

College Curriculum Proposal Approval and Routing Form

TITLE OF PROPOSAL: Paris and the Arts

Originating Faculty: Alice T. Kornovich

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

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

Type of Proposal (Check all that apply):

New Major¹¹ New Minor New Concentration Revise Existing Program

New Course Change to Existing Course Discontinue Program

Undergraduate Graduate Online Professional & Cont. Studies Other

21. 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.

22. College Review and Approvals:

a. Department/School Eileen G. 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

23. 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

24. University¹² 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

¹¹ New Degree to be Offered--Requires SACS Notification 6 Months Prior to Start

¹² 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: Paris and the Arts (Limit 28 Characters or Less)

Course Number: FREN -A365

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)

For centuries, Paris has been an inspiration and home to artists, writers, and performers, and a place where artistic expression is central to everyday life. This course will look at the art and its cultural context over a broad period of time. We will study great works of art and architecture, and we will read some literary excerpts that help define the intellectual and cultural context of each time period. Our work will survey the French art world, briefly for the Middle Ages, Renaissance, 17th and 18th centuries, and in more detail for the 19th and 20th centuries. As the occasion arises, other forms of artistry may have a place in our studies, including the culinary arts, cinema, theater, and music.

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.

This course has been taught in Paris in English and will be taught in English to Honors students in the fall of 2017. Studying the lives and works of French artists and writers offers excellent material for students of the French language as well. The material will be adapted and simplified somewhat for students working in a second language.

- 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 "Paris and the Arts" has proved appealing in English. Thus, we would like to teach a version of the course in French. 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 the artistic and literary heritage of France.

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 French art and literature.

- 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 presentations, and exams will be used to demonstrate increased understanding of French culture. For example, students will help present the material in the assigned readings.
- 2-Assessment for speaking and listening proficiency: There are regular oral presentations.
- 3-Assessment for writing proficiency: Graded homework writing and essays are used. 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: Essays and exams are used.

- 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 gauge 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.

The Department Chair will monitor grade distribution.

- H. 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.

- 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.

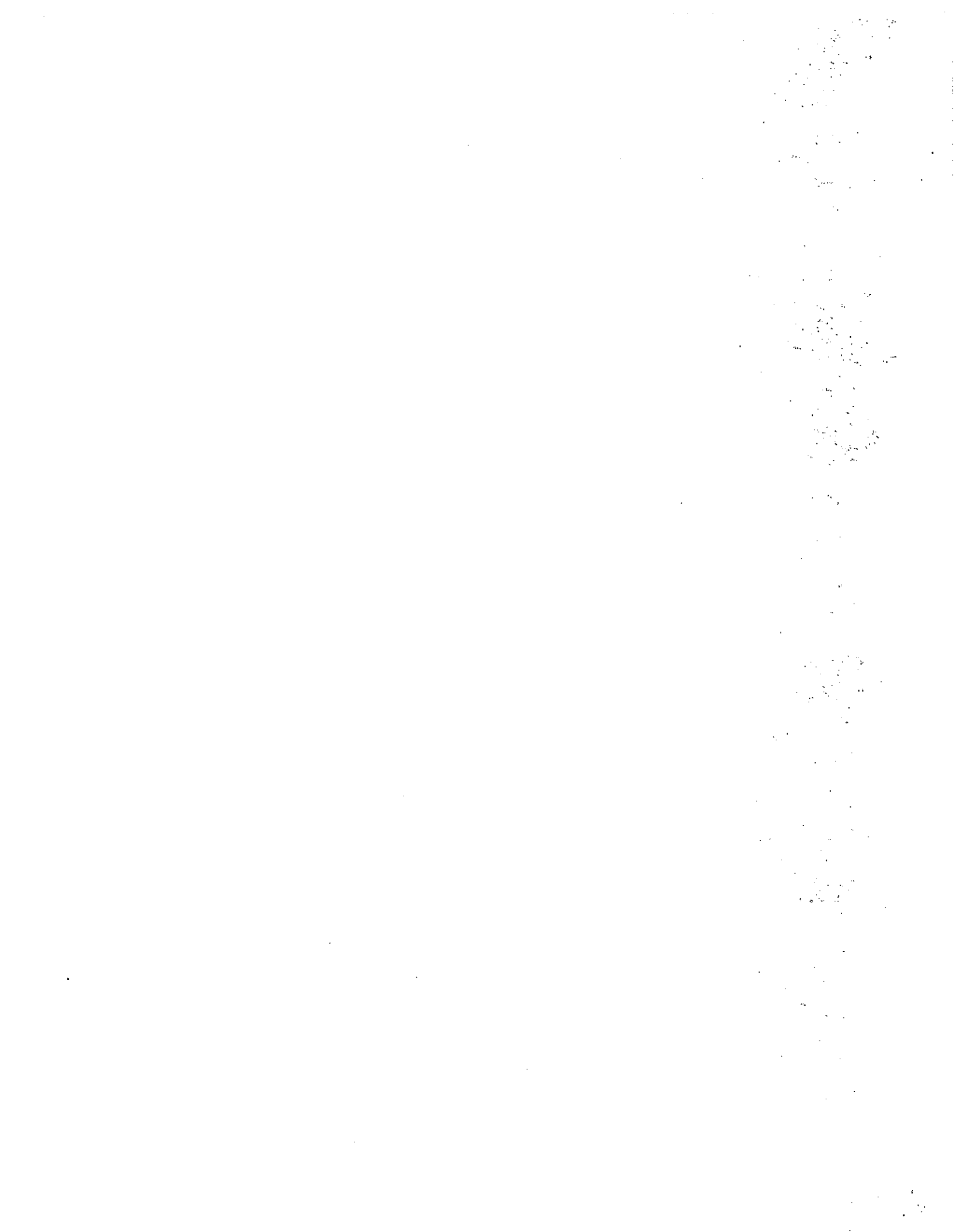
No.

