

**Modern and Classical Languages and
Literatures
Program Review
2015-2021**

Introduction: Narrative

A Second Season of Change

Just as the department's last program review opened by noting that the preceding period (2010-2016) had been one of dramatic, sweeping changes for the department, the same can be said of the current review period, 2016-2022. Some elements of this recent change have been the anticipated and continued results of the great shifts in department history mentioned in that 2016 document: generational turnover (2011-2014) that reduced the department to two tenured faculty members, and the merger that joined Modern and Classical Languages and Literature (MCLL) and Philosophy and Religion into one administrative unit (i.e., shared department head and administrative assistant) with two departments. Other elements of change, especially certain curricular developments, have arisen in response to goals set in the wake of the last review. Finally, other changes created by forces outside the department, such as the developments at the University of Tennessee at Chattanooga (UTC) and national phenomena, have also taken place. Looming large at the moment are the very significant impacts of the COVID pandemic upon our programs.

The remainder of this introduction will be devoted to surveying the developments of the past six years, highlighting both the accomplishments of the department as well as the challenges that have come into view. A more detailed perspective will emerge in the subsequent chapters of this document.

Tenuring a New Generation

The department is now harvesting the fruit of the intensive recruitment and hiring that took place around the time of our last review. To replace the severely depleted tenure-track (TT) ranks, four assistant professors were added to the faculty and thus doubled the total from four to eight. Over the last eight years, a great deal of the department's energy went into the development of these faculty. The new members worked tirelessly to develop courses, calibrate their teaching to UTC's culture, publish articles, etc. Meanwhile, the few tenured members and departmental leadership took on a great deal of service in order to allow junior colleagues the space they needed to develop their research agendas. This investment of energy has seen excellent returns. All four of the assistant professors developed successful teaching portfolios and strong research agendas, with three now being tenured associate professors and the fourth at the final stages of tenure and promotion—her candidacy having unanimous support in the department and working its way through the higher levels of review. This transformation in departmental ranks has brought and will continue to bring benefits. For example, there is a much larger Rank Tenure and Promotion Committee that will soon be freed from the need of taking on external members. The service work of the department can now be more broadly distributed and can increase in volume, making new initiatives possible. Finally, these new associate professors, with more room to breathe, can start to enhance their connections around the university in new ways and make their influence felt.

Since the last review, the department has also hired 50% of its non-tenure-track (NTT) full-time faculty (three of six lecturers). In total, MCLL has recruited, hired, and mentored half of all its full-time members (13 members – with one member recruited from NTT to TT) over the last eight years, laying a solid foundation for the future. By all accounts, these faculty members

have coalesced into a highly collegial community. There is a good deal of mutual support, collaboration, and esteem between colleagues. Rounding out this picture is the team of part-time instructors who teach a good number of lower-level language courses as well as general education (GE) sections at various levels. While some have retired in the past six years and others have been recruited (especially for the fast-growing Classics GE), there has also been some continuity in the ranks over many years.

A Peaceful Merger and a New Home

When the last program review was written, the department was one year into a new “merger” with Philosophy and Religion, something brought on by the upper administration as part of a series of reorganizations in the College of Arts and Sciences (CAS) intended to streamline and cut costs. Now that MCLL has been a part of this merger for seven years, more can be said about its effects. By way of background, some details about this unusual administrative structure should be given. In 2014, the provost and CAS dean announced that departments in the college with under 100 majors—MCLL was in the 80s—were going to be merged, and that departments could either propose a plan or else a plan would be imposed on them. The heads of MCLL and Philosophy and Religion proposed a merger that would entail sharing a single administration (department head and administrative assistant, with an associate head from each department) while avoiding any blending of the two departments themselves in terms of curriculum, bylaws, websites, budgets, committees, name, etc. The intention was to negotiate the safeguarding of the disciplinary integrity, identity, and longstanding cultures of the two departments. This arrangement was accepted by the administration and stands to this day, such that there are two distinct departments managed by the same person. It is a unique arrangement in CAS, since all of

the other mergers involved name changes, shared bylaws and committees, a common website, etc. Over time, it has proved to be peaceful. Given that the same person has been department head for all seven years of the merger, it does remain to be seen how the transition to the next department head will unfold, since the two departments have divergent interests surrounding the question as to who the next department head will be. MCLL, feels that someone on the language side is needed in order to manage the very complex machinery of the language requirement, the language pedagogy, study abroad, the greater number of students, etc.

The only significant consequence of the merger for MCLL in recent years has been the need to move from its home of many decades in Brock Hall to Lupton Hall (the enormous and recently renovated former campus library) for the sake of “co-location” with Philosophy and Religion. Prior to 2019, the departments had been housed on opposite sides of the campus while Lupton Hall was in the process of renovation. MCLL’s department head was involved in influencing (to a small degree, it turns out) the final shape and look of the departmental space through many meetings with the architects and UTC’s Facilities department over several years. When it came time to move, all faculty had to vacate their spaces and establish their new offices. Departmental leadership had to deal with around 50 years of departmental files and equipment, while also working to make the new space livable and dealing with the issues that inevitably arise in such a transition. In a sense, the successful move has been one of the labors and accomplishments of the department in recent years. In terms of quality, there is no question that the space in Lupton Hall is better than the former home in Brock Hall: even if the offices are smaller, every full-time faculty now has a private office—this was not previously the case—and the light, aesthetics, condition, dimensions of the suite are definitely superior to the department’s old home. A beautiful seminar/meeting room (shared with Philosophy and Religion), along with a

new Language Lab, are among the highlights. In other respects, the impact of the move is not yet clear, especially as it coincided closely with the time of the global pandemic which greatly reduced foot traffic. Because the department has been moved from the ground floor of a very central building to a back, upper corner of a somewhat less central building, there is considerable worry that students will not come into the space as they used to do. If this proves to be the case, it could hinder our efforts towards community, retention, and recruitment.

Initiatives, Accomplishments, and Positive Developments Since Last Program Review

Other than personnel, the largest area of initiative in the past six years has been curriculum. In structural terms, the most significant curricular changes have been the redesign of the former Latin major concentration (philologically based) into a Classics concentration (2020) that lays more emphasis on cultural study, and the creation of a new Latin American Studies major concentration (2021) that offers an interdisciplinary approach to Latin America without any required language component beyond the two years required for the B.A. degree. Thus, the department catalog has shifted from three concentrations, *B.A.: Modern and Classical Languages and Literatures: French, Latin, Spanish*, to four: *B.A.: Modern and Classical Languages and Literatures: Classics, French, Latin American Studies, Spanish*. Both changes were aimed at expanding the department's reach beyond students focused on language study to a larger portion of the student body who may be seeking a stimulating Liberal Arts education without a heavy emphasis on language study beyond the 2-year requirement. In both of the new concentrations, students may choose to take additional language courses. The hope is that these new curricular pathways will allow for an increase in the number of departmental majors. So far, the new Classics concentration is proving successful with an increase from four to 10 majors over

the last few years. The Latin American Studies program, after being on the catalog for just six months, is filling sections of its introductory course (LTAM 1250 – Intro. to Latin American Studies) but has not yet attracted enrollment of majors and minors. It has become clear that a director is needed to promote this program through the planning of events, networking with interdisciplinary partners, etc., and conversations are currently underway to get a director in place. In addition to these major curricular developments, the Spanish and French major concentrations have undergone smaller modifications in order to make the pathway towards completion smoother for students. Namely, there has been a decrease in the number of required classes and an increase in the number of electives, such that students are less likely to be slowed by the need to wait for certain courses to appear in the rotation.

Alongside new concentrations are new faculty-led study abroad programs that have been added since the previous program review. Spanish has created a Latin American summer program in Costa Rica to complement the program in Alcalá, establishing a rotation of alternate years. The second study abroad option will appeal to a portion of Spanish students and certainly future students in Latin American Studies. French has developed a partnership with the Rollins College of Business and will be running a joint program this coming summer for the second time. The Classics program has offered a spring break trip to Rome that is tied to a popular GE course (CLAS 1200 Legendary Rome) and will be offering it again in March 2022 with a group of 20 students as the first faculty-led trip on campus since the onset of the pandemic. In addition, a Greece summer trip was designed and proposed this year in connection with another GE course (CLAS 3960 Classical Mythology) but had to be postponed until the summer of 2023 due to delays on the part of a vendor. As study abroad comes back online, MCLL anticipates running a greater number and variety of programs than ever before.

