :** La présence est obligatoire. La participation se définit selon la présence de l'étudiant en cours ainsi que ses vives contributions à nos discussions journalières. C'est votre participation active au cours qui vous permettra de développer le mieux vos compétences de lecture et d'améliorer votre expression du français écrit et parlé, et ce faisant, à vous préparer en vue des différents examens et devoirs prévus.

Veuillez consulter la rubrique à préparer du programme provisoire pour ce que vous avez à préparer avant de venir en cours. Chaque jour, on devrait chercher et lire un article de journal sur la matière du jour que nous discutons en cours ; la liste des médias se trouve à la fin de ce document.

Les lectures qui se trouvent sur l'UTC Learn et les films qui se trouvent au Laboratoire de Langues (Brock 101) sont marqués dans le programme par un astérisque (*).

La participation pourrait comprendre aussi des devoirs, des forums de discussion en ligne et d'interrogations imprévues. Les devoirs seront annoncés pendant les annonces au début ou à la fin de chaque cours, s'il y en aurait. Ne soyez pas en retard !

La participation sera notée chaque jour. NB : Quand on dépasse la limite de 3 absences, une absence mérite un « 0 » pour la participation. Voir aussi la politique du Département des langues et littératures modernes et classiques sur les absences/rattrapages ci-dessus.

De plus, ceux qui lisent leur courriel ou jouent au portable pendant le cours ne participent pas et gagnent un « 0 » pour leur note de participation, parce qu'ils sont, dans de termes très pratiques, absents. Il en va de même pour ceux qui refusent de parler en cours ou travailler en groupe.

**La participation et préparation comprend aussi les devoirs suivants :**

1) un lexique hebdomadaire de 10 nouveaux mots et/ou nouvelles expressions de vocabulaire (tapé, numéroté ET interlinéé). Chaque mot devrait s'accompagner par une définition claire et précise, un synonyme OU un antonyme en français ET en phrases complètes. Un exemplaire sera à télécharger sur l'UTC Learn ET un deuxième exemplaire sera rendu au professeur au début du cours, sur le bureau. NB : Aucun lexique ne sera accepté en retard. Les lexiques constituent 15% de la note finale.
2) **le leader du jour**, c'est-à-dire que chaque jour, un(e) étudiant(e) présentera une revue de la presse écrite ou le journal télévisé et mener la discussion dans un contexte interactif et dynamique guidé(e) par ses propres passions et intérêts et la matière de la semaine en question. **Veuillez poster un lien à votre article de journal sur Canvas dans le forum de discussion dédié 48 heures en avance.** NB : **Le leader du jour n'a pas le droit de s'absenter. Vous serez le professeur ce jour-ci.**

3) **Votre participation aux événements mensuels du Club de Français ou du département.** Chaque membre du cours doit assister à une réunion du French Club et un événement de National French Week, au minimum. Si on voulait en faire plus, le professeur vous accorderait un prime.

**Travaux écrits (15%)**: Chaque étudiant doit écrire 3 rédactions et 3 révisions de 400 mots (environ d'1½ à 2 pages, tapé et interlinié) et dont le sujet comprendra de différents contextes et styles du français écrit sans faire de la recherche. **Les 3 rédactions** sont des compositions originales dont la note évalue l'écriture ainsi que le thème ; **les 3 révisions** sont de meilleures versions rédigées et retouchées dont la note évalue seulement la correction de votre premier travail selon les suggestions du professeur.

**Chaque travail écrit figure dans la note finale.** Au cas où on ne rendrait pas la rédaction à l'heure, il est essentiel qu'on la rende en tant que révision. Tous les sujets de rédaction seront postés sur l'UTC Learn bien en avance de la date limite ; la date limite se trouve sous la rubrique à faire/à rendre du programme provisoire.

Chaque étudiant doit garder toutes ses rédactions dans une chemise jusqu'à la fin du semestre. Veuillez écrire votre nom et prénom sur votre chemise. NB : **Aucune rédaction ne sera acceptée ni par courriel ni en retard sans avis préalable. Les rédactions en retard, incomplets, illisibles, manuscrits, tapés mais non-interlinés, hors de sujet, sans chemise, dans des dossiers incomplets, etc., s'exposent aux sanctions sévères (un C- au maximum, avec une seule clémence).** Veillez mettre votre chemise sur la table avant que le cours commence le jour où il faut rendre une rédaction.

NB: Any rédaction that shows undeniable evidence of academic misconduct will result in immediate and injurious disciplinary action. Intellectual theft/laziness will not be tolerated; please see the Honor System in the UTC Student Handbook for a limited list of Honor Code violations (http://www.utc.edu/dean-students/pdfs/academics.pdf).
For the purposes of this class, cheating and plagiarism are specific, concrete behaviors. Examples of cheating and plagiarism include (but are not limited to) the following:

- Copying or checking your answers by looking at a classmate’s test paper and/or bringing unauthorized material into the classroom on test days.
- Communicating questions to classmates before they have taken the contrôle.
- Using your cell phone, notes, dictionaries or textbooks during a contrôle.
- Having someone else (e.g., tutor, friend, roommate, French major, native speaker, former French professor) give so much help that they are writing your rédaction / correcting your révision.
- Paying someone to write or rewrite your papers or “borrowing” a paper from a classmate or former student.
- Using online translators for words, sentences or paragraphs.
- Copying or paraphrasing entries from any source (online, print or audio) without proper citation.
- Original instances of online or traditional cheating/plagiarism that are not explicitly enumerated here or in the Honor Code.

**Exposés et Dissertations (15%)**: Les 2 exposés sont des discours à l’oral dans lequel on parle d’un sujet de recherche qui portera sur un thème que nous discutons en cours. Chaque étudiant préparera des exposés sur 1) un film, un livre ou une chanson français et 2) un sujet libre qui portera sur un aspect de la presse française + une dissertation/un travail écrit à rendre au professeur le jour de son exposé. Le travail écrit qui s’accompagne ces exercices comprendra un compte-rendu, une esquisse, un glossaire et une bibliographie en style MLA.

Chaque étudiant aura environ 10 minutes pour présenter son exposé, y compris la période des questions et réponses orales. Un rendez-vous avec le professeur est obligatoire avant CHAQUE cycle exposé + dissertation (si ainsi dit); ceux qui n’ont pas de rendez-vous auront un « 0 » pour cet élément de l’exercice. Il en va de même pour ceux qui ne participeront pas pendant la période des questions et réponses orales.

Des informations complémentaires se trouveront sur LUTC learn bien en avance de la date limite; la date limite se trouve sous la rubrique à faire / à rendre du programme provisoire. NB : Les étudiants qui s’absentent le jour de leur exposé et qui n’ont pas de remplacement auront un « 0 » . Il n’y a pas de rattrapage. De plus, on s’attend aussi la vive participation de tout étudiant lors de ces séances, qui sont obligatoires; on s’attend que les étudiants soient bien élevés.
Contrôles (25%) : Les 3 contrôles sont des examens écrits qui porteront sur le vocabulaire, à partir des lexiques hebdomadaires de toute la classe. Aucun rattrapage sans certificat médical. NB : Ce semestre, il se peut que les contrôles soient en ligne OU à l'oral.

Examen Final (20%) : L'examen final consistera d'une causerie (un examen oral) où vous et un partenaire aura une conversation entre 15 et 30 minutes sans l'intervention du professeur sur une question qui touche à la société et la culture contemporaine française que nous aurons étudiés dans la presse ce semestre. Aucun rattrapage sans certificat médical. NB : Ce semestre, il se peut que la causerie soit individuel ; il est certain qu'on le passera en ligne.

NB : Le programme provisoire est sujet à des modifications selon nos besoins. Tout changement sera signalé en avance sur UTC Learn ET / OU annoncé en cours. Veuillez consultez UTC Learn régulièrement, soyez à l'heure, et apportez vos dictionnaires en cours.

**PROGRAMME PROVISOIRE**

<table>
<thead>
<tr>
<th><strong>semaine 1</strong></th>
<th><strong>A PREPARER</strong></th>
<th><strong>A FAIRE / A RENDRE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>le lundi 17 août</td>
<td>initiation au cours</td>
<td></td>
</tr>
<tr>
<td>le mercredi 19 août</td>
<td>la famille et la société</td>
<td></td>
</tr>
<tr>
<td>le vendredi 21 août</td>
<td>la famille et la société</td>
<td></td>
</tr>
<tr>
<td><strong>semaine 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>le lundi 24 août</td>
<td>la nourriture et la cuisine</td>
<td></td>
</tr>
<tr>
<td>le mercredi 26 août</td>
<td>la nourriture et la cuisine</td>
<td></td>
</tr>
<tr>
<td>le vendredi 28 août</td>
<td>vidéo : Plan cœur saison 1, épisodes 1 à 2</td>
<td>lexique 1</td>
</tr>
<tr>
<td><strong>semaine 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>le lundi 31 août</td>
<td>la musique et les arts</td>
<td></td>
</tr>
<tr>
<td>le mercredi 02 septembre</td>
<td>la musique et les arts</td>
<td></td>
</tr>
<tr>
<td>le vendredi 04 septembre</td>
<td>vidéo : Plan Coeur saison 1, épisodes 3 à 4</td>
<td>lexique 2</td>
</tr>
<tr>
<td>Semaine 4</td>
<td>A Préparer</td>
<td>A Faire / A Rendre</td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>le lundi 07 septembre</td>
<td>le cinéma et la télé</td>
<td>rédaction 1</td>
</tr>
<tr>
<td>le mercredi 09 septembre</td>
<td>le cinéma et la télé</td>
<td></td>
</tr>
<tr>
<td>le vendredi 11 septembre</td>
<td>Vidéo : <em>Plan Coeur</em>&lt;br&gt;Saison 1, épisodes 5 à 6</td>
<td>lexique 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semaine 5</th>
<th>A Préparer</th>
<th>A Faire / A Rendre</th>
</tr>
</thead>
<tbody>
<tr>
<td>le lundi 14 septembre</td>
<td>la politique intérieure et extérieure</td>
<td>révision 1</td>
</tr>
<tr>
<td>le mercredi 16 septembre</td>
<td>la politique intérieure et extérieure</td>
<td></td>
</tr>
<tr>
<td>le vendredi 18 septembre</td>
<td>Vidéo : <em>Plan Coeur</em>&lt;br&gt;saison 1, épisodes 7 à 8</td>
<td>lexique 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semaine 6</th>
<th>A Préparer</th>
<th>A Faire / A Rendre</th>
</tr>
</thead>
<tbody>
<tr>
<td>le lundi 21 septembre</td>
<td></td>
<td>contrôlé 1</td>
</tr>
<tr>
<td>le mercredi 23 septembre</td>
<td></td>
<td>exposé + dissertation 1</td>
</tr>
<tr>
<td>le vendredi 25 septembre</td>
<td></td>
<td>exposé + dissertation 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semaine 7</th>
<th>A Préparer</th>
<th>A Faire / A Rendre</th>
</tr>
</thead>
<tbody>
<tr>
<td>le lundi 28 septembre</td>
<td>l’immigration et la religion</td>
<td></td>
</tr>
<tr>
<td>le mercredi 30 septembre</td>
<td>l’immigration et la religion</td>
<td></td>
</tr>
<tr>
<td>le vendredi 02 octobre</td>
<td>Vidéo : <em>Zone Blanche</em>&lt;br&gt;saison 2, épisodes 1 à 2</td>
<td>lexique 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semaine 8</th>
<th>A Préparer</th>
<th>A Faire / A Rendre</th>
</tr>
</thead>
<tbody>
<tr>
<td>le lundi 05 octobre</td>
<td>la francophonie et la presse francophone&lt;br&gt;(l’Europe et l’Afrique)</td>
<td>rédaction 2</td>
</tr>
<tr>
<td>le mercredi 07 octobre</td>
<td>la francophonie et la presse francophone&lt;br&gt;(l’Europe et l’Afrique)</td>
<td></td>
</tr>
<tr>
<td>le vendredi 09 octobre</td>
<td>Vidéo : <em>Zone Blanche</em>&lt;br&gt;saison 2, épisodes 3 à 4</td>
<td>lexique 6</td>
</tr>
<tr>
<td>Semaine</td>
<td>Jour</td>
<td>A Préparer</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9</td>
<td>lundi 12 octobre</td>
<td>la francophonie et la presse francophone (l'Amérique du Nord)</td>
</tr>
<tr>
<td></td>
<td>mercredi 14 octobre</td>
<td>la francophonie et la presse francophone (l'Amérique du Nord)</td>
</tr>
<tr>
<td></td>
<td>vendredi 16 octobre</td>
<td>Vidéo : Zone Blanche Saison 2, épisodes 5 à 6</td>
</tr>
<tr>
<td>10</td>
<td>lundi 19 octobre</td>
<td>l'éducation, le travail et l'économie</td>
</tr>
<tr>
<td></td>
<td>mercredi 21 octobre</td>
<td>l'éducation, le travail et l'économie</td>
</tr>
<tr>
<td></td>
<td>vendredi 23 octobre</td>
<td>Vidéo : Zone Blanche Saison 2, épisodes 7 à 8</td>
</tr>
<tr>
<td>11</td>
<td>lundi 26 octobre</td>
<td>les sciences, la médecine et la technologie</td>
</tr>
<tr>
<td></td>
<td>mercredi 28 octobre</td>
<td>les sciences, la médecine et la technologie</td>
</tr>
<tr>
<td></td>
<td>vendredi 30 octobre</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>lundi 02 novembre</td>
<td>la publicité, les mêmes et le marketing</td>
</tr>
<tr>
<td></td>
<td>mercredi 04 novembre</td>
<td>Vidéo : Dix Pour Cent : Saison 3, épisodes 1 à 2</td>
</tr>
<tr>
<td></td>
<td>vendredi 06 novembre</td>
<td>Vidéo : Dix Pour Cent : Saison 3, épisodes 3 à 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>lundi 09 novembre</td>
<td>la publicité, les mêmes et le marketing</td>
</tr>
<tr>
<td></td>
<td>mercredi 11 novembre</td>
<td>Vidéo : Dix Pour Cent : Saison 2, épisodes 5 à 6</td>
</tr>
<tr>
<td></td>
<td>vendredi 13 novembre</td>
<td></td>
</tr>
</tbody>
</table>
Semaine 14
le lundi 16 novembre
le mercredi 18 novembre
le vendredi 20 novembre
Conclusions

A PREPARER

A FAIRE / A RENDRE
exposé + dissertation 2
exposé + dissertation 2
ASSESSMENTS

EXAMEN FINAL
le vendredi 04 décembre de 8h à 10h

MEDIAS FRANÇAIS ET FRANCOPHONES

les quotidiens nationaux :
http://www.lemonde.fr  Le Monde
http://www.lefigaro.fr  Le Figaro
http://etudiant.lefigaro.fr  Le Figaro Etudiant
http://www.humanite.fr  L’Humanité
http://www.liberation.fr  Libération
https://www.latribune.fr  La Tribune
http://www.lequipe.fr  L’Équipe
https://www.20minutes.fr/  20 minutes

les quotidiens régionaux :
http://www.courrier-picard.fr  Le Courrier Picard
http://www.ledauphine.com/  Le Dauphiné libéré
https://www.dna.fr/  Dernières Nouvelles d’Alsace
http://www.nicematin.com/  Nice-Matin
http://www.ouest-france.fr/  Ouest-France
http://www.midi-libre.fr/  Midi-Libre
http://www.leparisien.fr/  Le Parisien
http://www.leprogres.fr/  Le Progrès de Lyon
https://www.laprovence.com/  La Provence
https://www.republicain-lorrain.fr/  Le Républicain Lorrain
http://www.sudouest.fr/  Le Sud Ouest
http://www.lavoixdunord.fr/  La Voix du Nord

les magazines français :

<table>
<thead>
<tr>
<th>Journal</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elle</td>
<td><a href="http://www.elle.fr/">http://www.elle.fr/</a></td>
</tr>
<tr>
<td>l'Express</td>
<td><a href="https://www.lexpress.fr/">https://www.lexpress.fr/</a></td>
</tr>
<tr>
<td>Le Journal du Dimanche</td>
<td><a href="https://www.lejdd.fr/">https://www.lejdd.fr/</a></td>
</tr>
<tr>
<td>Marie Claire</td>
<td><a href="http://www.marieclaire.fr/">http://www.marieclaire.fr/</a></td>
</tr>
<tr>
<td>Le Nouvel Observateur</td>
<td><a href="http://tempsreel.nouvelobs.com/">http://tempsreel.nouvelobs.com/</a></td>
</tr>
<tr>
<td>Paris-Match</td>
<td><a href="http://www.parismatch.com/">http://www.parismatch.com/</a></td>
</tr>
<tr>
<td>Le Point</td>
<td><a href="http://www.lepoint.fr/">http://www.lepoint.fr/</a></td>
</tr>
</tbody>
</table>

**les journaux francophones**

<table>
<thead>
<tr>
<th>Journal</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Le Courrier International</td>
<td><a href="http://www.courrierinternational.com/">http://www.courrierinternational.com/</a></td>
</tr>
<tr>
<td>Le Journal de Montréal</td>
<td><a href="http://www.journaldemontreal.com/">http://www.journaldemontreal.com/</a></td>
</tr>
<tr>
<td>Le Soir</td>
<td><a href="http://www.lesoir.be/">http://www.lesoir.be/</a></td>
</tr>
<tr>
<td>Le Temps</td>
<td><a href="http://www.letemps.ch/">http://www.letemps.ch/</a></td>
</tr>
<tr>
<td>Aujourd'hui</td>
<td><a href="http://www.aujourd'hui.ma/">http://www.aujourd'hui.ma/</a></td>
</tr>
<tr>
<td>Soir Info</td>
<td><a href="http://www.linfodrome.com/">http://www.linfodrome.com/</a></td>
</tr>
<tr>
<td>La Presse</td>
<td><a href="http://www.lapresse.ts/">http://www.lapresse.ts/</a></td>
</tr>
<tr>
<td>France-Amérique</td>
<td><a href="http://www.franco-americaine.com/">http://www.franco-americaine.com/</a></td>
</tr>
<tr>
<td>Le Soleil de la Floride</td>
<td><a href="http://www.lesoleildelafloride.com/">http://www.lesoleildelafloride.com/</a></td>
</tr>
<tr>
<td>Haiti en Marche</td>
<td><a href="http://haitienmarche.com/">http://haitienmarche.com/</a></td>
</tr>
<tr>
<td>Le Forum</td>
<td><a href="http://umaine.edu/francoamerican/le-forum/">http://umaine.edu/francoamerican/le-forum/</a></td>
</tr>
</tbody>
</table>

**les chaînes de télé**

<table>
<thead>
<tr>
<th>Chaîne</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>TF1</td>
<td><a href="https://www.tf1.fr/">https://www.tf1.fr/</a></td>
</tr>
<tr>
<td>TF2</td>
<td><a href="https://www.france.tv/france-2/">https://www.france.tv/france-2/</a></td>
</tr>
<tr>
<td>TF3</td>
<td><a href="https://www.france.tv/france-3/">https://www.france.tv/france-3/</a></td>
</tr>
<tr>
<td>France 5</td>
<td><a href="https://www.france.tv/france-5/">https://www.france.tv/france-5/</a></td>
</tr>
<tr>
<td>ARTE</td>
<td><a href="https://www.arte.tv/fr/">https://www.arte.tv/fr/</a></td>
</tr>
<tr>
<td>M6</td>
<td><a href="https://www.6pleav.fr/m6">https://www.6pleav.fr/m6</a></td>
</tr>
<tr>
<td>LCI</td>
<td><a href="https://https://www.lci.fr/">https://https://www.lci.fr/</a></td>
</tr>
<tr>
<td>France 24</td>
<td><a href="https://www.france24.com/fr/">https://www.france24.com/fr/</a></td>
</tr>
<tr>
<td>TV5</td>
<td><a href="https://www.tv5monde.com/">https://www.tv5monde.com/</a></td>
</tr>
</tbody>
</table>

**les chaînes de radio**

<table>
<thead>
<tr>
<th>Radio</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radio France</td>
<td><a href="http://www.radiofrance.fr/">http://www.radiofrance.fr/</a></td>
</tr>
<tr>
<td>Radio France Internationale</td>
<td><a href="http://www.rfi.fr/">http://www.rfi.fr/</a></td>
</tr>
<tr>
<td>RTL</td>
<td><a href="http://www.rtl.fr/">http://www.rtl.fr/</a></td>
</tr>
<tr>
<td>Europe 1</td>
<td><a href="http://www.europe1.fr/">http://www.europe1.fr/</a></td>
</tr>
<tr>
<td>International</td>
<td><a href="http://www.courrierinternational.com/">http://www.courrierinternational.com/</a></td>
</tr>
<tr>
<td>Canada</td>
<td></td>
</tr>
<tr>
<td>Belgique</td>
<td></td>
</tr>
<tr>
<td>Suisse</td>
<td></td>
</tr>
<tr>
<td>Maroc</td>
<td></td>
</tr>
<tr>
<td>Côte d'Ivoire</td>
<td><a href="http://www.soir.info/">http://www.soir.info/</a></td>
</tr>
<tr>
<td>Tunisie</td>
<td></td>
</tr>
<tr>
<td>Etats-Unis</td>
<td></td>
</tr>
<tr>
<td>Etats-Unis</td>
<td></td>
</tr>
</tbody>
</table>
FREN 3220 / Printemps 2018
La Grammaire et la Composition Avancée II
Maie de 9h25 à 10h40

COURS : FREN 3220 | 28639
TITRE : La Grammaire et la Composition Avancée II
UV : 3
FORMAT : conférence / discussion
PREREQUIS : FREN 2120 avec une note de 'C' au minimum ou l'approbation du chef du département
EMPLOI DU TEMPS : Maie de 9h25 à 10h40 | Brock 406
PROFESSEUR : Dr. Karen Casebier
BUREAU : Brock 208 C
TELEPHONE : 423-425-4259
COURRIEL : karen-casebier@utc.edu
HEURES D'ACCUEIL : Maie de 12h15 à 13h45 et sur rendez-vous

REGLEMENTS ET POLITIQUES UNIVERSITAIRES:

Current versions of the University's ADA/Counseling/Veteran's statements may be found on the navigation bar of the UTC Learn course site. It may also be found here: http://www.utc.edu/learn/student-resources/student-accommodations-assistance.php

STUDENT ACCOMMODATIONS AND ASSISTANCE: From time to time, we all need help. Students may follow this link for the resources listed below: http://www.utc.edu/learn/student-resources/student-accommodations-assistance.php

Disability Resource Center. If you are a student with a disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 108 University Center. For more information, go to the Disability Resource Center.

Counseling and Personal Development Center. If you find that you are struggling with stress, feeling depressed or anxious, having difficulty choosing a major or career, or have time management difficulties which are adversely impacting your successful progress at UTC, please contact the Counseling and Personal Development Center at 425-4438 or go to the Counseling Center for more information.

Veterans Student Services. The office of Veteran Student Services is committed to serving all the needs of our veterans and assisting them during their transition from military life to that of a student. If you are a student veteran or veteran dependent and need any assistance with your transition, please refer to http://www.utc.edu/greenzone/ or http://www.utc.edu/records/veteran-affairs/. These sites can direct you the
necessary resources for academics, educational benefits, adjustment issues, veteran allies, veteran organizations, and all other campus resources serving our veterans. You may also contact the coordinator of Veteran Student Programs and Services directly at 423.425.2277. THANK YOU FOR YOUR SERVICE.

**Center for Advisement and Student Success.** The mission of the Center for Advisement and Student Success is to promote academic excellence and encourage self-directed learning. CASS will academically advise freshmen and students who have not declared a major and provide programs and services to promote student success. CASS also provides tutoring services and supplemental instruction.

**Technology Support.** If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

**DESCRIPTION :** Un survol de la littérature française du Moyen Age en bien considérant le rôle des animaux, la liminalité entre l’homme et l’animal et le symbolisme de l’animal dans la littérature prémoderne à partir du bestiaire médiéval.

**METHODES D’APPRENTISSAGE :** Ce cours est en français. Nous employons des méthodes traditionnelles d’apprentissage : la lecture, la conférence et la discussion en cours et en groupe; les travaux écrits et les exercices de grammaire. Il est essentiel de lire les textes avant de venir en cours et de participer vivement en cours pour avoir une bonne note.

**DESCRIPTION DU COURS :** Study of advanced grammar with special emphasis on writing and style. Reading and analysis of illustrative texts. Practice may be in a variety of written genres and styles: creative writing, persuasive essays, research papers, technical writing, translation or editing. On demand. Prerequisites: FREN 2120 with a minimum grade of C or placement; or department head approval.

**OBJECTIFS DU COURS : Ce cours vise à:**

- Démontrer le bon usage des règles fondamentales de la grammaire pour mieux écrire.
- Développer et améliorer l’expression écrite (structures, vocabulaire, style).
- Réviser, démontrer et expliquer le bon usage l’étude de certains points de grammaire, notamment : comme les phrases avec *si*, les interrogatifs, les verbes pronominaux, la concordance des temps au passé, le subjonctif, la voix passive, le discours indirect et la proposition relative pour employer une syntaxe plus élégante et plus compliquée.
-identifier et distinguer des compétences culturelles qui touchent aux différents contextes et genres du français écrit (description, portrait, correspondance, essai, compte rendu, commentaire composé, etc.) et imiter des îtits styles d’écriture
- S’initier aux diverses utilisations du français écrit et au style spécifique à chaque utilisation (familier, professionnel, administratif, littéraire)
- Démontrer une appréciation et une compréhension pour le processus d’écriture (grandes étapes, techniques et procédés)
- Analyser le processus d’écriture d’une perspective critique
REGLEMENTS ET POLITIQUE DU COURS

EVALUATION DE LA NOTE FINALE :

<table>
<thead>
<tr>
<th>Activité</th>
<th>%</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation et préparation :</td>
<td>10</td>
<td>A 90-100</td>
</tr>
<tr>
<td>Journaux (8) :</td>
<td>10</td>
<td>B 80-89</td>
</tr>
<tr>
<td>Travaux écrits (9) :</td>
<td>30</td>
<td>C 70-75</td>
</tr>
<tr>
<td>Causeries (3) :</td>
<td>10</td>
<td>D 60-69</td>
</tr>
<tr>
<td>Contrôles (2) :</td>
<td>20</td>
<td>F 0-59</td>
</tr>
<tr>
<td>Examen Final :</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

POLITIQUE DEPARTEMENTALE DES ABSENCES/RATTRAPAGES : Any student who misses more than 2 weeks of class (6 unexcused absences) will have a maximum grade of B. Any student who misses more than 4 weeks of class (12 unexcused absences) will have a maximum grade of C. Voir la p. 4 du programme provisoire pour la politique du professeur concernant les absences et la participation.

RATTRAPAGES ET TRAVAUX EN RETARD : Aucun rattrapage des examens sans certificat médical. Aucun devoir, rédaction, interro, exposé, projet final, etc. ne sera accepté ni par courriel ni en retard sans avis préalable. Tout travail rendu en retard s'expose aux sanctions sévères (un C- au maximum).

PAROLE ET CODE D'HONNEUR (de l'UTC Student Handbook) : I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

The use of another person’s thoughts or words and representing them as your own, and giving or receiving unauthorized help on tests, assignments, or papers constitute plagiarism. This includes but is not limited to the use of quotations or ideas from books, articles, and web sites without appropriate credit. Students who plagiarize will receive an “F” for their paper/exam OR an “F” in the course. Moreover, they may be reported to the UTC Honor Court for further disciplinary action. The Honor Code in the UTC Student Handbook states that plagiarism is an offense that can result in dismissal from the University.

Voir la p. 5 du programme provisoire pour des informations complémentaires concernant le code d’honneur.

APPRECIATION DU COURS : Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

POLITIQUE DE CORRECTION : Tous les devoirs seront rendus dans une semaine, pourvu que tous les étudiants l'aient rendu le travail le jour prévu. Si le professeur était malade ou s'absente pour assister à un colloque, on vous rendra le travail dans les meilleurs délais. Si vos collègues choisissent de rendre leurs devoirs en retard, on
POLITIQUE DE COMMUNICATION : Tout courriel aura une réponse dans les meilleurs délais. N’oubliez pas de lire le programme provisoire au cas où la bonne réponse à votre question s’y trouve. Les situations qui demandent un peu de recherche/réflexion de la part du professeur aura une réponse dans une semaine.

Manuels obligatoires/recommandés* + Technologie:
John Barson et al., La Grammaire à l’œuvre, 5e éd. augmentée,
*Bescherelle : La Conjugaison pour tous (Larousse, 2012)
*Paul Rouaix, Trouver le mot juste (Livre de Poche, 2009)
UTC Learn (Blackboard)
Une chemise (pour les travaux écrits)
Un bon dictionnaire français-anglais/français-français
(e.g., http://www.linternaute.com/dictionnaire/fr/
http://www.larousse.fr/dictionnaires/anglais-francais,
http://la-conjegaison.nouvelobs.com/, etc.)

Participation et préparation (10%) : La présence est obligatoire. La participation se définit selon la présence de l’étudiant en cours ainsi que la volonté de démontrer qu’on a fait la lecture à la maison et qu’on est prêt à discuter (10 % de la note finale). C’est votre participation active au cours qui vous permettra de développer le mieux vos compétences de lecture et d’améliorer votre expression du français écrit et parlé, et ce, de façon à vous préparer en vue des différents examens et devoirs prévus. Veuillez consulter la rubrique à préparer du programme provisoire pour ce que vous avez à préparer avant de venir en cours.

NB : Les lectures et exercices de grammaire qui se trouvent sur l’UTC Learn sont marqués dans le programme par un astérisque (*). Il faut les lire/foire avant de venir en cours.

La participation pourrait comprendre aussi des devoirs, des forums de discussion en ligne et d’interrogations imprévues. Tous les exercices de grammaire marqués en caractères gras et par un astérisque (*) sont des devoirs à faire à la maison et apporter en cours.

La participation sera notée chaque jour. NB : Quand on dépasse la limite de 2 absences, une absence mérite un « 0 » pour la participation. Voir aussi la politique du Département des langues et littératures modernes et classiques sur les absences/rattrapages ci-dessus (à la p. 3).

De plus, ceux qui lisent leur courriel ou jouent au portable pendant le cours ne participent pas et gagnent un « 0 » pour leur note de participation, parce qu’ils sont, dans de termes très pratiques, absents.
Journaux (10%) : Les 8 journaux sont des travaux écrits hebdomadaires de 200 mots (environ une demi-page) qui portent sur les différents contextes et styles du français écrit d'un étude de semestre. Tous les sujets de journal se trouvent dans notre texte. La date limite se trouve sous la rubrique à faire/à rendre du programme provisoire. Veuillez mettre vos journaux sur la table avant que le cours commence le jour où il faut les rendre.
NB : Aucun journal ne sera accepté en retard. On laissera tomber les 2 notes les plus basses.

Travaux écrits (30%) : Chaque étudiant doit écrire 6 travaux écrits de 400 mots (environ d'1 1/2 à 2 pages, tapé et interlinéé) et dont le sujet comprendra de différents contextes et styles du français écrit. Les 5 rédactions sont des compositions originales dont la note évalue l'écriture ainsi que le thème ; les 4 révisions sont de meilleurs versions rédigées et retouchées dont la note évalue uniquement la correction de votre premier travail selon les suggestions du professeur. Chaque travail écrit figure dans la note finale. Tous les sujets de rédaction seront postés sur l'UTC Learn bien en avance de la date limite ; la date limite se trouve sous la rubrique à faire/à rendre du programme provisoire.

Chaque étudiant doit garder toutes ses rédactions dans une chemise jusqu'à la fin du semestre. Veuillez écrire votre nom et prénom sur votre chemise. NB : Aucun travail écrit ne sera accepté ni par courriel ni en retard sans avis préalable. Les rédactions en retard, incomplets, illisibles, manuscrits, tapés mais non interlinéés, hors de sujet, sans chemise, dans des dossiers incomplets, etc., s'exposent aux sanctions sévères (un C- au maximum, avec une seule démanance). Veuillez mettre votre chemise sur la table avant que le cours commence le jour où il faut rendre un travail écrit.

