

College Curriculum Proposal Approval and Routing Form

TITLE OF PROPOSAL: Food and the French

Originating Faculty: Alice T. Kornovich

Department/College: Languages & Cultures, A & S Chairperson: Eileen Doll

Contact Phone/Email: x 2693 atkorniov@loyno.edu

Type of Proposal (Check all that apply):

New Major⁹ New Minor New Concentration Revise Existing Program

New Course Change to Existing Course Discontinue Program

Undergraduate Graduate Online Professional & Cont. Studies Other

17. Resources and Fees:

If this is a proposed revision, are there existing fees? No Yes \$ _____

Will course or program fees be required for this course/program? No Yes \$ _____

Are new resources needed for implementing this proposal? No Yes

If yes, include complete description and dollar amount in proposal.

18. College Review and Approvals:

a. Department/School Eileen J. Doll (Chair) Date: 3/21/17
Approved Not Approved

b. College Curriculum Committee _____ (Chair) Date: _____
Approved Not Approved

c. College Dean _____ Date: _____
Supported Not Supported

19. Intercollegiate Review and Recommendations Required as applicable to proposal:

a. Online Education Committee _____ (Chair) Date: _____
Recommended Not Recommended

b. Professional and Continuing Studies Committee _____ (Chair) Date: _____
Recommended Not Recommended

c. Graduate Council _____ (Chair) Date: _____
Recommended Not Recommended

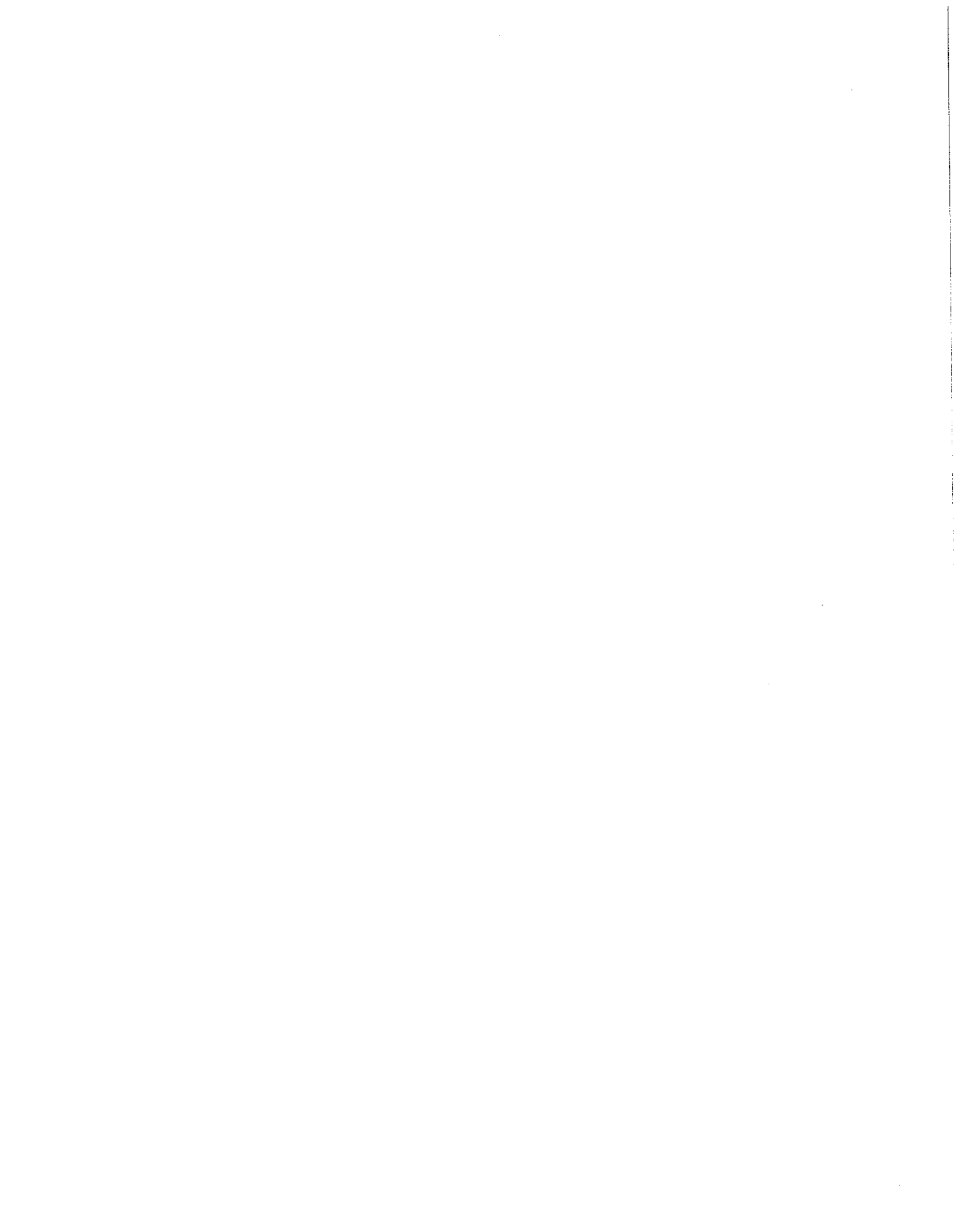
20. University¹⁰ Recommendations Required as applicable to proposal:

a. University Courses & Curriculum Committee _____ (Chair) Date: _____
Recommended Not Recommended

b. Standing Council for Academic Planning _____ (Chair) Date: _____
Recommended Not Recommended

⁹ New Degree to be Offered--Requires SACS Notification 6 Months Prior to Start

¹⁰ Approval by the Strategic Planning Team, University Budget Committee, and/or Board of Trustees may be required for proposals that have significant impact on resources or mission. Proposals to establish or discontinue degree programs require approval by Board of Trustees and SACS.



COLLEGE COURSE PROPOSAL FORM

Instructions: Use this form for new college course proposals and substantial course revisions.

Department/College: Languages & Cultures, College of Arts and Sciences

Chairperson: Eileen Doll

Course Title: Food and the French (Limit
28 Characters or Less)

Course Number: FREN -A364

Term: Fall Spring Summer Credit Hours: 3 Major Required 3 Elective

Effective Term _____ Course I.D. (SUBJ-LEVL) _____ Contact Hours 3 hours/week

Grade Type (Normal or Pass/Fail) Maximum Capacity 25

Activity Type (LEC, STU, LAB, LLB...)

Inter-disciplinary Classification (s) _____

Common Curriculum Classification (s) _____

Pre-requisites/Registration Controls:

French 201 or equivalent level through placement

New Resources and Fees

a. If this is a revised course, was there a course fee? Yes _____ \$ _____
No X

b. Will a course fee be required for this course? Yes _____ \$ _____
No X

c. Are new resources needed for implementing this course? Yes _____ No X
If yes, provide descriptions and dollar amounts in Section V.

Course Description: (maximum 350 spaces)

In this course, students will explore the role and importance of food in French history, society, the media and the arts. We will look at a variety of sources: cookbooks, newspapers, novels, movies, and writings by Claude Lévi-Strauss and some French sociologists. Students will help investigate the material, and our study of French food will serve as a context to review French grammar, vocabulary, and composition skills. We will also cook and eat from time to time.

There will be 3 exams, frequent quizzes, and several brief presentations and compositions. Students will also assemble a cookbook of some classic dishes and prepare some for the class.

Complete the following sections:

- I. Justification for the course: provide a clear and compelling rationale for any proposed curriculum modification, including additions and deletions to the course inventory, changes in degree/program requirement, new degree programs, and other major curriculum revisions. The justification should state explicitly and clearly how the changes relate to the college and department plans.

The French section of Languages & Cultures has been experimenting with new course offerings in order to attract students to our program. Our current students are more reluctant to take traditional coursework that they see as strongly focused on literature. We face the additional challenge of accommodating students of various levels within the same course. What seems to work best for us is a course centered on an interesting topic or theme that also incorporates some review of language skills and some study of literary texts.

"Food and the French" was taught once during the Fall semester of 2016. I found the subject matter even better than I had anticipated for teaching French language skills of speaking, reading, and writing. The students embraced the course material with enthusiasm.

- II. Impact on the Curriculum:

- A. Review your current course offerings and requirements in light of the proposed change. How will the proposed change or changes improve your program and enhance the educational outcomes you seek to accomplish?

We were due for some new courses of study, and "Food and the French" proved to be an attractive offering to our students. The subject is rich, diverse, and well suited to language study for students of various levels of ability since the material is very adaptable.

- B. How will proposed change impact the major/adjunct/elective hour distribution requirement for the major or program?

This course adds new variety to the program but does not change the major or minor degrees. It will rotate among advanced-level courses that already exist.