In recent years, MCLL has also contracted with outside companies to obtain digital services that have become ongoing elements of its program and serve to enhance both curriculum and assessment. Utilizing the company Talk Abroad, the faculty have created courses (SPAN/FRENCH 3450r Advanced Conversation) that allow students to converse with native speakers from around the world while having their progress guided by UTC professors who evaluate the recordings. These courses, designed specifically to increase departmental success for the speaking learning outcome (LO), have become very popular among students. Another measure aimed squarely at assessment has been the purchasing and integration of the STAndards-based Measurement of Proficiency (STAMP) through Avant Assessment. The extensive exam, utilized in select courses (especially the skills courses belonging to the minor and major concentrations in modern languages), covers LOs in reading, listening, writing, and speaking. It has improved our assessment regime considerably in terms of the objectivity and consistency of data, and since students also receive their scores and are informed of the nature and rationale behind it, it has helped them to better understand their own progress and areas of improvement. The cost of these two services, paid from MCLL funds, is not insignificant but has been money well spent.

Several other positive developments, desired at the time of the previous review, have now taken place in the areas of workload and funding. Our previous external reviewer noted the inappropriateness of a 4/4 workload for TT faculty with research expectations. Shortly afterward, Academic Affairs turned away from the longtime status quo to the Delaware Study numbers in order to evaluate workload on campus. MCLL was able to leverage this new metric in order to show that TT workloads were in fact excessive and out of the ordinary for keeping with national norms for our type of institution. Through advocacy, and the formation of a new scheduling plan,

it proved possible to convince the (former) dean that a 3/3 workload was appropriate. This change had been dreamed of for a very long time and has now been a reality for a number of years, assisting the newer generation of TT members in their path towards successful tenure. The department responded likewise to the administrative push for the development of online learning, which began around the time of the previous program review. Long before COVID, faculty were trained in Quality Matters, multiple courses were designed, and MCLL began to take advantage of the “profit sharing” structure declared for online fees, such that the department now has \$20,000-\$30,000 more in annual funds that can be used to support online-teaching faculty in professional development, conferencing, the purchase of equipment, and even adjunct or summer salaries for online courses. These funds have enhanced the flexibility of the department, just as the existence of the online courses allows more flexibility for students and for the programs. The position of Coordinator of Online Learning has also been created and assigned to Mr. Bernardo Amparan. Currently, MCLL offers the following online: some sections of beginning FREN/LAT/SPAN, some intermediate SPAN, advanced conversation courses in FREN/SPAN, occasional upper-level language courses like advanced grammar, and around 17 sections of GE per semester (over 80% in Classics). While a great deal of online development would have taken place during COVID regardless, the fact is that MCLL already had a substantial and successful online regime in place which helped with handling the pandemic and also created a substantial income stream.

Finally, a possible and very promising development is currently taking place in the area of UTCs GE program. A process for Reimagining General Education (RGE) was initiated by Academic Affairs several years ago and now seems to be coming to a head through a central committee that has proposed a new prototype, solicited feedback, and created working groups

which have already reported back their recommendations for various aspects of the prototype. The RGE committee is now considering the documents submitted by the working group in order to forge a model that will be presented to the faculty for a vote later in the current semester, spring 2022. While language study has always been excluded from UTC's GE in terms of LOs and the roster of certified courses, the document recently submitted by the Humanities working group mentions language study in its definition of the Humanities and also in one of the three proposed LOs, such that language study would be an *optional* path towards fulfilling Humanities hours in a new GE model. The inclusion of language study in the fresh draft of GE represents the culmination of years of work by the department and particularly by the department head, who made it a long-term goal to see languages in GE and has pursued that end through advocacy, meetings with administrators, service on the GE committee, and intensive service on the RGE working group for Humanities. While it remains to be seen whether the RGE model will reflect the working group's recommendation, and whether it will then pass the vote of the faculty, there is now at least a good hope that language study may feature in GE for the first time in UTC's history (which began in 1970 through the merger of the UT system with the hitherto private University of Chattanooga). If things do move in this direction, language study would then be accessible to all 11,000 UTC students rather than just to the 5% who are B.A.s and the other percent or two that have language requirements in their B.S. majors. It needs to be said that pure "electives" are no longer allowed, since scholarships and funding no longer apply to them, with the result that—apart from special circumstances—students must either have declared a language concentration or have a degree-related language requirement in order to even take one class in a language. Giving 11,000 students the option to fulfill a degree requirement in GE through

language study has the potential to boost departmental enrollments and recruitment in a way that could address the challenges of this moment. It could change everything for the better.

New Challenges Since Prior Program Review

While aspects of departmental life have seen progress since the prior preview, the sudden drop in majors over the last two years is highly concerning. With the long-term trend for MCLL majors being in the lower 80s and 70s, the number now stands in the low 50s. Percentagewise, this is the largest drop that any current faculty member can remember. Spanish and French are down close to 50%, and French has fallen under 10 majors for the first time. Only Classics has grown, but, since it was our smallest program to begin with, its growth from four to 10 does not do much to offset the larger decline. One consolation is that the steep drop does not seem to be due to poor decisions or performance on the part of MCLL. Some other programs in CAS report similar or even greater levels of decline. Likewise, the trend extends beyond UTC to the national scene in higher education, where the always struggling Humanities have undergone additional pressure in the last few years. Obviously, the COVID pandemic has played a large part. The sudden shift to fully online education for a number of semesters had an especially large impact on the very communication-based field of language study, while the cancellation of study abroad programs for multiple semesters has shut down what is perhaps the most important engine of recruitment and retention. For example, many SPAN minors have become majors over the years specifically through our faculty-led summer program to Alcalá in Spain, which has now been dormant for several years due to travel restrictions. As things start to return to normal, several MCLL trips (Alcalá, Paris, Rome) are projected to run this spring and summer. In addition, a much higher percentage of courses are now face-to-face (F2F) again. Therefore, we hope that the

department can begin to make progress in returning to the lower end (i.e., low 70s) of the historical trendline for its number of majors.

Alongside COVID, a more long-term and perhaps even more devastating challenge has been the relentless assault upon the B.A. degree and language study at UTC by departments within CAS. Since the time of the last review, one Humanities department made an attempt to create a new B.S. degree with the express intention of creating a way around language study for anyone who wanted a Humanities degree but preferred not to study a language. Due to advocacy from the MCLL department head and one of its other members, this request has been, for the moment, denied by the administration. Due to the changes made in the Communication and Chemistry degrees, MCLL has lost approximately 700 students that would have been taking language classes. One can only expect this trend to continue, though it is counterproductive for UTC to abandon language studies when our county (not to mention our country) is increasingly multi-lingual and 80% of employers seek such competence in their employees. The ability to transcend monolingualism, to communicate and empathize with people of diverse origins, should be a valued part of what UTC is aiming to provide its students.

The stampede out of the B.A. purely to avoid language study, and the jettisoning of long-standing language components in other programs, constitutes an existential threat to MCLL and to language study on campus. Enrollments in the beginning and intermediate language courses have already been affected by the changes that other departments have made, and they will be hit harder as the most recent changes go into effect. It is hoped that departmental initiatives can create new opportunities for language and cultural study to replace those that are being dismantled year by year. In addition, support of various levels of administration in terms of curricular and

financial policy will be necessary to secure the future of the department of language study at UTC.

Conclusion

Over the last six years, MCLL has accomplished a number of major long-term goals that help to lay the groundwork for the future of the department. With a new generation of TT faculty mentored and successfully tenured, two new culturally based concentrations to appeal to students less interested in languages, several new study abroad programs established, a thriving online regime, and a possible pathway for the inclusion of language study in GE, there are resources in place to meet the considerable challenges that have arisen in recent years due to the pandemic and trends both in CAS and nationally in higher education.

Part 1: Learning Outcomes

1.1 Program and student learning outcomes are clearly identified and measurable.

The goals for individual courses are incorporated in language-specific syllabi that state the course title, description and objectives, classroom protocol, and policies. Grading scales are included, with a schedule for all tests, mid-term and final exams, as appropriate. Multi-section courses are coordinated by a full-time faculty member. Syllabi for these sections, as well as test content and schedules, are uniform for the first two-year sequence and very similar or the same for upper-division courses.

MCLL Mission Statement

The mission of the B.A. in Modern and Classical Languages and Literatures is to prepare students for life as part of a diverse and inclusive global community. As such, the program trains students for careers and for graduate studies by teaching them the foundational linguistic, cultural,

and academic skills relative to modern and classical languages and literatures. In addition, it prepares students to think critically, to communicate effectively, and to establish connections with their community, as they pursue excellence and engage with the world beyond the university.

Departmental Goals

- The Department will strive to improve enrollments, which have been negatively impacted by COVID, as many fields in the humanities have been.
- We will foster our new culturally based (rather than language based) concentrations in Classics and Latin American Studies, seeking to reach a wider audience.
- We will maximize our participation in the Reimagined General Education that is coming, whatever it may end up looking like.
- As part of the focus on student recruitment and maintenance, and in accordance with preparing students for professional careers, the department will increase mentoring activities and opportunities for students to interact with faculty in informal situations and provide career advice.
- Our curriculum will continue to embrace inclusion and cultural and linguistic diversity.

