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Boston University College and Graduate School of Arts & Sciences

Undergraduate Academic Program Office
725 Commonwealth Avenue, Room 102

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MAR 27 2017

Per PAO

CAS/GRS Course Revision Proposal Form

This form is to be used when proposing a revision of an existing CAS or GRS course.

Once completed, this form should be submitted to Senior Academic Administrator Peter Law (617-353-7243) as a PDF file to pgl@bu.edu.

For further information or assistance, contact Associate Dean Joseph Bizup (617-353-2409; jbizup@bu.edu) about CAS courses or Associate Dean Jeffrey Hughes (617-353-2690; hughes@bu.edu) about GRS courses.

DEPARTMENT OR PROGRAM: Romance Studies

DATE SUBMITTED: 03/25/2017

CURRENT COURSE NUMBER: LF305

CURRENT COURSE NAME: Advanced Written Expression

CURRENT 40 WORD COURSE DESCRIPTION: Intensive study of the art of writing through translation exercises and development of individual style through readings, analysis of writing styles, free composition and class discussion.

CURRENT CROSS-LISTING DEPARTMENT/PROGRAM, if any:

TO BE OFFERED NEXT: Sem. / Year: Fall / 2017

INSTRUCTOR(S): Isadora Nicholas

DEPARTMENT CONTACT NAME AND POSITION: Katherine Lakin-Schultz, Head of French Language /
Odile Cazenave, Head of RS / Kathleen McNamara, Dept. Administrator

DEPARTMENT CONTACT EMAIL AND PHONE: klakin@bu.edu (353-6242) / cazenave@bu.edu (353-6225) /
kmcnamar@bu.edu (353-6234)

ITEMS PROPOSED FOR REVISION (check all that apply):

<input checked="" type="checkbox"/> Course Number	<input checked="" type="checkbox"/> 40 Word Description
<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Prerequisites
<input checked="" type="checkbox"/> Short Title	<input type="checkbox"/> Divisional Studies Credit
<input type="checkbox"/> Credits	<input type="checkbox"/> Other (Explain)
<input type="checkbox"/> Cross-listing	

Notes: The "short title" appears in the course inventory and on student transcripts and must be 15 characters maximum including spaces. The "40 word description" appears in the CAS/GRS Bulletin.

PROPOSED REVISIONS: For each item checked above, provide the current information, then the proposed information, then a brief explanation for the proposed change, including the intended impact of the change.

1. COURSE NUMBER

- a. Current information: LF305
- b. Proposed information: LF323
- c. Explanation & impact: We recently changed the numbering of our 303 course to reflect different topics with four sections LF307, LF308, LF309, LF310, (we also proposed LF311 but are not offering it in the fall). Changing the LF305 and LF306 was part of the plan as these are more advanced courses and their number should reflect this accordingly. LF323 would better communicate that this a course meant to be taken after LF307 – LF310.

2. TITLE

- a. Current information: Advanced Written Expression
- b. Proposed information: Creative Writing in French
- c. Explanation & impact: This new, more enticing, title would better reflect the varied styles and exploratory writing proposed in this course

3. SHORT TITLE

- a. Current information: Adv Written Exp
- b. Proposed information: Creative Writing
- c. Explanation & impact: The short title closely mirrors the actual title

4. 40 Word Title

- a. Current information: Intensive study of the art of writing through translation exercises and development of individual style through readings, analysis of writing styles, free composition and class discussion.
- b. Proposed information: Intensive study of the art of writing through the development of individual style through readings, analysis of genre, free composition, translation exercises and class discussion. Formerly LF305.
- c. Explanation & impact: Clarifies that this is the same course as LF305 with a new number (to avoid duplication of credit issues).

5. Prerequisites

- a. Current information: (CASLF304) or equivalent, or placement test results.
- b. Proposed information: (one CASLF303, 307, 308, 309, 310, 311 course) or equivalent, placement test results.
- c. Explanation & impact: This reflects the new numbering system – LF304 also does not exist anymore

IMPACT ON OTHER DEPARTMENTS/PROGRAMS: Will any of these changes have an impact on students pursuing the degree requirements or expectations of other departments, programs, or schools?