- III. Impact of a new course on frequency of course offerings:

- A. Specify whether or not the offering of the new course will increase the number of courses or sections offered by the department during the semester in which this course is offered or during the following year;

The new course will not alter the number of courses offered during a semester.

- B. Specify, if there is no increase in the number of courses offered, which course(s) or section(s) will be dropped in a given semester to accommodate the frequency with which this course will be offered.

We offer two advanced-level courses each semester. The new course will have some effect on the frequency of offerings in a positive way. We are trying not to duplicate the teaching of courses too often so that our students are able to complete majors and minors within the department if they do not study abroad.

- C. Specify what effect the new course will have on enrollments in other courses or sections within the department and whether or not offering this course will prevent an important or required course from being offered in a given semester.

There will be no effect other than to be an attractive offering.

- D. Is there a service learning component? If yes, please attach a memo from the director of service learning describing this component.

There is no service-learning component.

- E. Explain how this proposal does or does not impact other departments, especially those serviced by your department or program and those that provide adjunct service to your department or program.

There will be no impact on other departments.

- F. Attach a complete functional syllabus for the course as outlined in the Syllabus Template & Policy Undergraduate and Non-Law Graduate Courses

- IV. Attach a detailed plan for assessment of the proposed course that includes the following elements:
- A. Student learning outcomes for this course that are tied to course content and assignments.
- B. Key Question: What do you want student to know or be able to do at the end of this course?

- 1-Students will broaden their cultural awareness and understanding of French life.
- 2-Students will improve their speaking and listening proficiency in French.
- 3-Students will improve writing proficiency in French, including work on grammar, vocabulary, and syntax.
- 4-Students will improve their ability to read and analyze texts in French.
- 5-Students will think critically and analytically about issues surrounding food and eating.

- C. Methods, tools, instruments that will be employed to measure success. Describe methods for measuring inputs and outputs. Key Question: What are the indicators of learning and course effectiveness?

1-Assessment for Cultural awareness: in-class discussion, regular oral presentations , and exams will be used to demonstrate students' increased understanding of French culture. For example, students always help present the material in the assigned readings which include the history of French cuisine and the lives of great chefs. They also select and present three kinds of recipes and they prepare and write answers to essay questions.

2-Assessment for speaking and listening proficiency: There are regular oral presentations.

3-Assessment for writing proficiency: Graded homework writing and essays. For exams in the course, there are essays that are announced before the test. We work on ideas and written expression as part of our review.

4-Assessment for reading and analyzing texts: In-class discussion and homework assignments are the primary means, but exam essays also show analytical skills.

5-Assessment for critical and analytical thinking: Exams and the final project which involves following the model of our readings and creating a personal profile and analysis of one's eating patterns.

- D. Criteria that will be used to measure accomplishments or outcomes. Key Question: How will we know that we are having a positive impact on our students' learning?

Students will answer two diagnostic questions concerning what they know about food in French society at the beginning of the course in order to establish their initial competency. The same questions will be asked on the final exam, allowing the professor to gage how students have progressed in their knowledge of the subject matter, their analytical skills, and their use of the French language.

- E. Frequency and schedule of assessment of student learning in this course.

Weekly quizzes or homework assignments help prepare students for the exams. Students tend to do better in foreign language classes when we assess regularly and frequently. The exam schedule is shown on the syllabus.

- F. Describe mechanisms that will be in place to ensure continuous improvement of course.

Professor will seek student evaluations of the course and will discuss any issues with other faculty members in the department.

- G. Structure and process for administrative and academic oversight of course.

H.

The Department Chair will monitor grade distribution.

- I. Impact of course on accreditation or certification.

This is not applicable to the course.

V. Impact on the budget:

- A. Staffing. Is current staffing sufficient or will new faculty be needed (whether full-time or part-time)?

Current staffing is sufficient.

- B. Library Support. Describe how library support will be affected by this proposal. Include name of library liaison and date this proposal was discussed with liaison.

Current library support is sufficient. Our library liaison is Bea Calvert.

- C. Support services. Will the proposed change require additional support services (Media Services audio/visual: typing/secretarial, computer services, computer time)?

No additional support services are required.

- D. New equipment. Does the proposed change presuppose the purchase of new equipment or software, whether for support or instruction?

No.

- E. Is a student fee requested? If yes, provide justification and basis for amount.