Program Student Learning Outcomes

Since we are a language and literature program, student learning outcomes in French and Spanish have traditionally related to acquiring language skills and studying literature, which the department has not tracked during this review period, but which was the strongest area of performance when tracking was done. Classics, until three years ago, had a philological focus that has since given way to cultural and literary study with an optional linguistic component. Currently, the majority of learning outcomes are related to cultural study, analysis, and writing.

For modern languages, the department consistently uses proficiency guidelines established by the American Council for the Teaching of Foreign Languages (ACTFL) as outcomes for assessing language acquisition in French and Spanish. In the past review cycle, we increased standards toward the goal of advanced in all skills (speaking, reading, writing, and listening) by graduation, typically measured in the student's last 4000-level class. We also added an additional goal of critical analysis. For Classics, the department has devised its own outcomes, taking inspiration from relevant rubrics offered by American Association of Colleges and Universities (AAC&U) and other national organizations.

Current Student Learning Outcomes for Graduates of French and Spanish

As mentioned above, the outcome for French and Spanish graduates is achieving a level of Advanced on the ACTFL scale in speaking, reading, writing, and listening. A description of those skills follows.

Speaking: Graduates can speak the target language at the advanced level according to ACTFL guidelines: "Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major time frames of past, present, and future. These speakers can also deal with a social situation with an unexpected complication. The language of Advanced-level speakers is abundant, the oral paragraph being the measure of Advanced-level length and discourse. Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech" ([ACTFL Proficiency Guidelines, 2012](#)).

Writing: Graduates should be able to write at the Advanced Level according to ACTFL guidelines: “Writers at the Advanced level are characterized by the ability to write routine informal and some formal correspondence, as well as narratives, descriptions, and summaries of a factual nature. They can narrate and describe in the major time frames of past, present, and future, using paraphrasing and elaboration to provide clarity. Advanced-level writers produce connected discourse of paragraph length and structure. At this level, writers show good control of the most frequently used structures and generic vocabulary, allowing them to be understood by those unaccustomed to the writing of non-natives” ([ACTFL Proficiency Guidelines, 2012](#)).

Listening: Graduates can comprehend the spoken target language at the advanced level according to the ACTFL guidelines: “At the Advanced level, listeners can understand the main ideas and most supporting details in connected discourse on a variety of general interest topics, such as news stories, explanations, instructions, anecdotes, or travelogue descriptions. Listeners are able to compensate for limitations in their lexical and structural control of the language by using real-world knowledge and contextual clues. Listeners may also derive some meaning from oral texts at higher levels if they possess significant familiarity with the topic or context. Advanced-level listeners understand speech that is authentic and connected. This speech is lexically and structurally uncomplicated. The discourse is straightforward and is generally organized in a clear and predictable way. Advanced-level listeners demonstrate the ability to comprehend language on a range of topics of general interest. They have sufficient knowledge of language structure to understand basic time-frame references. Nevertheless, their understanding is most often limited to concrete, conventional discourse” ([ACTFL Proficiency Guidelines, 2012](#)).

Reading: Students can read at the Advanced Level according to ACTFL guidelines: “At the Advanced level, readers can understand the main idea and supporting details of authentic

narrative and descriptive texts. Readers are able to compensate for limitations in their lexical and structural knowledge by using contextual clues. Comprehension is likewise supported by knowledge of the conventions of the language (e.g., noun/adjective agreement, verb placement, etc.). When familiar with the subject matter, Advanced-level readers are also able to derive some meaning from straightforward argumentative texts (e.g., recognizing the main argument). Advanced-level readers are able to understand texts that have a clear and predictable structure. For the most part, the prose is uncomplicated, and the subject matter pertains to real-world topics of general interest. Advanced-level readers demonstrate an independence in their ability to read subject matter that is new to them. They have sufficient control of standard linguistic conventions to understand sequencing, time frames, and chronology. However, these readers are likely challenged by texts in which issues are treated abstractly” ([ACTFL Proficiency Guidelines, 2012](#)).

There are benchmarks for language skills for the required and elective courses for the majors in French and Spanish, which align to the ACTFL language proficiency standards with reasonable rates of progress along the path to mastering these skills. (Benchmarks and Outcomes 2015-2016, [Appendix 1.A](#)) The course syllabi in [Appendix 1.B](#) reflect the goals that have been established.

In addition to mastering language skills, upper-division French and Spanish classes evaluate critical analysis, which measures students’ ability to think critically and communicate in writing effectively. (French and Spanish Critical Analysis Rubric, [Appendix 1.C](#))

Learning Outcomes: Classics

There are currently four learning outcomes for the Classics program, whose full details are to be found in the document LATCLASS Assessment Rubrics ([Appendix 1.D](#)). They can be summarized here in the following way.

LO 1- Cultural Understanding: Students will demonstrate understanding of the complexity of elements within Classical cultures, such as values, beliefs, forms of expression, practices, history, and politics.

LO 2 – Critical Analysis: Students will successfully select a research topic, produce an analysis of the chosen material, and draw appropriate conclusions.

LO 3 – Formal Writing: Students will control syntax and mechanics in their writing while also using sources and evidence in a rigorous way.

LO 4 – Reading and Translation: Students will demonstrate reading comprehension of original texts of various levels at a moderate speed and with the assistance of scholarly aids (lexica, commentaries).

1.2 The program uses appropriate evidence to evaluate achievement of program and student learning outcomes.

French and Spanish Language Assessments

During the first three years of our assessment cycle (Fall 2015- Fall 2018) we used self-administered exams for assessing language skills, but since then, we have used the STAMP exam for end of course tests in 2110, 2120, 3110, 3120, and some other 3000- and 4000-level courses. These standardized exams are proctored (but not graded) by instructors in the language laboratory on computers towards the end of the fall and spring semester. The test consists of four areas: listening, reading, speaking, and writing. Listening and reading comprehension are multiple

choice, and scores, which correspond with ACTFL levels, are available immediately. Speaking and writing consist of three open-ended prompts, which also correspond with ACTFL levels, and are manually graded within a few days. This has proven to be a far more consistent manner of scoring and presents less of a burden for faculty. More information is available at <https://Avantassessment.com> regarding the exams.

Since the exams must be proctored, we did not administer the STAMP tests from spring of 2019 - spring of 2021. However, now that the majority of classes are face-to-face, the STAMP test is being administered in the face-to-face sections of relevant courses.

French and Spanish Critical Analysis Assessment

In addition, French and Spanish students in upper-division classes have been evaluated on critical analysis since the fall of 2018. The department uses an in-house rubric which examines a student's last essay or final exam essay, and evaluates their ability to choose an appropriate topic, to organize their thoughts, and to synthesize information (French and Spanish Critical Analysis Rubric, [Appendix 1.C](#)).

Performance

French and Spanish Language Proficiency

The following charts illustrate performance in French classes during the six-year review cycle. Not every skill is tested every year and we were unable to test some skills when classes were completely or primarily online due to COVID.

French Performance: 75% Goal¹

Speaking	2110	2120	3110	3120	3210	3220	Other 3000- level	4000- level
F2015-SP2016	94	80						

¹ Multiple scores indicate multiple sections of the same class or different classes.

F2016-SP2017	80			80				
F2017-SP2018								
F2018-SP2019	83	83	58				66	58
F2019-SP2020	33			66				
F2020-SP2021			100	100			100	80

Writing	2110	2120	3110	3120	3210	3220	Other 3000- level	4000- level
F2015-SP2016	85			85		86		100
F2016-SP2017								
F2017-SP2018								
F2018-SP2019	94	100	83				71	58
F2019-SP2020								
F2020-SP2021	100	50	100	100			100	80

Reading	2110	2120	3110	3120	3210	3220	Other 3000- level	4000- level
F2015-SP2016								
F2016-SP2017		89					90	100
F2017-SP2018	85	90				82	100, 88	100
F2018-SP2019								
F2019-SP2020								
F2020-SP2021								

Listening	2110	2120	3110	3120	3210	3220	Other 3000- level	4000- level
F2015-SP2016	Not assessed							
F2016-SP2017	68	72					81, 75	75, 71
F2017-SP2018	63	80				82	89, 71	100
F2018-SP2019								
F2019-SP2020	60			66				
F2020-SP2021								

French classes met many of their goals, especially in reading and writing. All French classes (100%) met their goals in reading, and 80% (12/15) met their goals in writing. Speaking and listening are weaker areas. About 66% (10/15 classes) achieved their outcomes in speaking, and 43% (6/14) achieved listening goals and two more were within 5% of achieving the goal.

However, in some instances there is such a small sample of French students, that it is difficult to judge performance, especially in 2110 and 2120.

The following charts illustrate performance in Spanish classes during the six-year review cycle. As with French, not every skill is tested every year and we were unable to test some skills when classes were completely or primarily online due to COVID.