- 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.



Paris and the Arts
Draft Syllabus

Alice T. Kornovich
Bobet 310
Hours:
atkornov@loyno.edu

Note: This is based on an English version of the class that has been taught in Paris during the summer of 2015.

Course Description

For centuries, Paris has been an inspiration and home to artists, writers, and performers, and a place where artistic expression is central to everyday life. The course "French Art and Culture" will study great works of art, architecture, and literature, throughout the ages centered in Paris. The literary excerpts that we read will help define the intellectual and cultural context of each time period. As the occasion arises, other forms of artistry may have a place in our studies, including the culinary arts, cinema, theater, and music.

Student Learning Outcomes

- 1-Students will develop an overview and understanding of the works of some major French artists and writers from the medieval period to modernism.
- 2-Students will be able to discuss the cultural contexts of the selected artists and writers, and they will explore the role of the arts in these cultural contexts.
- 3-Students will have a familiarity with basic vocabulary of art terms and literary terms and they will discuss the styles and techniques of the artists and writers.
- 4-Students will think critically, discuss in class, and research and write about major developments and figures in French art and literature.

Assignments

- 1-Class discussion and oral presentations of artworks. Students will choose pieces to present to the class.
- 2-Quizzes and homework assignments
- 3-3 brief essays (1 page).
- 3-3 exams and the final exam
- 4-Other requirements include regular attendance, participation in class, and preparation of assigned readings that will be made available on Blackboard.

Grading

-Class presentations 10% / 3 brief essays 15% / Class participation 10% /
Quizzes and homework 15% / 3 exams 30% / Final Exam 20% /

Readings

These are excerpts that will be made available to students on Blackboard or distributed in class.

"Chanson de Roland" and a lai by Marie de France, "Le Laüstique"

3 poems by du Bellay and Ronsard

a scene from Molière, Le Bourgeois gentilhomme

some chapters from Candide

3 poems by Victor Hugo and some chapters from Les Misérables

A story by Maupassant

Poems by Baudelaire, Verlaine, and Rimbaud

A famous scene by Marcel Proust

Poems by Apollinaire and Breton

Scenes from plays by Sartre and Ionesco

Class 1: Middle Ages: Introduction

Class 2: Middle Ages: Cathedrals, Relics, and Madonnas

Class 3: Middle Ages: "Chanson de Roland:

Class 4: Middle Ages: Marie de France

Class 5: Renaissance: Loire valley châteaux

Class 6: Renaissance: Italian Artists in France

Class 7: Renaissance: French Painters

Class 8: Renaissance: 2 French Poets

Class 9: Review

Class 10: Exam I: Middle Ages and Renaissance

Class 11: 17th Century: Kings named Louis and Versailles

Class 12: 17th Century: Versailles and Molière

Class 13: 17th Century: Baroque Art

Class 14: 17th Century: Baroque Art + some Maximes

Class 15: 17th Century: 3 Fables

Class 16: 18th Century: Rococo: The Aristocracy enjoys life.

Class 17: 18th Century: Rococo

Class 18: 18th Century: the Enlightenment and Voltaire

Class 19: 18th Century: Candide

Class 20: 18th Century: Neo-classicism and a Revolution

Class 21: Review

Class 22: Exam II: the 17th and 18th Centuries

Class 23: 19th Century: Romanticism in Art

Class 24: 19th Century: Romanticism

Class 25: 19th Century: Poems by Victor Hugo / Les Misérables

Class 26: 19th Century: Les Misérables / Realism and Maupassant

Class 27: 19th Century: the Impressionists / Baudelaire

Class 28: 19th Century: the Impressionists / the Post-impressionists

Class 29: 19th Century: the Symbolist poets

Class 30: Review

Class 31: Exam III

Class 32: 20th Century: Modernism and its isms / Marcel Proust

Class 33: 20th Century: Cubism / Apollinaire

Class 34: 20th Century: Surrealism / Breton

Class 35: 20th Century: Surrealism

Class 36: 20th Century: Abstract Art

Class 37: 20th Century: Abstract Art

Class 38: 20th Century: Abstract Art / the Existentialists

Class 39: 20th Century: the theatre of the Absurd

Class 40: Review for final

Class 41: Review

Class 42 Review

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

The professor reserves the right to alter this syllabus if necessary.

Additional Information

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>