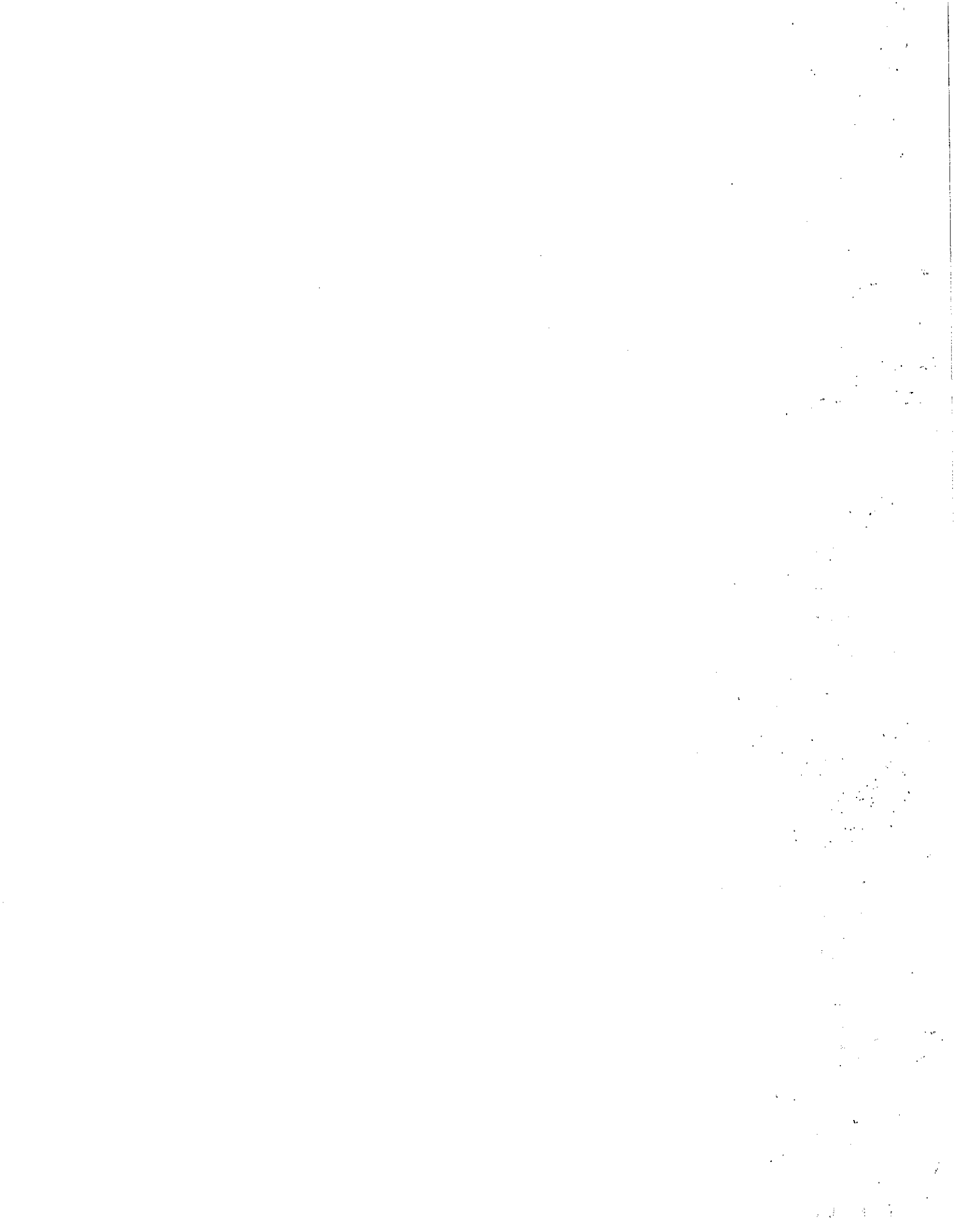
No.

- F. Additional physical space. Does the proposed change require additional physical space (for classes or labs) or modifications of existing physical plant space?

No.

- G. Impact on other departments. How will the proposed change impact the staffing, equipment, and service budgets of other departments,

There should be no impact at all on other departments.