Spanish Performance: 75% Goal Reported by Section²

Speaking	2110	2120	3110	3120	4000-level
F2015-SP2016	81, 81, 94	75, 45, 45	100	64	39
F2016-SP2017	86, M ³				
F2017-SP2018	52, 69	29, 64	77	73	M ³
F2018-SP2019	58, 48, 76	40, 19	100, 77	50, 44	
F2019-SP2020	63	73	69, 82		
F2020-SP2021	Not assessed				

Writing	2110	2120	3110	3120	3210	3220	3000-level	4000-level
F2015-SP2016	100, 90, 90	95, 100, 100	100	35				
F2016-SP2017	Not assessed							
F2017-SP2018	60, 69	77, 85	77, 82	56, 75	95		86, 44	
F2018-SP2019	100, 61.5, 94	70, 43	100, 88	94, 44	73	81	92,	80, 100
F2019-SP2020	Not assessed							
F2020-SP2021	100	100	100	100	100	100	100	100

Reading	2110	2120	3110	3120	3210	3220	3000-level	4000-level
F2015-SP2016	71, 71, 89	77, 100, 100						
F2016-SP2017	86, 93, 93	94, 89, 89	77	84, 71			85	
F2017-SP2018								
F2018-SP2019								

² Multiple scores indicate different sections of the same class or different classes.

³ M represents missing.

F2019-SP2020								
F2020-SP2021								

Listening	2110	2120	3110	3120	3210	4000-level
F2015-SP2016	81, 81, 68	82, 88, 91		11		
F2016-SP2017						
F2017-SP2018	100, 96	50, 59			94	
F2018-SP2019	M ³ , 71	M ³ , 45, 39				20, 37
F2019-SP2020	63	73	100, 100			
F2020-SP2021						

In Spanish, more experienced instructors' students met course goals in 2110, 2120, 3110, 3120, while inexperienced instructors fell short. Speaking continues to be the weakest area of achievement with only 34% of classes (11/32) meeting their goal. Listening is another weak area with less than half (11/23 or 48%) of classes meeting their goal. In reading and writing, 81% (13/16) and 80% (33/41) of classes, respectively, met their goals. During the last review period, students' performance was far better, which is why we feel these goals are reasonable, although we have raised standards slightly since then. We also consider these standards reasonable because they are the skills students need to perform professionally. For example, students' speaking and writing needs to be at the level of Advanced low or very close to it to pass the Praxis exam, a requirement for teaching licensure. (Benchmarks and Outcomes 2015-2021, [Appendix 1.A](#)).

In both Spanish and French, COVID has had a negative impact upon student success for several reasons: the difficulty of proctoring exams, the transition to teaching via Zoom (and the loss of some class time), student disengagement, student and instructor health problems, etc. There are also some systematic problems with our system of tracking student performance. Performance is being tracked by course, which combines results from minors and majors (and in French B.A. students in the second year), even though the program results should be for majors

only, who outperform minors on the average. Also, students can and frequently do take courses out of order, so the assessment results for a 4000-level course may include some students who are only halfway through the program instead of the entire program. The latter is an even greater problem for French, since the course offerings are far fewer. In the future we plan to track all four language skills with the STAMP for at least two years, as well as to differentiate scores for majors and minors, which will give a clearer picture of our graduates' performance.

French and Spanish Critical Analysis

Critical Analysis scores have been consistently successful in French and Spanish. In the charts below, two scores are within 5% of the goal (80%), although they did not meet the target, but most scores are at or above department outcome goals.

French Performance: Goal 80%

Critical Analysis	3000-level	4000-level
F2018-SP2019	80	80
F2019-SP2020	77	
F2020-SP2021	Not assessed	

Spanish Performance: Goal 80%⁴

Critical Analysis	3000-level	4000-level
F2018-SP2019	100, 100	75, 85
F2019-SP2020	80, 100	
F2020-SP2021	100	100

⁴ In the case of multiple entries, there is more than one section of the same class or more than one class.

The high performance in this area indicates that the department should focus its efforts on other areas of growth, such as speaking and writing skills.

Classics Assessment 2016-2021

Because Classics altered its learning outcomes in 2018, the assessment for the period covered by this program review should be divided into two phases: 2015-16 to 2017-18 and 2018-19 to 2020-21. During the first phase, only two learning outcomes existed, and both were assessed every year with the following results.

Latin/Classics Performance 2015-2018 (with goal of 80% of students meeting benchmark in all categories)

Reading/ Translation	2010	2020	LAT 3500	CLAS 3500	LAT 3510	3000- level	4000- level
F2015-SP2016		80	83				
F2016-SP2017	73	73			86		
F2017-SP2018	62	62					

Critical, Cultural & Literary Analysis	2010	2020	LAT 3500	CLAS 3500	LAT 3510	CLAS 3960	3000- level	4000- level
F2015- SP2016			86	100				92
F2016- SP2017				100	100			
F2017- SP2018				92	80	89		

For the outcome “critical, cultural, and literary analysis,” students in all classes and across all semesters surpassed the goal by meeting the benchmark at rates higher than 80%. The picture was less positive for the reading/translation outcome, as students achieved the goal at the upper level but progressively declined over time at the intermediate level; they moved from 80%

success in 2015 down to 73% and then 62% in the following two years. The low-water mark coincided with a change in textbook and curriculum. The department has not assessed reading/translation since the poor performance in the 2017-18 cycle because of the transformation to a philology-optional concentration and the shrinking of UTC's B.A., which feeds those intermediate classes with students from other departments. It has been recognized that students in the intermediate classes are performing, on average, lower than the benchmark. It should be stressed, though, that most of the majors and minors in those classes meet the benchmark while the other B.A.-seeking students do so in unsatisfactory percentages. There is currently discussion about changes that could be made to improve success among non-majors/minors at both the beginning and intermediate levels of Latin.

During the second phase of assessment (2018-19 to 2020-21), the learning outcomes were revised. The department determined that the former "critical, cultural, and literary analysis" outcome was overcrowded and had omissions. This outcome was then divided into three new learning outcomes to stand alongside reading and translation. Assessment focused on these three new outcomes unrelated to language learning—though not all were assessed in each year—with the following results.

Classics/Latin Performance 2018-2021⁵

Critical Analysis	LAT 3500	CLAS 3500	LAT 3510	CLAS 3960	3000-level	4000-level
F2018-SP2019	I ⁶					
F2019-SP2020	75		50		70, 92, 88	
F2020-SP2021	92		92	81, 82	86	

Cultural Understanding	LAT 3500	CLAS 3500	LAT 3510	CLAS 3960	3000-level	4000-level
F2018-SP2019	I ⁶					

⁵ In the case of multiple entries there is more than one section or there are multiple classes.

⁶ Inadequate information. The instructor submitted data, but did not differentiate between critical thinking and writing.

F2019-SP2020	100		100		70, 100, 100	
F2020-SP2021						

Formal Writing	LAT 3500	CLAS 3500	LAT 3510	CLAS 3960	3000- level	4000- level
F2018-SP2019		50	83	71		73
F2019-SP2020	75		50		70, 92, 36	
F2020-SP2021						

The students performed best in cultural understanding, which is unsurprising since this is the side of the discipline that is most accessible and draws students to the courses. There were some weaknesses in formal writing, however, and even more in critical analysis, with a number of sections falling below the 80% benchmark and a few others falling considerably lower. This does not necessarily represent any kind of decline from the previous phase of assessment, since these two outcomes were newly separated and developed, revealing things that had been hidden by the all-encompassing second learning outcome of the earlier phase. The program will continue to implement curricular and pedagogical strategies for the improvement of both formal writing and critical analysis.

1.3 The program makes use of information from its evaluation of program and student learning outcomes and uses the results for continuous improvement.

French and Spanish Language Skills

The department has used the information gleaned from student assessments to improve weaker areas of achievement and has taken five different approaches to remedying poor outcomes. First, the department offered training over the summer of 2016 to all full-time faculty, with a certified ACTFL trainer who gave a two-day workshop on the MOPI (Modified Oral Proficiency Interview). Secondly, senior faculty and the department head discussed strategies to

improve low scores. Thirdly, Drs. Casebier and Purkey developed FREN 3450R and SPAN 3450R, Advanced Conversation, which are supervised by a faculty member but carried out through Talkabroad.com and have bolstered students' ability to speak the language. Students can take the course for a total of three credits spread over two to three semesters at one to two credits per semester (SPAN 3450 syllabus, [Appendix 1.B](#)). In addition, this year the department has added conversations on [Talk Abroad](#) to SPAN 2120 and 3220, and some upper-division French classes. The Department also pays for some French and Spanish faculty to attend the ACTFL conference each year, as well as other conferences that have pedagogy sessions, like South Atlantic Modern Language Association (SAMLA), and the department has held formal and informal training sessions. Finally, instructors whose students continued to perform poorly in the core classes for developing those skills (2110, 2120, 3110, and 3120) were reassigned to other classes.

