

**APPLICATION FOR COURSE APPROVAL FOR
GENERAL EDUCATION PROGRAM**

Course Number: FRN 391

Course Title: FRN 391: Literature to 1789 in Translation

Check the general education core area for this course:*

[English Communication](#)

[Fine Arts & Literature](#)

[Foreign Language/Cross-cultural Competence](#)

[Letters](#)

Natural Sciences

[Social Sciences](#)

Mathematical & Quantitative Reasoning

**Note: courses can qualify in more than one area but a separate form is required for each request. Students may use a course for general education credit in one area.*

Department in which course will be taught: Modern and Classical Languages and Literatures

Faculty members responsible for course: Karen de Bruin, Lars Erickson, Joseph Morello, Ken Rogers.

Office: 112 Independence Hall

Office phone: 874-5911

Will non-tenure track faculty teach this course?

Yes

No

If yes, approximately what percentage of sections will be taught by non tenure-track faculty?

The integrated skills** that this course will focus on are:

Examine human differences

Read complex texts

Speak effectively

Use of artistic activity

Use of qualitative data

Use of quantitative data

Use of information technology

Write effectively

*****Note: At least three integrated skills are required.***

Course description (as would be found in catalog):

FRN 391: Major developments in French literature from the Middle-Ages through 1789. Reading in translation of selected literary works from representative authors.

Faculty member's signature _____ Alain-Philippe Durand _____

Chairperson's signature _____ Joseph Morello _____

Dean's
signature _____

The purpose of this application is to assure that the proposed course meets explicit goals established for the general education program. These are:

- the ability to think critically in order to solve problems and question the nature and sources of authority

- **the ability to use the methods and materials characteristic of each knowledge area with an understanding of the interrelationship among and the interconnectedness of the core areas**
- **a commitment to intellectual curiosity and lifelong learning**
- **an openness to new ideas with the social skills necessary for both teamwork and leadership**
- **the ability to think independently and be self-directed; to make informed choices and take initiative**

PART I

This part consists of six questions designed to highlight fundamental aspects of the general education program. Only answer question 5 if it is relevant to your course.

1. If not stated in your syllabus, please indicate the primary learning objectives of your course.

See example of syllabus for FRN 391.

2. How does the proposed course meet the goals established for the general education program?

*the ability to think critically in order to solve problems and question the nature and sources of authority

Throughout the study of foreign literature, learners engage in a wide variety of critical thinking skills, ranging from the basic level of identification and recall to the higher levels of analysis and problem-solving. Finding ways to say or write ideas that the learner has never seen before are a basic form of analysis and problem-solving. Requirements that students create with the new literature promote these critical thinking skills. Students learn to identify the needs they have for specific communication tasks, select what they already know from their existing body of knowledge, and apply it to new tasks. At the same time, they must develop the ability to use a variety of references to seek and incorporate new knowledge in the performance of the tasks. Given a set of literary and cultural issues, they learn to identify, organize, and analyze issues so as to express informed opinions, arrive at informed conclusions, and propose solutions to problems. They also need to reflect upon and evaluate the quality and success of their communication so as to improve their interactions in the future.

*the ability to use the methods and materials characteristic of each knowledge area with an understanding of the interrelationship among and the interconnectedness of the core areas

Learning and exploring other literary perspectives encourages students to grasp the fundamental interconnectedness of many disciplines. For instance, the engineer

studying French literature learns ultimately to confront the fact that French literature, French philosophy, and French history have a direct impact on how the French engineer thinks, acts, and practices his/her profession in the workplace.

*a commitment to intellectual curiosity and lifelong learning

Through the introduction to a foreign literature, students are given a precious tool for lifelong learning which, if they choose, they can continue to develop on their own. Being able to the world of foreign literature will give students the ability to find other perspectives on world issues. For example, through the reading of French literary masterpieces, it is extraordinarily interesting and informative to see how the United States is viewed by the rest of the world.

*an openness to new ideas with the social skills necessary for both teamwork and leadership

Learning another literature provides not only new insight, but also the tools to access other hidden perspectives and therewith the tools to make informed decisions. Students who learn a foreign literature, who then are encouraged to study or intern abroad, discover new worlds and gain the ability to make choices which are far more informed than from a monolingual/monocultural perspective. Students knowledgeable in a foreign literature better educated for the global workplace and can make informed choices and decisions of a broad range, even to include decisions about where one might want to live or work in the future.

*the ability to think independently and be self-directed; to make informed choices and take initiative

The literature skills developed in general education courses are the foundation for an ability to be efficient on a more global level. Independence of thought is enhanced when world view differing from our own can be accessed directly through another literature.