Check one: Yes No

If YES, please identify impacts and attach cognate comment from the appropriate department/ program/ school.

RESOURCE NEEDS: STAFFING, FACILITIES, AND EQUIPMENT: As a result of the proposed changes, will there be any changes in the staffing, special facilities or equipment needs of the course (e.g. laboratory, library, instructional technology, technical resources, etc)?

Check one: Yes No

If YES, explain further and indicate whether currently available staffing, facilities, and equipment are adequate for the proposed course. (NOTE: Approval of proposed revisions does *not* imply a change in resource commitments on the part of CAS.)

FURTHER INFORMATION THAT MUST BE SUBMITTED IN ORDER FOR THIS PROPOSAL TO BE CONSIDERED:

1. A complete week-by-week SYLLABUS with student learning objectives, readings, and assignments that reflects the proposed changes (see guidelines on "Writing a Syllabus" on the Center for Teaching & Learning [website](#). Be sure that syllabus includes your expectations for academic honesty, with URL for pertinent undergraduate or GRS academic conduct code(s).
2. Cognate comment from chairs or directors of relevant departments and/or programs. Use the form available [here](#). You can consult with Joseph Bizup (CAS) or Jeffrey Hughes (GRS) to determine which departments or programs inside and outside of CAS would be appropriate.

DEPARTMENT APPROVAL: _____

Department Chair

03/27/2017
Date

Other Department Chair(s) (for cross-listed courses)

Date

DEAN'S OFFICE CURRICULUM ADMINISTRATOR USE ONLY

CAS/GRS CURRICULUM COMMITTEE APPROVAL:

Approved Date: _____

Tabled Date: _____

Not Approved Date: _____

Divisional Studies Credit:

Endorsed

- HU
- MCS
- NS
- SS

Not endorsed

Curriculum Committee Chair Signature and Date

Comments:

PROVISIONAL APPROVAL REQUESTED for Semester/Year _____

Dean of Arts & Sciences Signature and Date

Comments:

CAS FACULTY: Faculty Meeting Date: _____ Approved Not Approved

Curriculum Administrator Signature and Date

Comments:

LF323: Creative Writing in French

Professor:

Office:

Email:

Office hours:

LF323 offers students an opportunity to explore and develop their own “voice” in written and spoken French. Students will have successfully completed LF212, LF303, 307, 308, 309, 310 or 311 at BU or will have tested into the course. The focus of this course is on written expression in a four-skills context (reading, writing, speaking and listening).

Course goals

By the end of the course students who have completed all work and who have participated fully in all classes should meet the following goals:

- develop a more confident and natural voice in both spoken and written French
- acquire specialized vocabulary and expand active vocabulary in general lexical fields
- choose the appropriate register when speaking and writing in a variety of settings
- synthesize, analyze and report information in spoken and written form
- move toward the Advanced level category of proficiency in speaking and writing according to ACTFL guidelines by improving stylistic control and refining grammar skills
- increase cultural competence through research and discussion of current events in French-speaking countries and become acquainted with several major French-language newspapers, journals and online sources

Expectations for Students and Instructor

The student will come to class:

- having checked the syllabus/email for assignments and announcements or communicated with a peer regarding specific updates in case of absence
- having carefully read and completed the assigned work
- prepared to engage in active class discussion and pair/group activities,
- ready to make an effort to speak French in the classroom at all times

The instructor will:

- provide opportunities for speaking, listening, reading, and writing
- provide timely feedback on assignments that enhances student performance on oral and written work as well as class participation
- be available outside of class during office hours and by appointment to meet with students
- be open to student suggestions regarding supplementary materials and activities

Required Course materials

Books: (available at BU Barnes & Noble Bookstore)

Required:

Denise Rochat, *Contrastes, Grammaire du français courant*, Pearson

Julia Deck, *Viviane Élisabeth Fauville*, Éditions de minuit 2012.

A French/French dictionary (Le Petit Robert) and a French/English dictionary. (Collins Robert)

Additional materials will be posted on our Blackboard website or distributed in class.

In addition, you will need a notebook for pre-writing activities and in-class exercises with one section designated for use as a vocabulary list. You will also need a folder to be used as a portfolio to hold all pre-writing materials, drafts, and final compositions.