Classics

The Classics program has made many changes in response to assessment and other sources of information such as student evaluations. When it comes to the Latin courses, there have been several switches of textbook (from *Wheelock*, to *Disce!*, to *Latin for the New Millennium*) since the last program review. In addition, there have been changes in modality: after moving beginning and intermediate Latin completely online because of staffing and enrollment issues, and finding some issues with student performance, the decision was made first to bring the intermediate classes back to F2F modality and now (for Fall 2022) to have a section of the first-year course F2F. In the area of culture and literature, a topics course (CLAS 3750 Topics in Classics) was created and mandated for all majors to emphasize critical analysis and formal writing, while in various CLAS courses the use of rubrics for written assignments has become widespread with the

intention of guiding students as they develop their papers. Going further back, the switch from two to four learning outcomes itself was designed because scores were “too high” on earlier assessments and seemed to be masking or omitting some aspects of student performance.

1.4 The program directly aligns with the institution’s mission.

Our mission and program goals reflect the institutional vision, mission statement, and core values, while also focusing on our area of expertise.

[UTC Institutional Vision and Mission Statements, and Core Values](#)

Vision

- We Engage Students, Inspire Change and Enrich Community.
- We nurture students through community connections, tied to our values and our region, grounded in Chattanooga, a great drawing card and we value our place.

Mission

- The University of Tennessee at Chattanooga is a driving force for achieving excellence by actively engaging students, faculty and staff; embracing diversity and inclusion; inspiring positive change; and enriching and sustaining our community.
- At UTC we develop a community on campus, enable students to go into the global community and we provide a nurturing environment that connects students, community and opportunity.

Values

- We teach, we learn, we interact, we nurture, we grow citizens for tomorrow, and we do the basics and more.
- Students are the primary reason we exist as an institution.

- We live integrity, civility, and honesty.
- We relentlessly pursue excellence.
- We embrace diversity and inclusion.
- Creativity, inquiry and scholarship are our culture.

MCLL's Contribution to Institutional Vision, Mission, and Core Values

Beyond the obvious aspects of actively engaging students and fostering creativity, inquiry, and scholarship, MCLL's mission and student learning objectives support UTC's vision, mission statement, and core values. In many ways, MCLL faculty members "enable students to go into the global community and achieve," by providing them with a rigorous background in other languages and a profound understanding of their cultures. The department also promotes cultural and linguistic diversity and inclusion especially in Spanish and French classes which teach students about US Hispanics, Latin America, French Africa, French Canada, and the French Caribbean. Research has long supported the notion that learning a second language promotes increased empathy toward other cultures. The department encourages students' active involvement in the local community through internships and volunteer opportunities in organizations such as Headstart and Hamilton County Schools. In addition, the department encourages students to be part of a global community through our faculty-led study abroad programs.

Part 2: Curriculum

2.1. The curriculum content and organization are reviewed regularly, and results are used for curricular improvement.

The program regularly reviews the curriculum and makes changes as necessary to foster improved student learning and to improve progress towards graduation. After the 2015-16

program review, several classes were deactivated in Spanish and French, so that the academic catalog would accurately reflect current course offerings. In addition, the minor in German was deactivated due to the inability to secure qualified and continuing instructional staff in this area.

More recently, an MCLL Curriculum Committee was created to ensure regular curriculum review. The primary goal of curriculum changes is to allow greater flexibility in the different language majors and improve timely graduation rates for students; a secondary concern is to reduce the need for independent studies, which are not cost-effective. That said, curriculum changes are introduced to keep abreast of common practices in the field. For example, in 2017, a new course was created to promote speaking proficiency in Spanish and French. The Advanced Conversation class (SPAN 3450/FREN 3450r) is offered for variable credit and allows students to interact with native speakers for conversational practice and reflects contemporary trends in foreign language teaching and learning. The variable-credit option also provides flexibility for students who return from study abroad experiences with odd numbers of credits, so that it encourages timely graduation rates.

Additional curricular changes have been introduced since the 2015-16 program review. In response to increased student demand for online learning options, all Spanish for Reading Knowledge (SPAN 2130/2140) classes were redesignated as online classes by Fall 2017, which was a considerable undertaking. Beginning this academic year (2021-22), all Spanish and French courses in the first-year sequence are taught as hybrid classes, with three credits earned in the classroom and the fourth credit earned online. This major curricular change allows more flexibility in meeting the CAS language requirement, responds to the increasing demand for more online learning, and also corresponds to general trends in contemporary language learning.

The Classics faculty, full-time and part-time, meet as a separate body at least once per

year to review the curriculum. They take into account classroom experience, recent assessment results, student evaluations, and national trends, in order to consider what modifications or enhancements could be introduced. Several concrete examples from the last six years can be mentioned here. The largest change of all, mentioned in various sections of this document, was the decision to move from philologically based Latin and Latin/Greek concentrations to the culturally based Classics concentration. When it comes to Latin instruction, there has been exploration of various textbooks and materials in order to find the best fit for our students: leaving behind Wheelock, and passing through *Disce!*, the program settled on *Latin for the New Millennium* for its student-friendly format and rich cultural materials. The faculty also determined that the introduction of experiential learning was needed to improve student engagement and enhance learning. As a result, a spring break trip to Rome (linked to the core course CLAS 1200) was piloted successfully in 2018 and will run again in March 2022 with 20 students. Additionally, a summer program to Greece has now been designed and developed through a vendor, set to run in AY 2022-23. Experiential learning has been worked into classes on campus too, especially CLAS 2000 – Everyday Life in the Roman Empire. Various sections of this course have featured a banquet of Roman dishes, visits to local sites with classical influence, and the playing of Roman games.

Positive student response has made the faculty determined to increase this element further.

In Fall 2021, MCLL also debuted *a concentration in the emerging field of Latin American Studies (LTAM)*. *Students in the LTAM concentration will examine the cultural, historical, anthropological, artistic, and literary forces affecting our understanding of the Americas*. The concentration is intended to be flexible, making it an attractive option as a double major because of its transnationally centered motif. Likewise, LTAM will be

attractive to students that wish to pursue or continue their MCLL degrees with less extensive language course requirements.

2.2. The program has developed a process to ensure courses are offered regularly and that students can make timely progress toward their degree.

First and second year classes are offered each year in all languages and every semester in Spanish. Spanish has the largest enrollment, and all upper-division courses required for the major are offered in sequence each year. In French, upper-division courses are offered on a strict, non-sequential, two-year rotation that allows majors to complete their coursework in four years and required classes for the minor are offered each semester so that students who declare as upperclassmen can finish in one academic year.

The prescribed courses for the LTAM major will be delivered in sequence, and LTAM 1250 (Introduction to Latin American Studies) will be offered every semester. Likewise, LTAM students are encouraged to expand their knowledge with Latin American centered courses in History, Anthropology and Art History. Nevertheless, the bulk of the LTAM major will be language, literature and cultural topic courses offered through the MCLL.

The CLAS program is able to offer its four mandatory courses with great regularity, such that they recur every semester and most of them in summer, as well. The 3000-level electives, whether offered by MCLL or by other departments (e.g., HIST and PHIL/REL), tend to be offered every two to three semesters and have been available in any given year to allow students to progress in the degree. The beginning/intermediate LAT cycle starts every year, with LAT 1010 and 2010 offered each fall, LAT 1020 and 2020 each spring. Although for a number of years GRK was discontinued due to a shortage of staffing and low enrollment, it was restored in AY 2021-22, when GRK 1010 was offered in the fall semester and GRK 1020 in spring, with plans to

run intermediate classes in AY 2022-23. Unlike in LAT, there is only staffing and enrollment sufficient to start the GRK cycle every other year. Since upper-level LAT has recently lacked the enrollment for courses to count as part of workload, it has been taught through independent or small-group studies that count as “service” for instructors.

For current course offerings, please see the class schedule:

<https://www.utc.edu/enrollment-management-and-student-affairs/registrar/registration-information/class-schedule>

2.3 The program incorporates appropriate pedagogical and/or technological innovations that enhance student learning into the curriculum.

The curriculum for French and Spanish is aligned with outcomes established by the American Council on the Teaching of Foreign Languages (ACTFL), and courses within the curriculum are aligned according to discreet learning outcomes (see [section 2.4](#)). Spanish and French classes use both the communicative approach and the flipped classroom model, while individual instructors incorporate other pedagogical approaches, as they deem necessary. Courses are typically taught in the target language, which follows the ACTFL guideline that 90% of instruction be conducted in the target language, with significant latitude given for the first-year sequence. Because Latin textbooks tend to be more traditional, the program uses materials that are less state-of-the-art. However, instructors have worked to incorporate some active learning strategies that take inspiration from modern language pedagogy. Classical courses on cultural subjects have adapted more elements of experiential learning (explained further below).