For the purposes of all travaux écrits, cheating and plagiarism are strict, concrete behaviors.
Examples of cheating and plagiarism include (but are not limited to) the following:

- Copying or checking your answers by looking at a classmate's test paper and/or bringing unauthorized material into the classroom on test days.
- Using your cell phone, notes, dictionaries or textbooks during a controlled test.
- Having a tutor, friend, roommate, French major, native speaker, or French professor write your rédaction or correct your revision.
- Receiving so much assistance from a tutor, friend, roommate, language major, native speaker, or French professor on a writing assignment that they may as well have written it for you.
- Copying or paraphrasing entries from Wikipedia, Facebook, or other sources (online, print, or audio) without proper citation.
- Using online translators and phone apps (e.g., Google Translate) to translate entire sentences word-for-word or paying for professional translation services. Please see me during office hours or after class for appropriate use of these resources that does not violate the Honor Code.
- Original instances of online or traditional cheating/plagiarism that are not explicitly enumerated here or in the Honor Code.
Causeries (10%) : Les 3 causeries sont des conversations de 30 minutes qu'on passe au laboratoire de langues (Brock 101) en partenariat avec TalkAbroad.com et dans lesquelles on se concentre sur les structures de grammaire que nous révisons ce semestre. La note consistera d'une évaluation de la quantité et de la qualité de cette conversation : la grammaire, le vocabulaire, la prononciation et si on reste dans le thème. Des informations complémentaires se trouveront sur l'UTC Learn bien en avance de la date limite; la date limite se trouve sous la rubrique à faire / à rendre du programme provisoire.

Contrôles (20%) : Les 2 contrôles sont des examens écrits qui porteront sur la grammaire que nous étudions en cours et votre expression du français écrit. Aucun rattrapage sans certificat médical.

Examen Final (20%) : Cet examen se composera sur le même modèle que les contrôles, mais portera sur tout ce que nous étudions en cours et votre expression du français écrit (grammaire, contextes et styles d'écriture). Aucun rattrapage sans certificat médical.

NB: Le programme provisoire est sujet à des modifications selon nos besoins. Tout changement sera signalé en avance sur UTC Learn OU annoncé en cours.

PROGRAMME PROVISOIRE

<table>
<thead>
<tr>
<th>Semaine 1</th>
<th>À PREPARER</th>
<th>À FAIRE / À RENDRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>le mardi 09 janvier</td>
<td>initiation au cours Barson, Ch. 1 : le Présent et l'Infinitif, 2-13 (le présent, l'impératif et l'infinitif; c'est v. il est) ex. IX et X, p. 24</td>
<td></td>
</tr>
</tbody>
</table>


le jeudi 11 janvier

**A PREPARER**

Barson, Ch. 1 : le présent et l'infinitif, 13-15
(c'est v. il est)
ex. XI, p. 24 ; ex. VI à VIII, p. 23

Barson, Ch. 2 : la narration au passé, 29-41, 348
(la concordance des temps au passé)
ex. I, p. 53 ; ex. III, p. 57 ; feuille d'exercice A*

**A FAIRE / A RENDRE**

ex. V, p. 25
(2 exemplaires)

**Séquence 2**

le mardi 16 janvier

Barson, Ch. 2 : la Narration au passé, 41-47
(le passé simple, le futur du passé, la causalité)
feuille d'exercice B (les temps du passé)*
ex. IV, p. 57 ; ex. V, p. 57

le jeudi 18 janvier

lecture : Mélopée (Jean d'Arras)*  ex. D à F, pp. 32-34
feuille d'exercice E (les temps du passé)*
feuille d'exercice (p.s.)* ; feuille d'exercice (l'exp. de la cause)*

**Séquence 3**

le mardi 23 janvier

Barson, Ch. 3 : l'Interrogation, 67-76
(adverbes, pronom, et adjectifs interrogatifs)
ex. III et IV, pp. 80-81 ; ex. IX et X, pp. 83-84

le jeudi 25 janvier

Barson, Ch. 4 : le Futur et le conditionnel, 90-98, 100-01
(le futur et le futur ant. ; le cond. et le cond. passé ;
les phrases avec si)
ex. I à III, pp. 105-06

**Séquence 4**

le mardi 30 janvier

Barson, Ch. 4 : le Futur et le conditionnel, 98-100
(constructions ; usages particuliers du cond.)
ex. V à VI, p. 107 ; feuille d'exercice A (les phrases avec si)*
lecture : Memnon, pp. 109-11 (Voltaire)

le jeudi 1er février

Barson, Ch. 4 : le Futur et le conditionnel (suite)
feuille d'exercice B (les phrases avec si)*
Barson, Ch. 5 : les Déterminants, 113-21
(les articles, les adjectifs possessifs)
ex. I et IV, pp. 131-34

Révision 1

ex. IV OU V, p. 108
<table>
<thead>
<tr>
<th>SEmaine 5</th>
<th>A PREPARER</th>
<th>A FAIRE / A RENDRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>le mardi 06 février</td>
<td>Barson, Ch. 5 : les Déterminants, 121-27 (les adjectifs et pronoms démonstratifs ; expressions avec avoir) ex. V, pp. 134-35 ; ex. VI, p. 135 feuille d’exercice (les pronoms démonstratifs)*</td>
<td>Rédaction 2 : la correspondance</td>
</tr>
<tr>
<td>le jeudi 08 février</td>
<td></td>
<td>Contrôle 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEmaine 6</th>
<th>A PREPARER</th>
<th>A FAIRE / A RENDRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>le mardi 13 février</td>
<td>Barson, Ch. 6 : les Pronoms, 140-48 (les pron. objets directs et indirects, y et en ; les pron. disjoints) ex. I, II et IV pp. 159-60</td>
<td>Causerie 1</td>
</tr>
<tr>
<td>le jeudi 15 février</td>
<td>Barson, Ch. 6 : les Pronoms, 148-54 (les pron. possesseifs ; les expressions idiomatiques) ex. V, pp. 160-61 ; feuille d’exercice A (les pronoms objets)*</td>
<td>Révision 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEmaine 7</th>
<th>A PREPARER</th>
<th>A FAIRE / A RENDRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>le mardi 20 février</td>
<td>Barson, Ch. 6 : les Pronoms (suite) lecture : La Jeune Fille au Turban, Leïla Sebbar* Barson, Ch. 7 : les Verbes pronominaux, 168-76 (les verbes réfléchis et réciproques) ex. I et II, pp. 185-86</td>
<td>ex. I, p. 161</td>
</tr>
<tr>
<td>le jeudi 22 février</td>
<td>Barson, Ch. 7, 176-80 : les Verbes pronominaux (la voix passive ; les prépositions compléments des VR) ex. IV à VI, pp. 187-88 ; ex. IX, p. 189 feuille d’exercice A, I et II (la voix passive)*</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEmaine 8</th>
<th>A PREPARER</th>
<th>A FAIRE / A RENDRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>le mardi 27 février</td>
<td>Barson, Ch. 7 : les Verbes pronominaux (suite) feuille d’exercice B (la voix passive)* lecture : La Ronde, Jean-Marie Le Clézio*</td>
<td>Rédaction 3 : le compte-rendu critique</td>
</tr>
<tr>
<td>le jeudi 1er mars</td>
<td>Barson, Ch. 8 : la Négation, 194-203, 359 (la négation [en série] ; la négation multiple ; le ne explétif) ex. I, IV et VI, pp. 210-212 ; feuille d’exercice A (la négation)* lecture : Le droit le devoir de vivre, p. 215 (Eluard)</td>
<td>Causerie 2</td>
</tr>
<tr>
<td>Série 9</td>
<td>A PREPARER</td>
<td>A FAIRE / A RENDRE</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
<td>-------------------</td>
</tr>
</tbody>
</table>
| le mardi 06 mars | Barson, Ch. 8 : la Négation, 203-06, 346-47  
(les prépositions compléments des verbes ; usages part.)  
ex. VII à IX, p. 213  
lecture : *Je ne regrette rien*, Dumont et Vaucaire* | Révision 3 |
| le jeudi 08 mars | Barson, Ch. 9 : le Genre, le nombre et les adj., 217-32  
(l'accord et la place des adjectifs ; le comparatif et le super.)  
ex. II et IV, pp. 241-42 ; ex. VI, VIII et IX, pp. 242-43 | ex. I OU II  
pp. 213-14 |

<table>
<thead>
<tr>
<th>Série 10</th>
<th>A PREPARER</th>
<th>A FAIRE / A RENDRE</th>
</tr>
</thead>
</table>
| le mardi 20 mars | Barson, Ch. 9 : le Genre, le nombre et les adj., 232-34  
(expressions idiomatiques de comparaison)  
lecture: *Les Mamelles*, Birago Diop* | ex. VI, VII OU VIII  
pp. 244-45 |
| le jeudi 22 mars | Barson, Ch. 10: le Subjonctif, 252-63  
(le subj. au présent et le subj. passé ; les conjonctions ;  
la proposition relative ; le superlatif relatif)  
ex. II et III, V, pp. 273-75 ; feuille d'exercice A (le subj)* | Rédaction 4 :  
le portrait |

<table>
<thead>
<tr>
<th>Série 11</th>
<th>A PREPARER</th>
<th>A FAIRE / A RENDRE</th>
</tr>
</thead>
</table>
| le mardi 27 mars | Barson, Ch. 10 : le Subjonctif, 263-66  
(la concordance des temps au subj. ; les temps littéraires)  
ex. I, p. 273 ; ex. VI, p. 275 ; feuille d'exercice B (le subj)* | ex. IX, p. 275 ; feuille d'exercice E (le subj)*  
Lecture: *La Boulangerie de Monceau*, Eric Rohmer* |

<table>
<thead>
<tr>
<th>Série 12</th>
<th>A PREPARER</th>
<th>A FAIRE / A RENDRE</th>
</tr>
</thead>
</table>
| le mardi 03 avril | | ASSESSMENT  
(SOPI ; test de comp. aud.)  
test de lect.) |
| le jeudi 05 avril | | Contrôle 2  
ASSESSMENT  
(test d'écrit.) |
### Semaine 13

**le mardi 10 avril**

- **A PREPARER**
  - Barson, Ch. 11 : les Propositions relatives, 282-87, 291-92
  - (les pronoms et les adjectifs relatifs)
  - ex. I et II, pp. 294-95 ; *feuille d'exercice A* (pronoms relatifs) *

**le jeudi 12 avril**

- **A FAIRE / A RENDRE**
  - Barson, Ch. 11 : les Propositions relatives, 287-92 (suite)
  - (le participe présent et le gérondif ; tout)
  - ex. IV et VI, p. 296 ; *feuille d'exercice B, IB* (pronoms relatifs) *
  - *feuille d'exercice C, 9B* (pronoms relatifs) *
  - *feuille d'exercice A* (le participe présent/l'adj. verbal) *

### Semaine 14

**le mardi 17 avril**

- **A PREPARER**
  - Barson, Ch. 11 : les Propositions relatives (suite)
  - *feuille d'exercice B* (le participe présent/l'adj. verbal) *
  - **Barson, Ch. 12** : le Discours indirect, 302-09
  - (le discours indirect et les adverbes)
  - ex. I, p. 317 ; ex. V, p. 320 ;
  - *feuille d'exercice, ex. 4* (le discours indirect) *

**le jeudi 19 avril**

- **A FAIRE / A RENDRE**
  - Barson, Ch. 12 : le Discours indirect, 309-13
  - (rendre, le faire causatif et les expressions avec faire)
  - ex. VII et VIII, p. 321 ;
  - *feuille d'exercice, ex. 8A* (le discours indirect) *

---

### EXAMEN FINAL

**le jeudi 26 avril de 8h à 10h**
FREN 3230 / Automne 2020
La Civilisation française
LuMeVe de 11h à 11h50

COURS: FREN 3230 | 43338
TITRE: La Civilisation française
UV: 3
FORMAT: conférence / discussion
PRÉREQUIS: FREN 2120 avec une note de ‘C’ au minimum ou l’approbation du chef du département
EMPLOI DU TEMPS: LuMeVe de 11h à 11h50 | Brock 205
PROFESSEUR: Dr. Karen (Casey) Casebier
BUREAU: Lupton 236 B
TELEPHONE: 423.425.4259
COURRIEL: karen-casebier@utc.edu
HEURES D’ACCUEIL: LuMe de 12h à 13h30 et sur rendez-vous

REGLEMENTS ET POLITIQUES UNIVERSITAIRES:

Campus Safety Policy: Due to COVID-19, there is a campus safety policy (https://www.utc.edu/walker-center-teaching-learning/covid-19-safety-policy.php). For classes that meet on campus, please review this policy.


Technology Support: If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email helpdesk@utc.edu.

Student Technology: If you have technology needs to access your courses and/or complete course requirements in Canvas, submit a request (https://new.utc.edu/information-technology/learning-from-home) with Information Technology.

Student Accommodations: If you have accessibility and accommodation requests, contact the Disability Resource Center (https://www.utc.edu/disability-resource-center/index.php) at 423-425-4006 or email DRC@utc.edu.

METHODES D’APPRENTISSAGE: Ce cours est en français. Nous employons des méthodes traditionnelles d’apprentissage: la lecture, la conférence et la discussion en cours et en groupe; les travaux écrits, les exposés et les travaux de recherche strictement personnelle. Il est essentiel de lire les textes avant de venir en cours et de participer vivement en cours.
DESCRIPTION DU COURS: The fine arts, patterns of living, and total life-style of the French people approached through their language. Geographical and historical backgrounds included. On demand. Prerequisites: FREN 2120 with a minimum grade of C or placement, or department head approval.

ACQUIS DU COURS: Ce cours vise à:

✓ Acquérir du vocabulaire concernant l'histoire, la sociologie et les institutions politiques de la France contemporaine et pratiquer son bon usage
✓ Identifier, discuter et faire des analyses des thèmes principaux du texte en relevant les informations critiques/thèmes principaux en français
✓ Identifier, discuter et expliquer les caractéristiques principales et personnages clés de la civilisation française, notamment les institutions politiques, la vie sociale et la vie culturelle de la France contemporaine et son rôle dans l'Union Européenne
✓ Identifier, discuter et expliquer certains événements historiques et tendances idéologiques de la civilisation française et leur influence sur la vie politique, sociale et culturelle de la France contemporaine
✓ Développer des compétences générales concernant les institutions et phénomènes sociaux comme les régions, la famille, l'éducation, l'immigration, la religion, la vie active et le statut de la femme
✓ Faire des comparaisons et expliquer les différences principales entre la culture et la société française et la nôtre
✓ Rechercher, analyser, parler et écrire sur la culture, l'histoire et la société française d'une perspective critique

COVID ABSENCES: Prior to arriving on campus each day or attending a face-to-face class, students are to complete the daily self-check through the university approved application. Students who are instructed to stay home due to their responses are not to come to campus or attend face to face classes and instead follow up as directed through the self-check instructions.

Students must notify the instructor of their absence by email within 48 hours, if possible. Students are not required to provide the instructor with documentation of COVID-19 symptoms. Students will not be penalized for absences or late course assessments unless they are unable to complete course learning outcomes. Faculty will work with students to identify ways to complete course requirements.

Students must, if they are asymptomatic or if their symptoms do not interfere with their ability to participate in the course, continue to participate in the course using the online assets and tools that the instructor makes available through UTC Learn including: travaux écrits (alternative assignments à l'oral) and contrôles.

If COVID-19 related illness results in any missed course work (face-to-face or online), students should proactively work with the instructor to plan make-up work. It remains the student’s responsibility to complete any missed work such as assignments, tests, quizzes, labs, or projects outside of scheduled class time. But please realize that class will continue, and students may find themselves in the situation where they are unable to complete all work by the end of the semester. In such a case, students should consider a late withdrawal or an incomplete grade. Please contact the Records Office (423-425-4416) to learn more about the late withdrawal process.
If students have COVID-19 disability related risk factors that may affect attendance, students are strongly encouraged to register with the Disability Resource Center (423-425-4006) in order to receive necessary accommodations.

If students believe the instructor has not made reasonable and appropriate accommodations for absences, or makeup assignments, projects, labs, or exams due to COVID-19, students have the right to appeal according to UTC’s Policies and Procedures for Student Complaints by filling out the Student Complaint Form and submitting to the Office of the Dean of Students.

REGLEMENTS ET POLITIQUE DU COURS

EVALUATION DE LA NOTE FINALE:

<table>
<thead>
<tr>
<th>Partie</th>
<th>Poids (%)</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation et préparation</td>
<td>10%</td>
<td>A 90-100</td>
</tr>
<tr>
<td>Rédactions (3)</td>
<td>15%</td>
<td>B 80-89</td>
</tr>
<tr>
<td>Contrôles (3)</td>
<td>25%</td>
<td>C 70-79</td>
</tr>
<tr>
<td>Exposés (3)</td>
<td>10%</td>
<td>D 60-69</td>
</tr>
<tr>
<td>Dissertations (2)</td>
<td>20%</td>
<td>F 0-59</td>
</tr>
<tr>
<td>Examen Final</td>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

COVID STATEMENT: Due to social distancing, only 25% of students (*8-10 people) may be in the classroom at the same time. A schedule of attendance will be posted at the beginning of the semester; it will be subject to revision based on attendance and/or changes to the official class roster. In addition, both the format and the testing conditions of exposés, contrôles and the examen final are subject to change; these assessments may be written, oral or some combination thereof, and they may be online or in class. Changes will be announced in advance in class and/or on UTC Learn; be prepared to be flexible this semester.

POLITIQUE DEPARTEMENTALE DES ABSENCES/RATTRAPAGES: Any student who misses more than 2 weeks of class (6 unexcused absences) will have a maximum grade of B. Any student who misses more than 4 weeks of class (12 unexcused absences) will have a maximum grade of C. Veuillez consulter la rubrique « Participation et préparation » du programme provisoire pour la politique du professeur concernant les absences.

RATTRAPAGES ET TRAVAUX ECRITS EN RETARD: Aucun rattrapage des examens sans certificat médical. Aucun devoir, rédaction, révision, interro, exposé, dissertation, etc. ne sera accepté ni par courriel ni en retard sans avis préalable ET sans certificat médical. Tout travail rendu en retard s’expose aux sanctions sévères (un C- au maximum).
Politique de Correction: Tous les devoirs seront rendus dans une huitaine, pourvu que tous les étudiants aient rendu le travail le jour prévu. Si le professeur était malade ou s’absente pour assister à un colloque, on vous rendra le travail dans les meilleurs délais. Si vos collègues choisissent de rendre leurs devoirs en retard, on attendra plus longtemps la correction du professeur.

Politique de Communication: Tout courriel aura une réponse dans les meilleurs délais. N’oubliez pas de lire le programme provisoire au cas où la bonne réponse à votre question s’y trouve. Les situations qui demandent un peu de recherche/réflexion de la part du professeur aura une réponse dans une huitaine.

Politique de Participation: On s’attend que les étudiants lisent les textes avant de venir en cours, qu’ils assistent régulièrement au cours, et qu’ils s’engagent dans les discussions en cours et en groupe chaque jour.

PAROLE ET ENGAGEMENT D’HONNEUR (de l’UTC Student Handbook): I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

The use of another person’s thoughts or words and representing them as your own, and giving or receiving unauthorized help on tests, assignments, or papers constitutes plagiarism. This includes but is not limited to the use of quotations or ideas from books, articles, and web sites without appropriate credit. Students who plagiarize will receive an “F” for their paper/exam OR an “F” in the course. Moreover, they may be reported to the UTC Honor Court for further disciplinary action. The Honor Code in the UTC Student Handbook states that plagiarism is an offense that can result in dismissal from the University. For more information, please consult the policy on Academic Integrity: www.utc.edu/dean-students/pdfs/academics.pdf Veuillez consulter la rubrique « Rédactions » du programme provisoire pour des informations complémentaires.

APPRECIATION DU COURS: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.
Manuels obligatoires/suggérés + Technologie:
St. Onge, Ronald, et al., *La Civilisation française en évolution I: Institutions et culture avant la Ve République* (Cengage, 1996)*
St. Onge, Ronald, et al., *La Civilisation française en évolution II: Institutions et culture depuis la Ve République* (Cengage, 1997)*
Un bon dictionnaire français-anglais/français-français
(e.g., http://www.linterneute.com/dictionnaire/fr/
http://www.larousse.fr/dictionnaires/anglais-francais,
http://la-conjugaison.nouvelobs.com/, etc.)
Une chemise (pour les rédactions)
UTC Learn (Blackboard)
Zoom
Un microphone et des écouteurs*

Participation et préparation (10%) : La présence est obligatoire.
La participation se définit selon la présence de l’étudiant en cours
ainsi que la volonté de démontrer qu’on a fait la lecture à la maison
et qu’on est prêt à discuter. C’est votre participation active au cours qui
vous permettra de développer le mieux vos compétences de lecture
et d’améliorer votre expression du français écrit et parlé, et ce faisant, à vous
préparer en vue des différents examens et devoirs prévus.
Veuillez consulter la rubrique à préparer du programme provisoire
pour ce que vous avez à préparer avant de venir en cours. Les lectures
qui se trouvent sur l’UTC Learn sont marqués dans le programme
par un astérisque (*).
La participation pourrait comprendre aussi des devoirs, des forums
discussion en ligne et d’interrogations imprévues. Les devoirs seront
annoncés pendant les annonces au début ou à la fin de chaque cours, s’il y
en aurait. Ne soyez pas en retard !
La participation sera notée chaque jour. NB: Quand on dépasse la
limite de 3 absences, une absence mérite un « 0 » pour la participation.
Voir aussi la politique du Département des langues et littératures modernes et classiques sur les
absences/rattrapages ci-dessus.
De plus, ceux qui lisent leur courriel ou jouent au portable pendant le cours ne participent pas
et gagnent un « 0 » pour leur note de participation, parce qu’ils sont, de toute évidence, absents.
Il en va de même pour ceux qui refusent de parler en cours ou travailler en groupe.
Rédaictions (15%) : Les 3 rédaictions sont des travaux écrits de 400 mots (environ 1,5 à 2 pages, tapé à interligne 2) qui portent sur des aspects de la culture française que nous étudions et dans lesquelles on fait des comparaisons ou développe un argument sans faire de la recherche. Tous les sujets de rédaction seront postés sur L'UTC.Learn bien en avance de la date limite. La date limite se trouve sous la rubrique à faire/à rendre du programme ppyrovisoire.

Chaque étudiant doit garder toutes ses rédaictions dans une chemise jusqu'à la fin du semestre. Veuillez écrire votre nom et prénom sur votre chemise. NB : Aucune rédaction ne sera acceptée ni par courriel ni en retard sans avis préalable. Les rédaictions en retard, incomplètes, illisibles, manuscrits, tapés mais non-interlinés, hors de sujet, sans chemise, dans des dossiers incomplets, etc., s'exposent aux sanctions sévères (un C au maximum, avec une seule clémence).

Veuillez mettre votre chemise sur la table avant que le cours commence le jour où il faut rendre une rédaction.

NB: Any rédaction that shows undeniable evidence of academic misconduct will result in immediate and injurious disciplinary action. Intellectual theft/laziness will not be tolerated; please see the Honor System in the UTC Student Handbook for a limited list of Honor Code violations (http://www.utc.edu/dean-students/pdfs/academics.pdf).

For the purposes of this class, cheating and plagiarism are specific, concrete behaviors. Examples of cheating and plagiarism include (but are not limited to) the following:

- Copying or checking your answers by looking at a classmate's test paper and/or bringing unauthorized material into the classroom on test days.
- Communicating questions to classmates before they have taken the test.
- Using your cell phone, notes, dictionaries or textbooks during a test.
- Having someone else (e.g., tutor, friend, roommate, French major, native speaker, former French professor) give you much help that they are writing your rédaction / correcting your révision.
- Paying someone to write or rewrite your paper or "borrowing" a paper from a classmate or former student.
- Using online translators for words, sentences or paragraphs.
- Copying or paraphrasing entries from any source (online, print or audio) without proper citation.
- Original instances of online or traditional cheating/plagiarism that are not explicitly enumerated here or in the Honor Code.
**Exposés (10%)** : Les 3 exposés sont des discours à l’oral dans lequel on parle d’un sujet de recherche qui portera sur un aspect de la culture française. Chaque étudiant préparera des exposés sur 1) une région française, 2) un personnage clé de l’histoire ou de la politique qui portera sur la recherche qu’on aura fait en préparation pour la dissertation, et 3) un sujet libre qui portera sur un aspect de la culture française. La dissertation qui s’accompagne l’exposé à rendre le jour de son exposé, et comprendra un compte-rendu et une bibliographie en style MLA.

Chaque étudiant aura environ 10 minutes pour présenter son exposé, y compris la période des questions et réponses orales. Un rendez-vous avec le professeur est obligatoire avant chaque cycle exposé + dissertation (si ainsi dit); ceux qui n’ont pas de rendez-vous auront un « 0 » pour cet élément de l’exercice. Il en va de même pour ceux qui ne participeront pas pendant la période des questions et réponses orales.

Des informations complémentaires se trouveront sur l’UTC Learn bien en avance de la date limite; la date limite se trouve sous la rubrique à faire / à rendre du programme provisoire. **NB** : Les étudiants qui s’absentent le jour de leur exposé et qui n’ont pas de remplacement auront un « 0 ». Il n’y a pas de rattrapage. De plus, on s’attend aussi à la vive participation de tout étudiant lors de ces séances, qui sont obligatoires ; on s’attend que les étudiants soient bien élevés.

---

**Dissertations (20%)** : Les 2 dissertations sont des travaux de recherche de longueur variable (4 à 7 pages) sur un sur un aspect de la culture française que nous étudions en cours (une région française, un personnage clé et un sujet libre), dont l’exposé représenterait un état présent à l’oral de la recherche et la dissertation. La Bibliographie et le style de citation seront conformes aux conseils MLA ou Chicago. D’autres styles de citation sont défendus.

Toute les sources secondaires devront être tirées des livres et journaux bien-reputés (i.e., trouvées sur la base de données MLA, lues et approuvées par le professeur). Un rendez-vous avec le professeur est obligatoire avant chaque cycle exposé + dissertation (si ainsi dit); ceux qui n’ont pas de rendez-vous auront un « 0 » pour cet élément de l’exercice.

Des informations complémentaires sur les différentes dissertations se trouveront sur l’UTC Learn bien en avance de la date limite; la date limite se trouve sous la rubrique à faire / à rendre du programme provisoire. **NB**: Aucune dissertation ne sera acceptée ni par courriel ni en retard sans avis préalable ET sans certificat médical.
Contrôles (25%) : Les 3 contrôles sont des examens écrits qui porteront sur les textes que nous étudions et discutons en cours ainsi que votre expression du français écrit. Aucun rattrapage sans certificat médical. NB : Ce semestre, il se peut que les contrôles soient en ligne OU à l'oral.

Examen Final (20%) : Cet examen sera compréhensif et se composera sur le même modèle que les contrôles. Aucun rattrapage sans certificat médical. NB : Ce semestre, il se peut que l'examen final soit en ligne OU à l'oral.

NB : Le programme provisoire est sujet à des modifications selon nos besoins. Tout changement sera signalé en avance sur UTC Learn ET / OU annoncé en cours. Veuillez consultez UTC Learn régulièrement, soyez à l'heure, et apportez vos livres en cours.

PROGRAMME PROVISOIRE

<table>
<thead>
<tr>
<th>Semaine 1 : l'identité française et européenne</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A PREPARER</strong></td>
</tr>
<tr>
<td>le lundi 17 août</td>
</tr>
<tr>
<td>le mercredi 19 août</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>le vendredi 21 août</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semaine 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A PREPARER</strong></td>
</tr>
<tr>
<td>le lundi 24 août</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>le mercredi 26 août</td>
</tr>
<tr>
<td>le vendredi 28 août</td>
</tr>
<tr>
<td>SÉMAINE 3</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Lundi 31 août</td>
</tr>
<tr>
<td>Mercredi 02 septembre</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Vendredi 04 septembre</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SÉMAINE 4</th>
<th>A PREPARER</th>
<th>A FAIRE / A RENDRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lundi 07 septembre</td>
<td>Chapitre 3 : Les Régions et les provinces, 34-52</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CFE I, Dossier 2, Chapitre III : Jeanne d'Arc, 66-70*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CFE I, Dossier 1, Ch. IV : La Renaissance : Châteaux de la Loire, 17-19*</td>
<td></td>
</tr>
<tr>
<td>Mercredi 09 septembre</td>
<td>Chapitre 4 : Les langues de la France, 56-71</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rédaction 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Du Bellay : La Défense et l'illustration de la langue française*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CFE I, Dossier 2, Chapitre II : Charlemagne, 60-61, 179*</td>
<td></td>
</tr>
<tr>
<td>Vendredi 11 septembre</td>
<td>Exposé + dissertation 1 : les régions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SÉMAINE 5</th>
<th>A PREPARER</th>
<th>A FAIRE / A RENDRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lundi, 14 septembre</td>
<td>Chapitre 5 : L'Union européenne, 75-86</td>
<td></td>
</tr>
<tr>
<td>Mercredi 16 septembre</td>
<td>CFE II, Dossier 2, Chapitre IV : l'avenir européen, 167-71*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CFE II, Dossier 4, Chapitre V : l'Union européenne, 223-27*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CFE II, Dossier 6, Chapitre III : L'identité culturelle de la France, 336-38*</td>
<td></td>
</tr>
<tr>
<td>Vendredi 18 septembre</td>
<td>L'identité culturelle française et l'Union européenne (suite)*</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SÉMAINE 6 : L'HISTOIRE DE FRANCE</th>
<th>A PREPARER</th>
<th>A FAIRE / A RENDRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lundi 21 septembre</td>
<td>Contrôle 1</td>
<td></td>
</tr>
</tbody>
</table>
A PREPARER

le mercredi 23 septembre

CFE I, Dossier 3, Ch. I : Développement de la monarchie, 113-17, 122-25, 127-29*
CFE I, Dossier 2, Chapitre V : Louis XIV, 77-81*
CFE I, Dossier 1, Ch. V : Le XVIIIe siècle : Versailles, 23-27*

le vendredi 25 septembre

CFE I, Dossier 1, Ch. V : Le XVIIe siècle : Versailles, 23-27* (suite)
CFE I, Dossier 4, Ch. II : Aristocrates et bourgeois, 183-87, 189-94*
CFE I, Dossier 3, Chapitre II : Révolution, 130-35* abstrait + bib

Semaine 7

le lundi 28 septembre

CFE I, Dossier 3, Chapitre II : Révolution, 130-35* (suite)
CFE I, Dossier 2, Chapitre VI : Napoléon, 83-87*
CFE I, Dossier 3, Chapitre III : Empire, monarchie constitutionnelle et République, 138-42, 147-48*

le mercredi 30 septembre

CFE I, Dossier 3, Chapitre III : Empire, monarchie constitutionnelle et République, 138-42, 147-48* (suite)
CFE I, Dossier 3, Chapitre IV : La IIIe République (1870-1940), 149-57*
CFE I, Dossier 3, Chapitre V : L'Etat français (1940-44), 158-62*

le vendredi 02 octobre

CFE I, Dossier 3, Chapitre V : L'Etat français (1940-44), 158-62* (suite)
CFE I, Dossier 3, Chapitre VI : La IVe République (1946-58), 163-65*
CFE I, Dossier 2, Chapitre IX : Le général de Gaulle, 100-04, 105*

Séména 8

le lundi 05 octobre

CFE I, Dossier 2, Chapitre IX : Le général de Gaulle, 100-04, 105* (suite)

le mercredi 07 octobre

exposé + dissertation 2 : un personnage clé

Sémeine 9 : les institutions politiques

le lundi 12 octobre

Chapitre 6 : La République française, 92-103

le mercredi 14 octobre

Chapitre 6 : La République française, 92-103 (suite)
Chapitre 7 : L'Etat, 107-120

le vendredi 16 octobre

Chapitre 7 : L'Etat, 107-120 (suite)
# Semaine 10

<table>
<thead>
<tr>
<th>Jour</th>
<th>A PREPARER</th>
<th>A FAIRE / A RENDRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lundi 19</td>
<td>Chapitre 8 : Les partis politiques et les élections, 123-35</td>
<td></td>
</tr>
<tr>
<td>Mercredi 21</td>
<td>Chapitre 8 : Les partis politiques et les élections, 123-35 (suite)</td>
<td>rédaction 2</td>
</tr>
<tr>
<td>Vendredi 23</td>
<td></td>
<td>contrôle 2</td>
</tr>
</tbody>
</table>

# Semaine 11 : les institutions sociales

<table>
<thead>
<tr>
<th>Jour</th>
<th>A PREPARER</th>
<th>A FAIRE / A RENDRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lundi 26</td>
<td>Chapitre 9 : La famille et la sexualité, 140-55</td>
<td></td>
</tr>
<tr>
<td>Mercredi 28</td>
<td>Chapitre 9 : La famille et la sexualité, 140-55 (suite)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CEE II, Dossier 1, Ch. I : La famille et le rôle de la femme, 3-7*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CEE I, Dossier 4, Chapitre IV : Le deuxième sexe, 221-23</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CEE II, Dossier 2, Ch. V : La vie professionnelle et la femme au travail, 104-08*</td>
<td></td>
</tr>
<tr>
<td>Vendredi 30</td>
<td>CEE II, Dossier 1, Ch. I : La famille et le rôle de la femme, 3-7*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CEE I, Dossier 4, Chapitre IV : Le deuxième sexe, 221-23</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CEE II, Dossier 2, Ch. V : La vie professionnelle et la femme au travail, 104-08*</td>
<td></td>
</tr>
</tbody>
</table>

# Semaine 12

<table>
<thead>
<tr>
<th>Jour</th>
<th>A PREPARER</th>
<th>A FAIRE / A RENDRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lundi 02</td>
<td>Chapitre 14 : l’Education, 235-52</td>
<td></td>
</tr>
<tr>
<td>Mercredi 04</td>
<td>Chapitre 14 : l’Education, 235-52 (suite)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapitre 10 : Le travail et le temps libre, 159-68</td>
<td></td>
</tr>
<tr>
<td>Vendredi 06</td>
<td>Chapitre 10 : Le travail et le temps libre, 159-68 (suite)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapitre 10 : Le travail et le temps libre, 169-78</td>
<td></td>
</tr>
</tbody>
</table>

# Semaine 13

<table>
<thead>
<tr>
<th>Jour</th>
<th>A PREPARER</th>
<th>A FAIRE / A RENDRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lundi 09</td>
<td>Chapitre 11 : La protection sociale, 183-94</td>
<td>rédaction 3</td>
</tr>
<tr>
<td>Mercredi 11</td>
<td>Chapitre 11 : La protection sociale, 183-94 (suite)</td>
<td></td>
</tr>
<tr>
<td>Vendredi 13</td>
<td></td>
<td>exposé 3 : sujet libre</td>
</tr>
<tr>
<td>A PREPARER</td>
<td>A FAIRE / A RENDRE</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td>Semaine 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>le lundi 16 novembre</td>
<td>exposé 3 : sujet libre</td>
<td></td>
</tr>
<tr>
<td>le mercredi 18 novembre</td>
<td>contrôle 3</td>
<td></td>
</tr>
<tr>
<td>le vendredi 20 novembre</td>
<td>Révision</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ASSESSMENTS</td>
<td></td>
</tr>
</tbody>
</table>

L'EXAMEN FINAL :
le lundi 07 décembre de 10h30 à 12h30
FREN 3230 / Automne 2020
La Civilisation française
LuMeVe de 11h à 11h50

COURS : FREN 3230 | 43338
TITRE : La Civilisation française
UV : 3
FORMAT : conférence / discussion
PRÉREQUIS : FREN 2120 avec une note de 'C' au minimum ou l'approbation du chef du département
EMPLOI DU TEMPS : LuMeVe de 11h à 11h50 | Brock 205
PROFESSEUR : Dr. Karen (Casey) Casebier
BUREAU : Lupton 236 B
TELEPHONE : 423.425.4259
COURRIEL : karen-casebier@utc.edu
HEURES D'ACCUEIL : LuMe de 12h à 13h30 et sur rendez-vous

REGLEMENTS ET POLITIQUES UNIVERSITAIRES:

Campus Safety Policy : Due to COVID-19, there is a campus safety policy (https://www.utc.edu/walker-center-teaching-learning/covid-19-safety-policy.php). For classes that meet on campus, please review this policy.