Attendance/Participation

Attendance is required and will be taken daily. Since discussion of ideas is an important part of the pre-writing process, attendance and class participation are essential. For grading purposes, participation is defined as physical attendance, obvious preparation, active contribution to in-class discussions and activities and willingness to speak French.

The course will be conducted exclusively in French unless I decide to open an “English window” for a period of time to answer more difficult questions. Translating out loud or making comments in English is disruptive to the learning process and will be penalized.

Any absence in excess of three will negatively affect your grade. Any anticipated absences should be discussed with me in advance. Class will start on time. If you arrive late, you will be responsible for all information including announcements of changes in the homework or syllabus. Please silence cell phones when you arrive in class and please eat or drink either before or after class. Laptop use in class is not permitted except for in-class writing workshops.

BU is committed to providing all students equal access and learning opportunities. Please let me know if you need any special accommodation.

Weekly schedule

Tuesday: online journal due; discussion of reading passage or film; review of grammar chapter focusing on difficult examples

Thursday: student presentation (5 min.); writing workshop/exercises

Oral presentations

Each student will do a short (5 minute) oral presentation in which a French music video, article, or video clip is discussed in a clear and concise manner using just one image or handout. The goal is to give students additional oral practice and to share cultural information with the class. In addition, each student will have an opportunity to introduce one chapter of the novel *Viviane Élisabeth Fauville* and launch the discussion with a question.

Compositions

Instruction and evaluation will highlight the importance of composition as a process with the following steps:

- pre-writing (brainstorming, planning, concept mapping)
- writing a draft

- collaborative reading and editing by and with peers
- revising
- reading and commenting by professor
- additional revising
- reading and grading by professor

Using the process above, you will write five compositions during the semester. We will use a role-play activity in which students create a fictive yet culturally grounded world, assume the role of a self-developed character, and interact with fellow community members. All class members will become tenants of a Paris apartment building. Over the course of the semester, you will recount your adventures and interact with fellow tenants, in class, online, and in writing exercises. In short, you will pretend to be a French or francophone person living in Paris, you will develop your own character and tell the story of his/her life in the first person. The composition topics are: #1 l'autoportrait de votre personnage; #2 le portrait d'un autre personnage dans la simulation; #3 Une fête chez un(e) voisin(e); #4 : Le polar : un crime dans l'immeuble. The final composition is the dossier in which you will reflect on your writing over the course of the semester. Compositions should be typed, double spaced in 12 pt. font with proper accents. The focus will be on correct usage, vocabulary building, syntactic variation, and stylistic control. Compositions #2, #3, and #4 will be revised and the grade will be the average of the grades given for the first draft and the final draft. **Late compositions will be docked 10 points per day late.**

Vocabulary List

As you work on each composition, keep a list of new, substantive vocabulary you encounter in the readings or use in your compositions. Vocabulary lists should be attached to compositions #1-#4 and should ideally include 20-25 new words/expressions with each **defined in French**.

Grammar homework

In this course, grammar is presented in coordination with the compositions. We will focus on one or two grammatical concepts for each composition and you will be evaluated on how well you *apply* grammar rules to the practice of writing. Vocabulary development and the mastery of more sophisticated syntactical structures will be of primary importance. You will complete grammar exercises each week in coordination with the composition assignment. *Contrastes* includes an answer key so you should quiz yourself and check your answers as you move through each chapter. We will discuss the most challenging examples in class so be sure to come prepared with questions.

Weekly Facebook journal and posts

Each student will join our LF305 facebook page following my instructions. You will submit one journal each week to the notes section of your character's facebook page. A specific writing task is indicated for each journal. The goal is to allow you to get to know the other characters in the simulation and to work out your ideas in a non-graded context. For each journal entry that shows good effort and attention to specific grammar points/vocabulary tasks you will receive ½ point, for a total of 5 points.

Each week you are required to interact 3 times per week in this simulation project. Some posts may be related to in-class discussions, films, grammar points, others may be more spontaneous. Please post only in French and make an effort to express yourself clearly. In addition, you should “share” French articles, songs, video clips etc. that you discover online and that help develop your character. Active, consistent participation will result in a total of 5 points toward your final average.