All faculty upload syllabi and other course materials to Canvas (UTC Learn) for students. In addition, the first- and second-year sequence in Spanish and French have textbooks with a robust online component. The online component includes a Student Activities Manual with

grammar tutorials and activities, vocabulary and listening comprehension activities, speaking activities, and cultural videos. In some cases, phonetics activities are also included. Most of them also include an electronic textbook that provides additional grammar, listening comprehension, and phonetics support to aid with difficult concepts.

Prior to the creation of FREN and SPAN 3450: Advanced Conversation Online, Dr. Casebier included speaking activities with the third-party conversation partners, TalkAbroad, in some upper-level and second-year language sequence courses. Although the experiment proved painful, since most second-year language students were simply not up to the task, the positive results in upper-level classes resulted in a very popular upper-level course (created by Dr. Purkey with contributions by Dr. Jiménez and Dr. Casebier) that is directly aligned with the benchmarks of each program's learning outcomes in oral proficiency.

To enhance student learning, the Department currently sponsors four Summer abroad programs. Dr. Casebier directs the biannual French program to Paris. For 2022, MCLL is partnering with UTC's College of Business to diversify the student learning opportunities of the program. Dr. Murillo organized the first UTC Faculty-led Spanish program to Latin America in 2019. This program will be offered biannually to Costa Rica, beginning again in 2023. The biannual program to Alcalá de Henares, Spain, near Madrid, is directed by Dr. Gastañaga and Dr. Purkey and will resume in 2022. Classics will be running a spring break trip to Rome in 2022 and a summer course in Greece in 2023, with the plan of making a regular alteration between these two trips in alternate years.

2.4 The curriculum is aligned with and contributes to mastery of program and student learning outcomes identified in 1.1.

For modern languages, learning outcomes benchmarks were last revised in 2016-17, following the 2015-16 program review. These benchmarks vary by class. Spanish and French benchmarks have been established as follows:

Current Outcomes: 75% of French and Spanish students will achieve the following goals:

1. 1010: novice mid in listening, reading, speaking and writing
2. 1020: novice high in listening, reading, speaking, and writing
3. 2110: intermediate low in speaking, reading, listening, and writing
4. 2120: intermediate mid in speaking, reading, listening, and writing
5. 3110/3120/3210 (by end of the first semester): intermediate mid in speaking and writing
6. 3110/3120/3210/3220 (by the end of the third semester): intermediate high in speaking, reading, listening, and writing
7. 3210/3220: intermediate high in listening and reading
8. 3230/3250: reading intermediate low, plus specific cultural outcomes depending on course
9. 3310/3320 (by the second semester, students may take out of sequence): reading advanced low, plus specific cultural or critical thinking outcomes depending on course
10. 4000-level: advanced in all skills, plus specific cultural or critical thinking outcomes/objectives; advanced low is acceptable, but advanced mid preferable

Learning assessment also varies by class. Outcome measurement in Spanish and French is currently assessed using the following methods:

Outcome Measurement by Class

COURSE	OUTCOME MEASUREMENT
1010	In-house writing and oral (not tracked)
1020	In-house writing and oral
2110	Standards-based Measurement of Proficiency (STAMP)
2120	STAMP
3110	STAMP
3120	STAMP
3130	STAMP
3210/3220	STAMP
3230, 3250	Critical Analysis of last essay
3310/3320 (3500)	Critical Analysis of last essay
Other 3000-level	Critical Analysis of last essay
4000-level	STAMP and Critical Analysis of last essay

More recently, in 2018-19 and 2021-22, learning assessment in Spanish and French has been outsourced to a third party, using the STAMP Assessment Test to evaluate the progress of majors (and in some cases, minors) towards the defined benchmarks. Despite considerable cost to the department, this eliminates variation in individual grading, so that all students are assessed using the same testing materials and methods.

In 2018-19, an additional component was added to assess Critical Thinking. Dr. Purkey developed the rubric and guidelines for this element of learning assessment. All Spanish, French and LTAM instructors assess students' critical thinking skills, based on the research component of specific upper-level classes.

The Classics curriculum also aligns with its four outcomes in the following ways:

LO 1- Cultural Understanding: Students will demonstrate understanding of the complexity of elements of Classical cultures, such as values, beliefs, forms of expression, practices, history, and politics.

All courses belonging to the program align with this outcome in one way or another. The four mandatory courses (CLAS 1200 – Legendary Rome, CLAS 2000 – Everyday Life in the Roman Empire, CLAS 3750 – Classics in Topics, CLAS 3960 – Classical Mythology) allow students to acquire a core cultural knowledge that provides context for further exploration in the electives (e.g., CLAS 3970 – Roman Comedy in Translation, HIST 3120 – Ancient Rome, LAT 3500 – Latin Prose, PHIL 3510 – Ancient Greek and Roman Philosophy, etc.). The assessment program entails scoring a final paper in upper-level courses against a rubric for cultural understanding. In practice, this has been carried out mostly for courses offered by MCLL, but the aspiration is to assess all upper-level courses that count for the major. The beginning and intermediate LAT/GRK courses likewise align with the outcome of cultural understanding in a number of ways: language is a fundamental aspect of culture; our textbooks have rich cultural materials; and assignments have students engage with cultural as well as linguistic topics.

LO 2 – Critical Analysis: Students will successfully select a research topic, produce an analysis of the chosen material, and draw appropriate conclusions.

LO 3 – Formal Writing: Student will control syntax and mechanics in their writing while also using sources and evidence in a rigorous way.

The CLAS curriculum aligns with these two outcomes in most courses, since shorter pieces of writing and analysis are assigned at the lower/intermediate levels (e.g., CLAS 1200 –

Legendary Rome, CLAS 2000 – Everyday Life in the Roman Empire) while longer papers and presentations are done at the upper levels (e.g., CLAS 3960 – Greek Mythology, CLAS 3750 – Topics in Classics, LAT 3500 – Latin Prose, LAT 3510 – Latin Poetry, etc.). Student success is measured by scoring a substantial piece of writing against rubrics for both critical analysis and formal writing.

LO 4 – Reading and Translation: Students will demonstrate reading comprehension of original texts of various levels at a moderate speed and with the assistance of scholarly aids (lexica, commentaries).

All LAT and GRK courses guide students systematically toward this outcome, moving from the ability to read mostly adapted passages of increasingly difficult levels in the first two years of study (LAT/GRK 1000-2000 level), while learning and practicing linguistic elements with active exercises, to the reading of original texts in quantity (LAT/GRK 3000-4000 level). An instrument that has been used in some semesters (though not recent ones) to assess student progress is an unseen passage aligned to the level of a specific semester and translated in 30 minutes with recourse to a lexicon.

Current Outcomes: LTAM students will achieve the following goals:

Outcome 1: Demonstrate literary, historical, and cultural knowledge of Latin America, and of the multilingual, multiethnic individual countries in the region, including representative communities in Canada and the United States.

Outcome 2: Develop inquiry and critical analysis skills. Apply basic research methods to evaluate and synthesize information from different disciplinary fields.

Outcome 3: Demonstrate the ability to communicate inter-culturally by identifying important figures, historical events, cultural movements and linguistic markers of Latin America, and representative communities in North America.

Outcomes Measures by Class, 2021-Present: LTAM

COURSE	OUTCOME MEASURES
LTAM 1250	Critical Response Papers, Mid-Term Exam, Final Exam, Oral Presentation
LTAM 2200	Critical Response Papers, Mid-Term Exam, Final Exam, Oral Presentation
MLNG 3020	Critical Response Papers, Mid-Term Exam, Final Exam, Oral Presentation, Creative Project
MLNG 3200	Critical Response Papers, Mid-Term Exam, Final Exam, Oral Presentation, Creative Project
LTAM 4020r	- Critical Response Papers, Mid-Term Exam, Final Exam, Oral Presentation, Creative Project

2.5 The curricular content of the program reflects current standards, practices and issues in the discipline.

The first two-year sequence in modern languages is taught using up-to-date textbooks that reflect current pedagogical practices, incorporating culture, reading, writing, speaking, and listening activities. During the first two-year sequence for Spanish and French, a coordinator creates uniform exams in consultation with other instructors.

Usually, full-time instructors take turns making exams, which are then discussed and revised by the group. All faculty administer the same exams on the same date, except for the night classes, which only meet twice a week, and must therefore adjust the exam schedule. The final exam date is determined by the University and administered according to class meeting time. All

faculty have common syllabi for the first- and second-year sequence in Spanish and French.

In upper-division courses, instructors are free to select the texts they deem best for their classes, except in the cases where there are multiple sections, primarily in Spanish, in which case a senior faculty member selects texts and constructs a common syllabus in consultation with other faculty and instructors. See sample course syllabi ([Appendix 1.B](#)) for details regarding textbook selections and a detailed look at course content.