Technology Support : If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email helpdesk@utc.edu.

Student Technology : If you have technology needs to access your courses and/or complete course requirements in Canvas, submit a request (https://new.utc.edu/information-technology/learning-from-home) with Information Technology.

Student Accommodations : If you have accessibility and accommodation requests, contact the Disability Resource Center (https://www.utc.edu/disability-resource-center/index.php) at 423-425-4006 or email DRC@utc.edu.

METHODES D'APPRENTISSAGE : Ce cours est en français. Nous employons des méthodes traditionnelles d'apprentissage : la lecture, la conférence et la discussion en cours et en groupe; les travaux écrits, les exposés et les travaux de recherche strictement personnelle. Il est essentiel de lire les textes avant de venir en cours et de participer vivement en cours.
DESCRIPTION DU COURS : The fine arts, patterns of living, and total life-style of the French people approached through their language. Geographical and historical backgrounds included. On demand. Prerequisites: FREN 2120 with a minimum grade of C or placement, or department head approval.

ACQUIS DU COURS : Ce cours vise à:

✓ Acquérir du vocabulaire concernant l'histoire, la sociologie et les institutions politiques de la France contemporaine et pratiquer son bon usage
✓ Identifier, discuter et faire des analyses des thèmes principaux du texte en relevant les informations critiques/thèmes principaux en français
✓ Identifier, discuter et expliquer les caractéristiques principales et personnages clés de la civilisation française, notamment les institutions politiques, la vie sociale et la vie culturelle de la France contemporaine et son rôle dans l'Union Européenne
✓ Identifier, discuter et expliquer certains événements historiques et tendances idéologiques de la civilisation française et leur influence sur la vie politique, sociale et culturelle de la France contemporaine
✓ Développer des compétences générales concernant les institutions et phénomènes sociaux comme les régions, la famille, l'éducation, l'immigration, la religion, la vie active et le statut de la femme
✓ Faire des comparaisons et expliquer les différences principales entre la culture et la société française et la nôtre
✓ Rechercher, analyser, parler et écrire sur la culture, l'histoire et la société française d'une perspective critique

COVID ABSENCES : Prior to arriving on campus each day or attending a face-to-face class, students are to complete the daily self-check through the university approved application. Students who are instructed to stay home due to their responses are not to come to campus or attend face to face classes and instead follow up as directed through the self-check instructions.

Students must notify the instructor of their absence by email within 48 hours, if possible. Students are not required to provide the instructor with documentation of COVID-19 symptoms. Students will not be penalized for absences or late course assessments unless they are unable to complete course learning outcomes. Faculty will work with students to identify ways to complete course requirements.

Students must, if they are asymptomatic or if their symptoms do not interfere with their ability to participate in the course, continue to participate in the course using the online assets and tools that the instructor makes available through UTC Learn including: travaux écrits (alternative assignments à l'oral) and contrôles.

If COVID-19 related illness results in any missed course work (face-to-face or online), students should proactively work with the instructor to plan make-up work. It remains the student's responsibility to complete any missed work such as assignments, tests, quizzes, labs, or projects outside of scheduled class time. But please realize that class will continue, and students may find themselves in the situation where they are unable to complete all work by the end of the semester. In such a case, students should consider a late withdrawal or an incomplete grade. Please contact the Records Office (423-425-4416) to learn more about the late withdrawal process.
If students have COVID-19 disability related risk factors that may affect attendance, students are strongly encouraged to register with the Disability Resource Center (423-425-4006) in order to receive necessary accommodations.

If students believe the instructor has not made reasonable and appropriate accommodations for absences, or makeup assignments, projects, labs, or exams due to COVID-19, students have the right to appeal according to UTC’s Policies and Procedures for Student Complaints by filling out the Student Complaint Form and submitting to the Office of the Dean of Students.

**REGLEMENTS ET POLITIQUE DU COURS**

**ÉVALUATION DE LA NOTE FINALE :**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation et préparation</td>
<td>10%</td>
<td>A 90-100</td>
</tr>
<tr>
<td>Rédactions (3)</td>
<td>15%</td>
<td>B 80-89</td>
</tr>
<tr>
<td>Contrôles (3)</td>
<td>25%</td>
<td>C 70-79</td>
</tr>
<tr>
<td>Exposés (3)</td>
<td>10%</td>
<td>D 60-69</td>
</tr>
<tr>
<td>Dissertations (2)</td>
<td>20%</td>
<td>E 50-59</td>
</tr>
<tr>
<td>Examen Final</td>
<td>20%</td>
<td>F 0-59</td>
</tr>
</tbody>
</table>

**COVID STATEMENT:** Due to social distancing, only 25% of students (*8-10 people*) may be in the classroom at the same time. A schedule of attendance will be posted at the beginning of the semester; it will be subject to revision based on attendance and/or changes to the official class roster. In addition, both the format and the testing conditions of exposés, contrôles and the examen final are subject to change; these assessments may be written, oral or some combination thereof, and they may be online or in class. Changes will be announced in advance in class and/or on UTC Learn; be prepared to be flexible this semester.

**POLITIQUE DEPARTEMENTALE DES ABSENCES/RATTRAPAGES:** Any student who misses more than 2 weeks of class (6 unexcused absences) will have a maximum grade of B. Any student who misses more than 4 weeks of class (12 unexcused absences) will have a maximum grade of C. Veuillez consulter la rubrique « Participation et préparation » du programme provisoire pour la politique du professeur concernant les absences.

**RATTRAPAGES ET TRAVAUX ECRITS EN RETARD:** Aucun rattrapage des examens sans certificat médical. Aucun devoir, rédaction, révision, interro, exposé, dissertation, etc. ne sera accepté ni par courriel ni en retard sans avis préalable ET sans certificat médical. Tout travail rendu en retard s'expose aux sanctions sévères (un C- au maximum).
Politique de Correction: Tous les devoirs seront rendus dans une huitaine, pourvu que tous les étudiants aient rendu le travail le jour prévu. Si le professeur était malade ou s'absente pour assister à un colloque, on vous rendra le travail dans les meilleurs délais. Si vos collègues choisissent de rendre leurs devoirs en retard, on attendra plus longtemps la correction du professeur.

Politique de Communication: Tout courriel aura une réponse dans les meilleurs délais. N'oubliez pas de lire le programme provisoire au cas où la bonne réponse à votre question s'y trouve. Les situations qui demandent un peu de recherche/réflexion de la part du professeur aura une réponse dans une huitaine.

Politique de Participation: On s'attend que les étudiants lisent les textes avant de venir en cours, qu'ils assistent régulièrement au cours, et qu'ils s'engagent dans les discussions en cours et en groupe chaque jour.

PAROLE ET ENGAGEMENT D'HONNEUR (de l'UTC Student Handbook): I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to insure that the Honor Code is upheld by others and I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

The use of another person's thoughts or words and representing them as your own, and giving or receiving unauthorized help on tests, assignments, or papers constitutes plagiarism. This includes but is not limited to the use of quotations or ideas from books, articles, and web sites without appropriate credit. Students who plagiarize will receive an "F" for their paper/exam OR an "F" in the course. Moreover, they may be reported to the UTC Honor Court for further disciplinary action. The Honor Code in the UTC Student Handbook states that plagiarism is an offense that can result in dismissal from the University. For more information, please consult the policy on Academic Integrity: www.utc.edu/dean-students/pdfs/academics.pdf Veuillez consulter la rubrique « Rédactions » du programme provisoire pour des informations complémentaires.

APPRECIATION DU COURS: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.
Participation et préparation (10%) : La présence est obligatoire.
La participation se définit selon la présence de l’étudiant en cours ainsi que la volonté de démontrer qu’on a fait la lecture à la maison et qu’on est prêt à discuter. C’est votre participation active au cours qui vous permettra de développer le mieux vos compétences de lecture et d’améliorer votre expression du français écrit et parlé, et ce faisant, à vous préparer en vue des différents examens et devoirs prévus.

Veuillez consulter la rubrique à préparer du programme provisoire pour ce que vous avez à préparer avant de venir en cours. Les lectures qui se trouvent sur l’UTC Learn sont marqués dans le programme par un astérisque (*).

La participation pourrait comprendre aussi des devoirs, des forums de discussion en ligne et d’interrogations imprévues. Les devoirs seront annoncés pendant les annonces au début ou à la fin de chaque cours, s’il y en aurait. Ne soyez pas en retard !

La participation sera notée chaque jour. NB: Quand on dépasse la limite de 3 absences, une absence mérite un « 0 » pour la participation.
Voir aussi la politique du Département des langues et littératures modernes et classiques sur les absences/rattrapages ci-dessus.

De plus, ceux qui lisent leur courriel ou jouent au portable pendant le cours ne participent pas et gagnent un « 0 » pour leur note de participation, parce qu’ils sont, de toute évidence, absents. Il en va de même pour ceux qui refusent de parler en cours ou travailler en groupe.
Rédactions (15%) : Les 3 rédactions sont des travaux écrits de 400 mots (environ d'1% à 2 pages, tapé à interligne 2) qui portent sur des aspects de la culture française que nous étudions et dans lesquelles on fait des comparaisons ou développez un argument sans faire de la recherche. Tous les sujets de rédaction seront postés sur l'UCI Learn bien en avant de la date limite, la date limite se trouve sous la rubrique à faire/à rendre du programme provisoire.

Chaque étudiant doit garder toutes ses rédactions dans une chemise jusqu'à la fin du semestre. Veuillez écrire votre nom et prénom sur votre chemise. NB : Aucune rédaction ne sera acceptée ni par courriel ni en retard sans avis préalable. Les rédactions en retard, incomplètes, illisibles, manuscrites, tapées mais non-interlinéées, hors de sujet, sans chemise, dans des dossiers incomplets, etc., s'exposent aux sanctions sévères (un C+ au maximum, avec une seule clémence).

Veuillez mettre votre chemise sur la table avant que le cours commence le jour où il faut rendre une rédaction.

NB: Any rédaction that shows undeniable evidence of academic misconduct will result in immediate and injurious disciplinary action. Intellectual theft/cheating will not be tolerated; please see the Honor System in the UTC Student Handbook for a limited list of Honor Code violations (http://www.utc.edu/clean-students/pdfs/academicst.code.pdf).

For the purposes of this class, cheating and plagiarism are specific, concrete behaviors. Examples of cheating and plagiarism include (but are not limited to) the following:

- Copying or checking your answers by looking at a classmate's test paper and/or bringing unauthorized material into the classroom on test days.
- Communicating questions to classmates before they have taken the control.
- Using your cell phone, notes, dictionaries or textbooks during a contrôle.
- Having someone else (e.g., tutor, friend, roommate, French major, native speaker, former French professor) give you help so much help that they are writing your réduction or correcting your révision.
- Paying someone to write or rewrite your paper or "borrowing" a paper from a classmate or former student.
- Using online translators for words, sentences or paragraphs.
- Copying or paraphrasing entries from any source (online, print or audio) without proper citation.
- Original instances of online or traditional cheating/plagiarism that are not explicitly enumerated here or in the Honor Code.
Exposés (10%) : Les 3 exposés sont des discours à l’oral dans lequel on parle d’un sujet de recherche qui portera sur un aspect de la culture française. Chaque étudiant préparera des exposés sur 1) une région française, 2) un personnage clé de l’histoire ou de la politique qui porteront sur la recherche qu’on aura fait en préparation pour la dissertation, et 3) un sujet libre qui portera sur un aspect de la culture française. La dissertation qui s’accompagne l’exposé à rendre le jour de son exposé, et comprendra un compte-rendu et une bibliographie en style MLA.

Chaque étudiant aura environ 10 minutes pour présenter son exposé, y compris la période des questions et réponses orales. Un rendez-vous avec le professeur est obligatoire avant chaque cycle exposé + dissertation (si ainsi dit) ; ceux qui n’ont pas de rendez-vous auront un « 0 » pour cet élément de l’exercice. Il en va de même pour ceux qui ne participeront pas pendant la période des questions et réponses orales.

Des informations complémentaires se trouveront sur l’UTC Learn bien en avance de la date limite ; la date limite se trouve sous la rubrique à faire / à rendre du programme provisoire. NB : Les étudiants qui s’absentent le jour de leur exposé et qui n’ont pas de remplacement auront un « 0 ». Il n’y a pas de rattrapage. De plus, on s’attend aussi la vive participation de tout étudiant lors de ces séances, qui sont obligatoires ; on s’attend que les étudiants soient bien élevés.

Dissertations (20%) : Les 2 dissertations sont des travaux de recherche de longueur variable (4 à 7 pages) sur un sur un aspect de la culture française que nous étudions en cours (une région française, un personnage clé et un sujet libre), dont l’exposé représenterait un état présent à l’oral de la recherche et la dissertation. La Bibliographie et le style de citation seront conformes aux conseils MLA ou Chicago. D’autres styles de citation sont défendus.

Toute les sources secondaires devront être tirées des livres et journaux bien-reputés (i.e., trouvées sur la base de données MLA, lues et approuvées par le professeur). Un rendez-vous avec le professeur est obligatoire avant chaque cycle exposé + dissertation (si ainsi dit) ; ceux qui n’ont pas de rendez-vous auront un « 0 » pour cet élément de l’exercice.

Des informations complémentaires sur les différentes dissertations se trouveront sur l’UTC Learn bien en avance de la date limite ; la date limite se trouve sous la rubrique à faire / à rendre du programme provisoire. NB: Aucune dissertation ne sera accepté ni par courriel ni en retard sans avis préalable ET sans certificat médical.
Contrôles (25%) : Les 3 contrôles sont des examens écrits qui porteront sur les textes que nous étudions et discutons en cours ainsi que votre expression du français écrit. Aucun rattrapage sans certificat médical. NB : Ce semestre, il se peut que les contrôles soient en ligne OU à l'oral.

Examen Final (20%) : Cet examen sera compréhensif et se composera sur le même modèle que les contrôles. Aucun rattrapage sans certificat médical. NB : Ce semestre, il se peut que l'examen final soit en ligne OU à l'oral.

NB : Le programme provisoire est sujet à des modifications selon nos besoins. Tout changement sera signalé en avance sur UTC Learn ET / OU annoncé en cours. Veuillez consultez UTC Learn régulièrement, soyez à l'heure, et apportez vos livres en cours.

PROGRAMME PROVISOIRE

<table>
<thead>
<tr>
<th>SEMAINE</th>
<th>A PREPARER</th>
<th>A FAIRE / A RENDRE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SÉMÈNA 1</strong> : l'identité française et européenne</td>
<td></td>
<td></td>
</tr>
<tr>
<td>le lundi 17 août</td>
<td>initiation au cours</td>
<td></td>
</tr>
<tr>
<td>le mercredi 19 août</td>
<td>Introduction : La France et les États-Unis, 1-4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapitre 1 : La France physique, 6-12</td>
<td></td>
</tr>
<tr>
<td>le vendredi 21 août</td>
<td>Chapitre 2 : Paris et la vie urbaine, 15-30</td>
<td></td>
</tr>
</tbody>
</table>

| SEMAINE 2  |
| le lundi 24 août | Chapitre 2 : Paris et la vie urbaine (suite) |
| | La Civilisation française en évolution I (CFE I),* |
| | Dossier 2, Ch. I : Vercingétorix, 51-59* |
| | CFE I, Dossier 1, Ch. II : L'Antiquité : Vestiges romains, 8-12* |
| le mercredi 26 août | Chapitre 13 : L'immigration, 220-32 |
| le vendredi 28 août | Chapitre 13 : L'immigration, 220-32 (suite) |
Séquence 3

**lundi 31 août**
Chapitre 12 : Les religions, 200-17

**mercredi 02 septembre**
Chapitre 12 : Les religions (suite)
*CFF I, Dossier 1, Ch. III : Le Moyen Age : Cathédrales gothiques, 13-15*
*CFF I, Dossier 2, Ch. IV : Henri IV, 71-73*

**vendredi 04 septembre**
L'identité culturelle française (suite)
*CFF II, Dossier 6, Chapitre III : L'identité culturelle de la France, 330-34, 343-48*

Séquence 4

**lundi 07 septembre**
Chapitre 3 : Les Régions et les provinces, 34-52
*CFF I, Dossier 2, Chapitre III : Jeanne d'Arc, 66-70*
*CFF I, Dossier 1, Ch. IV : La Renaissance : Châteaux de la Loire, 17-19*

**mercredi 09 septembre**
Chapitre 4 : Les langues de la France, 56-71

Du Bellay : *La Défense et l'illustration de la langue française*
*CFF I, Dossier 2, Chapitre II : Charlemagne, 60-61, 179*

**vendredi 11 septembre**
*exposé + dissertation 1 : les régions*

Séquence 5

**lundi, 14 septembre**
Chapitre 5 : L'Union européenne, 75-86

**mercredi 16 septembre**
*CFF II, Dossier 2, Chapitre IV : l'avenir européen, 167-71*
*CFF II, Dossier 4, Chapitre V : l'Union européenne, 223-27*
*CFF II, Dossier 6, Chapitre III : L'identité culturelle de la France, 336-38*

**vendredi 18 septembre**
L'identité culturelle française et l'Union européenne (suite)*

Séquence 6 : l'Histoire de France

**lundi 21 septembre**
contrôle 1
A PREPARER

le mercredi 23 septembre

*CFE I, Dossier 3, Ch. I : Développement de la monarchie, 113-17, 122-25, 127-29*
*CFE I, Dossier 2, Chapitre V : Louis XIV, 77-81*
*CFE I, Dossier 1, Ch. V : Le XVIIe siècle : Versailles, 23-27*

le vendredi 25 septembre

*CFE I, Dossier 1, Ch. V : Le XVIIe siècle : Versailles, 23-27* (suite)
*CFE I, Dossier 4, Ch. II : Aristocrates et bourgeois, 183-87, 189-94*
*CFE I, Dossier 3, Chapitre II : Révolution, 130-35*

A FAIRE / A RENDRE

abstract + bib

Semaine 7

le lundi 28 septembre

*CFE I, Dossier 3, Chapitre II : Révolution, 130-35* (suite)
*CFE I, Dossier 2, Chapitre VI : Napoléon, 83-87*
*CFE I, Dossier 3, Chapitre III : Empire, monarchie constitutionnelle et République, 138-42, 147-48*

le mercredi 30 septembre

*CFE I, Dossier 3, Chapitre III : Empire, monarchie constitutionnelle et République, 138-42, 147-48* (suite)
*CFE I, Dossier 3, Chapitre IV : La IIIe République (1870-1940), 149-57*
*CFE I, Dossier 3, Chapitre V : L'État français (1940-44), 158-62*

le vendredi 02 octobre

*CFE I, Dossier 3, Chapitre V : L'État français (1940-44), 158-62* (suite)
*CFE I, Dossier 3, Chapitre VI : La IVe République (1946-58), 163-65*
*CFE I, Dossier 2, Chapitre IX : Le général de Gaulle, 100-04, 105*

Semaine 8

le lundi 05 octobre

*CFE I, Dossier 2, Chapitre IX : Le général de Gaulle, 100-04, 105* (suite)

le mercredi 07 octobre

exposé + dissertation 2 : un personnage clé

le vendredi 09 octobre

exposé + dissertation 2 : un personnage clé

Semaine 9 : les institutions politiques

le lundi 12 octobre

Chapitre 6 : La République française, 92-103

le mercredi 14 octobre

Chapitre 6 : La République française, 92-103 (suite)
Chapitre 7 : L'État, 107-120

le vendredi 16 octobre

Chapitre 7 : L'État, 107-120 (suite)
<table>
<thead>
<tr>
<th>Semaine 10</th>
<th>A PREPARER</th>
<th>A FAIRE / A RENDRE</th>
</tr>
</thead>
</table>
le lundi 19 octobre | Chapitre 8 : Les partis politiques et les élections, 123-35 |
le mercredi 21 octobre | Chapitre 8 : Les partis politiques et les élections, 123-35 (suite) | rédaction 2 |
le vendredi 23 octobre | | contrôle 2 |

Semaine 11 : les institutions sociales
| le lundi 26 octobre | Chapitre 9 : La famille et la sexualité, 140-55 |
le mercredi 28 octobre | Chapitre 9 : La famille et la sexualité, 140-55 (suite)  
CFE II, Dossier 1, Ch. I : La famille et le rôle de la femme, 3-7*  
CFE I, Dossier 4, Chapitre IV : Le deuxième sexe, 221-23  
CFE II, Dossier 2, Ch. V : La vie professionnelle et la femme au travail, 104-08* |
le vendredi 30 octobre | CFE II, Dossier 1, Ch. I : La famille et le rôle de la femme, 3-7*  
CFE I, Dossier 4, Chapitre IV : Le deuxième sexe, 221-23  
CFE II, Dossier 2, Ch. V : La vie professionnelle et la femme au travail, 104-08* |

Semaine 12
| le lundi 02 novembre | Chapitre 14 : l'Education, 235-52 |
le mercredi 04 novembre | Chapitre 14 : l'Education, 235-52 (suite)  
Chapitre 10 : Le travail et le temps libre, 159-68 |
le vendredi 06 novembre | Chapitre 10 : Le travail et le temps libre, 159-68 (suite)  
Chapitre 10 : Le travail et le temps libre, 169-78 |

Semaine 13
| le lundi 09 novembre | Chapitre 11 : La protection sociale, 183-94 | rédaction 3 |
le mercredi 11 novembre | Chapitre 11 : La protection sociale, 183-94 (suite) |
le vendredi 13 novembre | exposé 3 : sujet libre |
<table>
<thead>
<tr>
<th><strong>A PREPARER</strong></th>
<th><strong>A FAIRE / A RENDRE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semaine 14</strong></td>
<td><strong>exposé 3 : sujet libre</strong></td>
</tr>
<tr>
<td>le lundi 16 novembre</td>
<td>contrôles 3</td>
</tr>
<tr>
<td>le mercredi 18 novembre</td>
<td>ASSESSMENTS</td>
</tr>
<tr>
<td>le vendredi 20 novembre</td>
<td>Révision</td>
</tr>
</tbody>
</table>

**L'EXAMEN FINAL :**
le lundi 07 décembre de 10h30 à 12h30
Appendix 1.C

French and Spanish Critical Analysis Rubric

<table>
<thead>
<tr>
<th></th>
<th>9-10 points</th>
<th>8 points</th>
<th>7 points</th>
<th>0-6 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Topic Selection</td>
<td>Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the subject.</td>
<td>Identifies a topic that while manageable/doable is too narrowly focused and leaves out relevant aspects of the subject.</td>
<td>Identifies a topic that is far too general and wide-ranging to be manageable and doable.</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.</td>
<td>Organizes evidence to reveal important patterns, differences, or similarities related to focus.</td>
<td>Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.</td>
<td>Lists evidence, but it is not organized and/or is unrelated to focus.</td>
</tr>
<tr>
<td>Conclusions</td>
<td>States a conclusion that is a logical extrapolation from the inquiry findings.</td>
<td>States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.</td>
<td>States a general conclusion that, because it is so general, also applied beyond the scope of the inquiry findings.</td>
<td>States an ambiguous, illogical, or unsupportable conclusion from inquiry findings.</td>
</tr>
</tbody>
</table>

Goals

80% of 3000-level students will achieve a score of 70% on the rubric.

80% of 4000-level students will achieve a score of 80% on the rubric.
### Appendix 1.D

**LAT MAJOR ASSESSMENT RUBRICS**

(2018-Present)

#### Cultural Understanding

<table>
<thead>
<tr>
<th>Knowledge of Classical worldview frameworks</th>
<th>9-10 points</th>
<th>8 points</th>
<th>7 points</th>
<th>6 points</th>
<th>0-5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates sophisticated understanding of the complexity of elements important to the cultures of Ancient Rome and Greece, such as values, beliefs, forms of expression, practices, history, and politics.</td>
<td>Demonstrates adequate understanding of the complexity of elements important to the cultures of Ancient Rome and Greece, such as values, beliefs, forms of expression, practices, history, and politics.</td>
<td>Demonstrates partial understanding of the complexity of elements important to the cultures of Ancient Rome and Greece, such as values, beliefs, forms of expression, practices, history, and politics.</td>
<td>Demonstrates surface understanding of the complexity of elements important to the cultures of Ancient Rome and Greece, such as values, beliefs, forms of expression, practices, history, and politics.</td>
<td>Demonstrates inadequate understanding of the complexity of elements important to the cultures of Ancient Rome and Greece, such as values, beliefs, forms of expression, practices, history, and politics.</td>
<td></td>
</tr>
</tbody>
</table>

#### Formal Writing

<table>
<thead>
<tr>
<th>Control of Syntax and Mechanics</th>
<th>9-10 points</th>
<th>8 points</th>
<th>7 points</th>
<th>0-6 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, while being virtually error-free.</td>
<td>Uses straightforward language that generally conveys meaning to readers, while having few errors.</td>
<td>Uses straightforward language that generally conveys meaning to readers with clarity, although writing may contain some errors.</td>
<td>Uses language that sometimes impedes meaning because of errors in usage.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sources and Evidence</th>
<th>9-10 points</th>
<th>8 points</th>
<th>7 points</th>
<th>0-6 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas.</td>
<td>Demonstrates consistent use of credible, relevant sources to support ideas.</td>
<td>Demonstrates an attempt to use of credible and/or relevant sources to support ideas.</td>
<td>Demonstrates an attempt to use sources to support ideas.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9-10 points</td>
<td>8 points</td>
<td>7 points</td>
<td>0-6 points</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Research Topic Selection</td>
<td>Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the subject.</td>
<td>Identifies a creative, focused, and manageable/doable topic that appropriately addresses relevant aspects of the subject.</td>
<td>Identifies a topic that while manageable/doable is too narrowly focused and leaves out relevant aspects of the subject.</td>
<td>Identifies a topic that is far too general and wide-ranging to be manageable and doable.</td>
</tr>
<tr>
<td>Analysis</td>
<td>Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.</td>
<td>Organizes evidence to reveal important patterns, differences, or similarities related to focus.</td>
<td>Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.</td>
<td>Lists evidence, but it is not organized and/or is unrelated to focus.</td>
</tr>
<tr>
<td>Conclusions</td>
<td>States a conclusion that is a logical extrapolation from the inquiry findings.</td>
<td>States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.</td>
<td>States a general conclusion that, because it is so general, also applied beyond the scope of the inquiry findings.</td>
<td>States an ambiguous, illogical, or unsupported conclusion from inquiry findings.</td>
</tr>
</tbody>
</table>
Appendix 4.A

Juan Antonio Alonso
1043 Englewood Avenue
Chattanooga, TN 37405
(423)-697-2505
juan.alonso@chattanoogastate.edu

Overview
• Effective and impassioned communicator who strives to promote student opportunity and success by facilitating inclusive and diverse learning environments
• Experienced leader and collaborator with various departments within the college as well as institutions in the community
• Designed and implemented educational programs and courses that have proven to increase student participation, retention and success

Education
• Current PhD candidate in the program Spanish Philology: Literary and Applied Linguistics Studies at Universidad Nacional de Educación a Distancia (UNED), since 2017
• M.A. in Hispanic Applied Linguistics, UNED, 2017
• M.A. in Spanish Humanities (Language, History, and Culture); Universidad de Extremadura, 2000

Professional Experience
Chattanooga State Community College, Chattanooga, TN 2013 - present
Assistant Professor of Spanish
• Teaches Spanish 1010, 1020, 2010, 2020, and Special Topics, as well as Humanities 1010 and Humanities 1110 classes
• Designed, established and currently advises LASO, a Latinx student leadership organization, after being awarded a Tennessee Board of Regents grant
• Guided the reorganization of the Spanish Club into a truly student-led organization
• Planned the new TnCIS Spain study abroad program as the current study abroad program director for TnCIS Spain
• Coordinated the adoption and implementation of Chattanooga State's Global and Cultural Awareness ISLO rubric
• Designed and taught a new Humanities course: "Latino Cultures in the United States", which is now a TBR Humanities general education course
• Served in the academic audit team that reviewed Austin Peay University's Modern Languages program
• Redesigned Chattanooga State's Spanish online courses (1010, 1020, 2010, and 2020)
• Coordinated Chattanooga State's Spanish online courses
• Developed and led a monthly International Film Series event
• Obtained, implemented and managed three TBR Course Revitalization grants and a TBR SESS grant, many of them related to projects benefiting URM

University of Tennessee at Chattanooga – Chattanooga, TN 2014 - present
Adjunct Spanish Instructor
• Teaches Spanish 1010 and 1020 on campus, and 2140 online
Independent Language Services Provider – Cáceres, Spain 2011 - 2013
- Established and led an English language conversational club and registered cultural association based in Cáceres, Spain, aimed at providing English language immersion experiences
- Designed and taught an advanced course of Spanish as a Foreign Language for a local private language academy
- Taught private ESL classes to individuals and small groups according to the Common European Framework of Reference for Languages (CEFR)
- Provided translation and interpretation services to local businesses and government offices

Nashville State Community College, Nashville, TN 2007 - 2011
Adjunct Instructor
- Taught all levels of Spanish available at NSCC, on campus and online
- Was the only adjunct instructor entrusted to teach upper level Spanish courses
- Adapted curricula for native Spanish-speaking students