French –A496 Syllabus
Food and the French / Les Français et leur cuisine

Printemps, 2016

Alice T. Kornovich
atkornov@loyno.edu

Office : Bobet 310
MWF 2 :30-3 :20

Voici ce que je voudrais faire avec vous dans notre cours :

- 1-On va étudier l'histoire de la nourriture en France et la cuisine française.
- 2-On va lire plusieurs textes analytiques par des penseurs français où il s'agit de la nourriture et le rôle de l'alimentation dans la société : Roland Barthes, Claude Lévi-Strauss, et un sociologue contemporain, Jean-Pierre Poulain
- 3-On va regarder des exemples de la cuisine et son importance dans la littérature, l'art, et le cinéma.
- 4-On va regarder des recettes et préparer un peu de cuisine nous-mêmes.
- 5-Parce que ce cours est considéré comme un « workshop », nous allons réviser la grammaire et développer notre vocabulaire.

Notre travail :

- 1-On va passer 3 examens, et chaque examen compte pour 15% de votre note. Les examens porteront sur nos lectures et la matière présentée en classe.
- 2-On va passer régulièrement de petits contrôles sur la grammaire et le vocabulaire. L'ensemble de ces « quizzes » compte pour 15%.
- 3-Le travail que vous ferez pour préparer les classes, lectures, exercices, notes, présentations, et préparations en général compte pour 30%.
- 4-Il y aura un petit projet qui compte pour 10% ; vous aurez le choix de présenter et préparer une recette classique, historique, ou régionale, mais si vous ne voulez pas faire la cuisine, vous pourrez faire un autre petit projet de recherche.

Lectures :

Poulain, Jean-Pierre et Neirinck, Edmond. Histoire de la cuisine et des cuisiniers. Paris : Editions LT Jacques Lanore, 2004.

Corbeau, Jean-Pierre et Poulain, Jean-Pierre. Penser l'alimentation, entre imaginaire et rationalité. Paris : Editions Privat : 2005.

Extraits littéraires :

- « Fliore et Blanchfleur » un récit du Moyen Age
- Gargantua, Rabelais, Chapitre 4
- L'Assommoir de Zola, « le repas d'anniversaire de Gervaise
- Madame Bovary, Flaubert, le dîner à la Vaubyessard
- « Boule de Suif, » Maupassant.
- Du Côté de Chez Swann, Proust, la scène de la madeleine.

janvier

- 20 Présentations, introduction et un peu de vocabulaire
- 22 Histoire de la France

- 25 Histoire de la cuisine : introduction
- 27 Histoire : La préhistoire
- 29 Quiz : vocabulaire. Le Moyen Age

février

- 1 Texte littéraire du moyen âge : « Floire et Blanchefleur »
- 3 Histoire : La Renaissance
- 5 Texte littéraire : Rabelais, une scène de Gargantua , Chapitre 4.

le 8 au 12 février : les vacances de Mardi Gras

- 15 Le 17^{ème} siècle : manger à Versailles.
- 17 Une fable : « Le Renard et la cigogne. »
- 19 Quiz : vocabulaire. Le 18^{ème} siècle : Les divertissements de l'aristocratie

- 22 Le 18^{ème} siècle : La Révolution
- 24 Révisions
- 26 Examen I

- 29 Histoire : le 19^{ème} siècle : l'Age d'or, pp 70-75

mars

- 2 Histoire : pp. 76-80 Présentations des recettes classiques
- 4 Texte littéraire : L'Assommoir de Zola. Présentations des recettes classiques.

- 7 Histoire : pp. 76-80 Présentations des recettes classiques.
- 9 Histoire : pp 80-85 Texte littéraire : « Boule de Suif » de Maupassant
- 11 Quiz : vocabulaire. Histoire : pp 86-90.

- 14 Texte littéraire : Madame Bovary de Flaubert.
- 16 Histoire, pp. 90-93.
- 18 Histoire, pp. 94-97.

le 21 au 28 mars : vacances de Pâques.

- 30 Claude Lévi-Strauss : « Le triangle culinaire »
- le 1^{er} avril Présentations des recettes régionales

- 4 Présentations des recettes régionales
- 6 Révisions
- 8 Examen II

- 11 Penser l'alimentation : Introduction
- 13 Penser l'alimentation : Portraits des mangeurs
- 15 Texte littéraire : Marcel Proust

- 18 Portraits des mangeurs
- 20 Portraits des mangeurs
- 22 Portraits des mangeurs

- 25 Penser l'alimentation : La rencontre des nourritures
- 27 La rencontre des nourritures

- 29 Penser l'alimentation : Lévi-Strauss revisté
- mai
- 2 Révisions
- 4 Examen III
- 6 Présentations finales

- 9 Présentations finales
- 11 Présentations finales

Projets de la fin du semestre

1- Une recette préparée et servie à la classe. Pour cette recette, vous allez prendre quelques photos de vous-même en train de la préparer et créer un mini-blog avec un commentaire. Si vous avez besoin de quelque chose, je pourrais vous aider.

