Course: FREN 011 Introduction to Literature

1. Date of Application: 11/30/20
2. Name, Dept of Proposer: Marachi, Malary, Lenart-Cheng, Modern Languages
3. Name of Dept/Program housing course: Modern Languages
4. Name of Chair/PD: Marachi
5. How often is the course taught: yearly
6. Course Prerequisites: FREN 004 and/or FREN 010, or equivalent
7. Unit value of course: 1
8. Normal Class Size: 10
9. Number of sections expected Fall 2012: 1
10. Number of sections expected Spring 2013: 0
11. Is the course appropriate for first-year students: Yes
12. Relevant Learning Goal(s): Global Perspectives
13. Chair will oversee submission of student work:
14. Chair will oversee instructor participation in norming/asst:

15. Teaching: "a. Students are required to express themselves in speaking and writing in a language spoken widely and natively in Francophone cultures. Differences between the many varieties of African, Caribbean, and Canadian French are identified, thematized and studied.
b. The texts themselves are varied in national origin; a significant portion of the texts are non-European, and so are highly postcolonial in themes and perspective.
c. Language contact, especially French-based creoles, is studied as an important example of cultural hybridity.
d. Students are expected to become generally familiar with important geographical, historical and cultural aspects of the French-speaking world."

16. Learning: "a. Students participate actively and daily in a Seminar-style discussion that deploys shared inquiry as an effective collaborative method of encountering human differences, especially (in the context of this course) differences of national and cultural variety.
b. Vocabulary can pose problems for students who are still in the middle of their encounter with a foreign language, and so their negotiation with the new language is itself a perennial encounter with other ways of meaning, beginning at but not limited to the syntactic differences between the way a French-speaker and the way an English-speaker express similar thoughts in dissimilar languages.
c. In tests and research or interpretive essays, students demonstrate a capacity to apply geographical, historical and cultural skills in the course of inquiry.
d. Students demonstrate a capacity to express themselves well in French, a task that requires informed cultural perspective as well as the right use of grammar."

c. Students are required by quizzes and exams to define and use correctly the terminology of literary inquiry. Naturally, the correct use of this language is also fundamental in the course of the student’s reflection during the course and in all evaluated writing.
d. In both shorter-form and longer-form critical writing, students evince their understanding of the relationships among literary texts and practitioners, as well as the ways in which wider cultural fields can underlie and drive literary creation. Shorter essays encourage the students to express clearly an informed opinion or reaction to the texts of a given week, while longer essays allow the student room to develop an original thesis about a given literary piece in cultural context."