Antioch High School (Metro Nashville Public Schools), Nashville, TN 2006 - 2011
Spanish and Heritage Teacher
- Taught all levels of Spanish, and Spanish Heritage levels 1 and 2
- Co-designed the two-year Spanish Heritage Program for native Spanish-speakers
- Served as the outreach advisor for the school’s international community
- Directed the school’s United Nations Club
- Organized events involving the school’s international community, including festivals and community service projects
- Cooperated with local businesses and non-profits to provide educational opportunities embracing the school’s international student body

Cenproex, Cáceres, Spain 2004 - 2006
Head of Studies/Education Manager
- Coordinated resources and materials for all of the school’s educational programs
- Created curricula for the school’s professional job skills courses
- Planned all details of the official course schedules
- Represented the company in relations with other businesses and the government

Community Engagement
- Served as co-chair of the Education Subcommittee in the City’s Council Against Hate, 2018- Present
- Worked with the local non-profit La Paz Chattanooga on multiple projects, 2013- Present
- Volunteered with the Hunter Museum in several cultural events, 2016- Present
- Volunteered with the Chattanooga Area Food Bank, 2014- Present
- Volunteered with Hamilton County to translate and record Spanish messages for their emergency alert systems, 2018
- Served as Tennessee Promise Mentor, 2017-2018
- Volunteered to translate for the Hamilton County Department of Education, 2013-2016
Awards and Grants
- Recipient of a Student Engagement Retention and Success grant to design, establish, and advise a Latino student leadership organization, awarded by the Tennessee Board of Regents, Chattanooga, TN. 2018-2019
- Recipient of a Latino Leadership Award awarded by the nonprofit La Paz Chattanooga. Chattanooga, TN. 2016.
- Recipient of a Fundación Fernando Valhondo graduate research grant awarded by the Fundación Fernando Valhondo. Cáceres, Spain. 2001-2002

Professional Memberships
- Member of Tennessee Foreign Language Teaching Association (TFLTA), since 2008
- Member of Hispanic Association of Colleges and Universities (HACU), since 2013

Presentations made at symposiums and conferences
- "Impact of Emotions in Student Outcomes at Community Colleges' Language programs" — 7th Lusophone and Hispanic Linguistics Symposium. Milwaukee, WI, 2019
- "Promoting Equity through Global Learning and Study Abroad" — (Scheduled to be plenary speaker at the TNCIS Conference Sevierville, TN, 2019)
- "Impact of Student Emotions in Enrollment in Spanish Courses" — Linguistic Association of the Southwest Conference. Baton Rouge, LA, 2019
- "LASO Chattanooga State: Empowering Students to Represent Themselves" — Avancemos Juntos Conference, Gallatin, TN, 2019
- "Impact of Student Attitudes in Enrollment in Spanish Courses" — Bilingualism and Language Education Symposium. Madrid, Spain, 2018
- "L2 Classroom College Success" — Hamilton County Foreign Language Teacher Professional Development Day; Chattanooga, TN, 2018
- "Setting up a Multidisciplinary Global & Cultural Awareness Student Trip without Leaving the Country" — Chattanooga State Convocation; Chattanooga, TN, 2018
- "Latino Cultures in the US: An Academic Option for the Community College Classroom" — Avancemos Juntos Conference; Gallatin, TN, 2017
- "The PROF Project: An Experiment in Faculty Collaboration" — TYCA-SE; Knoxville, TN, 2016
- "Teaching Abroad with TNCIS: Faculty Application and Recruiting tips" — Chattanooga State’s Humanities Department Retreat; Chattanooga, TN, 2015
- "And they were here all along! Spanish Influence in the American Southeast" — Chattanooga State’s Chautauqua Series; Chattanooga, TN, 2015
- "Teaching Modern Languages in College: Current Issues" (co-presentation) — TFLTA Conference; Franklin, TN, 2015
- "How to Involve Students in the Study Abroad Recruitment Process" — TNCIS Conference; Memphis, TN, 2014
- "Global Awareness in the Foreign Language Classroom Across TBR Institutions" — TFLTA Conference; Franklin, TN, 2013
- "Orientation Course for Visiting Teachers from Spain Teaching in American Schools" — Spanish Education Office; Nashville, TN, 2011
"Orientation Course for Visiting Teachers from Spain Teaching in American Schools" – Spanish Education Office; Nashville, TN, 2010

Other Relevant Experience

- Volunteer, La Paz de Dios. Chattanooga, TN, 2013 - 2018
- Volunteer, Chattanooga Area Food Bank. Chattanooga, TN, 2015 – present
- Director/Producer/Host of La Tertulia (public-access TV show); Channel 19, NECAT Studios; Nashville, TN, 2011
SARAH CLARK ALONSO
1043 Englewood Ave.
Chattanooga, TN 37405
+1 (615) 420-9928
sarah.clarkalonso@gmail.com

Education
Master of Arts in Specialized Translation (English to Spanish), University of Córdoba, Spain
Bachelor of Arts in Spanish Language and Literature, Minor in Studio Art, Middle Tennessee State University, Murfreesboro, TN

Teaching Experience
Online Adjunct Instructor of Spanish
University of Tennessee at Chattanooga, Chattanooga, TN
• Teacher SPAN 2140 online (Intermediate Spanish for Reading II) via Canvas
August 2019 - present
2019 - present

Chattanooga State Community College, Chattanooga, TN
• Teacher SPAN 1010, 1020, 1030 and 2020 online via the D2L eLearn platform
January 2020 - present

Junta de Extremadura, Cáceres, Spain
Language and Culture Teaching Assistant
• Led elementary and high school students in group activities to improve their communication skills in English
• Designed and gave interactive presentations in English and Spanish about cultural topics in the United States
• Provided individualized language coaching to high school faculty to support bilingual curriculum materials development in various subject areas, such as math and history
2011 - 2013

Instituto de Lenguas Modernas, Cáceres, Spain
English Teacher
• Taught pre-intermediate (A2) and intermediate (B1) level English courses to adults according to the Common European Framework of Reference for Languages
• Administered and evaluated end-of-course level exams in keeping with the institute’s standards
2012 - 2013

Academia English and More, Cáceres, Spain
English Teacher
• Taught Beginners, Intermediate and Advanced level English classes to children, teenagers, and adults
• Provided differentiated instruction in order to help students according to their individual learning styles
2011 - 2012

Metro Nashville Public Schools, Nashville, TN
Substitute Teacher
• Taught and reinforced English language reading, writing, and listening skills in Kindergarten ESL classes
• Directed engaging content review activities in high school Spanish language and Spanish Heritage classes
2010 - 2011

Abacus In-Home Tutoring, Nashville, TN
English Reading Skills Tutor
• Instructed individual students in English reading and writing skills and middle school level math
• Accurately addressed students’ problem areas after performing pre-assessments and formative assessments
2010 - 2011

Other Professional Experience
Spanish-English Freelance Translator and Proofreader, Chattanooga, TN
• Creates accurate and culturally relevant translations of marketing collateral, healthcare-related texts, tourism and educational materials, websites, business communications and technical texts
• Provides bilingual reviewing services to ensure delivery of high-quality, error-free text
2012 - present
Global LT, Chattanooga TN
Independent Destination Services Consultant

- Assist international employees of Volkswagen with their moves in and from the Chattanooga area for their
  work assignment (pre-assignment home finding, setting in, and departure services)

Unum, Chattanooga, TN
Linguist, (Marketing Operations)

- Collaborated with a team of writers, designers, marketing analysts and programmers to create high-
  quality marketing materials under tight deadlines
- Translated marketing collateral from English to Spanish in keeping with corporate style guidelines
- Managed terminology and organized translation resources to support effective production processes

Contractor Translator and Proofreader, (Corporate Marketing Communications)

- Translated marketing collateral, website content, presentations and claim forms from English to
  Spanish
- Supported various business areas of the company by translating medical records, business
  communications and disability claims correspondence from Spanish to English
- Ensured linguistic accuracy and stylistic consistency by reviewing translated content (comparing
  source and target texts as well as checking final versions before publishing)
- Contributed, reviewed and improved hundreds of legal, medical, financial and marketing terminology
  entries in corporate term bases to help ensure consistency in English <> Spanish translations
- Created back-translations of translated Spanish language marketing materials (required for legal
  compliance)
- Worked with programmers and designers to find solutions for localization issues related to
  linguistic differences between Spanish and English in the creation of online customizable Spanish
  language marketing materials
- Assisted in analyzing, streamlining and updating marketing collateral portfolios
- Provided constructive linguistic feedback to translation vendors

Animax Designs, Nashville, TN
Associate Designer

- Collaborated with members of all workshop departments to create full body character costumes and
  animatronic puppets using a wide range of technical and artistic skills and meticulous attention to
detail
- Worked with high precision and speed to enable my team to meet urgent production deadlines for clients
  such as Disney, Universal Studios and Sesame Street

Computer Skills

- Proficient user of Microsoft Office, Adobe Acrobat, Wordlist Pro, MemoQ and SDL Trados Studio

Professional Membership Activity

- Member of the American Translators Association (ATA) since 2014
- Attended the 2014 ATA conference in Chicago
- Completed 2015 ATA Mentoring Program (one of 30 mentees selected in a competitive process)
- ATA Spanish English translator certification in progress

Volunteering and Community Involvement

- Member of the Healthcare Committee of the Mayor's Council for Women, 2015 - 2016, Chattanooga, TN
- Volunteer translator of loan requests from Spanish to English for Kiva.org, 2014 - 2015, online
- Volunteer assistant event coordinator for International Community Outreach at CSCC, 2013, Chattanooga, TN
- Graduate of Arts Build's Holmberg Arts Leadership Institute, 2013, Chattanooga, TN
- Co-founder of “The Roundtable” — an English language conversation and culture club (registered association)
  providing adults with organized English language immersion experiences, 2012, Cáceres, Spain
- Production Assistant for La Terraza, a Spanish language community access show with interviews of local
  Hispanic leaders, 2011, Nashville, TN
- Volunteer Technician at NEGAT Studios (Channel 19 community access TV channel), 2011, Nashville, TN
Bernardo Amparán  
*Curriculum Vitae*

587 Sweet Birch Dr.  
Roswell, GA 30074

Email: [Bernardo-amparan@utc.edu](mailto:Bernardo-amparan@utc.edu)  
Mobile: 423.598.1863

---

**Education:**

MA, Romance Languages with emphasis in Spanish Literature, The University of Georgia, Athens, 2012

BA, Modern Language and Culture, Kennesaw State University, Kennesaw, GA, 2010  
Sigma Delta Pi, National Spanish Honor Society, President’s List

---

**Teaching Experience:**

Lecturer of Spanish, University of Tennessee, Chattanooga, TN, 2017-Present  
Coordinator of Online Learning, Fall 2018- Present  
Coordinator of Elementary Spanish I (SPAN 1010)  
Coordinator of Elementary Spanish II (SPAN 1020)

Spanish Instructor, Kennesaw State University, Kennesaw, GA, 2012-2017

Teaching Assistant, University of Georgia, Athens, 2010-2012

---

**Courses Taught:**

At The University of Tennessee at Chattanooga  
Elementary Spanish I and II (SPAN 1010/1020)  
Intermediate Spanish for Reading I, online (SPAN 2130, 2140)  
Intermediate Spanish for Reading II, online (SPAN 2140)  
World Cinema (MLNG 1500) Online

At Kennesaw State University, Kennesaw, GA  
Introduction to Spanish II, online (SPAN 1002)  
Intermediate Spanish I, online (SPAN 2001)  
Introduction to Spanish I (SPAN 1001)

At The University of Georgia in Athens  
Elementary Spanish (SPAN 1002)  
Teaching Assistant for Business Spanish (SPAN 4150)  
Teaching Assistant for Romance Languages, Latino Literature (ROML 2550)

---

**Curriculum Design:**

Successfully created Highlights of Mexican Identity and Culture for the new Latin American Studies program (LTAM 3100) Summer 2021, UTC
Successfully re-designed the following Online courses:
  Intermediate Spanish for Reading I (SPAN 2130) Spring 2019, UTC
  Intermediate Spanish for Reading II (SPAN 2140) Fall 2018, UTC

Successfully designed an Online Course in collaboration with the Office of Distance Education at Kennesaw State University, Fall 2014

Conferences and Workshops:
  Designing Effective Teaching, Lilly Conferences, Bethesda, MD, May 2019
  Instructional Excellence Conference: Student Learning, The University of Tennessee at Chattanooga, May 2019
  Designing Effective Teaching, Lilly Conferences, Bethesda, MD, May 2018
  Recognition and Reflection in Quality Course Design, The University of Tennessee System Symposium, Memphis, TN, October 2018
  Story Listening with Stephen Krashen, Girls Preparatory School, Chattanooga, TN, October 2017
  The American Council on the Teaching of Foreign Languages (ACTFL), Annual Convention & World Languages Expo, Nashville, TN, November 2017
  The American Association of Teachers of Spanish and Portuguese Conference (AATSP), Fall 2010

Awards, Recognition and Certifications:
  Certificate for Successful Completion the Quality Matters APPQMR workshop, University of Tennessee at Chattanooga, September 2017
  Certificate of Appreciation for Being Online in a Foreign Language Award, Second Annual Kennesaw State University, Online Learning Unconference, February 2017
  Teaching Academy for Part-time Faculty, KSU, Spring 2016 Certified for Online Course Development, CETL/KSU, Fall 2013

Languages:
  Spanish, native
  English, near native
  Portuguese, reading proficiency

Extracurricular and Co-curricular Activities:
  Presenter “Peril and Promise”, PBS Documentary for the Hispanic Heritage Celebration/Multicultural Affairs, University of Tennessee at Chattanooga, October 9th, 2019
  Advisor, Sigma-Delta-Pi, Hispanic Honor Society, April 2019
Blue and Gold Recruitment event, The University of Chattanooga, TN November 2019

Co-advisor in the Spanish Club, Mesa de Conversación, The University of Chattanooga, TN 2017- Present

Presenter at the film festival "Celebrating Intercultural Competence Through Ibero American Cinema", Kennesaw State University, Kennesaw, GA, Spring 2015

Advisor in a weekly Spanish reading club at Kennesaw State University, Fall 2013

Organizer in a movie night to promote the immersion into Hispanic cultures through film at Kennesaw State University, Fall 2013

Organizer of “Noche de Serenata” (Spanish Conversation Hour), KSU, 2009

Non-Academic Employment:

Symphony Orchestra violinist, 1986 Present
Private Music Studio Instructor, 1987-Present

Memberships:

Member of the American Council on the Teaching of Foreign Languages, ACTFL
Bernardo Amparan
Curriculum Vitae

587 Sweet Birch Dr.
Rossville, GA 30741

E-mail: Bernardo-amparan@utc.edu
Mobile: 423.598.1863

Education:
- MA, Romance Languages with emphasis in Spanish Literature, University of Georgia, Athens, 2012
- BA, Modern Language and Culture, Kennesaw State University, Kennesaw, GA, 2010
  Sigma Delta Pi, National Spanish Honor Society, President’s List

Teaching Experience:
- Lecturer of Spanish, University of Tennessee, Chattanooga, TN, 2017-Present
  Coordinator of Online Learning, Fall 2018- Present
- Spanish Instructor, Kennesaw State University, Kennesaw, GA, 2012-2017
- Teaching Assistant, University of Georgia, Athens, 2010-2012

Courses Taught:
- Elementary Spanish I and II (SPAN 1010/1020), UTC, Chattanooga, TN
- Intermediate Spanish for Reading I and II Online, (SPAN 2130, 2140), UTC, Chattanooga, TN
- World Cinema (MLNG 1500) Online, UTC, Chattanooga, TN
- Introduction to Spanish II Online (SPAN 1002), KSU, Kennesaw, GA
- Intermediate Spanish, Online (SPAN 2001), KSU, Kennesaw, GA
- Introduction to Spanish I (SPAN 1001) KSU, Kennesaw, GA
- Elementary Spanish (SPAN 1002), University of Georgia
- Teaching Assistant for Business Spanish (SPAN 4150)
- T.A. for Romance Languages, Latino Literature (ROML 2550)

Curriculum Design
Successfully re-designed the following Online courses:
  - SPAN 2140, Fall 2018, UTC
  - SPAN 2130, Spring 2019, UTC

Successfully designed an Online Course in collaboration with the Office of Distance Ed. at KSU, Fall 2014
Professional Engagements:

Lilly Conferences, “Designing Effective Teaching”, Bethesda, MD, May 2018, May 2019

UTC Conference “Instructional Excellence Conference: Student Learning”, Chattanooga, TN, May 7-8th, 2019

The University of Tennessee System Symposium “Recognition and Reflection in Quality Course Design”, September 13th and 14th, 2018 Memphis, TN

Workshop on “Story Listening” by Stephen Krashen, GPS Preparatory School, October 27-28th, 2017, Chattanooga, TN

ACTFL Annual Convention & World Languages Expo, Nov. 16-19th, 2017, Nashville, TN

Awards and Recognition

Certificate of Appreciation for Being Online in a Foreign Language Award, Second Annual KSU Online Learning Unconference, February 25, 2017

Teaching Academy for Part-time Faculty, KSU, Spring 2016

Certified for Online Course Development, CETL/KSU, Fall 2013

Attended the American Association of Teachers of Spanish and Portuguese Conference (AATSP), Fall 2010
Languages:
   Bilingual in Spanish and English
   Reading proficiency in Portuguese

Extracurricular and Co-curricular Activities:

   Presenter “Peril and Promise”, PBS Documentary for the Hispanic Heritage
   Celebration/Multicultural Affairs, October 9th, 2019, UTC

   Sigma-Delta-Pi Initiation Ceremony, April 12th, 2019, UTC

   Blue and Gold Recruitment event, November 9th, 2019, UTC, Chattanooga, TN

   Regularly active in UTC Spanish Club, Mesa de Conversación. Chattanooga, TN 2017-
   Present

   Attended weekly colloquiums held at the Department of Romance Languages, UGA, 2010-
   2012

   While completing degree at UGA, regularly attended and promoted talks and cultural
   events by personalities like Junot Díaz, Josefina Baez and others, 2010-2012

   Presenter at the film festival "Celebrating Intercultural Competence Through Ibero

   Organized and implemented a weekly Spanish reading club at KSU, Fall 2013
   Organized a movie night to promote the immersion into Hispanic cultures through film at
   KSU, Fall 2013

   Organized and collaborated in a “Noche de Serenata” to facilitate and promote a
   conversation space in Spanish at KSU, 2009

   Symphony Orchestra violist, 1986-Present
   Private Music Studio Instructor, 1987-Present

Memberships:
   Member of the American Council on the Teaching of Foreign Languages, ACTFL
I have a solid background in Spanish Education, with strong emphasis in Spanish grammar and pronunciation. I am also experienced in teaching the TPRS method in language learning. I prefer to use an eclectic approach to language learning so that the needs and abilities of the students are met.

Education

M.Ed. Spanish Concentration, West Georgia University May 1989
B.S. Spanish Education, East Carolina University May 1971

Career History

* University of Tennessee Chattanooga, Chattanooga TN
  * Adjunct Professor for Spanish 1010 and 1020
  * Lecturer, Spring term 2016 for Spanish 1020

* Oakiewah High School, Oakiewah TN
  * Teach Spanish I and II
  * Advisor: Spanish Club
  * Teach IB Spanish
  * Teach Spanish III and IV
  * Department Chair 2012-2015

* John Carroll Catholic High School, Birmingham, AL
  * Teach Spanish I, IV including Honors Spanish II, III, and IV
  * Moderate Student Government Association since 1998
  * Lead Spanish Honors Society since 1999
  * Serves as faculty member for Core Team for Long Range Planning Strategy
  * Sponsor for trips abroad to Spain, Italy and France with students

* All Saints Episcopal School, Homewood, AL
  * Created Spanish Language Program for children of ages 2 ½ to 11 years old
  * Developed lesson plans for elementary level Spanish
  * Created communicative activities to engage the students in speaking Spanish
  * Wrote book for parents of the students detailing themes and vocabulary learned in the classroom

* Pelham Christian School, Birmingham, AL
  * Taught Spanish II to 7th - 12th grade students
  * Taught English IV to 7th - 12th grade students
  * Served as Co-Coordinator for the Graduation commencement

* Cathedral Daycare, Birmingham, AL
  * Taught Spanish to 2-5 Year olds
  * Developed age appropriate games and activities

* Dalton High School, Dalton, GA
  * Taught Spanish I and II for grades 9-12
• Sponsor for Spanish Club
• Led SADD program for High School students

East Forsyth High School, Kernersville, NC
• Taught Spanish I-IV for grades 11-12
• Moderator for Spanish Club
• Sponsor for Spanish Honor Society
• Sponsor for trips abroad to Spain with students
Hilary L. Browder

EDUCATION

AWARDS AND PUBLICATIONS
- Bridging the Gap course on Medical Interpreting—medical interpreting qualification—October 2019
- Assisted with Spanish Study Abroad in Spain Summer 2015.
- Chancellor's Honors Class in Capstone Leadership, Spring 2000.
- 2008-2010 published several articles and photos in Noticias Libres.
- Girl's State Representative, Alabama, June 1996.
- Article and photos published in the Costa Rica Outdoors, November 2000.
- Translated between math tutor and Hispanic student in a local junior high school and was awarded a certificate by the math club 1999.

POSITIONS HELD
- The University of Tennessee at Chattanooga
  Summer 2006—present
  Senior Spanish Lecturer, Department of Modern Languages and Literatures
  I teach first year and second year Spanish.
  I coordinate Foreign Language Week.
  I help advise.
  I coordinate several classes as needed.

- Ruby Falls
  March 2006—present
  Tour Guide, manage tours in the cave and sell tickets. Give tours and speak in English and Spanish.

- Browder Veneer Works
  September 2004—present
  Translate safety guidelines and other necessary documents and facilitate safety meetings to Hispanic workers.

- Auburn University
  Spanish Instructor-Mentor, 2003-2004
  Graduate Teacher's Assistant, 2000-2003
  Taught first-year Spanish and served as a leader to graduate students.

- The Tico Times
  Intern, Summer 2000
  Wrote soft and hard news and photographed my stories. Interviewed for stories in Spanish and updated the database.

REFERENCES
Information upon request.
Dr. Crialla Pehrle-Niemi
Stacey Powell, Auburn University
Dr. Lynn Purkey, UTC
Mark D. Buzbee
01-530-635-2607 (mobile phone)
E-mail: mark.d.buzbee@gmail.com

Education
University of California, Berkeley, B.A. History (Concentration in Ancient), 2010.

Teaching Experience
University of Tennessee, Chattanooga, Lecturer of Classics, 2021-present.
Florida State University, Tallahassee, Florida: Graduate Student Instructor, 2013-2018

Courses Taught
Florida State University, Tallahassee, Florida (Instructor of Record):
Debates About the Past: Roman Civilization, History, & Culture (Fall 2017, Summer 2018).
Latin II: Beginning Latin (Fall 2014, Spring 2015, Spring 2018).
Debates About the Past: Greek Civilization, History, & Culture (Fall 2016).
Ancient Mythology: East and West (Fall 2013, Spring 2014, Fall 2015, Spring 2016).

Florida State University, Tallahassee, Florida (Graduate Teaching Assistant):
Gender and Society in Ancient Greece (Summer 2017).
Medical Terminology (Spring 2017).

St. John Paul II Catholic High School, Tallahassee, Florida:
Latin 1, Latin 2, Latin 3 (Honors), Latin 4 (Honors), Advanced Placement Latin.

Trinity Catholic School, Tallahassee, Florida:
Latin 1 (for high school credit), Latin 1A, Latin 1B.

Research Activities
M.A. Thesis: ‘The Immortality of the Mind vs. the Body within the Imperial Biographies of Suetonius’, August 2014.
Advisor: Dr. Trevor Luke, Florida State University.
Reader: Dr. John Marincola, Florida State University.
Research Assistant to Dr. Carlos Noreña: ‘Mapping Urbanization in the Roman Empire’ Data Project, University of California, Berkeley, 2009-2010.
Advisor: Dr. Emily Mackil, University of California, Berkeley.
Conference Presentations
‘The Immortality of the Mind vs. the Body within the Imperial Biographies of Suetonius’, CAMWS Annual Meeting, Waco, Texas, April 13, 2014.

Service in Classics/Ancient History
Grader, CAMWS Latin Translation Exam, December 2019-present.
Sponsor, National Junior Classical League, St. John Paul II Catholic High School Chapter, Tallahassee, 2015-present.
Sponsor, Florida Junior Classical League, St. John Paul II Catholic High School Chapter, Tallahassee, 2015-present.
Vice-President, Phi Alpha Theta (National History Honor Society), UC Berkeley Chapter, 2008-2010.

Professional Memberships
Classical Association of the Middle West and the South (CAMWS); American Classical League (ACL); Classical Association of Florida (CAF).

Coaching Experience

References
Dr. Trevor Luke, Florida State University, tluke@fsu.edu.
Dr. Francis Cairns, Florida State University, fcairns@fsu.edu.
Dr. Tim Stover, Florida State University, tstover@fsu.edu.
Ms. Frances Baez-Arroyo, St. John Paul II Catholic High School, fbaezarroyo@ipiichs.org.

Other references available upon request.
Curriculum Vitae

CHRISTIE CARL
P.O. Box 139, Muncie, TN 37356 | 423-653-1455 | Christie-carl@utc.edu

EDUCATION
Middle Tennessee State University,
Master of Arts in Teaching with concentration in Spanish 2017
Rice University
B.A. Linguistics 1994

AWARDS
Graduate Teaching Assistantship
Scholarship for study abroad program in Seville, Spain
August 2013 – May 2017

TEACHING EXPERIENCE
University of Tennessee at Chattanooga
Spanish Adjunct
Taught SPAN 110 face to face. Taught SPAN 2130 and 2140 online
August 2017 to the present

Sewanee: The University of the South
Visiting Instructor
Taught SPAN 110 and SPAN 101 face to face.
Spring Semester 2018,
Full Semester 2020

Chattanooga School of Language
Spanish Instructor
Taught beginning novice and intermediate novice Spanish to adults at VW Chattanooga
Fall 2018 – Spring 2019

Middle Tennessee State University
Internship Spanish 1010
Developed lesson plans, taught all classes, administered grades
Spring Semester, 2016

Tutor
Tutored Spanish students, graded assignments and substitute taught as needed.
August 2015 – May 2017

Spanish Teacher – Chattanooga Christian High School
Developed syllabus and course structure for Middle School Spanish Program grades 6-8, taught TPRS and grammar based 1st, 2nd and 3rd year high school Spanish, administered National Spanish Exam to 8th grade and 1st year students, chaperoned high school students on 2 service trips to Honduras and on cultural trip to Spain
2012-2014, 2006-2009

Spanish Teacher – Chattanooga School for the Arts and Sciences
Developed syllabus and selected materials for Spanish grades 8-7 and first year high school Spanish.
2011

PROFESSIONAL DEVELOPMENT
International Forum on Language Teaching Conference – Chattanooga
July 22-27, 2017
Keynote speakers – Bill VanPatten and Steve Krashen

Attended Fluency Fast Workshop in Advanced Spanish Conversation with Jason Fritze
July 19-21, 2017

RESEARCH INTERESTS
Interpreting Latin American literature through René Girard’s Theory of Collective Violence
Second Language Acquisition

LANGUAGES
English – native language
Spanish – speak fluently and read/write with high proficiency

MEMBERSHIPS
Sigma Delta Pi
CURRICULUM VITAE

KAREN CASEBIER
karen-casebier@utc.edu
(423) 668-8929 (home)
(414) 628-6147 (cell)

EDUCATION AND QUALIFICATIONS

2006  Ph.D., Major in Medieval Literature, minor in Renaissance Studies. University of Wisconsin-Madison
1996  M.A., French. University of North Carolina at Chapel Hill
   MA Thesis: “Guinverre: Helpmate or Harlot?” Director: Sahar Amer
1993  Post-Baccalaureate Study, Law. Université de Paris XI, Faculté de Droit Jean Monnet à Sceaux
   Undergraduate Honors Thesis: “Divisive Politics and Language Law in Québec, Canada.”
   Director: Mary Hawkesworth

APPOINTMENTS

2014-   University of Tennessee at Chattanooga, Associate Professor
2012-14 University of Maryland, College Park, Visiting Assistant Professor
2011-12 St. Mary’s College of Maryland, Visiting Assistant Professor
2007-11 Saint Francis University, Assistant Professor (French major eliminated)
2006-07 University of Florida, Visiting Lecturer
1997-98 Institut Universitaire de Technologie à Nice (France)

TEACHING EXPERIENCE

University of Tennessee at Chattanooga

   Elementary French I
   Elementary French II
   Intermediate French I
   Intermediate French II
   Advanced Grammar & Writing I
   Advanced Grammar & Writing II
   Composition and Conversation I
   Composition and Conversation II
   Advanced Conversation (online)
   French Cinema: Film Arts
   French Cinema: War (online general education humanities, in English)
French Cinema: Paris (upper-level French class and online general education humanities, in English)
Folklore and Fairy Tales
Textual Analysis I (Medieval – 18th-century literature survey)
French Civilization
The Medieval Bestiary: Animals in Pre-modern Literature & Culture
Medieval Romance: Knights on Screen & in Print
Romance Philology
Knights of the Round Table: Arthurian Film & Literature (online general education humanities, in English)

University of Maryland, College Park
Intermediate French II
Advanced Composition and Style (face-to-face and online)
French-to-English Translation
Arthurian Film and Literature
Occitan Poetry

St. Mary's College of Maryland
Elementary French I
Elementary French II

Saint Francis University
Elementary French I
Elementary French II
Intensive French (Elementary French I and II)
Intermediate French I
Intermediate French II
Advanced Conversation
Phonetics and Phonemics
Early Modern Literature Survey (Medieval and Renaissance)
Classical Theatre
French Cinema
Fairy Tales (online, in French)
Paris: Ville des Lumières
Arthurian Film and Literature (general education first-year seminar, in English)
French Civilization (general education first-year seminar, in English)
Second Language Teaching Methodology (in English)
Introduction to Sociolinguistics (face-to-face and online, in English)

University of Florida
Intermediate French I
Intermediate French Conversation
Corrective Phonetics
Advanced Grammar and Composition
Advanced French Conversation
University of Wisconsin-Madison (Graduate School, Teaching Assistant/Associate Lecturer, 1998-2006)
   Elementary French I
   Elementary French II
   Intermediate French I
   Intermediate French II
   Intermediate Literature and Culture (5th-semester French)
   French and Italian Renaissance Literature (online, in English)

Lectrice, Institut Universitaire de Technologie à Nice (Lecturer, 1997-98)
   Advanced English Conversation
   Business English

University of North Carolina at Chapel Hill (Graduate School, Teaching Assistant, 1994-96)
   Elementary French I
   Elementary French II
   Intensive French (Elementary French I and II)

STUDY ABROAD EXPERIENCE

University of Tennessee at Chattanooga
   UTC in Paris, July 2016 and 2017 (program organizer, curriculum development and implementation, marketing materials and student recruitment, faculty leader and tour guide)

Saint Francis University
   Spring Break in Paris, February 2009 and 2011 (program organizer, curriculum development and implementation, marketing materials and student recruitment, faculty leader and tour guide)

University of North Carolina at Chapel Hill
   Summer Abroad in Paris, June 1995 (graduate assistant)

RESEARCH INTERESTS

My principal research interests lie in the intersection of the sacred and profane and the contribution of individual narrative motifs to refining the contemporary definition of medieval genres of literature. Secondary research interests include manuscript studies, the translatio studii, hagiography, the fabliaux, post-Arthurian romance and neo-medieval representations of Arthurian literature.

I am currently working on a series of interpolated miracle tales within three 14th-century manuscripts of the Vie des pères, and will soon begin work editing an edited volume entitled "Meditations on Sin and Sanctity: The Old French Vie des pères," to be published with the Explorations in Medieval Culture series published by Brill. This will be followed by a critical edition of the unpublished, unedited miracle tales found only in the 14th-century manuscript branch of La Vie des pères.
REFERENCES AND BOOK CHAPTERS


REVIEWS AND OTHER SCHOLARLY WORK

Old French to English translations for Chapter 3 of Anna Russakoff, *Imagining the Miraculous: Miracles of the Virgin in French Illuminated Manuscripts, ca. 1250-1450* (University of Toronto Press, 2019).