3. How is the course suitable for the general education areas you have requested it be classified? Please refer to the criteria for the relevant division as described in [Appendix A](#) as well as to your course materials appended to this form.

One of the objectives of the FL/CCC area is to "develop the skills necessary to work, live, and interact with persons from different backgrounds." etc. The FRN 391 syllabus attached to this application shows how this course exposes students to foreign literature and culture in translation. Consequently, through these readings and through discussing these readings, students develop skills necessary to interact with people from different backgrounds and cultures.

4. Explain how this course provides opportunities for practice in each of the integrated skills you have listed on the coversheet.

4.1. Speak Effectively

- Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.
- Students give formal and informal oral presentations.

4.2. Examine Human differences

Students studying any literature are from the first day required to deal with the human differences reflected in the body of work they study. Languages are shaped by the world views of the cultures that have produced them. Therefore, cultures and literatures differ.

Thus understanding these differences is an automatic and integral part of literary study. A national literature is determined by cultural outlook and the history of a language and its people. When you teach a foreign literature, you are automatically teaching another culture, another view of the world.

Literature study is one of the most basic ways in which human differences are formulated and perpetuated; learning a modern foreign literature is from the start an exercise in examining these differences.

4.3. Write effectively

The course presented here integrates and requires writing effectively. The learning process in this course is constantly reinforced and practiced through the teaching and acquisition of various writing techniques.

As stated in attached syllabus, this course requires frequent papers, other written assignments, written exams, and a great deal of in-class notes. Students may be asked to proofread their written work. Instructors regularly collect written assignments often requiring students to submit several drafts and revisions.

4.4. Read complex texts

Students in FRN 391 are guided in reading texts in translation. They are required to obtain information from written texts and to interpret that information to identify such things as the purpose of the writer. As students gain increasing proficiency with the texts, they are expected not only to assign literal meaning to a text but also to interpret the text at the cultural or figurative level. Reading texts in translation challenge students to view and understand the world from others' viewpoints. This process facilitates genuine interaction with other cultures.

5. Will your course sometimes be taught to groups of students larger than 60? If so, please explain what you will do to insure that each of the integrative skills will be achieved. Please explain how each integrative skill will be achieved.

No.

6. If other instructors (including per course faculty or teaching assistants) teach the course, what will be done to ensure that the proposed content and skills will be maintained across sections and instructors?(To be completed by department chair.)

PART II

Please provide documentation of the means by which your course attempts to reach the goals of the general education program courses described above. Please attach a syllabus (mandatory) and all relevant course materials (e.g., exams, homework and laboratory assignments, classroom exercises) that will demonstrate how your course does this. In addition, please feel free to include any explanation(s) necessary showing how the course materials are linked to both the goals of general education program and specifically to the integrated skills.

Sample syllabus for FRN 391:

FRN 391
K. Rogers

Syllabus

Fall 2008

I. Course objective: to familiarize students with the literature of France, in English translation, from its beginnings in the 11th century, to the French Revolution.

II. Texts

1. The Song of Roland, Intro. by Dorothy Sayers (Penguin Classics)
2. Marie de France, Lais (Penguin Classics)
3. Pierre de Ronsard, Poems (U.Cal Press, 1979)
4. Pierre Corneille, The Cid (Penguin Classics)
5. Michel de Montaigne, Essays (")

6. Jean Racine, Phaedra (Penguin Classics)
7. Blaise Pascal, Pensées (Penguin Classics)
8. Voltaire, Candide (The Viking Portable Voltaire)
9. Jean-Jacques Rousseau, Emile, or Education (Paperback)
10. Montesquieu, Persian Letters (Hackett, pb, 1999)

III. Assignments

Monday 8 September – Introduction

15 September – The Song of Roland

22 September – Marie de France, Lais

29 September – Pierre de Ronsard, Poems

6 October – Pierre Corneille, The Cid/review

13 October – Columbus Day – no class

20 October – Mid-term Exam

27 October – Jean Racine, Phaedra

3 November – Blaise Pascal, Pensées

10 November – Voltaire, Candide

17 November – Jean-Jacques Rousseau, Emile, or Education

24 November – Montesquieu, Persian Letters

1 December – Presentations of student papers

8 December – Final Exam

NOTES

(1) Your grade in the course will be determined as follows:

(a) participation in class*	10%
(b) mid-term exam	25%
(c) 8-10-page paper	25%
(d) final exam	30%
(e) oral presentation	<u>10%</u>

total 100%

(2) Class attendance is mandatory; come prepared to discuss the works assigned.

(3)

*including quizzes