Portfolio (Le Dossier: Compo #5)

The goal of the portfolio is to display your development in French in terms of language skills and as a writer. You will compile a portfolio of what you consider your best work during the course and submit it during the last week of class. Each student will meet individually with me during the last week of class to discuss the portfolio. You should be able to express why you chose the pieces in the portfolio, what they say about you as a writer and what skills you think you have acquired or refined during this course. The portfolio must include:

- two of your writing assignments and all preparatory documents
- 3-4 page written statement in French in which you discuss your writing assignments

Exams

There will be three in-class exams: Thurs. 2/16, Thurs. 3/23, Tues. 4/25

Quizzes

There will be four quizzes in preparation for the exams: Thurs. 2/2, Thurs. 3/16, Thurs. 4/6 and Thurs. 4/13. **No make-up quizzes will be given.**

Films

Students are required to view three films outside of class: “Samba” by Feb. 7th, “Ensemble, c’est tout” by Feb. 23rd and “Ascenseur pour l’échafaud” by Thurs. March 30th. These films will be available for viewing in the Geddes Language Center and possibly online. We will also watch several film clips in class to complement simulation activities.

Evaluation: The final grade will be computed as follows:

5 compositions	40%
3 grammar tests	20%
Preparation/Class Participation/Homework	15%
10 journal entries + facebook posts	10%
in-class presentation + VEF introduction	10%
4 quizzes	5%

Academic integrity

You must do your own work in this class. There will be a **NO TOLERANCE POLICY** toward plagiarism. Violations of academic integrity include:

- Plagiarism: using material from other authors without proper citation
- Cheating: copying answers on a test or assignment from another student or other

- source
- Obtaining a text or quiz from another section or another semester
 - Turning in a composition you've written for a previous semester
 - Misuse of tutor: Intervention by a tutor beyond what is approved by the teacher. If you have someone help you with your written work, he/she **cannot correct or rewrite any part of it**. Your tutor may only point out global problems that can be addressed in a context unrelated to the composition in question. He/she can further direct you to appropriate resources so you can **correct your own work**. If you work with a tutor, you should include his/her name and contact information on your written work.
 - Use of an online translator: These services or tools (1) do not help you make progress in acquiring the language you are studying; (2) violate the university policy against integrity; and (3) are often of such low quality that teachers recognize immediately the often unintelligible language they produce.
 - Any other practice in which a student represents the work of another person as his/her own.
 - For questions or further details regarding Academic Conduct, please consult: www.bu.edu/cas/undergraduate/conductcode.html → *wrong*.
 - **If the instructor suspects an instance of plagiarism as defined above, the student will not receive credit for the assignment in question and will be reported to CAS Academic Advising.**

French at BU

Although class time is limited to two days per week, there are other ways to maintain and develop your communicative skills and cultural competence.

- Join BU's dynamic Association Francophone -- look for AFBU on facebook!
- Get together with other students for discussion outside of class or join a French Language Link group: bu.edu/erc/link
- Consider the Maison française living/learning community: bu.edu/specialty/residences
- Attend French cultural events in Boston! See frenchculturalcenter.org for information about upcoming events.
- Read French newspapers online, watch films in French and listen to French music! See our class Blackboard site for links.
- Check out the Study Abroad opportunities including the Paris Internship Program, the Grenoble French Studies Program at bu.edu/abroad
- If you are interested in learning another language, consider the free classes offered in the Globally Speaking Program: bu.edu/globallyspeaking

Upcoming events: (also check our Blackboard Site)

Languages and Careers Fair: Thurs. March 30th 4-7 PM, Center for Career Development

Government Career Fair: Tues. April 4th

Calendrier

semaine 1	en classe	devoirs à préparer
jeudi 19 janvier	Introduction; mini-compo; Stromae 'Alors on danse'	