"French War Films," ACTFL Cinema Special Interest Group Newsletter, October 2015


PUBLICATIONS IN PROGRESS

"Visual and Textual Authority: Reading Chevalier in Manuscripts of La Vie des Pères," book chapter accepted for *Blurred Boundaries in Medieval Texts and Images: Aspects of Reception and Self-Construction*, eds. Dafna Nissen and Vered Tchor (for review by de Gruyter’s Fundamentals of Medieval and Modern Culture series, de Gruyter, eds. Albrecht Classen and Marilyn Sandlidge).

"The Power of the Verb: Speech and Violence in Une femme que Nostre Dame garda d’estre arse," book chapter accepted for *Violence and Gender on the Premodern Stage*, eds. Melissa...
Elmes and Matt Carter (under review by University of Florida Press, anticipated publication 2023)

"Judicial Authority and Marian justice in Gautier de Coinci's "D'une femme qui fu delivree a Loon dou feu" and La Vie des pères' "Belle-Mère", book chapter accepted for End Game: Exile and Execution in Medieval and Early Modern Society, eds. Gina Alonso and Larissa Tracy (under review by Boydell & Brewer, anticipated publication 2022)

CONFERENCE PAPERS, ROUND TABLES AND INVITED LECTURES


"Fair and Foul Winds in the Lais of Marie de France," 54th International Congress on Medieval Studies, Western Michigan University, May 9, 2019


"Medieval Identity Politics: Jewish Converts and Good Christians in the Marian Miracle Tale," 2018 Southeastern Medieval Association Congress, Nassau, The Bahamas, November 8, 2018


"Literature and Legality in the Old French Marian Miracle Tale," 53rd International Congress on Medieval Studies, Western Michigan University, May 13, 2018
“Belle-Mère (La Vie des pères): Gossip, Murder and Miracles in the City,” 2017 Southeastern Medieval Association Congress, Charleston, SC, November 16, 2017

“Et si Lancelot fut une femme”: Transgendering Lancelot in the Contemporary Arthurian Graphic Novel,”XXV Triennial Congress of the International Arthurian Society, Würzburg University, Germany, July 28, 2017

“The Night is Dark and Full of Terrors: Demonic Transmogrification in La Vie des pères’ Ilyssée,” 2016 Southeastern Medieval Association Congress, Knoxville, TN, October 8, 2016


“Adventures From Hell in Renaut de Bâgé’s Le Bel Inconnu,” 2015 Southeastern Medieval Association Congress, Little Rock, AR, October 23, 2015

“Luîtel and Juive: Liminal Characters in the Old French Vie des pères,” 50th International Congress on Medieval Studies, Western Michigan University, May 14, 2015

“Contemporary Arthurian Worlds: Sam Sarkar’s Caliber and Other Arthurian Graphic Novels,” XXIV Triennial Congress of the International Arthurian Society, University of Bucharest, Romania, July 21, 2014


“The Unexamined Miracle: Manuscripts, Their Makers and Lay Piety in 14th-Century Book Culture,” 48th International Congress on Medieval Studies, Western Michigan University, May 9, 2013

“Caliber, or Arthur’s Mystical Six-Shooter and the Gunslingers of the O.K Corral,” 47th International Congress on Medieval Studies, Western Michigan University, May 12, 2012


“Piety, Irony and Illumination in La Vie des pères’ Ilyssée,” 44th International Congress on Medieval Studies, Western Michigan University, May 11, 2008

“Lions and Dragons and Doves! Oh, my!: Animal Symbolism in Old French Bestiaries,” Fall Faculty Development Luncheon, Saint Francis University, November 20, 2008.


AWARDS AND HONORS

University of Tennessee at Chattanooga
Walker Center for Teaching & Learning, Faculty Grant for Research and Creative Activity, Summer 2019 (library research)
Arts & Sciences Supplemental Fund for Research and Creativity and the Faculty Development Committee, 2017-18 (conference presentation)
Arts & Sciences Supplemental Fund for Research and Creativity and the Faculty Development Committee, 2016-17 (2 conference presentations)
Arts & Sciences Supplemental Fund for Research and Creativity and the Faculty Development Committee, 2015-16 (conference presentation)
Arts & Sciences Supplemental Fund for Research and Creativity and the Faculty Development Committee, 2014-15 (conference presentation)

University of Maryland, College Park
Non-Tenure Track Faculty Travel Grant, School of Languages, Literatures & Cultures, 2014 (international conference presentation)

Saint Francis University
Junior Faculty Research Grant, School of Arts & Letters, Saint Francis University, 2010 (library research)
Special Faculty Project Grant, School of Arts & Letters, Saint Francis University, 2009
(theatrical performance)

University of Wisconsin-Madison (Graduate School)
  Bourse Chateaubriand, 2003-04 (government-sponsored dissertation research award)
  University Dissertator Fellowship, University of Wisconsin-Madison, Spring 2004 (dissertation research)
  Vilas Travel Grant, University of Wisconsin-Madison, 2005 (conference presentation)
  Vilas Travel Grant, University of Wisconsin-Madison 2002 (dissertation research)
  Vilas Travel Grant, University of Wisconsin-Madison, 2001 (conference presentation)

University of Louisville (Undergraduate)
  Fellowship, Université de Paris XI, Faculté de Droit Jean Monnet à Sceaux, 1992-93 (post-baccalaureate study)
  Outstanding Senior Award, University of Louisville, 1992 (academic award)
  Modern Language Fund Grant, University of Louisville, 1990 (internship at Société Montpelliéraine des Transports Urbains)

SERVICE

University of Tennessee at Chattanooga
  Learning Environment Committee, 2021-
  Faculty Grants Committee, Chair, 2020-2021; Member, 2018-2020
  Events organizer and promoter, International Francophonie Day, 2018-
  College of Arts & Sciences Curriculum Committee, 2017-
  University Undergraduate Petitions Committee, 2016-2018
  Departmental Honors Thesis Director, 2016-17
  Chair, MCLL Major Scholarship Committee (French), 2017-
  Advisor, Pi Delta Phi National French Honor Society, 2016-
  Chair, Sturmer Scholarship Committee, 2015-
  University Departmental Honors Committee, 2015-16
  MCLL French Social Media Advisor (Facebook and Instagram), 2015-
  MCLL Search Committee, French Search Committee, 2015-16
  MCLL Search Committee, Spanish Search Committee, 2015-16
  University Student Rating of Faculty Instruction Committee, 2015-16
  French-American Chamber of Commerce, Tennessee Branch (community outreach), 2014-
  Event organizer and promoter, National French Week, 2014-
  Event organizer and promoter, International Francophonie Day, 2018-
  French Undergraduate Advisor, 2014-2020

University of Maryland, College Park
  French Undergraduate Advisor, 2012-14
  French Undergraduate Program Committee, University of Maryland, 2012-14
  School of Languages, Literatures and Cultures Undergraduate Program Committee, 2012-14
  Co-Organizer, National Francophone Week, 2012-14
French Liaison to the Language Partners Program, University of Maryland, 2012-14
Advisor, Cercle Français, 2012-14
Advisor, Language House (French Cluster), 2012-14
Reader, MA Thesis Committee, 2013

Saint Francis University
Teacher Accreditation Education Council, 2010-11
General Education Implementation Committee, 2011
Co-organizer, Appalachian Language Educators Foreign Language Fair, 2010 and 2011
St. Francis Day of Reflection Committee, 2009 and 2010
Self-Design Majors and Minors Committee, 2009 and 10
International Education and Outreach Committee, 2008-11
Advisor, French Club, 2007-11

Institut Universitaire de Technologie à Nice
Study Abroad Selection Committee, 1997-98

PROFESSIONAL SERVICE

Southeastern Medieval Association, Executive Council, 2019-22
Medieval and Early Modern Studies Interdisciplinary Conference, University of Maryland. Moderator, 2013
International Congress on Medieval Studies, Western Michigan University
ICLS Session Organizer and Moderator, 2012
IMS-Paris Session Organizer and Moderator, 2010, 2011
International Medieval Congress, University of Leeds
Session Organizer, 2006
American Membership Associate, International Medieval Society-Paris, 2005-06
Manuscript Review, Philological Quarterly, 2003
Graduate Student Symposium, University of Wisconsin-Madison
Moderator, 2003, 2005
Respondent, 2006

PROFESSIONAL MEMBERSHIPS

International Arthurian Society, North American Branch
International Marie de France Society
International Medieval Society-Paris
International Courtly Literature Society, North American Branch
MÆRÇTAPA (Monsters: the Experimental Association for the Research of Cryptozoology through
 RELATED SKILLS

Languages  French: native speaking, writing and reading ability  
            Spanish: intermediate speaking and reading ability  
            Italian: novice speaking ability; intermediate reading ability  
            Latin and German: reading knowledge only  

Translation  French/English, English/French, Spanish/English  
             (Birth Certificates, Driving Licenses, Certificates of Marriage and Divorce, Promissory  
             Notes, Trial Transcripts, Articles of Incorporation, Web sites, instruction manuals,  
             newspaper articles, music reviews, conference papers, and advertisements)  

Performance  Vocalist, solos and duets (universities, high schools, festivals, private events)
J. Michael Colvin  
Curriculum Vitae

CONTACT ADDRESS  EMAIL justin-colvin@utc.edu
615 McCallie Ave  WEBSITE www.linkedin.com/in/justinmichaelcolvin
208 Brock Hall, Dept 2152  PHONE (504) 321-0852
Chattanooga, TN 37403

UNIVERSITY APPOINTMENTS
- University of Tennessee, Chattanooga, 2019-present
  Lecturer, Honors College
- University of Tennessee, Chattanooga, 2017-2019
  Adjunct Professor, Departments of History and Mod. and Class. Lang., and Lit.
- University of California, Irvine, 2014-2016
  Editorial Assistant and Publication Consultant, Department of Physics and Astronomy
- University of Southern California, 2010-2013
  Teaching Fellow, Department of History
- Fordham University, 2009-2010
  Latin Tutor, Office of Disability Services

UNIVERSITY EDUCATION

University of Southern California, 2010-2013
Coursework completed in History
History qualifying fields: Early Medieval Europe (Primary); British and Irish History to 1500 CE (Major Field); Women’s and Gender History (Minor Field)
Advisors: Lisa Briel, Jason Glenn, and Judith Bennett

University of Notre Dame, 2011
Coursework undertaken in Medieval Latin at the Medieval Institute
Medieval Latin fields included Late-antique, Ecclesiastical, and Vulgar Latin, Latin paleography, codicology, and epigraphy, comparative subnational Latin prose, etc.
Advisor: Frank A.C. Mantello

Fordham University, 2008-2010
Magister Artium, in Medieval History
Medieval History Thesis title: ‘Medieval Continental Penitential Literature to 829 CE: Its Irish Origins in Citation, Form, and Concept’
Advisor: Richard Gyng

Columbia University, 2005-2008
Bachelor of Arts ( magna cum laude) in History (honors) and Religion (honors)
Advisor: Adam Kosto
Religion Thesis title: ‘Laudabilitas, 1155: An Application of the Pre-Thomistic Concept of Heresy and the Legislated End of Celtic Christianity’
Advisors: Robert Somerville, Alan Segal

Contra Costa Community College, 2000-2005 (one semester at San Francisco State)
Intersegmental General Education Transfer Certificate
Teaching

Teaching Interests

Fields
Early-medieval Celtic Ireland, Anglo-Saxon Britain, and Barbarian Europe; later Roman Empire and Late Antiquity; ‘Celts,’ ‘Germans,’ and *alii barbari* in antiquity, late antiquity, and early middle ages.

Foci
Late antique historiography and ethnography; *romanos* reception; ‘North Sea’ studies and cultural exchange; identity and community; history of religions, esp. Christianity; hagiography; vernacular languages and literatures.

Methods
Cultural history; consilience (using the natural sciences to study the past); manuscript studies, e.g. paleography, codicology, and diplomatics; materiality of textuality; narratology.

Languages
Latin (classical, late-antique, ecclesiastical, medieval), Old English, Old Irish, Old Norse

Pedagogical Experience

Courses Taught
UTC
- Co-Instructor (with Prof. Joanna Romagni, Biology, UTC), *University Honors 3510/3560: Science on the Romans and Romano on the Sciences: A Consilient Exploration of the Classical Past*, S20;
  - Upper division course on the uses of the natural sciences in history (consilience history).
- Lead Instructor, *Classics 4999: The Barbarian Tide: Transforming the Roman World in Late Antiquity*, S20;
  - Upper division course on late-antique barbarians with attention to historiographical debates.
- Lead Instructor, *University Honors 1011/1020: Western Humanities I & II*, F19-520;
  - First-year survey course on western literature, emphasizing analytical reading and writing.
- Lead Instructor, *Classics 4999: Rome Reimagined: Classical Influence on Western European Statecraft*, S19;
  - Upper division course on the reception of Roman political ideologies in western Europe.
- Lead Instructor, *History 2100: Research and Writing in History*, F18;
  - Lower division course on research methodologies and writing conventions in history.
- Lead Instructor, *University Honors: Consilience History: The Case of the Anglo-Saxons*, F18;
  - Upper division course on the uses of the natural sciences in history (consilience history).
  - First-year course on mythicization in Roman perceptions of the past.
  - Online delivery of the course above.

USC
- Teaching Assistant, Prof. Elmor Accampo, *History 104g: Modern Europe, 1783-Yesterday*, S12.

*J. Michael Colvin, Curriculum vitae, page 2*
ACADEMIC PAPERS, LECTURES, AND TALKS

Invited Lectures

“Old English Riddles and Anglo-Saxon Puns: Grocers from the Meadhall,” HUM 4999: Humor, Fall 2018, University of Tennessee, Chattanooga.


“The Black Death?” with Justin D. Haar, History 102gm: Medieval People: Europe and Its Neighbors, 400-1500, December 2011, University of Southern California.

“How We Know What We Know: Manuscript Culture and the Auxiliary Disciplines of Medieval History,” History 102gm: Medieval People: Europe and Its Neighbors, 400-1500, November 2011, University of Southern California.


Papers Accepted for Presentation


“Curavit ut nullus vicarium... syllepsis apparet: Toward an exemplum plenum of the Salamanca Vita sancti Eucharius [BHL 3074; Kenney nr. 199 ii],” Celtic Studies Association of North America, April 2013, University of Toronto.


“Cuirth Odhaich: Compensation in Terms of Status in Early Irish Breton Law,” Graduate Association of Premodern Studies Colloquium, January 2012, University of Southern California.

“Columbus and St Brendan: The Textual History of a Moralized Geography,” Graduate Association of Premodern Studies Colloquium, November 2010, University of Southern California.


Publications

Books
J. Michael Colvin with Professor Michael Denzin [author of record], a yet-untitled science textbook for non-science majors (under contract with Blackwell, forthcoming, 2018).
J. Michael Colvin with Robert Blumenfeld [author of record], The Collector's Odyssey (Sotheby's, forthcoming).
J. Michael Colvin with Professor Michael Denzin [author of record], Divine Science: Finding Reason at the Heart of Faith (Franciscan Media, 2015).

Editions

Translations

Articles

Online Contributions

Review Articles

Review (published)
Miscellaneous

AWARDS AND FELLOWSHIPS

2019 Honors College Course Design Grant (University of Tennessee, Chattanooga, Summer, 2019)  
Competitive Grant for Course Development [$2,000]  

2018 Graduate Teaching Assistantship (University of Southern California, Academic Year, 2012-2013)  
Graduate Teaching Assistantship [$22,000 + Tuition Remission]  

2018 Research Assistant for the Monastic Matrix Project [$653]  

2011 Graduate Teaching Assistantship (University of Southern California, Academic Year, 2011-2012)  
Graduate Teaching Assistantship [$20,000 + Tuition Remission]  

2011 Student, Medieval Institute Summer Program (University of Notre Dame, Summer, 2011)  
Paleography and Medieval Latin Language  

2011 Discretionary Departmental Grant (University of Southern California, Summer Session, 2011)  
Summer Tuition Support for Language Training [$4,000]  

2010 College Graduate Merit Award (University of Southern California, Academic Year, 2010-2011)  
Graduate Student Fellowship [$21,000 + Tuition Remission]  

2010 Fordham University Graduate Tuition Discount (Fordham University, Spring Semester, 2010)  
Academic Merit Award [$6,236]  

2008 General Studies Senior Thesis Stipend (Columbia University, Academic Year, 2007-2008)  
Academic Merit Award [$250]  

2007 Visiting Reader, Berkeley Library, Trinity College Dublin, Summer, 2007)  
Independent Summer Research for Undergraduate Senior Thesis  

2007 Reader’s Ticket, (Lésháirtí an Shábhála, Summer, 2007)  
Independent Summer Research for Undergraduate Senior Thesis  

2007 General Studies Senior Thesis Stipend (Columbia University, Summer, 2007)  
Academic Merit Award [$250]  

2007 Clayton A. Blaylock Memorial Scholarship (Columbia University, Academic Year, 2007-2008)  
Outstanding Academic Achievement [$14,700]  

2006 Vilde Foundation Scholarship (Columbia University, Academic Year, 2006-2007)  
Outstanding Academic Achievement [$13,600]  

2005 New Student Incentive Scholarship (Columbia University, Academic Year, 2005-2006)  
Admission Bonus [$7,900]  

LANGUAGES

<table>
<thead>
<tr>
<th>Languages (modern)</th>
<th>Speaking</th>
<th>Listening Comprehension</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Native</td>
<td>Native</td>
<td>Native</td>
</tr>
<tr>
<td>Irish</td>
<td>Good</td>
<td>Good</td>
<td>Good</td>
</tr>
<tr>
<td>French</td>
<td>Basic</td>
<td>Basic</td>
<td>Good</td>
</tr>
<tr>
<td>German</td>
<td>Basic</td>
<td>Basic</td>
<td>Good</td>
</tr>
<tr>
<td>Spanish</td>
<td>Good</td>
<td>Good</td>
<td>Good</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Languages (research)</th>
<th>Paleographical ability</th>
<th>Reading ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin</td>
<td>Proficient</td>
<td>Proficient</td>
</tr>
<tr>
<td>Old and Middle Irish</td>
<td>Good</td>
<td>Good</td>
</tr>
<tr>
<td>Old and Middle English</td>
<td>Good</td>
<td>Good</td>
</tr>
<tr>
<td>Old Norse</td>
<td>Fair</td>
<td>Fair</td>
</tr>
</tbody>
</table>

J. Michael Colvin, Curriculum Vitae, page 5
DEPARTMENT LANGUAGE CERTIFICATIONS

University of Southern California
- Department of History Latin Proficiency Exam, passed 30 October 2012
- Department of History French Proficiency Exam, passed 29 November 2011
- Department of History German Proficiency Exam, passed 29 October 2010

University of Notre Dame
- Medieval Institute Latin Proficiency Exam, passed 4 August 2011

Fordham University
- Department of Medieval Studies German Proficiency Exam, passed 9 May 2010
- Department of Medieval Studies Ecclesiastical Latin Proficiency Exam, passed 6 August 2009
- Department of Classics Latin Proficiency Exam, passed 24 June 2009

PROFESSIONAL SOCIETIES

- Medieval Academy of America
- American Historical Association
- American Catholic Historical Association
- Phi Alpha Theta (Chi Phi Chapter)
- Celtic Studies Association of North America
- International Society of Anglo-Saxonists
- American Conference of Irish Studies
- American Society of Irish Medieval Studies

PROFESSIONAL SERVICE

Irvine, California
- Editor and Resident Latinist of 1517: The Legacy Project, Concordia University, Irvine, (2015)
- Editorial Assistant to Professor Scott Keith, Concordia University, Irvine, Dept. of Theology, (2015)
- Senior Ghostwriter and Editor, BusinessGhost, (2014-present)
- Ghostwriter and Editorial Assistant to Professor Michael Denvir, UC Irvine, Dept. of Physics, (2014-2016)
- Freelance College Admissions Consultant, self-employed, (2014-present)
- Editorial Assistant to Doctor Kevin O’Leary, UC Irvine, Dept. of Political Science, (2013)

Los Angeles, California
- Research and Editorial Assistant to Professor Jacob Soll, USC, Dept. of History, (2013)
- Member, Editorial Board of Conventus: A Journal of Medieval and Renaissance Studies, Center for Medieval and Renaissance Studies (CMRS), UC Los Angeles, (2012-2013)
- Editorial Assistant to Professor Wolf Gruner, USC, Dept. of History, (2012)
- Editorial Assistant to Professor Sandra Gruner-Domic, USC, Dept. of International Studies, (2012)
- Research Assistant to Professor Lisa Bitel, USC, Dept. of History, (2012)
- Research Assistant, Monastic Matrix: Women’s Religious Communities, 400 to 1600 C.E., USC, (2012)
- Assistant Editor, Hortulus: The Online Graduate Journal of Medieval Studies, (2012)
- President, Graduate Association of Premedieval Studies (GAPSI), USC, (2011-2012)
- Reader and Peer-Reviewer, Hortulus: The Online Graduate Journal of Medieval Studies, (2011-present)

New York, New York
- Colloquy Chair, Fordham Historical Society, Fordham University, Dept. of History, (2009-2010)
- Tutor, America Reads and Counts Challenge, Fordham University, Office of Community Outreach, (2009)
- Special Assistant to the Director of Graduate Studies, Professor Pamela Smith, Columbia University, Dept. of History, (2007-2008)
- Research Assistant to Professor Mark von Hagen, Columbia University, Dept. of History, (2006-2007)
- Special Assistant to Department Chair, Professor Mark von Hagen, Columbia University, Dept. of History, (2005-2007)

J. Michael Colvin, Curriculum Vitae, page 6
EDUCATION

PhD in French and Francophone Literature, University of Wisconsin-Madison, 2009
Dissertation: Les “je”-ux de la morale et de l’écriture dans les œuvres de Montaigne, Pascal, Camus et Cioran. Director: Dr. Thomas J. Armbrrecht

MA in French, Portland State University, 2000

BA in French and Romanian, West University of Timisoara, Romania, 1991

COLLEGE LEVEL TEACHING EXPERIENCE

Associate Professor of French, University of Tennessee-Chattanooga, 2016-present
MLNG 1500: World Cinema: Images of Equality in Modern French Cinema
FR 4998: Transcultural Writings in French (Individual Studies)
FR 4998: History of French Cinema (Individual Studies)
FR 4998: Literature and Philosophy: Camus, Sartre, and Cioran (Individual Studies)
FR 4010R: Women Voices in Contemporary French Literature, WWll in French Literature & Cinema
FR 4010: Writing the Self in 20th and 21st Century French and Francophone Literature
FR 3998R: Introduction to Literary Analysis (Individual Studies)
FR 3998: Migrant Francophone Literature (Individual Studies)
FR 3998: Memory and War in Contemporary French Cinema (Individual Studies)
FR 3998: Post-Revolutionary French Literature (Individual Studies)
FR 3998: Masterpieces of French Cinema (Individual Studies)
FR 3500: Francophone Studies: Introduction to the French-Speaking World
FR 3320: Introduction to French Literature II
FR 3240: Exile Literature in French
FR 3210: Advanced French Grammar and Writing
FR 3120: French Composition and Conversation II. Witnessing WWll in French Literature and Cinema
FR 2120: Intermediate French for Conversation II
FR 2110: Intermediate French for Conversation I
FR 1020: Elementary French II
FR 1010: Elementary French I

Visiting Assistant Professor of French, Middlebury College, 2015-2016
FR 0221: From Romanticism to Modernism: 19th and 20th Century French Literature
FR 0206: Towards Liberated Expression
FR 0103: Beginning French Part Three
FR 0102: Beginning French Part Two

Visiting Assistant Professor of French, Kenyon College, 2009-2015
FR 493: 21st Century French Literature (Independent Study)
FR 493: Algerian Francophone Literature & Film (Independent Study)
FR 391: Migrant Voices in Contemporary European Francophone Literature (Special Topics)
FR 391: The Holocaust in Contemporary French Literature and Film (Special Topics)
FR 391: 20th Century French and Francophone Autobiography (Special Topics)
FR 328: Contemporary French Civilization and Film
FR 324: Approaches to French Literature II (Survey of 19th and 20th Century Literature)
FR 321: Advanced French Composition and Conversation
FR 213, 214: Intermediate French
PROFESSIONAL PRESENTATIONS

1. “Ab est un autre: identité et alterité chez Cioran.” Cioran International Conference, Prague, 2022 (forthcoming)

2. ‘Baudelaire et Cioran: Influences et affinités électorives.’ The 74th Annual RMLLA Convention, October 2021 (forthcoming) (Virtual Conference)

3. ‘Isabelle Eberhardt, une voix féminine retrouvée.’ The 70th Mountain Interstate Foreign Language Conference, October 2021 (forthcoming) (Virtual Conference)

4. ‘Le devoir de mémoire dans Dora Bruder de Patrick Modiano.’ International Colloquium: Communication and Culture in Romance Europe (Ninth Edition), June 2021 (Virtual Conference)

5. ‘L'Image de la femme dans l'œuvre de Cioran.’ The 35th Annual International d’Études Francophones Convention, June 2021 (Virtual Conference)

6. ‘Souffrance et suicide dans l'œuvre de Cioran.’ Encuentro Internacional Cioran en México, Mexico City, November 2019

7. ‘L’Intertextualité dans l’œuvre de Cioran.’ The 73rd Annual RMLLA Convention, El Paso, October 2019

8. ‘Interférences médiatiques: Photographie et littérature dans Douleur exquise de Sophie Calle.’ International Colloquium: Communication and Culture in Romance Europe (Eighth Edition), West University of Timisoara, June 2019

9. ‘Homeric Intertextuality and Exile in Milan Kundera’s Ignorance.’ 22nd Annual International Congress of the Mediterranean Studies Association, University of Crete, Rethymnon, May 2019

10. ‘Exil et bilinguisme chez Cioran.’ The 72nd Annual RMLLA Convention, Chelyenne, October 2018

11. ‘Le voyage chez Camus.’ International Colloquium: Communication and Culture in Romance Europe (Seventh Edition), West University of Timisoara, June 2018

12. ‘The Mediterranean in the works of Albert Camus.’ 21st Annual International Congress of the Mediterranean Studies Association, Sorrento, May 2018

13. ‘Voyage et spiritualité dans Connaissance de l’Est de Paul Claudel.’ International Conference: Voyages et spiritualité dans les cultures classiques et néoclassiques, Pézmány Péter Catholic University, Budapest, May 2018

14. ‘Deuil et quête identitaire dans Une mort très douce de Simone de Beauvoir.’ The 23rd Southeast Conference, Celebration, March 2018

15. ‘Le suicide dans l’œuvre de Cioran.’ The 71st Annual RMLLA Convention, Spokane, October 2017
16. “Les jeûne(s) de l’autobiographie chez Assia Djebar.” International Colloquium: Communication and Culture in Romance Europe (Sixth Edition), West University of Timisoara, June 2017
18. “L’entre-deux chez Cioran.” The 70th Annual RMLLA Convention, Salt Lake City, October 2016
20. “Maladie et souffrance chez Cioran.” The 69th Annual RMLLA Convention, Santa Fe, October 2015
22. “Spatialité genrée dans L’Amour, la fantasia d’Assia Djebar.” International Conference: Gendered Divisions of Space, Spiru Haret University, Bucharest, June 2014
24. “Rewriting History from a Feminine Stance in Assia Djebar’s Fantasia, an Algerian Cavalcade.” The 54th Annual Convention of the MMLA, Cincinnati, November 2012
29. “Trauma et témoignage dans Rue Ordener, rue Labat de Sarah Kofman.” The 52nd Annual Convention of the MMLA, Chicago, November 2010
34. “Cioran moraliste?” 20e Congrès mondial du CIEF, Sinaia, June 2006
37. “Photography and Literature in Roland Barthes’s Camera Lucida.” Comparative Literature Graduate Colloquium: The Possibilities of the Comparative, UW-Madison, October 2005

OTHER SCHOLARLY WORK


REFEREED ARTICLES AND BOOK CHAPTERS


**TRANSLATION**

Philippe Lejeune, *De la autobiografie spre jurnal [From Autobiography to Journal]* (forthcoming)

**IN PROGRESS**

_La morale à l’œuvre: Camus et Cioran, lecteurs de Montaigne et Pascal* (Book)

“Le rapport mère-fille chez Colette, Simone de Beauvoir et Annie Ernaux.” (Article)

**HONORS AND AWARDS**

- **UTC Service Award**, UTC, 2021
- **EDO Rating: Exceeds Expectations**, UTC, 2021
- **CAS Outstanding Research and Creative Achievement Award**, UTC, 2021
- **Faculty Research Grant**, UTC, 2018
- **College of Arts and Sciences Travel Grant**, UTC, 2018
- **Permanent Merit Increase**, UTC, 2017
- **Departmental Travel Grant**, UTC, 2017
- **Faculty Professional Development Grant**, Middlebury College, 2016
- **Center for Digital Storytelling & Center for Innovative Pedagogy Grant**, Kenyon College, 2015
- **Essentials Grant**, Kenyon College, 2014
- **Center for Innovative Pedagogy Grant**, Kenyon College, 2014
- **Faculty Development Grant**, Kenyon College, 2011
- **HEC Research Award**, Colorado College, 2009
- **Faculty Travel Grant**, Colorado College, 2008
- **Professional Development Grant**, Colorado College, 2008
- **Villas Dissertation Fellowship**, UW-Madison, 2005
- **Departmental Travel Grant**, UW-Madison, 2005
- **Global Graduates Internship Award** at *Les Fontenottes*, Saint-Julien du Sault, France, 2000

**ACADEMIC SERVICE**

- **Panel Chair** at the 35th CIEF Convention, June 2021
- **The Undergraduate Curriculum Committee Member**, UTC, 2020-present
- **CAS Curriculum Committee Member**, UTC, 2020-present
- **Member of the Scientific Committee of the Journal of Humanistic and Social Studies**, 2020-present
- **Faculty Search Committee Chair and Member**, UTC, 2019
- **Associate Department Head**, UTC, 2019-2021
- **North Callahan Undergraduate Essay Prize Interdisciplinary Committee Member**, UTC, 2018
Women Studies Committee Member, UTC, 2018-2019
Faculty Senate Admissions Committee Member, UTC, 2017-2020
MCLL Scholarships Committee Member, UTC, 2016-present
Progetto Coran Research Group Member, University of Naples "L'Orientale", 2016-present
International Studies Advisor, UTC, 2017-2018
French Club Faculty Sponsor, UTC, 2015-present
French Advisor, UTC, 2016-2017 & 2018-present
Chair of the panel Coran’s Romanian and French Œuvres at the RMMLA Convention, October 2017, 2019-2021
Chair of the French Literature panel at CICCRE, June 2018 & 2019
Member of the Scientific Committee and Referee for the journal Agapes francophones, 2012-15 & 2020
Referee for the journal Nouvelles Études Francophones, 2015
Chair and Organizer of the panel Coran’s Romanian and French Œuvres at the 66th & 68th Annual RMMLA Convention, October 2012, 2014
Second Reader of Honor and Senior Thesis for twenty-two students, Kenyon College, 2009-2014
French Major Advisor and Senior Thesis Director for one student, Kenyon College, 2010-2011
Assistant Teachers Coordinator for one section of French 111-112, Kenyon College, 2009-2011, 2013-2015
Chair of the panel Romania’s Contributions to International Heritage at the 65th Annual RMMLA Convention, Scottsdale, October 2011
Chair and Organizer of the panels Dire la Shoah: entre nécessité et impossibilité (Littérature) and II (Cinéma) at the 52nd Annual Convention of the MWLA, Chicago, November 2010
Alternate Chair of the panel Les femmes, le pouvoir et la littérature au 22e Congrès mondial du CIEF, Limoges, July 2008
Romanian Student Association Committee Member, UW-Madison, 2004-2007
Villas Grant Application Review Committee Member, UW-Madison, 2006
Reading Committee Member at the 16th and 17th Annual Graduate Student Symposium, UW-Madison, 2004-2005

ACADEMIC AFFILIATIONS
MLA, RMMLA, Mediterranean Studies Association, CIEF

RESEARCH INTERESTS
20th-21st century French and Francophone literatures and cultures; philosophical approaches to literature; autobiography; French and Francophone cinema; feminine writing; testimonial literature and trauma studies; literature and other media, postcolonial studies; methodologies of teaching French language and literature; teaching with technology

PEDAGOGICAL TRAINING
ACTFL Live Webinar: Graphic Organizers: Visualize – Simplify – Connect. May 2020
CSCFL & SCOLT Live Webinar in Partnership with Avant: Assessing for Proficiency During Uncertain Times. May 2020
ACTFL Live Webinar: Remote Learning: Keeping Our Learners Close. April 2020
Quality Matters Course: Bridges – Building a Supportive Community. UTC, December 2017
MOPI (ACTFL) Training. UTC, May 2017
Collaboration in the Classroom Workshop, Middlebury College, April 2016
Design Thinking and the Liberal Arts Workshop, Middlebury College, March 2016
Digital Storytelling Workshop, Kenyon College, May 2015
Faculty Workshop: Building Syllabi with Effective Writing Assignments. Kenyon College, August 2014
The Computer Assisted Language Instruction Consortium 2014 Conference, Ohio University, May 2014
McCoy Faculty Workshop on Teaching Writing across the Curriculum, Kenyon College, March 2013
Technology and Pedagogy Workshop, Kenyon College, December 2012
Creative Writing for Second Language Acquisition Workshop, Kenyon College, March 2011
Faculty Boot Camp on Using PROWL, Colorado College, August 2008
Faculty Instructional Technology Showcase, Colorado College, November 2007
DoIT Workshops, UW-Madison, 2005-06
Teaching with TV5 Workshop, UW-Madison, 2003
Atelier BCLE, Portland State University, April 2000

LANGUAGES
French (native-like), Romanian (native), Hungarian (native), German (intermediate), Italian (reading), Spanish (elementary)
José Luis Gastañaga Ponce de León
1131 Stringers Ridge Road, Apt. 3A
Chattanooga, TN 37405
(423) 602 8265

CURRICULUM VITAE

Personal Information
Complete name José Luis Gastañaga Ponce de León
e-mail address jose-luis-gastanaga@utc.edu
Work address Department of Modern and Classical Languages and Literatures,
208-D Brock Hall, University of Tennessee at Chattanooga, 615
McCallie Avenue, Chattanooga, TN 37403
Telephone 423.425.4450 (office)
423.425.4097 (fax)
Status U.S. Citizen

Current
University of Tennessee at Chattanooga
2013—Associate Professor of Spanish

Previous
Bryn Mawr College
2012-2013 Visiting Assistant Professor of Spanish

Studies
Princeton University
Ph.D. in Spanish
Dissertation Advisor: Ronald E. Sturitz

University of Washington, Seattle
M.A. in Spanish

Pontificia Universidad Católica del Perú
B. A. in Humanities (Linguistics and Literature)
Research Interests

Book

_Caballero noble desbaratado: Autobiografía e Invenición el el siglo XVI_. Purdue Studies in Romance Literatures (PSRL) 51. Purdue University Press (2012).
Reviews:

Book edition

_Reading and Writing Subjects in Medieval and Golden Age Spain: Essays in Honor of Ronald E. Sturz_. (Co-edited with Christina H. Lee). Newark, DE: Juan de la Cuesta, 2016.