The new CLAS major clearly reflects larger trends in the field of Classics, and it was specifically designed with an eye to doing so. Recognizing that most young people do not have access to Latin and Greek in their secondary studies, Classics programs around the country have been moving away from primary emphasis in the Classics languages, leaving them more as a highly encouraged option so as not exclude a variety of students who may be drawn to the study of Greece and Rome. In the national conversation, issues of equity, practicality, and recruitment all come to the fore. UTC's program is in line with this larger shift, as Latin and/or Greek are now completely optional components of the program. In addition, our program embraces a number of trends and issues that have emerged in the discipline in recent years. An example is the focus on Classical reception, on helping students to see that the meaning of the Classical world is constantly renegotiated and reconstructed rather than simply received. The course CLAS 3750 – Topics in Classics almost always has a reception angle, either as the central focus or as a secondary one. Some recent subtitles for the course have been: *The Idea of Rome: Classical Influences on Statecraft*; *Black Athena: Color Before Color Prejudice*; *The Celts*. The core course CLAS 2000 - *Everyday Life in the Roman Empire* engages another disciplinary trend in that it focuses on social classes and groups that are less visible and less represented in literary sources, such as slaves, freedmen, women, children, and immigrants.

2.6 The curriculum fosters analytical and critical thinking and problem-solving.

The department does a great deal to foster analytical and critical thinking and problem-solving skills. Learning another language obviously involves certain analytical and critical thinking skills, such as circumlocution of lexical items and analyzing grammar as well as the production of an appropriate response in speech or writing. In-class writing examinations are incorporated throughout the curriculum beginning in the first semester of modern language study, as well as formal compositions, whereas Latin and Classics courses require midterm and final essay exams.

In Spanish and French, the composition and conversation sequence (3110 and 3120) includes analytical and/or argumentative essays as well as an oral examination, and the advanced grammar and writing sequence (3210 and 3220) includes regular essays to develop general writing proficiency on a variety of topics. The internships (3400 and 4400) require problem-solving skills, which are evaluated by on-site supervisors. All upper-division literature and culture courses require a combination of at-home essays and in-class essay examinations, in which students analyze literature and culture. Many of these courses also include a strong oral presentation component, in which the question period, however brief, focuses on problem-solving skills in real time. In addition, all 4000-level MCLL literature and culture classes have a robust research requirement that focuses on developing sustained critical thought on a single subject. The internship (3400 and 4400) requires problem-solving skills, which are evaluated by on-site supervisors. Finally, all upper-level Latin and Classics courses require substantial papers involving critical reflection and varying degrees of research.

2.7 The design of the degree program specific courses provides students with a solid foundation.

Students are given both a solid foundation in Spanish and French linguistic skills and a background in literature and culture typical of bachelor degrees in the US. At the upper level, students are required to take 27 hours in modern languages. For example, all French majors must complete at least one semester of Composition and Conversation (FREN 3110 or 3120), a semester of Advanced Grammar and Writing (FREN 3210 or 3220), and the French Civilization course (FREN 3230), as well as two Introduction to Textual Analysis courses at the 3000-level (FREN 3310, 3320 and/or 3500) and one course at the 4000-level. In Spanish, all majors must complete at least one semester of Composition and Conversation (SPAN 3110 or 3120), a semester of Advanced Grammar and Writing (SPAN 3210 or 3220), and one Introduction to Textual Analysis course (SPAN 3130). Spanish majors must also complete a minimum of six hours of Spanish at the 4000-level. As mentioned in section 2.4, student performance is tracked across the program.

The CLAS major has a prescribed core of four classes (12 of 27 total hours) that are designed to ensure a broad foundation for all the other course work. This core includes the following: CLAS 1200 – Legendary Rome, CLAS 2000 – Everyday Life in the Roman Empire, CLAS 3750 – Topics in Classics, and CLAS 3960 – Classical Mythology (essentially Greek myth). Through these courses, students become conversant with the civilizational narratives and the literature of Greece and Rome, with the material culture and social history of at least epoch (early Roman Empire), and with a research topic that links the classical past with the concerns of our time. For those who are using the major to receive certification for Latin teaching, or who simply are seeking to add a philological focus to core requirements, the full range of Latin courses

(and some Greek) is available. Due to the small number of advanced language students, these courses are often taught in a once-weekly informal process that blends normal instruction and independent study formats—for example, Dr. Davies is currently teaching LAT 4999 – Latin Prose Composition to just two students as a service course on top of his normal teaching load. Between two and four advanced courses of this sort are offered each year.

LTAM majors must complete 33 program major hours with 18 core hour requirements consisting of the following: LTAM 1250, 2200, 3020, and 4020r along with MLNG 3020 and 3200, and HIST 2850 or 2860. In addition to these courses, they will also complete their studies with at least five courses in other Latin American Studies courses or in Art, History, or Anthropology.

2.8 The curriculum reflects a progressive challenge to students and that depth and rigor effectively prepares students for careers or advanced study.

As mentioned in section 2.4, expectations for course outcomes become increasingly rigorous in accordance with the course level. Thus, preparing students for the demands of advanced language and literature courses. Furthermore, progressive course depth and rigor effectively prepare students to speak, write, and synthesize linguistic, literary, and cultural information to prepare students for their respective careers. See the [chart in 2.4](#) and the attached sample syllabi ([Appendix 1.B](#)). Specific requirements by program can be found in the current course catalog as follows:

Modern and Classical Languages and Literatures: Classics, B.A.:

https://catalog.utc.edu/preview_program.php?catoid=38&poid=7013&returnto=1422

Modern and Classical Languages and Literatures: French, B.A.:

https://catalog.utc.edu/preview_program.php?catoid=38&poid=6906&returnto=1422

Modern and Classical Languages and Literatures: Latin American Studies, B.A.:

https://catalog.utc.edu/preview_program.php?catoid=38&poid=7360&returnto=1422

Modern and Classical Languages and Literatures: Spanish, B.A.:

https://catalog.utc.edu/preview_program.php?catoid=38&poid=6908&returnto=1422

2.9 The curriculum encourages the development of and the presentation of results and ideas effectively and clearly in both written and oral discourse.

All modern language classes emphasize both writing and speaking, especially in the 2110/2120 and 3110/3120 sequences. Other upper-division courses incorporate some written assignments, and many include oral reports. Speaking and writing skills are regularly assessed across the curriculum. For example, Dr. Casebier's FREN 3240 (Folklore and Fairy Tales) course required three 10-minute oral presentations, two compositions, two short research papers (4-6 pages), three in-class exams, and one final. Dr. Murillo's SPAN 4020r (The Vanguardists and Their Legacy) course required two compositions, an in-class mid-term, an in-class final exam, a 10-page term paper with secondary sources, and a 15-minute oral presentation. Likewise, LTAM 1250 has been designed to include weekly writing assignments based on texts, films, and music. Part of the assessment for LTAM 1250 includes two compositions, an in-class mid-term, an in-class final exam, a 5-page term paper with secondary sources, and a 7-minute oral presentation.

All CLAS students have ample opportunity to develop ideas and refine communication skills through the writing (in English) of many papers of various lengths as well as through many oral presentations. Two of four program outcomes are aimed squarely at these skills: Critical Analysis, which encompasses the formation of topics, analysis, and the drawing of conclusions; and Formal Writing, which deals with the control of syntax and language mechanics as well as the use of evidence. Instructors score papers in upper-level CLAS and LAT courses using detailed rubrics developed for these two outcomes, and likewise they shape assignments, coach students,

and provide feedback with these outcomes in mind. The same principles flow down to the lower/intermediate-level courses in the required core of the major. For example, CLAS 2000 – Everyday Life in the Roman Empire has three “short formal writing” assignments for which students receive a rubric in advance that includes categories for “logic and coherence” as well as “quality of writing.” Finally, for those students who opt to take Latin (and now Greek) as part of the major, there is intense study of stylistics and structure in ancient texts that hones their awareness of the means and structures of expression in their native language.

2.10 The curriculum exposes students to discipline-specific research strategies from the program area.

Discipline-specific research strategies can be seen in course syllabi. The following examples are representative, not exhaustive. The Local Legend presentation in Dr. Casebier's FREN 3240r (Folklore and Fairy Tales) requires students to assume the traditional work of a folklorist, using oral sources to report on a regional or family legend, where as her 4010r courses on the Animals in Premodern Literature and Knights on Screen and in Print are closely related to her research on medieval bestiaries and contemporary adaptations of Arthurian literature. In Spring 2017, Dr. Murillo designed SPAN 4020 - Latin American Existentialism. This was a survey course on the literary and philosophical manifestation of Existentialism in the Spanish and Portuguese speaking Americas. In Fall 2018, Dr. Carl Springer offered HUM 4999 -Humor. Dr. Springer's course was a survey of theories of humor from Aristotle and Cicero to Bakhtin and Freud and the analysis of practical applications from around the world. In Fall 2020, Dr. Gastañaga’s SPAN 4010 -*Celestina* and the End of the Middle Ages course was dedicated to reading and understanding two classics of Spanish letters. Students related *Celestina* and *Lazarillo de Tormes* with their specific historical, cultural, and literary contexts. So too, Dr.