I. l'autoportrait

semaine 2	<i>Contrastes: chap. 3, Les Pronoms</i>	
mardi 24 janvier	La simulation; Colette, "L'autre femme"	Lecture + questions: Colette "L'autre femme"
jeudi 26 janvier	Le vocabulaire et l'organisation de l'autoportrait	Lecture: les autoportraits modèles

semaine 3	<i>Contrastes; chap. 2, les articles; chap. 15 l'infinif</i>	
mardi 30 janvier	la description socio- culturelle de l'immeuble; Aya Nakamura "Oublier"	Journal #1 sur FB Lecture: l'autoportrait
jeudi 2 février	Quiz #1 Atelier d'écriture: compo #1	compo #1 brouillon

II. le portrait

semaine 4	<i>Contrastes chap. 9 et 10: le passé et les participes</i>	
mardi 7 février	Les voisins se présentent; discussion du film; Amir, "J'ai cherché"	Journal #2 sur FB; Voir le film: "Samba" et préparez les questions
jeudi 9 février	Discussion du film	compo #1 à rendre Lecture: la critique de "Samba"

semaine 5		
mardi 14 février	Fête du St. Valentin dans l'immeuble; révision pour l'examen; atelier d'écriture	Journal #3 sur FB; Exercices de revision compo #2 brouillon
jeudi 16 février	Examen #1: les pronoms, les articles, l'infinif, le	Étudiez pour l'examen

	passé, les participes	
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semaine 6	<i>Contrastes: chap. 19, le comparatif et le superlatif</i>	
mardi 21 février	Pas de classe	Journal #4 sur FB; Voir le film: "Ensemble c'est tout" et préparez les questions
jeudi 23 février	Discussion: "Ensemble c'est tout;" la comparaison	compo 2A à rendre

III. la fête

semaine 7	<i>Contrastes: chap. 15, le discours indirect</i>	
mardi 28 février	L'organisation de la fête; Diam: "Ma France à moi"	Journal #5 sur FB; Lecture: description d'une fête
jeudi 2 mars	Analyse des scènes de fêtes: Samba, Le hérisson, La délicatesse	compo 2B à rendre

Vacances de printemps

semaine 8	<i>Contrastes chap. 12 le subjonctif</i>	
mardi 14 mars	Émilie Mover "Prêt à porter"	Journal #6 sur FB
jeudi 16 mars	atelier d'écriture compo #3; Quiz #2	compo #3 brouillon

semaine 9		
mardi 21 mars	Révision pour l'examen; Cosmo "Soprano"	Journal #7 sur FB: la fête; compo 3A à rendre
jeudi 23 mars	Examen #2: le comparatif/le superlatif; le discours indirect; le subjonctif	Étudiez pour l'examen

IV. le polar

semaine 10	<i>Contrastes chap. 5 les démonstratifs et chap. 17 les relatifs</i>	
mardi 28 mars	Discussion: VEF: les personnages, le crime	Journal #8 sur FB; lisez Viviane Élisabeth Fauville

		pp. 9-39 et préparez les questions
jeudi 30 mars	Discussion: L'Ascenseur pour l'échafaud"	compo 3 B à rendre; regardez "Ascenseur pour l'échafaud" et préparez les questions

semaine 14		
mardi 25 avril	Examen #3: l'interrogation, la negation, les pronoms	Étudiez pour l'examen

semaine 11	<i>Contrastes chap. 6 l'interrogation et chap. 8 la négation</i>	
mardi 4 avril	VEF pp. 40-85	Journal #9 sur FB Lisez VEF et préparez les questions
jeudi 6 avril	quiz 3; atelier d'écriture compo #4	compo #4 brouillon

semaine 12	<i>Contrastes chap. 11 le futur et le conditionnel et chap. 14 la condition</i>	
mardi 11 avril	Discussion VEF pp. 86-114	Journal #10 sur FB Lisez VEF et préparez les questions
jeudi 13 avril	Quiz #4	Phrases avec "si" à préparer

semaine 13		
mardi 18 avril	Discussion: VEF pp. 115-155	Lisez VEF pp. 115-155 et préparez les questions
jeudi 20 avril	Révision: Examen #3	Compo 4A à rendre

	relatifs et démonstratifs, le futur et le conditionnel, les phrases avec "si"	
jeudi 27 avril	conclusions	Compo 4B à rendre

V. le dossier

semaine 15		
mardi 2 mai	Entretiens individuels avec le prof	Compo #5 – le dossier à rendre