Book Chapters

"De la agricultura a la observación de las estrellas. Los retratos de los reyes Incas en los Comentarios reales del Inca Garcilaso de la Vega", in _Reading and Writing Subjects in Medieval and Golden Age Spain: Essays in Honor of Ronald E. Sturz_. Newark, DE: Juan de la Cuesta, 2016. 221-242.

**Essays and Journal Articles**


“El Inca Garcilaso, José de Acosta, la injuria y el sarcasmo”. *Hispanic Journal* 31.2 (Fall 2010): 53-65.


**Reviews:**


Papers Read in Conferences

“La vida como anécdota. Las biografías en la Silvia de varia tección de Pedro Mexia.” The 14th Colloquium on Hispanic and Luso-Brazilian Literatures and Romance Linguistics, Department of Spanish and Portuguese, University of Texas, Austin, April 10, 2004.


“¿Por qué Calisto y Melibe no se escriben cartas?”. XIX Congreso Internacional de la Asociación Internacional de Hispánistas (AIH), Münster, Germany, July 11-16, 2016.


Invited Lectures


“Midaq Alley”. Invited by the Center for Arab and Islamic Studies to be the guest speaker in the screening of the Mexican film “El callejón de los Milagros” (Midaq Alley) as part of Celebrating Egypt’s Nobel Laureate Naguib Mahfouz, whose novel inspired the film. Villanova University, April 24, 2007.

“Behind the sun”. Invited by the Cultural Film & Lecture Series to be the guest speaker in the screening of "Behind the Sun", a Brazilian film by Walter Salles. Villanova University, September 27, 2010.

“Cuzco School of Painting: The Basics.” Hispanic Cultural Heritage Month Lecture, Falvey Memorial Library, Villanova University, September 15, 2011.

“La caracterización humanista de los reyes Incas en los Comentarios reales del Inca Garcilaso de la Vega”, Department of Spanish and Portuguese, Vanderbilt University, April 7, 2015.


Academic Awards

National Endowment for the Humanities (NEH) Award, 2009: Seminar “Cleopatra and the Threshold of Modernity”, directed by professor E. Michael Gerli, University of Virginia (Charlottesville, VA).

Other Awards

Office of Equity and Diversity Grant Summer 2015
CAS Supplemental Travel Grant Summer 2015 & Fall 2016
EDO [Evaluation by Development and Objectives] Rating of “Exceeds Expectations” 2015-2016 Academic Year
Ruth S. Homberg Grant for Faculty Excellence Year 2017-2018

Language Skills

Spanish, English, Portuguese and French. Reading knowledge of Latin and most Romance languages.

Courses Taught in Villanova University

SPA 1131 Conversation and Composition I
SPA 1132 Conversation and Composition II
SPA 2142 Spanish Culture: The Transatlantic Frame of Hispanic Culture
SPA 2212 Literary and Cultural Experience of Latin America: The Colonial Times
SPA 3412 Spanish Picaresque Novels
SPA 3412 Chronicles of the Indies

Gastañaga CV [Updated January 2020]
SPA 3612 Cervantes
SPA 7440 Spanish Picaresque & Other First Person Narratives [Graduate Seminar]
SPA 7440 A Mask Made of Words, First Person Narratives from Pre-Modern Times
[Graduate Seminar]
SPA 7440 History in Garcilaso Inca de la Vega [Graduate Seminar]
SPA 7440 Celestina [Graduate Seminar]
SPA 9580 Utopia and Denunciation: The Chronicles of the New World in Context
[Graduate Seminar]

Courses Taught in Bryn Mawr College

SPAN 101 Intermediate Spanish I
SPAN 102 Intermediate Spanish II
SPAN 270 Literatura y delincuencia. Explorando la novela picaresca
Emily Balch Seminar “A Mask Made of Words” (An intensive, campus wide reading and
writing seminar for first-year students around the topic of Autobiography).

Courses at the University of Tennessee at Chattanooga (UTC)

MLNG 1500 World Cinema
SPAN 1010 Elementary Spanish I
SPAN 1020 Elementary Spanish II
SPAN 2110 Intermediate Spanish for Conversation I
SPAN 2120 Intermediate Spanish for Conversation II
SPAN 2140 Intermediate Spanish for Reading II
SPAN 3110 Composition and Conversation I
SPAN 3120 Composition and Conversation II
SPAN 3130 Introduction to Textual Analysis and Composition
SPAN 3230 Spanish Culture
SPAN 3310 Masterpieces of Spanish Literature
SPAN 3400 Spanish Internship
SPAN 3450 Advanced Conversation
SPAN 3999 Love & Conquest: A Transatlantic Approach to Literature in Spanish
SPAN 4010 Celestina and the End of the Middle Ages
SPAN 4030 Cervantes: Don Quixote
SPAN 4050 Romance Philology

Faculty Development Activities

Seminar, *Uniqueness of Brazilian History*, Latin American Studies, Villanova University
Faculty development seminar by Dr. Marshall Eakin, Professor of History, Vanderbilt
University. (October 18, 2010).
Workshop. Portuguese Language / Brazilian Culture. Latin American Studies, Villanova University (May 9-12, 2011).

Syllabus Development Workshop. The Andrew H. Mellon Teaching and Learning Institute at Bryn Mawr College (Summer 2012).

Workshop. Linking literary-cultural content and second language learning: Recovering Foreign Language study for the Humanities. Curriculum workshop by Dr. Heidi Byrnes, German Department, Georgetown University. Haverford College (November 2, 2012).


Applying the QM (Quality Matters) Rubric. December 2017.

Service to the Profession

Dissidences. Hispanic Journal of Theory and Criticism. Member of the Editorial Board and Editor of the Book Review section.

External grant proposal reviewer for David Miralles’s “A partir de Parra o sobre la imaginación poética en el Chile finisecular”. Facultad de Lenguas y Letras, Universidad Autónoma de Querétaro (México). October 19 – November 3, 2010.


External reader for Hispanófila. (Summer 2016).

Membership in Professional Organizations

Modern Languages Association (MLA)
Renaissance Society of America (RSA)
Mediterranean Studies Association (MSA)
Asociación Internacional de Hispanistas (AIH)
Southeastern Medieval Association (SEMA)
Carmen J. Jiménez, PhD
(423) 280-4172
carmen-jimenez@utc.edu

EDUCATION
Ph.D., Spanish American Literature, Pennsylvania State University, Spring 2002
M.A. Spanish American Literature, University of Utah, 1994
B.A. Hispanic Studies, University of Puerto Rico, Magna Cum Laude, 1987

Study Abroad Experiences:
- France, Campus Adventiste du Salève, Collonges, France, 2008
- Portugal, University of Oporto, Oporto, Portugal, 1994

APPOINTMENTS AND TEACHING EXPERIENCE

University of Tennessee at Chattanooga
Assistant Professor of Spanish
Lecturer/Adjunct Instructor
- Elementary Spanish I, II (F2F, Online)
- Intermediate Spanish for Reading I, II
- Intermediate Spanish for Conversation I, II (F2F, Online)
- Spanish Composition and Conversation I, II
- Advanced Grammar and Writing I, II (F2F, Online)
- Introduction to Textual Analysis
- Spanish Internship
- Afro-Hispanic Literature
- Honor Thesis
- 2016-Present

Chattanooga State Community College
Adjunct Instructor
- Elementary Spanish I, II (Online)
- 2010-2012

Southern Adventist University
Associate Professor of Spanish
- Elementary Spanish I, II
- Comp & Conv
- Survey of Spanish Literature
- Survey of Spanish-American Literature
- 2004-2009

University of Puerto Rico at Cayey
Assistant Professor of Spanish
- Basic Spanish I, II
- Literary Genres I, II
- 2003-2004

Salisbury University
Assistant Professor of Spanish
- Elementary Spanish I, II
- Conversation
- Oral and Written Composition
- Hispanic Literature in Translation
- 2001-2003

Updated: 10/24/2021
University of Utah  
Lecturer of Spanish  
Advanced Grammar and Compo  
Latin American Culture and Society  

Pennsylvania State University  
Teaching Assistant  
Elementary Spanish I, II  
Intermediate Grammar and Composition  
Conversation  

University of Utah  
Teaching Assistant  
Beginning Spanish I, II  

PUBLICATIONS


TEXTBOOKS AND PEDAGOGICAL PUBLICATIONS


Study Guides for the Human Pursuits, Salt Lake City, Utah: Rosario Farró and La casa de la laguna: Clarinda Matto de Turner y Ayus na m'din, Gabriel García Márquez y Noticia de un secuestro; December, 2000.

Updated: 10/24/2021
CONFERENCE PAPERS AND INVITED TALKS

“Lydia Prideaux y los emancipados cubanos,” XXX Annual Meeting of the Association of Gender and Sexuality Studies, Santo Domingo, November 17, 2021. Upcoming

“A Reading in Spanish of Lydia Prideaux’s Manuscript about Cuban Emancipados,” April 6-8, 2020. XII Coloquio y Festival Internacional de Música y Poesía Nicolás Guillén, Havana, Cuba. (Cancelled due to COVID)

“Masculinidad en la poesía de Pedro Mir,” 28th Annual Meeting of the Association of Gender and Sexuality Studies, Chicago, September 2018

“La autorepresentación de dos esclavos del Caribe angloparlante: Mary Prince y Ashton Warner,” International Conference on Caribbean Literature, Nassau, Bahamas, November 1, 2017

“La sexualidad femenina como criterio para establecer un paradigma racial de identidad nacional puertorriqueña en la obra de Luis Llorans Torres,” XIX CILH, Buenos Aires, Argentina, March 9, 2017

“Book/Panel Discussion,” March 19, 2017, Hunter Museum

“Digital Story Telling,” Adventist Colleges Abroad Conference, Florence, Italy, June 2004

“Falsoconstrimiento y nacionalidad: machismo y afecharmiento como estrategias de resistencia cultural en los discursos literarios de Luis Llorans Torres y Pedro Mir,” 13th Annual Afro-Hispanic Literature and Culture Conference, Santo Domingo, December 2003

“Nicolás Guillén y el papel de la mujer en la nación,” Mountain Interstate Foreign Language Conference, Furman University, South Carolina, October 2002

SERVICE TO THE UNIVERSITY
First Gen Mentee Mentor
Fall 2020-Present

UT Promise Mentor

Honor Court Board

Africana Studies Advisory Board
2019-Present

CAS Diversity Committee
2019-Present

Faculty Search Committee

Faculty Grants Committee

Undergraduate Petitions Committee

Student Rating of Faculty Instruction Committee

University Senate, Southern Adventist University

Coordinator for First-year Spanish, Southern Adventist University

Advisor, Alpha Mu Gamma, Southern Adventist University

Advisor for Spanish Majors/Minors, UTC

Advisor for Spanish Majors/Minor, Southern Adventist University

Advisor for Spanish Majors/Minor, Salisbury University

Advisor, OLAS (Organización de Latinos Alumnos de Salisbury)

Advisor for Minors, University of Utah

Updated: 10/24/2021
SERVICE TO THE PROFESSION
Textbook Reviewer


SERVICE TO COMMUNITY
Contact Tracer for the Department of Health
Translator for Mission SONlight (Seventh Adventist Day Church) 2012-2017
Translator for Mission Trip to Peru (Seventh Adventist Day Church) 2010
Translation Services for Children for Discipleship (Seventh Day Adventist Church) 2008
Translation Services for EDGEC (Seventh Adventist Day Church) 2007
Foster Parent 2005-2012
Interpretation Services for La Paz Annual Health Fair 2004-2008
Interpretation Services for Tri-Lower County Clinic 2003

HONORS AND AWARDS
La Paz’s Latino Leadership Award 2019
Faculty Grant for Conference Presentation 2018
2 Faculty Grants for Conference Presentations 2017
The Office of Equity and Diversity, Grant for Book Publishing, UTC 2014
Sparks Dissertation Fellowship Spring Semester 1998
The Department of Spanish, Italian and Portuguese Research Grant 1997
Phi Sigma Iota Foreign Language Honor Society 1995

NONACADEMIC WORK EXPERIENCE
Freelance Translator, Editor, and Proofer 2009-Present

LANGUAGES
Spanish: Native Speaker
French: Reading Knowledge
Portuguese: Reading Knowledge

Updated: 10/24/2021
January 24, 2020

Academic Vitae

1. **PERSONAL INFORMATION:**

   Elven Phillip Jones Jr.
   4405 Shadow Way
   Cohutta, GA 30710
   (706) 264.2965 (cell)

2. **EDUCATION:**


   M.A. Secondary Education - Spanish, University of Alabama, Tuscaloosa, May 1997

   B.S. Secondary Education, English-Spanish, Jacksonville State University, May 1983

   Additional graduate level Spanish coursework (6 hours), Georgia State University and University of Alabama, 2009 - 2010

   Additional coursework for ESOL endorsement, Berry College, summer 2000.

3. **ACADEMIC APPOINTMENTS AND OTHER SIGNIFICANT WORK EXPERIENCE:**

   **Spanish Teacher, Dalton High School, August 2019 - present.** I currently teach Spanish for Native Speakers I and II and Spanish II to non-native speakers.

   **Spanish Teacher for Dalton Public School Educators, August 2019 - present.** I teach a 3 semester evening intensive Spanish class to district educators. I taught the sequence of courses once before (spring 2016 – spring 2017, with a culminating class trip to three cities in Cuba).

   **Principal, Dalton Public Schools (Four Schools, including International Newcomer School), August 2001 - 2019.** Lead schools in all instructional and non-instructional aspects, including opening a brand new elementary school in 2005 and direct involvement in overseeing construction.

   **Adjunct Spanish Instructor, Dalton State College, January 2010 - 2016.** Taught levels I and II evening Spanish classes to undergraduate students.

   **Adjunct Spanish Instructor, University of Tennessee, Chattanooga, August 2017 - present (Prior: August 2009 - December 2009. I currently teach Intermediate Spanish for Reading. (Prior) I taught levels I and II evening Spanish classes to undergraduate students).**
January 24, 2020

Adjunct Professor of Multicultural Education, Berry College, Maymesters only, May 2007 - May 2009. Co-taught class and planned Dalton cultural experiences including host Hispanic families for education majors.


Language Academy Teacher, Dalton Middle School, August 2000 - May 2001. Taught English through academic content to non-English speaker newcomers in Dalton Public Schools.

Interpreter/Translator, Dalton Public Schools, August 2001 – present. I provide academic translations (curriculum and legal) for the school district on a contractual basis. I also serve as interpreter in delicate and highly confidential situations.


Teacher, Mazapán School, La Ceiba, Honduras February 1988 – June 1997. Taught a variety of courses to middle school and high school students, including English, social studies and Hispanic literature.

Spanish Teacher, Shelby County Schools – Alabama, August 1983 - June 1986. Taught Spanish I and II to high school students

4. SPECIAL AWARDS, FELLOWSHIPS AND OTHER HONORS:

- Amigo Award, presented by Dalton’s Latin American Community Alliance, 2009
- Dalton Public Schools – Tom Jones Educator of the Year, 2006
- Nominee, Dissertation of the Year, University of Alabama 2008

5. PROFESSIONAL ACTIVITIES:

Publications

Pushing Over the Barriers to Learning: A Racial Perspective on Curriculum, Schools and Latino Students in the USA in Snaphots, Specialist Schools Trust, 3, 1 (2005); 15-19
January 24, 2020

Presentations

Cultural presentations (ongoing annually) to Dalton Public Schools new staff, July 2008 - present.

Cultural presentations (multiple and ongoing) to Dalton State College Education majors, January 2009 - present.


Panelist, Kennesaw State University ESOL Conference (Leadership Luncheon), Kennesaw, GA, February 3, 2014.

Talk is Cheap - Conversation is Priceless (Co Presenter in PAGE Summer Conference in Atlanta, GA, June 9, 2012)

Dissertation Research, Presentation at Southeastern TESOL Conference, Birmingham, AL. September 2008

Dissertation Research, Presentation at CLILA (Coaliación de Líderes Latinos) event, June 2008

The Search for Data to Meet the Needs of Non-English speaking Newcomer Students, Presentation at PAGE Conference, Augusta, GA, July 2004.

Meeting the Needs of Beginning Non-English Speakers through Newcomer Centers, Presentation at ESOL Conference Kennesaw State University, February 2003

6. OTHER PROFESSIONAL GROWTH AND DEVELOPMENT ACTIVITIES:

Lived and worked for twelve years in La Ceiba, Honduras.

Extensive travel through Mexico, Central America, The Caribbean, and Spain, including Honduras, Guatemala, Nicaragua, El Salvador, Costa Rica, Panama, Puerto Rico and Cuba.

Extensive work with Hispanic students, parents, and community in Dalton, GA through my role as principal and teacher. (Dalton Public Schools is 73% Hispanic)

7. SERVICE TO THE CAMPUS/COMMUNITY/PROFESSION:

CLILA (Coalición de Líderes Latinos) board member, 2007-2008

ACLA (Alianza Comunitaria Latinoamericana) - member, 2001 - 2006.

Hispanic Big Brother-Big Sister board member, 2006-2008

8. MAJOR COMMITTEES:
January 24, 2020

Co-Leader, DPS World Language Department curriculum mapping and alignment initiative (August 2018 – May 2019).

Committee Member, Professional Association of GA Educators Community Based Accountability System Study Group, August 2016 – May 2018.

Co-Leader (with Curriculum Director) District Evidence and Assessment Team, August 2016 – 2018.


Common Core Roll-Out Team, Dalton Public Schools August 2010 – December 2010.

Literacy Collaborative and Reading Recovery Analysis Committee, Dalton Public Schools, January 2010 – May 2010.


9. MEMBERSHIPS:

Professional Association of Georgia Educators

10. References:

Mary Nielsen (former supervisor), Dean of School of Liberal Arts, Dalton State College. Email: mnielsen@daltonstate.edu Phone: 706-272-4436

Jim Hawkins (former supervisor), Retired Superintendent Dalton Public Schools. Email: jhaw4520@gmail.com Phone: 706-537-6187

Craig Harper (former colleague/friend), Executive Director Professional Association of Georgia Educators. Email: charper@pageone.org Phone: 706-537-4391
Kristen Knopick
250 Running Bear Dr. • Smiths Station, AL 36877 • kristen-knopick@utc.edu • 770-298-6133

EDUCATION
University of Georgia, Athens, GA; Master of Arts in Classical Languages December 2014
Emory University, Atlanta, GA; Bachelor of Arts in Classics, Minor in Arabic May 2011
Major GPA: 3.74/4.00; Cumulative GPA: 3.78/4.00; Summa Cum Laude
American School of Classical Studies, Athens, Greece Summer 2009
Summer Program; travelled to many archeological sites in Greece

RELEVANT EXPERIENCE
University of Tennessee at Chattanooga Chattanooga, Tennessee
Lecturer August 2014 - May 2020, Adjunct Lecturer August 2020 - Present
• Taught beginning level Latin from various courses including Pearson and Cambridge.
• Taught various classical culture courses including those on the topics of ancient comedy and tragedy, and the legends and myths of ancient Rome.
• Took on duties in the department, including organizing the end of year gathering for the department
• Became faculty advisor for the newly established Classics Club
• Developed and taught online courses including one on legendary Rome and one on beginning year Latin

University of Georgia Athens, Georgia
Latin Teacher, Instructor of Record August 2013 - May 2014
• Taught Latin 1001 for two semesters; completed chapters 1-22 in Wheelock’s Latin each semester
• Each chapter took two days to cover. The first day began with a quiz over that chapter’s vocabulary. Then, I presented the day’s lesson, usually via PowerPoint, which was followed by doing practice sentences together as a class. Homework consists of more practice sentences. The second day of the chapter begins with a quiz over the grammar learned the day before. The rest of the class time is devoted to reading the respective story from Thirty-Eight Latin Stories by Groton and May, usually in pairs.
• Wrote four tests each semester along with the other Latin T.A.s; each test consists of a passage of original Latin for translation to English, parsing charts and reading comprehension questions.
• Held multiple online classes via Blackboard Collaborate along with face-to-face tutoring hours as supplements to class time

Lanier Technical College Oakwood, Georgia
Adjunct Instructor Summer 2012
• Taught two sections of Fundamentals of English (business English) and one section of English II (basic grammatical concepts); Fundamentals of English covered how to write appropriately and professionally; used Business English: Writing in the Workplace
• English II was mostly computer-based through Pearson’s MyWritingLab program, but I presented a lesson for each chapter before the students did their computer work.
• Taught based on an established syllabus, but made original lesson plans and assignments

ACTIVITIES/HONORS
Wrote Exam for the Georgia Junior Classical League Mottoes, Abbreviations and Famous Quotations Spring 2013
Finalist for Fulbright English Teaching Assistantship, but due to the turmoil in Egypt, the country Spring 2011 applied for, was not accepted.
Ancient Greek Tutor, helped to teach beginning level students Fall 2010-May 2011
S.H.I.N.E. • Students Helping in the Naturalization of Elders; assisted teachers with international Fall 2007-Spring 2011
students at various English as a Second Language programs in Atlanta
Eta Sigma Phi • Classics honor society Fall 2007 – Spring 2011

ADDITIONAL
Computer skills: Proficient in MS Suite; online research; MAC OS X and Windows; SmartBoard; iPad
Language skills: Beginner-Intermediate spoken and written Modern Standard Arabic
Interests: Foreign travel (Middle East, Greece), yoga, baking
EDUCATION
- Ph.D., Romance Studies-Spanish, University of Miami (2009)

ACADEMIC APPOINTMENTS
Associate Professor of Spanish
2016-Current University of TN-Chattanooga

Assistant Professor of Spanish
2010-2016 Penn State University-Berks
(Tenured 05/2016)

PUBLICATIONS
Scholarly

Creative Writing

**TEACHING**

**University of Tennessee-Chattanooga**

SPAN 1010/1020 (Elementary Spanish I & II)
SPAN 2110/2120 (Intermediate Spanish I & II)
SPAN 3110/3120 (Spanish Composition and Conversation I & II)
SPAN 3250 (Latin American Cultures)
SPAN 3400 (Spanish Internship)
UHON 3590R (Hispanic Cultures in the Americas)
SPAN 4020 (Latin American Existentialism)
SPAN 4995C (Departmental Thesis)
SPAN 4999 (Spanish Creative Writing)

**Penn State University-Berks**

SPAN 003 (Intermediate Spanish)
InART 100H (Intro to U.S. Latino Cultures)
SPAN 110 (Intermediate Conversation)
SPAN 200 (Intensive Grammar & Composition)
SPAN 253W (Intro to Hispanic Literatures)
SPAN 297 (20th and 21st Century Latin American Cinema)
SPAN 301 (Advanced Stylistics for Spanish Speakers)
SPAN 497A (20th Century Latin American Literatures)

**ACADEMIC AWARDS**

- Diversity, Equity, Inclusion Advancement Award, UT-Chattanooga, 2021
- Leadership Academy Fellow, Hispanic Association of Colleges and Universities (HACU), 2020-2021
- Faculty Grant, UT-Chattanooga, 2018
- Faculty Grant, UT-Chattanooga, 2017
- Access and Diversity Grant, UT-Chattanooga, 2017
- Individual Faculty Grant, Institute for the Arts and Humanities, Penn State University, 2012-2013
- Teaching and Learning Innovation Grant, Penn State-Berks, 2011-2013
- Outstanding Graduate Student, University of Miami, 2009
- Center for Latin American Studies Doctoral Research Grant, University of Miami, 2008
- Outstanding Spanish Teaching Assistant, University of Miami, 2008
- Modern Languages and Literatures Travel Grant, University of Miami, 2008
- Promus Travel Funding Award, University of Miami, 2008
- Mary and Peggy Kirkhoff Travel Scholarship, 2008
- Teaching Assistantship, University of Miami, 2003-2009
- Teaching Fellowship, University of Houston, 2001-2003
- Houston Junior Chamber of Commerce Scholarship, 2002
- Study Abroad Scholarship, Office of International Programs, University of Houston, 2002
CONFERENCE PAPERS (Abridged)
- "Lost Cause," 117th Pacific MLA Conference, San Diego, CA, 2019
- "Triomphe," 50th NeMLA Conference, Washington, DC, 2019
- "Diario erante: la peregrinación escrita de José Fernández," 56th Congreso Internacional de Americanistas (ICA), Salamanca, Spain, 2018
- "¿Un mástin de lujo?: Listening to De sobremesa today," MLA Conference (Modern Language Association), Austin, TX, 2016
- "En la periferia del canon existencialista," JAILA Conference (Jornadas Andinas de Literatura Latinoamericana), Heredia, Costa Rica, 2014
- "Contestations to 'The Hispanic Challenge'," LASA Conference, Washington, DC, 2013
- "El soliloquio sobre el cadáver: Tribes LXXV y España, aparta de mí este culo IX," 16th National Association of Hispanic and Latino Studies, Baton Rouge, LA, 2008
- "Rhetorical Hybridization in José Martí’s Nuestra América," 12th International Conference on Romance Studies, Boston, MA, 2004
- "Oralidad y función en la poesía de Tato Laviera," 12th Colloquium on Hispanic and Luso-Brazilian Literatures and Romance Linguistics, Austin, TX, 2002

PROFESSIONAL SERVICE
University
- Member, Bias and Education Support Team (BEST), 2020-Present
- Member, Diversity, Inclusion, and Culture Subcommittee, UT-Chattanooga, 2020
- Member, Undergraduate Academic Standards Committee, UT-Chattanooga, 2018-2021
- Coordinator, Spanish Language Program, Penn State-Berks, 2012-2016
- Chair, Faculty Committee on New Student Orientation, Penn State-Berks, 2014-2016
- United Way Volunteer, Penn State-Berks Campaign, 2010-2016
- Faculty Advisor, Latino Unity Club, Penn State-Berks, 2012-2013
- Member, Teaching Innovation Grant Selection Committee, Penn State-Berks, 2013-2015
- Member, Various Faculty Search Committees, 2012-2015

Editorial
- Reviewer, Hispanóölas, 2018
- Volume Advisor, Twentieth-Century Literary Criticism 296, 2013

LANGUAGES
- Spanish: Native Speaker
- English: Native Speaker
- Portuguese: Conversant
LYNN C. PURKEY
CURRICULUM VITAE
233E Lupton Hall/308E Brock Hall/441 540 McCallie Ave
Department of Social, Cultural, and Justice Studies/
Department of Modern and Classical Languages and Literatures
University of Tennessee, Chattanooga
Chattanooga, TN 37403
423-316-1512
lynn-purkey@utc.edu

EDUCATION
Ph.D. Hispanic Languages and Literatures, University of California, Berkeley, 2006
Dissertation: Nuevo Romanticismo and the Reception of Russian Literature:
Integrating Dehumanized and Social Art
Director: Dru Dougherty, Committee members: Michael Jarrocci and Anne Nesbit
M.H.S. Auburn University, 1999
B.A. University of Maryland, 1990

ACADEMIC POSITIONS
University of Tennessee at Chattanooga, 2006-Present
Promotion to Professor 2015
Tenure/Promotion to Associate Professor 2012

ADMINISTRATIVE POSITIONS
Associate Department Head, Modern and Classical Languages and Literatures, 2014-
2019, 2021-Present
Interim Head, Department of Social, Cultural, and Justice Studies, 2019-2021
Executive Intern for the Provost, 2017-2018
Spanish Section Coordinator, 2013-Present
Director, Study Abroad Spain, Summer 2008, 2010, 2012, 2015, 2018
Coordinator of First-Year Spanish, 2007-2011

RESEARCH INTERESTS
Comparative Literature: European/American Variants of Modernism
Literary Relations between Spain and Russia
Hispanic Women Writers
20th and 21st-Century Spanish Theater and Film
The Exiles of 1939
Ramón María del Valle-Inclán
Federico García Lorca
El Nuevo Romanticismo
PUBLICATIONS

Book

Reviews
- Laurent Boetsch. *Hispanic Review*, vol. 82, no. 4 (Fall 2014): 508-11.

Refereed Journal Articles


Peer-Reviewed Book Chapters


Peer-Reviewed Conference Proceedings
Interview

Book Reviews

CONFERENCES & PANELS
Peer-Reviewed Conference Papers
7. “Fighting from the Margins: Max Aub’s *From One Time to This Place,*” The Holocaust in Literature and Film. South Atlantic Modern Language Association, Birmingham, AL, Nov. 2-4, 2018.


Round Tables/Invited Talks
4. Mesa Redonda (Round Table): “Experiences in Study Abroad Programs.” I Congreso Internacional sobre el Español en los programas de Study Abroad, Instituto Franklin, Universidad de Alcalá de Henares, Spain, June 18, 2015.