2- Une recette classique pour notre livre de recettes. Vous allez préparer le texte de la recette et trouver une photo. Cherchez les recettes en français (vous ne voulez pas la traduire), mais adaptez les mesures au système américaine – pas de grammes, etc. Il est possible de faire cette conversion sur internet, et j'ai aussi un verre doseur spécial qui fait la même chose. Vous allez m'envoyer une bonne version corrigée et je ferai des copies pour la classe. Vous allez présenter brièvement votre recette à la classe.

Cette 3^{ème} partie est due le 19 mai (ou avant)

3- Nous allons lire des extraits d'un livre, *Penser l'alimentation*, qui présente des portraits de mangeurs. En considérant ces portraits, nous voulons faire des observations et tirer des conclusions à propos des mangeurs français.

a) On va parler de ces questions en classe, mais vous allez écrire un petit texte qui les résume ;
- Quelles sont les influences que nous observons sur ces mangeurs ? (La tradition, la région d'origine, la famille, la vie sociale, etc.) Quelles questions de santé leur semblent importantes ? Est-ce qu'il y a des différences d'attitudes entre les jeunes et les vieux, entre les femmes et les hommes ? Est-ce que le mangeur a développé des croyances (un ethos) qui jouent un rôle dans son choix d'aliments et sa diète ?

b) Vous allez écrire un portrait de mangeur pour vous-même comme ceux que nous avons lus. Est-ce que vous pouvez vous classer parmi les types de nos auteurs ? Est-ce que vous (et / ou les Américains en général) êtes différent des mangeurs français ?

Distribution de notes : A = 93-100 / A- = 90-92 / B+ = 87-89 / B = 83-87 / B- = 80-82 / C+ = 77-79 / C = 73-76 / C- = 70-72 / D+ = 67-69 / D = 63-66 / D- = 60-62 / au dessous de 60 = F

Tout le monde sait que Mme Kornovich déteste les portables dans la classe de français. Si vous ne le savez pas encore, il vaudra mieux l'apprendre très vite.

Additional Information

Blackboard : Homework assignments and reading materials are posted on Blackboard so check it regularly. Any changes necessary to the schedule will also be found there.

Disabilities : If you have a disability and wish to receive accommodations, please contact Disability Services at 504-865-2990 or at ods@loyno.edu or visit the Office of Disability Services in Marquette Hall 112. Please note that before any accommodations can be implemented, you must obtain an official Course Accommodation Record from Disability Services for my signature.

In case of Emergencies

At times, ordinary university operations are interrupted as a result of tropical storms, hurricanes, or other emergencies that require evacuation or suspension of on-campus activities. To prepare for such emergencies, all students will do the following during the first week of classes :

- 1- Practice signing on for each course through Blackboard.
- 2- Provide regular and alternative e-mail address and phone contact information to each instructor.

In the event of an interruption to our course due to the result of an emergency requiring an evacuation or suspension of campus activities, students will :

- 3-Pack textbooks, assignments, syllabi and any other needed materials for each course and bring them during an evacuation or suspension.
- 4-Keep up with course work during the evacuation / suspension as specified on course syllabi and online Blackboard courses.
- 5-Complete any reading and writing assignments given by professors before emergency began.

Assuming a power source is available...

- 6-Log on to university Web site within 48 hours of an evacuation / suspension.
- 7-Monitor the main university site (www.loyno.edu) for general information.
- 8-Log on to each course through Blackboard or e-mail within 48 hours of an evacuation / suspension to receive further information regarding contacting course instructors for assignments, etc.
- 9-Complete Blackboard and other online assignments posted by professors (students are required to turn in assignments on time during the evacuation / suspension period and once the university campus has reopened.)
- 10-Contact professors during an evacuation / suspension (or as soon as classes resume on campus) to explain any emergency circumstances that may have prevented them from completing expected work.

Further information about student responsibilities in emergencies is available on the Academic Affairs website : <http://academicaffairs.loyno.edu/students-emergency-responsibilities>

Academic Integrity Policy:

<http://2016bulletin.loyno.edu/academic-regulations/academic-honesty-and-plagiarism>