Panels Organized, Moderated, etc.
WORKSHOPS/CONFERENCE ATTENDANCE
AAC&U Calibration Training for Written Communication, Certified Grader for Written Communication, 2019
Leadership in Higher Education Conference, 2017
Quality Matters Workshop, 2017
Modified Oral Proficiency Interview Workshop, ACTFL, 2017
SACSCOC, 2015, 2017

AWARDS, HONORS, GRANTS AND FELLOWSHIPS
University of Tennessee at Chattanooga
College of Arts and Sciences Above and Beyond Person of the Year Award, 2019-20
Sabbatical, Spring 2016
College of Arts and Sciences Travel Grant, 2015, 2016
Think Achieve Award, 2015
College of Arts and Sciences Outstanding Service Award, 2015
UC Foundation Professorship, 2011-16
Diversity Grant for Hispanic Outreach Association, 2011
Faculty Development Grant, 2009

University of California, Berkeley
Department of Spanish Dissertation Year Fellowship, 2005-06
Townsend Center for the Humanities Grant for Graduate Student Colloquium, 2005
Department of Spanish and Portuguese Summer Grant for Research Abroad, 2005
Outstanding Graduate Student Instructor, 2004-05
Dean’s Normative Time Fellowship, 2003-04
Webber Travel Fellowship, 2003

Auburn University
Phi Kappa Phi, National Honor Society, Chapter #13
Sigma Delta Pi, Spanish Honor Society

TEACHING
University of Tennessee at Chattanooga, 2006-Present
Images of Civil Strife in Spain
Spanish Avant-Gardes
Imagining Hispanic Women (co-listed with Women, Gender, and Sexuality Studies)
20th Century Spanish Literature: From Modernism to Postmodernism
Masterpieces of Spanish Literature (Introduction to Spanish Literature)
Introduction to Textual Analysis and Composition (Introduction to Hispanic Literature)
Cinema, Culture, and History: Spain’s Civil War
All About Almodóvar and Spanish Cinema
19th and 20th Century Spanish and Latin American Theater
Intersection of Word, Art, and History: Rafael Alberti and María Teresa León
Spanish Culture and Civilization
Latin American Culture and Civilization
Introduction to Latin American Literature
Advanced Conversation
Advanced Grammar I and II
Advanced Composition and Conversation I and II
Intermediate Spanish I and II
Elementary Spanish I and II
Freshman Seminar: Gold, God, and Glory (The Spanish Conquest of the Americas)
World Cinema (freshman-level general education course)
Spanish internship (certified for Experiential Learning)
Spanish internship for Teachers (certified for Experiential Learning)

University of California, Berkeley, Graduate Student Instructor, 2000-2006
Introduction to Hispanic Literature
Elementary and Intermediate Spanish
Assistant Director of Lower Division Spanish, 2002-03, 2004-05

Auburn University, 1998-2000
Lecturer, Elementary Spanish
Teaching Assistant, Elementary Spanish
Assistant Director of Study Abroad, 1999

SERVICE

Professional Service
American Council on Education Reviewer, 2020-Present
Vice-Chair, Film Special Interest Group, ACTFL, 2014-16
Reviewer for Film Panels for ACTFL 2015, 2016 Convention
External Tenure and Promotion Reviewer, 2021

Editorial Work
Reviewer, Revista de Estudios de Género y Sexualidades, 2021
Reviewer, Bulletin of Hispanic Studies, 2014
Reviewer, Letras Hispánicas, 2013, 2018
Editor in Chief, of Lucero, Graduate Journal of the Department of Spanish and Portuguese, 2002
Assistant Editor of Lucero, Graduate Journal of the Department of Spanish and Portuguese, 2001, 2003
National/State/Community Service
Committee Member, Tennessee Teacher Licensure Standards Revision, Foreign Languages, 2012-13.

College/University Service
Grade Appeals Committee, 2021-22
Research Dialogues, 2021-2022
QEP Committee, 2021-2022
Women, Gender, and Sexuality Studies Advisory Committee, 2021-2022
Related Areas Committee (Foreign Language Representative and Student Advisor for Foreign Language Education Majors), 2021-Present
Subcommittee Chair for General Education Elective, 2021
Student Programming Allocations Committee, Spring 2019
College of Arts and Science Rank and Tenure Committee, 2018-21
Chair, General Education Committee, 2018-19
General Education Committee Member, 2016-18
Reviewer for Ruth Holmberg Awards, 2018
Pedagogy Group for New Faculty, 2017
UT President’s Award Review Committee, 2016
Subcommittee for SACSCOC Accreditation, 2015-17
Women’s Studies Advisory Board, 2014-Present
Women’s History Month Advisory Board, 2015-16
Scholarship Committee, 2014-15
College of Arts and Sciences Curriculum Committee, 2013-15
Graduate Council, Faculty Senate Representative, 2012-13
Petition Committee Chair, 2011-14
Consultant, Hispanic Outreach, for WUTC, 2011
Advisor for Hispanic Outreach Leadership Association, 2010-13
Graduation Marshall, 2010-15
Honor Court, 2010-13, 2021-22
Faculty and Staff Campaign Representative for MCLL, 2010-13
Member of Faculty Evaluation of Administration Committee, 2010-11
Member Faculty Research Committee, 2009-10
Faculty Development Committee, 2008-09
Faculty Senate, 2008-10, 2012-14
Faculty Senate Secretary, 2008-09
Committee on Committees, 2008-10
International Task Force on Study Abroad at UTC, 2008-09
Petitions Committee, 2007-08

Departmental Service
Chair, Rank and Tenure Committee, 2015-Present
Rank and Tenure Committee Member, 2014-Present
Chair, Search Committee for Lecturer in Spanish, 2018-19
Chair, Search Committee for French and Spanish Professors, 2015-16
Search Committee, German Lecturer, 2014
Chair, Search Committee, Spanish Professor, 2012-13
Search Committee Member, Department Chair, 2012-13
Search Committee Member, Spanish Professor, 2010-11
Chair, Search Committee, German Professor, 2008-09
Advisor for Sigma Delta Pi, the Spanish Honor Society, 2008-15
Advisor for Spanish Majors and Postgraduate and Graduate Students in Spanish Education, 2007-19
Spanish Club Advisor, UTC, 2006-09

LANGUAGES
Spanish – Near Native
Russian – Near Native
German – Advanced
French – Reading Knowledge
Portuguese – Reading Knowledge

AFFILIATIONS
Modern Language Association 2004-Present
Asociacion de Estudios de Género y Sexualidades 2008-Present
Feministas Unidas 2010-Present
South Atlantic Modern Language Association 2012-Present
American Council on Teaching Foreign Languages 2014-Present
Society for Comparative Literature and the Arts 2020-Present
American Association of Teachers of Spanish and Portuguese 2008-14
South Central Modern Language Association 2015-18
International Society of Lusophone and Hispanic Humor Studies 2016-18
John Dos Passos Society 2017-18,
Northeast Modern Language Association 2014-15

REFERENCES
Dru Doughtery, Professor Emeritus of Spanish Literature and Theater and former Chair
The Department of Spanish and Portuguese
The University of California, Berkeley
Berkeley, CA 94720
Phone: 508-486-1910
enigma@berkeley.edu
Joshua Davies, Associate Professor of Classics and Department Head
The Department of Modern and Classical Languages and Literatures
The University of Tennessee at Chattanooga
233 Lupton Hall / Dept. 2152
Phone: 423-425-4267
Joshua-Davies@utc.edu

Felicia Sturzer, Professor Emerita of French and former Department Head
The Department of Modern and Classical Languages and Literatures
The University of Tennessee at Chattanooga
4305 Cogenbury Ct.
Montclair, VA 22025
Phone: 703-680-6968
FeliciaB@verizon.com

Pedro Campa, Professor Emeritus of Spanish
The Department of Modern and Classical Languages and Literatures
The University of Tennessee at Chattanooga
233 Lupton Hall/Dept. 2152
Phone: 423-838-1456
Rocelman@gmail.com
CURRICULUM VITAE

Carl P. E. Springer, SunTrust Chair of Excellence in the Humanities; Department of Modern and Classical Languages; University of Tennessee Chattanooga; 208B Brock Hall, Dept. 2152, 615 McCallie Avenue; Chattanooga, TN 37403; office phone: 423-425-4114; cell phone: 314-359-9587; professional e-mail: carl-springer@utc.edu; website: https://www.utc.edu/suntrust-chair-excellence-humanities/

Education

University of Wisconsin-Madison 1979-84 PhD (Classics; Latin).
University of Wisconsin-Madison 1978-79 MA (Biblical Languages).
Northwestern College 1973-77 BA (emphases in Classics, German, and Theology).

Academic Positions

SunTrust Chair of Excellence in the Humanities; Professor, Department of Modern and Classical Languages and Literatures, University of Tennessee Chattanooga, 2015-present.
Coordinator: Interdisciplinary Humanities Program (International Studies and Liberal Arts), University of Tennessee Chattanooga, 2016-2019.
Professor: Department of English Language and Literature, Southern Illinois University Edwardsville, 2010-15 (Professor Emeritus since 2017).
Director: Liberal Studies Program, College of Arts and Sciences, Southern Illinois University Edwardsville, 2006-10.
Associate Dean: College of Arts and Sciences, Southern Illinois University Edwardsville, 2000-10.
Chair: Department of Foreign Languages, Illinois State University, 1996-2000.
Professor: Department of Foreign Languages, Illinois State University, 1996-2000.
Associate Professor: Department of Foreign Languages, Illinois State University, 1990-6.
Fulbright Research Fellow: Corpus Christianorum, St. Peter’s Abbey, Brugge, Belgium, 1990.
Visiting Assistant Professor: Department of Classics, University of Wisconsin-Madison, 1986.
Assistant Professor: Department of Foreign Languages, Illinois State University, 1984-90.
Graduate Research Fellow: Department of Classics, University of Wisconsin-Madison, 1982-4.
Graduate Teaching Assistant: Department of Classics, University of Wisconsin-Madison, 1979-82.

SCHOLARLY PUBLICATIONS

Books and Monographs

Received “Award of Commendation for Major Publication” from the Concordia Historical Institute in 2018. Reviewed in Lutheran Quarterly 33.2 (2019), 231-33; Renaissance Quarterly 72 (2019), 712-4; Classical Review 69 (2019), 451-3; Bryn Mawr


Edited Volumes and Special Issues


“Wittenberg and Athens,” special issue of Logia: A Journal of Lutheran Theology (I served as guest editor and also wrote the introduction to the issue) 17.4 (2008), 68 pp.
Scholarly Articles, Conference Proceedings, and Book Chapters


"To Forget Latin: Reflections on the Fading of a European Sign." In the proceedings of the 40th Annual European Studies Conference at the University of Nebraska at Omaha, October, 2015: http://www.unomaha.edu/college-of-arts-and-sciences/european-studies-conference/ece-proceedings/index.php


*Translations (from Latin and German)*

Translation of Martin Luther’s “Sermon for Saturday after the Twenty-Second Sunday after Trinity, Phil. 1:7, November 3, 1526,” in Luther’s Works 56 (Sermons III), ed. Benjamin T. Mayes (St. Louis: Concordia Publishing House, 2018), pp. 178-180.


Translation of Martin Luther’s “Preface to a Complaint Concerning Good Faith by a Pious and Spiritual Parson (as It Appears) from before Our Own Age, Recently Discovered,” in Luther’s Works 60 (Prefaces II), ed. Christopher Boyd Brown (St. Louis: Concordia Publishing House, 2011), pp. 95-102.


Translation of Martin Luther’s “Sermon for the First Sunday in Lent, 2 Cor. 6:1-10; Admonition Concerning the Ban or Excommunication; Exhortation to the Jurists, February 23, 1539,” Luther’s Works (St. Louis: Concordia Publishing House, 2010), vol. 58 (ed. Christopher Boyd Brown), pp. 3-15.


”Menschenherrschaft in der Kirche,” transl. of article by August Pieper in Theologische Quartalschrift 8 (1911) with introduction, Faith-Life 59.5 (1986): 4-10, 19-20; 59.6: 1, 4-6, and continued in 60.1 (1987): 18-20; 60.2:14-24; and 60.4:6-8.

**Encyclopedia and Reference Book Entries**


“The Star Proclaims the King is Here” (Hostis Herodes impie) in Lutheran Service Book: Companion to the Hymnal (St. Louis: Concordia Publishing House, 2019), vol. 1, 192-3.


“You Are God; We Praise You” (Te Deum Laudamus) in Lutheran Service Book: Companion to the Hymnal (St. Louis: Concordia Publishing House, 2019), vol. 1, 1515-7.


“Erasmus” Theological Writings,” entry for Encyclopedia of Neo-Latin Studies (Leiden: E.J.


Reviews


In press or in process (manuscript submitted; awaiting page proofs or publication)


Entry on “Sedulius” for Traditio Patrum, to be published by Brepols (Turnhout, Belgium).

“Sedulius’ Peter: Intention and Authority in the Paschale Carmen,” Chapter for forthcoming volume to be published by Brill entitled: The Early Reception and Appropriation of the Apostle Peter (60-800): the Anchors of the Fisherman.

Article on “Turciss Rufius Asterius” for Brill’s Encyclopedia of Early Christianity.
Translations of selected Latin works by Luther for expanded edition of *Luther's Works* (Concordia Publishing House, St. Louis).

Article on “Sedulius” for *Brill's Encyclopedia of Early Christianity*.


“Luther between Stoics and Epicureans.” Presented at the fifth conference on “Lutheranism and the Classics,” Concordia Theological Seminary, 2018. Submitted for publication in the proceedings of the conference.

**Commissioned for publication and work in progress**


*Luther in Rome/Rome in Luther* (first draft in preparation).


**Awards and grants**

“Award of Commendation for Major Publication” (*Cicero in Heaven: The Roman Rhetor and Luther’s Reformation*) from the Concordia Historical Institute in 2018.

Andrew W. Mellon Foundation grant for article on Sedulius to be published in *Catalogus*.

Illinois Humanities Council Grant, “Thinking about Religion: Engaging the Community,” in support of the College of Arts and Sciences’ Third Annual Spring Colloquium (in collaboration with Professor Greg Fields and SIUE’s Religious Center), 2006.


Alexander von Humboldt Research Fellowship for Experienced Researchers, sponsored by the Institute of Classical Philology, University of Regensburg, under the aegis of Prof. Dr. Dr. Klaus Thraede, 1993-4.


Travel Grants, “Center for Renaissance Studies,” Consortium Program of The Newberry Library, in partnership with Illinois State University, several in the early 1990s.

Fulbright-Hays Research Grant, sponsored by Dom Eligius Dekkers, founding Director of Corpus Christianorum, St. Peter’s Abbey in Brugge, Belgium, 1990.

“Outstanding College Researcher Award,” College of Arts and Sciences at Illinois State University, 1990.

Andrew W. Mellon Fellowship, Knights of Columbus Vatican Microfilm Library, Charles Ermatinger, Director, St. Louis University, 1989.

Travel Grant, Social Sciences and Humanities Research Council of Canada (administered by the University of Toronto), 1988.

National Endowment for the Humanities Travel to Collections Grant (Hill Monastic Microfilm Library at St. John's University, Collegeville, Minnesota), 1988.


Novus Prize, Committee for the Advancement of Early Studies, Ball State University, 1985.

National Endowment for the Humanities Summer Institute, “Neo-Latin Archival Sciences” (conducted by Professor Jean-Claude Margolin, Director of the Centre d’Etudes Superieures de la Renaissance at the University of Tours), Folger Shakespeare Library, Washington, D. C., 1985.
Scholarly presentations

“Martin Luther’s Rome.” To be presented at conference, “Early Modern Rome 4,” sponsored by the University of California, Rome, in collaboration with the Istituto storico italiano per il Medioevo, the Biblioteca Vallicelliana, the Archivio Storico Capitolino, the Casa delle Letterature, and the Castello Orsini-Odescalchi di Bracciano, 2020.

“Luther and the Visual Arts.” To be presented at Lutheranism and the Classics VI: Beauty” at Concordia Theological Seminary, 2020.


“Luther in Rome/Rome in Luther.” Presented at the 50th annual meeting of the Sixteenth Century Society Conference, St. Louis, 2019.


“Luther between Stoics and Epicureans.” Presented at the fifth conference on “Lutheranism and the Classics: Arguing with the Philosophers.” Concordia Theological Seminary, 2018.


“Cicero in Heaven.” Presented at the International Congress on Luther Research, Wittenberg, Germany, 2017, where I also gave a presentation on Birgit Stolt and her rhetorical analyses of Luther’s writings to a seminar on “Luther’s Theology of Beauty and Desire.”


“C.S. Lewis’s Latin Letters.” Presented at the Classical Association of the Midwest and South’s Southern Section meeting, Emory University, 2016.


“Martin Luther’s Anti-Ciceronianism.” Presented at the 16th Century Society and Conference in Bruges, Belgium, 2016.

“Luther’s Cicero: The Roman Rhetor and the German Reformer.” Presented at the International Society for the History of Rhetoric, University of Tübingen, 2015.


“Bach the Latin Teacher.” Presented at annual meeting of the Classical Association of the Midwest and South, University of Iowa, 2013.


“Bach’s Latin.” Presented at “Lutheranism and the Classics II,” Concordia Theological Seminary (Fort Wayne, Indiana), 2012 (plenary address).


“Wise, Steadfast, and Magnanimous: Patrons of the Classics in Luther’s Wittenberg.” Presented
as banquet address at “Lutheranism and the Classics,” Concordia Theological Seminary (Fort Wayne, Indiana), 2010.


“Death and Immortality in Martin Luther’s Latin Elegies.” Presented at the XIVth International Congress of the International Association for Neo-Latin Studies, Uppsala, 2009.

“Aesop, Martin Luther, and the Fable of the Fable.” Presented to the St. Louis Classical Club, 2009.


“Scientology and Eschatology: Reading Martin Luther’s Latin Verse.” Presented at the Classical Association of the Midwest and South’s annual meeting, University of Minnesota, 2009 (Presidential Panel on Neo-Latin Studies).


“The Not-So-Trivial Trivium.” Website presentation at Council of the Colleges of Arts and Sciences annual meeting, Portland, 2008. See www.ensu.edu/CAS/trivium


“Romans on the Danube: The Traces of Empire.” Plenary presentation (with Avery R. Springer) at annual meeting of the Illinois Classical Conference (joint meeting with the Chicago Classical Club), Loyola University, Chicago, 2007.

“Luther’s Aesop.” Presented at “The Word in the World: Christianity’s Encounter with Other Cultures,” Conference on Christianity and Literature, Pepperdine University, 2006.


“Untrimmed Eclecticism: Toward a New Text of Sedulius.” Presented at colloquium on “Editing from Antiquity to the Enlightenment” at The Ohio State University, 2003.

“The Biblical Epic in Late Antiquity and the Renaissance.” Presented at symposium on “Late Antiquity and the Renaissance Compared” at the University of Groningen, 2001.

“Arms and the Theologian: Martin Luther’s Adversus armatam virum Cochleasam.” Presented at Xth International Congress International Association for Neo-Latin Studies, Cambridge University, 2000.


“Martin Luther’s De Fonte Oreadum Witebergensi.” Presented at Xth International Congress of the International Association for Neo-Latin Studies, Avila, 1997.

“Martin Luther, the Oread of Wittenberg, and Sola Grata.” Presented at annual meeting of the Classical Association of the Midwest and South, University of Colorado, 1997.

“In the Beauty of the Lilies: Prophecy, Exegesis, and the Nativity in Late Antiquity.” Presented at seminar on “The Late Antique Bible and its Impact,” Rutgers University, 1997 and at North American Patristics Society’s annual meeting, Loyola University, Chicago, 1996.


"The Living and the Dead in the Cena Trimalchionis." Presented at Classical Association of the Midwest and South's annual meeting, University of Kentucky, 1989.


"The Descent from Heaven in the Biblical Epics of Late Antiquity." Presented at 23rd International


“Sedulius’ A Solis Ortu Cordine: A Reexamination.” Presented at annual meeting of Committee for the Advancement of Early Studies, Ball State University and at the International Congress on Medieval Studies, Western Michigan University, 1985.


**Courses Taught**

Latin language courses at all levels, from the elementary (Wheelock, *Latin via Ovid*, Jenney, *Latin for the New Millennium*) to intermediate and advanced.

Greek language courses at all levels, from the elementary (New Testament, Homeric, Classical) to intermediate and advanced.
“Classical Mythology” (large lecture class taught with the help of graduate assistants at UW-Madison and ISU).
“Introduction to Western Civilization” (Integrated Liberal Studies program at UW-Madison).
“Texts and Contexts” (intensive writing course developed for general education program at ISU).
“History of the Latin Language” (upper level undergraduate course at ISU and UTC).
“Latin Prose Composition” (upper level undergraduate course at ISU).
“Interpretation of Classical Mythology” (honors seminar at ISU).
“The Classical Tradition” (graduate seminar at ISU).
“Myth and Meaning” (World Mythology course at ISU, team-taught with Professor of Chinese).
“Classical Mythology and Its Influence” (300-level English class at SIUE).
“Rome: Culture, Ideas, and Values” (freshman seminar, team-taught with History professor at SIUE).
“Searching for Excellence in Ancient Greece” (study-abroad course, team-taught with SIUE and SIUC faculty in Greece and western Turkey).
“World Mythology” (Interdisciplinary Studies course, team-taught on-line with Geography professor at SIUE.)
“History of the English Language” (400-level English class at SIUE).
“Tragedy: Violence, Entertainment, and Education in Ancient Greece” (Interdisciplinary Studies course, team-taught with Philosophy professor at SIUE).
“Cicero, Ciceronianism, and the Development of Prose Style” (Graduate seminar at SIUE).
“Introduction to the Bible” (300-level English class at SIUE).
“The Hobbit: Myth and Meaning (Interdisciplinary Studies course, team-taught with German professor at SIUE).
“Death and Dying” (Interdisciplinary Studies course, team-taught with Philosophy professor at SIUE).
“The Rhetoric of Humor” (Graduate Seminar at SIUE).
“Humor” (Honors Freshman Seminar at SIUE and Humanities Seminar at UTC).
“Comedy” (English Senior Assignment Seminar at SIUE).
“Paint” (Honors Junior Seminar at SIUE, team-taught with Pharmacy professor).
“Legendary Rome: Epic Founders; Wicked Emperors, Saintly Martyrs” (freshman general education course, UTC).
“Greek and Roman Comedy in Translation” (upper-level course for Classics majors and minors at UTC).
“The Good Place” (Honors seminar, team-taught with historian/political theorist, Fall 2020, UTC).

Authors and texts taught in Latin and Greek in advanced courses and independent studies
Aesop, De spiritali amicitia; Aesop’s fables (Babrius and Phaedrus); Apuleius, The Golden Ass; Aristotle, Poetics; Augustine, Confessions and City of God; Bede, Historia ecclesiastica gentis Anglorum; Benedict, Rule; Boccaccio, De claris mulieribus; Caesar, Gallic Wars and Civil War; Catullus, Carmen; Cicero: letters, selected speeches, De Amicitia, De Officiis, De oratore, De Senectute; Erasmus, Ciceronianus; Homer, Iliad and Odyssey; Horace, Odes and Sermons; Juvenal, Satires; Livy, Ab urbe condita; Lysias, The Murder of Erastothenes, Juvenal, Satires, Martin Luther, “Lectures on Genesis” and De servo arbitrio; Menander, Dyskolos; Ovid, Metamorphoses, Amores, and Ars Amatoria; Petronius, Cena Trimalchionis; Plato, Apology, Crito, Lysis, Philebus; Plautus, Amphitryon, Miles Gloriosus, and Menandre; Pliny the Younger’s epistles; Quintilian, Institutio Oratoria; Sallust, Bellum Catilinarum; Sedulius, Paschale Carmen; Seneca,
Apocolocyntosis Claudii Medea; the Septuagint; Sophocles, Oedipus the King; Suetonius, Lives of the Caesars; Tacitus, Annals and Germania; Terence, Andria, Eunuchus, Phormio; Thomas Aquinas, Summa Theologica; Vergil’s Georgics and Aeneid; the Vulgate; Xenophon, Anabasis and Apology.

**Student research projects**

Faculty mentor for student research assistantship on Latin poetry of Martin Luther, UTC, 2015 and 2019.

Member of MA committees, Department of English and Department of Historical Studies, SIUE, 2010-15.

Faculty mentor for Undergraduate Research and Creative Activities Academy, SIUE: “Erasmus’ Ciceronianism,” 2012.

Chair of MA thesis committee for Department of English, SIUE, 2010-11, study of Robert Graves’ *I, Claudius*.

Faculty mentor for Undergraduate Research and Creative Activities Academy, SIUE: “Translating Sedulius’ Paschale Carmen V,” 2010.

Faculty mentor for Bachelor of Liberal Studies Senior Assignment, study of the history of the doctrine of predestination, 2009.

Member of doctoral committee for Michael Albrecht, Luther Theological Seminary, PhD dissertation on J.P. Kochler and the Wauwatosa Theology, 2008.


Faculty mentor for Bachelor of Liberal Studies Senior Assignment, study of 16th century Latin manual on fighting with broad swords, 2006.

Member of doctoral committee for Rick Phillips (“Blindness Spells in the Egyptian Magical Papyri,” University of Illinois, Champaign-Urbana), 2000-1.

**Scholarly and Professional Service (selected)**

Chair, Classics Lecturer Search Committee, UTC, 2020.


Chair, Post-Tenure Review Committee (Humanities), UTC, 2019.

Co-organizer of “Luther and the Classics VI: Beauty” (with Professor John Nordling), 2019-20.


Received Service Award from the College of Arts and Sciences, UTC, 2019.

Wrote self-study of Humanities Program at UTC for five-year program review, 2018-19.


Presentation on “Luther and Rome” to UTC Classics Club, 2018.

Presentation on “Cicero amongst the Americans” to Chattanooga Institute of Noetic Science,
Discussion leader of Andrew Pettegree, *Brand Luther*, for “Take Five,” reading group sponsored by English Department, UTC, 2018.

Organized and chaired interdisciplinary discussion for Humanities and Foreign Language Majors: “Foreign Languages, the World, and You,” 2018.

Presentation on “Martin Luther and the Rhetoric of Anti-Rhetoric” to Chattanooga Phi Beta Kappa Society, 2018.

Co-organizer of “Lutheranism and the Classics V,” Concordia Theological Seminary (with Professor John Nordling), 2017-18.

Sponsored production of “Measure for Measure” (“Actors from the London Stage”), UTC, 2017.

Member of panel discussion, “The Reformation: 500 Years and Counting.” UTC, 2017.


Member of search committee for Lyndhurst Chair of Excellence in Art Education at UTC, 2016-18.

Member of committee to select George Connor Professorship of English at UTC, 2016-17.

Member of review committee for LeRoy Martin Professorship, UTC, 2016.


“Teaching Pain.” Presentation with Jeff Skoblow for the 2nd Interdisciplinary Humanities Colloquium, UTC, 2016.

Member of CS Lewis Annual Lecture Committee, Chattanooga, Tennessee, 2015-present.

Member of search committee for French and Spanish Assistant Professor positions, 2015-16.

Member of department tenure and promotion committee, 2015-present.

Interviewed for article in UTC student newspaper, The Echo, November, 2015: http://www.theecho.com/?p=17581

Co-organizer of “Lutheranism and the Classics IV,” Concordia Theological Seminary (with Professor John Nordling and Dr. James Kellerman), 2015-16.


Vice-President and Member of the Executive Board of the Institute of Lutheranism and the Classics (Institutum Lutheranum Classiconum), 2014-present.


Outside evaluator for promotion decision for Department of Classics, Brown University, 2014.

Reviewer for *Oral Tradition*, 2014.

Member of Board of Regents for Concordia University Chicago, 2013-15.

Judge for Illinois Junior Classical League South, Collinsville High School, 2013. (I served as judge for IJCL a number of times at high schools across Illinois.)

Co-organizer of “Lutheranism and the Classics III,” Concordia Theological Seminary (Fort Wayne, Indiana), September, 2014 (with Professor John Nordling and Dr. James Kellerman), 2013-14.

Interviewed for article on Sothilio: *The Paschal Song and Hymns* in “This Week in CAS,”

Guest speaker on “Greek Poetry” (with Philip Barnes) at concert of the St. Louis Chamber Chorus, Ethical Society of St. Louis, 2013.

Chair of session on “Reception and Tradition” for annual meeting of the Illinois Classical Conference, SIU Carbondale, 2013.


Coordinating Editor, Faith-Life (a journal of Lutheran history, theology, and culture), 2013-14; Contributing Editor, 2015-present.

Guest lecture at Newberry Library, Center for Renaissance Studies, graduate seminar on “Ascecticism, Eroticism, and the Premodern Foucault: Revisiting Foucault’s History of Sexuality through Medieval and Early Modern Sources,” 2013.

Co-editor of Te Louvaines (with Daniel Reuning and Joel Hensel), a Lutheran hymnal to be published by Emmanuel Press, 2013 to present.

Co-organizer of “Lutheranism and the Classics II,” Concordia Theological Seminary (with Professor John Nordling and Dr. James Kellerman).

Member of awards committee for Concordia Historical Institute, 2012-present.


Interviewed for article on Luther’s Aesop in “This Week in CAS,” Jan. 16, 2012. See http://thisweekinas.com/2012/01/16/springers-book-looks-to-luther-and-aesop/


Participant in presentation on “Why Teachers Teach,” at the Edwardsville Public Library, May, 2011.

Chair of Phi Kappa Phi Undergraduate Paper Competition, 2004-2006 and again in 2011-13; I served as a member of the committee from Fall 2006 onward. I was a member of the Phi Kappa Phi Executive Board at the SIUE Chapter, 2003-2006, and served as a judge in the Phi Kappa Phi Graduate Paper Competition, 2011.

Named member of editorial board of Ovid, Myth, and (Literary) Exile, a journal to be published by the Ovidius University of Constanza, 2011. See http://www.univ-ovidius.ro/litera/ovidius/board.html


Organized and led College of Arts and Sciences Interdisciplinary Roundtable on “Premodern Studies,” Spring 2010, and “Promoting the Louis Sullivan Collection at SIUE,” in Fall 2010.


Interviewed on “Issues, Etc.,” web-based talk radio show: “Luther and the Fables of Aesop,” 2010. Invited reader in a marathon reading of Ovid’s Metamorphoses sponsored by the Pulitzer...
Foundation of the Arts, St. Louis, 2009 and repeated at John Burroughs School in 2010. See YouTube interview at http://www.youtube.com/watch?v=LPq1ezIOgFio.

Chaired CAS Committee to review the University Museum, 2009-10.

Organized 5th Annual CAS Colloquium, “Thinking about the University” (24 sessions with over 70 presenters), 2008. Served as moderator of panel I organized on “Placing the University: Heavy on the Humanities.”

“Conversation with Lee Presser.” A TV interview on the influence of Classical Mythology, first aired on Charter Cable Channel 18, August 4, 2008.

Member of panel on “Implementing First Year Experiences in Different College/University Settings” at the annual meeting of the Council of Colleges of Arts and Sciences, Chicago, 2007.


Member of the Newberry Library’s Center for Renaissance Studies Executive Committee, 2006-11, and program subcommittee. See http://www.newberry.org/renaissance-consortium/exec.html

“First Year Seminars: CAS Perspectives.” Panel that I organized and moderated for the annual meeting of the Illinois Deans of Colleges of Arts and Sciences, hosted by SIUE, 2006.

Organized Third Annual CAS Colloquium, “Thinking about Religion,” co-sponsored by the Illinois Humanities Council with Stanley Fish as the plenary speaker (over 100 participants and approximately 700 attendees). Organized and chaired two panels: “Jerusalem and Athens” and “Sacrifice: A Dialogue with the Ancient World.”


“Teaching the Ancient Greeks in Modern Greece.” Talk given to high school teachers from southwestern Illinois at a reception organized by SIUE’s School of Education, 2006.

Member of a panel to discuss advising issues and strategies for improvement of undergraduate advising at annual meeting of Illinois College of Arts and Sciences Deans, Western Illinois University, 2005.

Launched new colloquium series for CAS designed to have broad appeal for both faculty and students at SIUE and the surrounding communities. We had over 40 presentations at our first colloquium, “Thinking about Empire” for which I delivered the opening address, “Thinking about the *Pax Americana,*” and over 50 presentations for the second colloquium, “Thinking about Masculinity” in 2005.

Member of Classical Association of the Middle West and South’s Committee on the Carson A. Stewart Education and Travel Awards, 2004-2007. I served as Chair of the Committee from 2005 to 2007 and also was a member of the CAMWS Steering Committee on Awards and Scholarships from 2005 to 2007.

Member of local committee for the 100th anniversary meeting of the Classical Association of the Midwest and South (over 800 in attendance) in St. Louis, 2004.


Supervised WSIE, SIUE’s radio station, 2000-2006.
Member of International Studies Advisory Committee for the Deputy Governor of Illinois, 2000-2002.

Organized and chaired session on "The Future of Interdisciplinary Studies" for the annual meeting of the Illinois College of Arts and Sciences Deans at SIUE, 2000.


Member of American Philological Association's Committee on the Classical Tradition, 1998-2000. I also was a member of American Philological Association's Joint Committee on the Classics in American Education, 1993-1996 and served as Chair of the committee from 1995 to 1996.


Outside evaluator for tenure decision in the Department of Foreign Languages, University of North Carolina-Charlotte, 1997.

Referee for Transactions of the American Philological Association, 1996.

Outside evaluator for review of Classics Department at Rockford College, 1996.


Visiting Woodrow Scholar, Loyola Academy, Wilmette, IL, 1992.


Outside evaluator for tenure decision at Catholic University of America, Classics Department, 1991.

Organizer and Chair of session on the Medieval Latin hymn at 19th International Congress on Medieval Studies, Western Michigan University, 1985.

Languages
Other languages besides English in which I am fluent, or read with some degree of facility, include (in descending order of ability): Latin, Greek, German, Italian, French, Dutch, and Biblical Hebrew.

Membership in Learned and Professional Societies (not all current)
Dr. Brandee Marie Strickland
Current: 615 McCallie Avenue, 207 Brock Hall, Chattanooga, TN 37403 • 919-665-7511

EDUCATION
2010-2014 University of Calgary, Calgary, Alberta, Canada
PhD in Spanish awarded September 2014
2007-2009 University of Calgary, Calgary, Alberta, Canada
M.A. in Spanish awarded June 2009.
1998-2002 Bowdoin College, Brunswick, Maine, United States
B.A. Majors: Spanish, Psychology. Summa Cum Laude, Phi Beta Kappa

AWARDS AND COMMENDATIONS
2014 Eyes High International Doctoral Scholarship, University of Calgary
2011-2014 Vanier Canada Graduate Scholarship, Government of Canada
2012-2014 Vanier Scholarship Mentor and Coordinator, Faculty of Graduate Studies,
University of Calgary, Calgary, Alberta, Canada
2010-2013 President of Vox Condiscipulum, Departmental Graduate Association,
Department of French, Italian & Spanish, University of Calgary

PROFESSIONAL APPOINTMENTS
Jan 2020-Now Lecturer of Spanish, Dept. of Modern and Classical Languages and Literatures,
University of Tennessee at Chattanooga
2015-2019 Assistant Professor of English/EFL, Dpto de Idiomas Extranjeros, Facultad de
Humanidades y Arte, Universidad de Concepción, Chile
2005-2015 Academic Professional/Permanent Instructor of English, UdeC English
Online, Universidad de Concepción, Chile
2007-2014 Sessional Instructor of Spanish, Dept. of French, Italian & Spanish (now
School of Languages, Linguistics and Cultures), Faculty of Arts, University of
Calgary, Canada

ACADEMIC TEACHING EXPERIENCE
University of Tennessee at Chattanooga, Dept. of Modern and Classical Languages and Literatures
Lecturer of:
--Elementary Spanish II

Universidad de Concepción, Chile, Idiomas Extranjeros, Facultad de Humanidades y Arte
Professor for undergraduate students of Traducción/Interpretación en Idiomas Extranjeros:
--Lengua Inglesa II/ English Language II
--Lengua Inglesa III/ English Language III
---Escritura Académica/Academic Writing
Professor for undergraduate students of Pedagogía en Inglés:
---Taller de Vocabulario
---Aspectos Básicos de la Comunicación en Inglés
---Aplicación de Competencias Comunicativas Iniciales en Inglés
---Comunicación en Registros Formales de la Lengua Inglesa
---Comunicación Escrita Avanzada
---Comunicación Creativa en Lengua Inglesa
---Lingüística Aplicada

Universidad de Concepción, Chile, Dirección de Postgrado, Facultad de Educación
Instructor for master's students enrolled in the Magister en Innovación de la Enseñanza, Aprendizaje y Evaluación de Inglés:
---Inglés Mediado por Tecnologías: Enseñanza, Aprendizaje y Evaluación del Inglés
---Diseño y Evaluación de Materiales y Recursos Didácticos

UdeC English Online, Dirección de Docencia, Universidad de Concepción, Chile
Instructor for undergraduate students enrolled in a variety of major fields
---Inglés Comunicativo Nivel Básico (A1 and A2 level)
---Inglés Comunicativo Nivel Intermedio (B1 and B2 level)

University of Calgary, Canada, French, Italian & Spanish, Faculty of Arts
Sessional Instructor of:
---Introduction to Textual Analysis and Composition in Spanish
---Intermediate Spanish I
---Beginning Spanish I

PUBLICATIONS


PRESENTED PAPERS


Matthew Stephen Stuckwisch  
Curriculum Vitae  
334-559-0580, Matthew-Stuckwisch@utc.edu

Education

Ph.D.  Spanish & Portuguese  University of Tennessee, Knoxville  2020  
(dir. Dr. Gregory Kaplan; digital humanities, medieval literature)

M.S.  Computer Science  University of Tennessee at Chattanooga  2022 (expected)

M.A.  Spanish  Auburn University  2008  
Thesis: “María de Zayas y Sotomayor: Egalitarian Poetic Justice in the Spanish Golden Age” (dir. Dr. Tim McVey, Jr.)

B.A.  Spanish, Digital Media  University of Alabama  2005

Professional Employment

2021 - present  University of Tennessee at Chattanooga  
Modern & Classical Languages & Literatures (Senior Lecturer of Spanish)

2018 - 2021  University of Tennessee at Chattanooga  
Modern & Classical Languages & Literatures (Associate Lecturer of Spanish)

2011 - 2018  University of Tennessee at Chattanooga  
Modern & Classical Languages & Literatures (Lecturer of Spanish)

2009 - 2011  Macon County Schools  
Booker T. Washington High School, Notasulga High School (Spanish Teacher)

2007 - 2009  Comunidad de Madrid, Consejería de Educación  
CEIP Rayuela, CEIP San Ignacio de Loyola (English Teacher)

Publications

2021  “Una perspectiva del asturiano vistu dende'l foriatu” (essay), “Voz perdió” (narrative)  
Formienta, nos. 18–19

2020  “Corrector ortográfico e corpus linguístico: matar dois coelhos con uma só cajadada”  
Linguaes Minderitàrias e Variação Linguística (U. de Aveiro Editora)

2019  “From Islam to Christianity: Preaching, Conversion and Religious Practice of Muslim Slaves (after the Lateran Council), Barcelona, 13th–15th Centuries”.  
Jews and Muslims Under the Fourth Lateran Council: Papers Commemorating the Octocentenary of the Fourth Lateran Council (1215) (Brepols)

A translation from the Spanish of Josep Hernando’s article

Translation to Asturian of Mark Twain’s “The Celebrated Jumping Frog of Calaveras County”

Invited Talks

2021  “Creating a Digital Edition of a 15th Century Spanish Text”

Updated September 22, 2021
University of Alabama, Department of Modern Languages & Classics (September 13)
2020  "L’asturiana onde os Estados Xunios"  
*Formientu:* Festival Formientu en casa (April 30)

Conference Papers

2021  "Vidas de hoje, vidas de amanhã: Victor Lopes’s Vision of Portuguese" (panel chair) 
70th Annual Mountain Interstate Foreign Language Conference 
(October 7-9)

2021  "Surprisingly Unsurprising: The joy of unexpected simplicity" 
Free and Open Source Developer’s European Meeting 2021 
(FOSDEM, February 6-7)

2020  "Going International in Raku" 
The Perl and Raku Conference 2020 (June 23-27) 
(conference cancelled due to COVID-19, presented virtually at 
"Conference in the Cloud")

2019  "Corretor ortográfico e corpus linguístico: matar dois coelhos com uma só 
cajada" 
I Jornadas em Línguas Minoritárias (December 6)

2019  "Textual Recovery from Transcriptions: A Case Study with Pedro Xíménez de 
Préxano’s *Lucero de la vida Christiana*" 
69th Annual Mountain Interstate Foreign Language Conference 
(October 10-12)

2016  "Euthanasia and Eugenics: Nazi Germany and Minority Languages in Xurde Álvarez’s *Si’t 
tendebor niega’l friu*" 
Sixth Annual University of Alabama Languages Conference (February 12-13)

2014  "Suitable for All Audiences: Guamán Poma’s Quest to Be Heard" 
MCLL Colloquium in the Humanities (November 24)

2014  "La gallina vieja y el castizo asturiano: las lecciones de Enriqueta González Rubín" 
20th Annual Carolina Conference on Romance Literatures (April 3-5)

2014  "*Arrugas*: un reflejo moderno del Quijote" 
52nd Cincinnati Conference on Romance Languages and Linguistics (March 27-29)

2013  "Blackness Is No Barrier: Maria de Zayas’ Négritude"  
College Language Association Convention (April 11-13)

Other Conference Talks

2019  "Building Consensus" (Language Coordinator Panel) 
69th Annual Mountain Interstate Foreign Language Conference 
(October 10-12)

2017  Reading from "La nomada xaroea saltadora I condia Calavera" and "Familiar" 
VII Xunta d’Escritores Asturianos (October 28-29)

2016  "Dicionariu asturiano: Desendolcu ya presentación" 
VII Universidá Asturiana del Brunu (August 1-12)

Teaching Experience

Introductory Spanish I and II (2011–present)
Intermediate Spanish for Reading I* (2011–present) and II (2012–2014)
Intermediate Spanish for Conversation I (2012–2019) and II (2021–present)
Advanced Spanish Grammar I (2015–present)

*Updated September 22, 2021*
Advanced Spanish Conversation (2020–present)
Spanish Composition and Conversation (2021–present)
Business Language and Culture / Business Spanish (2016–present)
Spanish Interpreting (2017–present)
Encountering Global Cultures* (2019–present)
World Cinema (2021–present)

* (Revised under college grant)

University Service

Student Conduct Board (2019–present)
Search Committees (French & Spanish lecturer 2019, Spanish lecturer 2019–2020)
Honor Court (2019–2020)
Petitions Committee (2021–present)

Extension Work

Raku's Intl namespace
Primary maintainer for an extensive internationalization ecosystem for the Raku language, including access to the Common Linguistic Data Repository (CLDR) with features parallelizing those of the International Components for Unicode library (ICU), including support BCP47 language tag with filtering according to relevant RFC standards, IANA-compliant timezone manipulation, localization engines (including a port of Mozilla's JS- and Rust-based Flact), and spell checking.

Diccionario & Asturian Spell Checker
An Android application written in Java with a PHP/SQL backend for Android offering access to the Diccionario de la llingua asturiana. The spell checker was initially created as a Hunspell data file but ultimately a custom engine for processing it was written in Java (for interfacing with Android's spell checking service) and Raku (Perl 6).

Water Polo Scoreboard (js)
Scoreboard system created with HTML, CSS; and JS; currently used in high school water polo leagues in Tennessee with an optional coordinating server (written in Perl).

Other Education

Cultura Mirandesa
2020  Curso de Llingua i Assoc. Lheng, i Cult. Mirandesa
2019  De la lletra al textu:

taller d'escriptura creativa
2018  Capacitación pa la
Universidad d'Uviéu

traducción al asturianu
2017  Cursu Avanzau de
Universidad d’Uviéu

Llingua Asturiana
2017  93.º Curso de Férias de
 Universidade de Coimbra

Llingua e Cultura Portuguesas
2016  Cursu Elemental de

Llingua Asturiana

Updated September 22, 2021
Languages

   English: native
   Spanish: native-level (C2) reading, writing, and speaking.
   Portuguese: advanced (C1) speaking, superior reading and writing.
   Asturian: superior (C2) speaking, reading and writing
   Mirandese: elementary (A2) speaking, intermediate writing, and advanced reading

http://orcid.org/0000-0003-4856-2574
EDUCATION

Ph.D in Comparative Literature, University of Illinois Urbana-Champaign, 2010
D.E.A. (Diplome d'études approfondies) in Etudes médiévales, Universite Paris IV: Sorbonne, 2000
M.A. in Comparative Literature, University of Illinois, Urbana-Champaign, 1997
B.A. in French, Middle Tennessee State University, Murfreesboro, TN, 1994

OTHER EDUCATIONAL PROGRAMS

2018-2019 Escuela Colombiana de Alta y Fina Joyería, Bogotá, Colombia
2018 Colour Printing, London Rare Book School, University of London, Summer 1
2015 Auditor, Early Music Besalú, Catalonía
2014 Auditor, Post-Biblical Hebrew Literature
2008 National Endowment for the Humanities Summer Institute on the Medieval Mediterranean held in Barcelona, Catalonia
2001 Intensive Hebrew Study at the Jewish Theological Seminary, Summer
& Centre Sèvres, Institut de Philosophie et Théologie, Paris, France
1993-1994 Exchange student in Film and Medieval Literature at the Université de Franche-Comté

TEACHING ASSIGNMENTS

2021- University of Tennessee-Chattanooga
Adjunct in Department of Modern & Classical Languages

2020 spring Universidad del Quindío, Colombia
Profesora Catedrática, French Instructor
French I
French IV, Advanced Grammar
L’histoire et politique de la France à travers les textes

2019- Open English
Online English Instructor

2014- 2018 The University of the Virgin Islands,
Assistant Professor of Modern Languages
Spanish I and II
Spanish for Heritage Speakers
French I, II, and III
Curriculum Vitae

Valerie Michelle Wilhite

2012-2014 The University of Oregon
Visiting Assistant Professor of Romance Languages
* Ars Amatoria: The Implicit & Explicit Theories of Love *
* Literature of the Corinna d'Arago and the Catalano-Occitan State *
* Survey of French Literature of the Middle Ages and the Renaissance *
* Culture et Langage: La France contemporaine *
* Old French *
* Troubadours: Musicians Wandering the Medieval Romance-Speaking Mediterranean *
* Introduction to Spanish Poetry *
* Introduction to Spanish Narrative *

2008-2012 Miami University
Visiting Assistant Professor of Spanish
* Intermediate Spanish *
* Introducción a la literatura hispánica *
* Advanced Spanish Grammar Review *
* Spanish Composition *
* Historia cultural de España, Part I: Prehistory to the Baroque *
* Historia cultural de España, Part II: XVIIIth c. to the Present *
* Medieval Iberia Seminar: Amor, sexo, lengua en la península Ibérica medieval *

2007-2008 Middle Tennessee State University
Visiting Assistant Professor of French
* Medieval French Seminar: Cortesía et la littérature courtoise *
* Survey of French Literature from the Middle Ages to the XVIIIth c. *
* Introduction to French Literary Studies *
* Advanced French Composition *
* Intermediate French *

2006-2007 University of South Carolina-Aiken
* Instructor in Foreign Languages, Literatures, and Cultures *
* Beginning Spanish *
* Intermediate Spanish *

* University of Illinois Urbana-Champaign *
* Teaching Assistant in Comparative Literature *
Curriculum Vitae

Valerie Michelle Wilhite

Masterpieces of Western Literature: The Ancient World through the Renaissance
Masterpieces of Western Literature: From Neo-classicism to Modern Literature

The Grimms’ Fairy Tales in their European Context

Instructor in Comparative Literature
Phil(os)ophy: Philosophy through Film

Instructor in Language
Intermediate French
Intensive French for Beginners
Intensive Spanish for Beginners

Teaching Assistant in Religious Studies
The Bible as Literature
Introduction to Islam

2002-2004
Universitat de Barcelona
Profesora lectora visitante in Division de filologia anglesà i alemany
Producció textual
Literaturam anglesà dels orígens

1999-2000
Lycée Eugène Delacroix in Maisons-Alfort, France
Assistante d’Anglais
English, all levels

1999
Lycée Edouard Branly in Nogent-sur-Marne, France
Locutrice Native
English, all levels

OTHER TEACHING EXPERIENCE, VISITING APPOINTMENTS OR WORKSHOPS

2019
Formativo Nativo Extranjero, September, October
Quindío Bilingue English Immersion Camp
Foreign Language Acquisition Pedagogy workshops

2017
Visiting Scholar, October-December
University of Florida,
Department of Languages, Literatures, and Cultures

Visiting Honorary Professor, November, December
Universidad del Sagrado Corazon, Puerto Rico
Géneros literarios 2

2016
Medieval Music Besalu
Curriculum Vitae

Valerie Michelle Wilhite

Introduction to Medieval Latin for Performers
Gathering the Medieval Song: Poetic Text, Melody, and Song Construction

2015 Virgin Islands Literary Festival & Book Fair
Fort Frederik Archival Workshop: The Basics of Palography and Archival Research, March 29th.

Thesis Director:
M.A. Melanie Hyers, Romance Languages, University of Oregon, 2013

Degree Committee Member:
M.A. Renee Marshall, French & Spanish, University of Oregon, 2014
M.A. Elliott Kennedy, French, University of Oregon, 2014
M.A. Caitlin Bradley, French, University of Oregon, 2013
B.A. Honors thesis, Stephen Hopkins, English, Miami University, 2010
M.A. Johannes Tokarski, Spanish, Miami University, 2008

AWARDS

2018 Funding from the Islands of the North Atlantic Seafaring Conference, Simon Fraser University, Vancouver, British Columbia.
2014-17 Professional Development Grants for conference and research travel, The University of the Virgin Islands
2009-12 The Humanities Center of Miami University Grant for The Averroes Project.
2011 International Conference Travel Assistance, College of Arts & Sciences, Miami University.
2010 Funding from Hathi Trust (University of Michigan) and The Perseus Project (Tufts University) for meetings in Michigan and Tufts, June & August
2005 University of Illinois Travel Grants.
2005 Newberry Travel and Research Grants to attend workshops and conduct research.
2005 Foreign Language Enhancement Program grant for Occitan Study at the University of Wisconsin, Summer.
2004-06 Illinois Program for Research in the Humanities Grant to organize an interdisciplinary reading group, "The Signifying Body: Dismemberment, Body Parts and Embodiment."
2001 Drobny grant for Hebrew study at the Jewish Theological Seminary, NY, Summer.

PUBLICATIONS
Curriculum Vitae

Valerie Michelle Wilhite

Book

In progress:

"Ars Amatoria: Ars Grammatica: the Linguistic, Literary, and Amatory Theories of Raimon Vidal de Besalú".

Articles

In Progress:

"The Language Arts in the Twelfth Century Romance Mediterranean."
"Mutable Identities in the Romance-Speaking Mediterranean."


Essays in Conference Proceedings


Translations

In progress With Kevin Regan-Maghione, Del Giudice, Giuseppe. *Canti della Sorgente*.


Editorial Projects


2011 (Co-editor with Anna Klosowska) Occitan Poetry, special volume of *Glossator: Practice and Theory of Commentary,* vol. 4, May.

Book Reviews


Encyclopedia Entries


Necrology:


PRESENTATIONS:

Invited Talks:

2021 "Surviving and Thriving" panel discussant for the annual meeting of the Committee on Centers and Regional Associations of the Medieval Academy of America, April.

2015 "Songs and Wisdom from Selarad and Provintzia." Roundtable Medieval Journeys in
Curriculum Vitae

Valerie Michelle Wilhite


2002 "La Imagen en el pensamiento místico de la edad media." Guest lecture for the lecture series: La Filosofía de la Imagen at the Pontificia Universidad Juveriana, Facultad de Filosofía, Santafe de Bogotá, Colombia, May 7.

Conference Presentations


"Regional Identity between Courts in the Romance Mediterranean." The International Courtly Literature Society Session at the 52nd International Congress on Medieval Studies. Western Michigan University, Kalamazoo, May.

"Traces of Medieval Trobar in the Caribbean." Roundtable, Société Guilhem IX Session, at the 52nd International Congress on Medieval Studies. Western Michigan University, Kalamazoo, May.


"Who is Better: The Catalan or the French?" *PC 16.17 The 57th International Congress on Medieval Studies*. Western Michigan University, Kalamazoo, May.


2010 "Language Theories of Late Troubadours." *Triennial Meeting of the International Courtly Literature Society*. Montreal, Quebec, July.


2009 "The Semantic Constellation of Saker or the Movement from Love to Cortezia in the Troubadour Tradition." *Southeastern Medieval Association*. Vanderbilt University, Nashville, October.

"Raimon Vidal and Other Late Troubadours: Re-mapping the Linguistic Identity of Lemosi." *International Congress on Medieval Studies*. Western Michigan University, Kalamazoo, May.

2008 "E si ben en aissò gardatz, lo droch d’amor poïrè segui": The Troubadour Quotations of Raimon Vidal’s So fo e-temis." *The Modern Languages Association meeting*. San Francisco, December.


"The Loss of Love’s Emotions: The Urban Consistori and the Reconceptualization of Love Lyric." *A Corps et à cri: Manifestation et représentation des émotions en Milieu...*
Curriculum Vitae

Valerie Michelle Wilhite

*Urbain (XIVe –XVe siècle) Organized by the Pole d’attraction Interuniversitaire V-10, at Universiteit Gent, Belgium, August.*


2001 *Parlidency natural e drecha: The Essence of Language in the Work of Raimon Vidal de Besalú.* Presented at The Late Middle Ages Graduate Student Conference at Princeton. Princeton University, New Jersey, March.


RESEARCH GROUP PARTICIPATION

2018- *Centros Etnoeducativos Culturales* (partner), with architect and professor Luis Diaz we create ethnically-guided cultural-educational infrastructures for minority communities from the physical space to coherent, complete curriculum and programming using the indigenous communities' techniques, theories, and knowledge base.

2014-2017 *Faculty Development Research & Writing Group,* University of the Virgin Islands.

2011-2015 *The Ovide moralisé Project* (original member), National Endowment for the Humanities translation and editing project involving annual meetings with a budget over $300,000 managed by SJ Murray and Baylor U; individual budget $3,000 annually over three year period.

2008- *Mediterranean Seminar* (affiliated scholar), Multi-campus Project a collaborative group of scholars working on the literature and culture of the Mediterranean and their role in World History through numerous conferences, workshops, and panels and an NEH Summer Institute held bimannally as well as a book series with Palgrave Macmillan. In 2008 I received NEH funding to join fewer than 20 scholars for the first NEH Summer Institute on the Medieval Mediterranean held in Barcelona. I remain an affiliated scholar with the group most recently having been invited to participate in the Winter 2014 symposium and workshop at San Francisco State.
2008-2010  *The Averroes Project* (member)
inspired by the Medieval Mediterranean NEH Summer Institute in Barcelona in 2008 *The Averroes Project* was created to study the transfer of Classical texts and culture to the West via the Arabic with scholars of various disciplines. I co-wrote the successful grant applications to the Humanities Center of Miami University. I organized invitations, budget, and logistics to bring top scholars in the field to Oxford, Ohio for a weekend-long workshop once a year.

2004-2006  *Signifying Body* (Founder), Illinois Program for Research in the Humanities
I created a study group on the topic of the body after a successful grant application to the IPRH and a subsequent renewal. I acquired readings and distributed copies to members with a budget of $2,000 per year for two years. I set a reading list with important texts on the theme but including participants' works-in-progress on occasion. My role involved organizing the monthly meetings with faculty and graduate students from various departments and colleges with receptions I catered to follow. We also invited Peggy McCracken for a full weekend Work-in-Progress workshop with $150 honorarium and budget of $300. Visits were also arranged with University of Illinois Medieval Studies' guests Bruce Holsinger, Andrew Knapp, Cynthia Hahn, Carolyn Walker-Bynum.

Community Outreach:

*In progress:*

An adaptation of Marguerite Porete’s *Mirror of Simple Souls* for the stage.


2017  with King Derby. "Culture, Language and Identity in Calypso with King Derby, King of Calypso." Radio Program. WUVI, April 27.


2002  *Fin'Amor*: the Dissemination (and Evolution) of an Ideology of Love through
Curriculum Vitae

Valerie Michelle Wilhite

Literature. Guest lecture for Filología Anglesã, Universitat de Barcelona, Spain, October.

2002 "El arte y el pensamiento medieval a través su literatura," Guest speaker for radio program series on the Middle Ages for Charlas en la biblioteca, Radio Difusora 2, Colombia, May and June.

UNIVERSITY ENGAGEMENT

2015-2018 University of the Virgin Islands Committees membership:
- National Student Exchange Advisory Committee
- University General Education Committee
- University Curriculum Committee
- College of Liberal Arts & Social Sciences Curriculum Committee

spring 2017 Member of 2 Spanish searches, 1 Communication, 1 Journalism Search
fall 2015 Chair of Spanish Search Committee, member of Diplomacy Search Committee
2014-2015 Member of VI Literary Festival & Book Fair Committee
2010-2011 Member of the Departmental Curriculum Committee, Miami University
2001 Organizer of Medieval colloquia at the University of Illinois, Spring
2000-2001 Treasurer of the Colombian Student Association
2000-2001 for students interested in exchanges with Francophones
1998 Co-organizer of "The Texts of Spiritual and Devotional Practice in Late Medieval Hispania," An exhibit of manuscripts and Incunabula, Rare Book Room, University of Illinois Urbana-Champaign
1996-1997 Resident of French house and instructor representative of weekly Pause Café
2000-2001

EDITORIAL ROLES

2012-2015 Review editor for The Medieval Review
2009-pres Member on the editorial board of Glossator: Practice and Theory of the Commentary.
2009-pres Member of the Comité scientifique for the journal FORMA: Revista d’estudis comparatius.

SERVICE TO THE PROFESSION

2019 Co-organizer of a cluster of sessions and workshops by Medievalists of Color, Islands of the North Atlantic: Seafaring Conference, Simon Fraser University, Vancouver, British Columbia.
Curriculum Vitae

Valerie Michelle Wilhite

2016-pres  Americas Director of the International Medieval Society of Paris
2016-pres  Executive Board of the Société Guilhem IX
2012-2016  Vice President of the Société Guilhem IX
2010-pres  Member of Advisory Board of the International Courtly Literature Society, North American Branch
2008-2013  Executive Board of the Provençal Language and Literature Discussion Group of the Modern Languages Association
2009  Panel Reviewer for the National Endowment for the Humanities Summer Programs
2007-2011  Chair or Secretary for panels: "French before 1500," "Literary Theory and Criticism," and "International Courtly Literature Society," Annual meeting of the South Central Modern Language Association
2007  Panel co-organizer with Michelle Bolduc, "Performing Texts," a session at The 42nd International Congress on Medieval Studies, Western Michigan University, Kalamazoo, May
2006  Panel co-organizer with Carolin Esser, "The Arts of Meditation," a session sponsored by the Worldwide University Network (WUN) at The 41st International Congress on Medieval Studies, Western Michigan University, Kalamazoo, May

PROFESSIONAL MEMBERSHIPS

The Société Guilhem IX, [former] Vice-President, Executive Board Member
The International Courtly Literature Society, North American Branch Executive Board Member
Modern Language Association [former] President of Provençal Discussion Group
International Medieval Society of Paris, Americas Director
Association internationale d'études occitanes
Academy of Research Historians of Medieval Spain
Mediterranean Seminar
Mediterranean Studies Association

LANGUAGES

French, English, Spanish: Fluent reading, speaking, writing
Italian, Hebrew, Catalan: Reading knowledge; Elementary speaking proficiency
Old French, Old Occitan, Latin: Reading knowledge

REFERENCES
Curriculum Vitae

Wendy Pfeffer
Visiting Scholar
University of Pennsylvania
Emeritus Professor of French
University of Louisville
pfeffer@louisville.edu

F. R. P. Akehurst, Emeritus
Department of French
University of Minnesota
314 Folwell Hall
9 Pleasant St SE
Minneapolis, MN 55455
akehurstfp@hotmail.com

Gina Psaki, Emerita
Department of Romance Languages
University of Oregon
102 Friendly Hall,
Eugene, OR 97403-1235
gpsaki@uoregon.edu

Luis Díaz Chevel
Professor investigativo
Departamento de Arquitectura y Diseño
Universidad del Norte
Barranquilla, COLOMBIA
luisde12@yahoo.co.uk

Sarah Long
Associate Professor
Department of Music
Michigan State University
College of Music
Music Practice Building
345 West Circle Drive, Room 416
East Lansing, MI 48824
longsa5@msu.edu
VITA

STEPHEN THOMAS WALDEN

456 Mason Drive
Ringgold, Georgia 30736

Phones: C: (423) 834-5657
W: (706) 935-2254

EDUCATION
Ph.D., Romance Languages (Spanish/Portuguese), University of Georgia, December, 1996.
  Major Field: Brazilian Literature and Cultural Studies
  Minor Field: Spanish Linguistics
  Dissertation: "Brazidão: Brazilian Rock Nacional in the Context of National Cultural Identity" (Anna Klobucka, Director)

M.A., Romance Languages (Portuguese/Spanish), University of Georgia, June, 1990.
  Thesis: "A Evolução da Modernização Autoritária e a Função da Música em Opara do Malandro de Chico Buarque" (M. Elizabeth Girway, Director)

B.A., Economics/Portuguese, University of Georgia, March, 1988
  Autumn Study, Economics (Brazilian Economy), Federal University of Pernambuco, Brazil, 1986
  Summer Study, Portuguese Language/Brazilian Culture, Federal University of Pernambuco, Brazil, 1985

LANGUAGES
Spanish -- fluent
Portuguese -- fluent

PROFESSIONAL EXPERIENCE
2018-present -- Teacher of Spanish, Catoosa County Schools, Ringgold, GA
  High School Spanish Language, all levels
1998-present -- Adjunct Professor of Spanish and Portuguese, UT-Chattanooga
  2 classes/semester - Developed the Portuguese sequence
2004-2018 -- Teacher of Spanish, Dade County Schools, Trenton, GA
  High School Spanish Language, all levels
2008-2019 -- Adjunct Professor of Spanish, Covenant College
  1-2 classes/semester
1997-2004 -- Teacher of Spanish, Dalton Public Schools, Dalton, GA
  High School and K-5 Spanish Language
1996-97 -- Instructor of Romance Languages, University of Georgia.
  Beginning, intermediate language -- 3 classes/qtr.
1995-97 -- Instructor of Spanish, Truett-McConnell College.
  Beginning, intermediate language -- 2 classes/qtr.
1992-96 -- Graduate Teaching Assistant (Portuguese, Spanish), University of Georgia.
  Beginning, intermediate language -- 2 classes/qtr.
1988-90 - Graduate Teaching Assistant (Portuguese), University of Georgia. Beginning, intermediate language – 2 classes/qtr.

RELATED EXPERIENCE
1999-2006 - developed and taught Survival Spanish courses for North Georgia RESA (2-3 per year), UTC Education Department (1-2 per year), and also freelance.
2000-2004 - Consultant, Mountainbrook School (K-12) – Taught two courses per week: Spanish, art, computer skills
Spring, 2000 – taught Survival Spanish to faculty of Mountainbrook School, Dalton
1998, 2000-2002 – Scholars’ Camp Faculty (Dalton, GA) - Taught “To Brazil with Dr. Steve” (culture/Portuguese language) to rising 4th and 5th graders (week-long summer course)
1998 – Consultant to Shaw Industries – interviewed Hispanic workers and created report showing trends in thought and attitudes (an effort to better serve the Company’s Hispanic work force)

HONORS
First Volunteer Bank Teacher Personality Award, Ringgold High School, 2018
Nominee, Dade County Chamber of Commerce Educator of the Year, 2017
RT3 Exemplary Teaching Bonus, Dade County High School, 2015
Ph.D. dissertation included in Rock & Roll Hall of Fame Library, 2013
Exemplary Teaching Bonus, Dade County High School, 2013
Outstanding Adjunct Teaching Award, UT-Chattanooga, 2007
Graduate Research/Teaching Stipend (Enhancement Award), University of Georgia, 1995-96
Outstanding Graduate Teaching Award, University of Georgia, 1995
Phi Lambda Beta (Portuguese Honors Society), 1992
Sigma Delta Pi (Spanish Honors Society), 1990
Enhancement Award, University of Georgia, 1989-90
Academic Scholarship (Economics), Dean of Cultural Exchange, Federal University of Pernambuco, Brazil, 1986

ACADEMIC RESEARCH
Publications


About my research
Papers Presented
"Brasilidade, Marginalidade e Rock Nacional," American Association of Teachers of
Spanish and Portuguese, Orlando, August, 1996.
"Feijão and Twentieth-Century Latin American Thought: Points of Contact."
Southeastern American Society for Eighteenth Century Studies, Mobile, February,
1995.
"Grande Sertão: Veredas: De Dragão a Brasilidade," American Association of Teachers
"O Desejo Mediado em Triste Fim de Policarpo Quaresma de Lima Barreto," Mountain
Interstate Foreign Language Conference, Clemson University, October, 1993.
"The Myth of the Phoenix in Aluísio Azevedo's O Coritça," Kentucky Foreign Language

PROFESSIONAL ORGANIZATIONS
Professional Association of Georgia Educators

PROFESSIONAL ACTIVITIES/COMMITTEES (with DCS and DPS)
School Spirit Committee, 2014-2018
School Culture Committee, 2008-2013
Mentor and Literacy Committee, 2005-2008
Project Winning Team, 2001-2004
K-5 Spanish Curriculum Committee, 2000-2004
Y-Club Sponsor, 1999-2000
National Honors Society Sponsor, 1998-2000

PROFESSIONAL ACTIVITIES/COMMITTEES (at UGA)
Graduate Student Representative, Dept. of Romance Languages, 1994-95
Ad-hoc Ph.D. Program Committee member, 1992-93

REFERENCES
Available on request

Updated – January 23, 2020