Purkey's SPAN 4010r (Cross listed as WSTU 4550) – -Imagining Hispanic Women explored the development of Hispanic Women Writers from the Middle Ages to the 21st Century from both sides of the Atlantic. In Spring 2020, Dr. Jiménez's SPAN 4020R – Afro-Hispanic Literature dealt with primary and secondary texts written by, and/or about Spanish speaking people of African heritage. The course opened with literary readings about Blacks in Spain, starting with *El Lazarillo* (1554), and finish with very recent authors from Spanish America. In Fall 2021, Mr. Justin Colvin offered a section of CLAS 3750 – Topics in Classics with the subtitle Black Athena, exploring questions of racial discourse in and about antiquity. In Spring 2021, Dr. Garoiu's FREN 4010 - World War II in French Literature and Cinema was an inquiry into the history and memory of WWII in France through various literary and filmic representations of the German Occupation, Vichy France and collaboration, Resistance, antisemitism, and the Holocaust.

Part 3: Student Experience

3.1 The program provides students with opportunities to regularly evaluate the curriculum and faculty relative to the quality of their teaching effectiveness.

MCLL seeks to make the best possible use of the processes put in place by the University for students to evaluate the program and the faculty. The data from students on the course learning evaluations are carefully considered in several ways and other reports by students to faculty members or (more commonly) to the Department Head are also addressed with care.

UTC has a system of online course learning evaluations that gives students the opportunity to rate faculty/classes on factors including learning outcomes and whether they are being achieved, course content and delivery, and the quality of instruction. In the case of MCLL's

foreign languages, we have added additional questions related to opportunities to speak and write in the target language of study. The university policy guarantees careful attention to course learning evaluations: probationary faculty seeking reappointment or tenure must include a written response to these evaluations each year in their dossiers; the Department Head must likewise offer a written analysis of the evaluations; and the Reappointment, Tenure and Promotion (RTP) Committee uses this data to inform their recommendations.

MCLL employs these ratings in additional ways in order to make sure that the feedback from students about their experiences in the program has weight. The Department Head reads all ratings every semester and uses them as a basis for faculty mentoring during the Faculty Evaluation and Development by Objectives (EDO) (performance and planning) process that all faculty undergo yearly, either affirming faculty in their successful creation of positively evaluated learning experiences or working with them on ways to improve student experience and learning. Concretely, the department has responded to student feedback over the years in a number of ways: altering the quantity and selection of online assignments in French and Spanish; changing test formats in French; and recently updating some curricula for courses judged consistently to be either too difficult or not challenging enough. Mentoring based on student concerns or dissatisfaction has also led to substantially improved ratings for several lecturers and tenure-line faculty.

It has been the culture in MCLL that the Department Head is always available for students and always open to their concerns. Every semester a small number of students or groups of students come to the Department Head to express concerns about their experience. On various other occasions, students make a point of mentioning how positive their experiences have been.

Certain class assignments and assessment measures also allow for some degree of student evaluation. In the modern language internship, a journaling assignment allows the student to reflect on what kind of learning has taken place and what value the experience has held for him or her. In the first-year Spanish courses opportunities for self-evaluation, reflection, and comments for the instructor are built into the projects students complete periodically as part of their language learning portfolios, and this information is read and responded to by their instructors. Other courses are being redesigned to incorporate additional opportunities for such reflection and commentary. Classics students also encounter various assignment and activities that encourage them to reflect on their progress in the curriculum and the value they have or have not gained through it.

In the past, the department has made some small efforts to develop its own venues for student evaluation, especially through contact with our alumni. However, in previous efforts to conduct surveys with alumni, we realized that we needed to increase our outreach so as to better stay in touch with that population. We are now doing a more extensive search for alumni and are compiling their contact and career information so that we can include them in future efforts to evaluate the department's impact on students. We are also reaching out to alumni through recently created social media pages for the department.

3.2 The program ensures students are exposed to professional and career opportunities appropriate to the field.

The internship for modern languages (FREN 3400, SPAN 3400) and internship for teachers (SPAN 4440) offers students the opportunity to utilize their skill in various professional

settings. Spanish students, in particular, have been placed into a wide range of charitable and community organizations as well as educational establishments in the local community (e.g., La Paz, Head Start, and Hamilton County). These students are also placed in the occasional abroad experience either supervised by MCLL or through Study Abroad programs. Nine to twelve students per semester have carried out Spanish internships prior to COVID. Over the last two years, that number dropped to five to seven per year. French has seen a smaller number of interns, most of them placed into local schools.

Another venue for exposure to professional life has been support and encouragement of student conferencing. In particular, the department has prepared and funded (in collaboration with UTC's Honors College) students for the National Council on Undergraduate Research conference – an event that allows them the chance to share their research in a professional setting and discern whether a career in academia might be right for them. Prior to the pandemic, select Spanish majors and two French majors travelled to Washington State and Atlanta, GA to present their original research. There are also study abroad programs through UTC that allow our students to engage in career and professional development, such as the Cadiz International Research program that is open to undergraduate students who wish to undertake research projects at the University of Cadiz in Spain for nine weeks during the summer. Although in recent semesters study abroad was interrupted due to pandemic-related restrictions, these programs have now been re-opened and we are encouraging our students to participate in order to further enhance their career and professional development.

The department communicates with the students through email lists and social media pages, such as Facebook, Instagram, LinkedIn, and Twitter, in addition to Canvas Communities

for majors and minors by language or field, where we share announcements for professional, volunteer, and study abroad opportunities. Finally, the department hosts monthly socials on campus in which majors, minors, and other interested students can interact with MCLL faculty and staff and other affiliated faculty on campus. Many of these conversations that take place at these monthly socials are carried out in the languages of study, thus allowing students to practice their use of the language in an academic setting similar to the ones they may eventually encounter in their professional careers.

3.3 The program provides students with the opportunity to apply what they have learned to situations outside the classroom.

The previously mentioned internships and events mentioned above (section 3.2) play a central role in providing opportunities for students to apply their knowledge outside of the classroom. However, the department offers students additional opportunities to expand their knowledge beyond the classroom. Faculty members have recently organized engaging events such as a Day of the Dead creative workshop carried out in the Hatch-It Lab for Innovation and Entrepreneurship on campus. A bimonthly foreign language “games” hour was initiated this semester after the department’s acquisition of various board games in French, Spanish, and Latin and has attracted a number of students, who have been able to use their languages to interact with faculty and play games. Each spring, Foreign Language Week has been a signature event for the department and has provided a number of extracurricular activities. There is a yearly creative writing competition in which students can use their language skills for artistic expression and compete publicly for prizes at a Poetry Night recitation event. The week has also included events such as guided nature walks, Foreign Film Night, a Salsa dance, etc. In the fall, National French

week is celebrated by the department with film showings and other events, such as a special session of the “games” hour that featured the French sport “pétanque.” The Spanish table (or “mesa de español”) is open to all students in Spanish as well as faculty and students across campus and Chattanooga community members who speak Spanish. In recent semesters it has been held online during the pandemic and has attracted participants from a variety of departments on campus, members of the Hispanic Outreach Leadership Association (HOLA) on campus who speak Spanish at home or as a heritage language and community members who are interested in speaking Spanish. It has even attracted Spanish speakers located in other countries, such as a recently graduated teacher of English in Chile who shared information about his home country with UTC students.

Finally, study abroad offers perhaps the richest sort of experience outside the classroom in that students, being immersed continuously for weeks or months in another linguistic and cultural world, enjoy the greatest variety of occasions for putting their knowledge to work. MCLL’s own program to Alcalá, Spain, has been running for almost a decade, with a brief hiatus due to the pandemic restrictions. Recruitment for a program this summer in Spain has already attracted a number of students. Dr. Casebier is active in leading a Paris study abroad program with Dr. Michäel Bonnal of Economics (a native of Paris) that will also take place again later this academic year. The Paris study abroad program has generated a high level of interest from students enrolled in a variety of major programs on campus. Classics programs have taken students to Rome and a program to Greece has been designed for AY 2022-2023.

3.4 The program seeks to include diverse perspectives and experiences through curricular and extracurricular activities.

The opportunities mentioned above (study abroad, community internships, cultural events) in sections 3.2 and 3.3 play an important role in ensuring that students in the department encounter a diversity of perspectives. In addition, the MCLL curriculum incorporates a rich variety of perspectives in terms of culture, race, gender, worldview, geography, and historical era. In some instances, the curriculum does this through set courses, while in many cases this diversity of perspectives comes through topics courses and repeatable courses that change their focus from term to term. French offerings have recently focused on topics running from medieval culture and legends (FREN 4010 – The Medieval Bestiary), to the 19th century novel, to the student culture of the 1960s, to North African film (FREN 3500 – Francophone Studies). The Spanish curriculum is structured to provide exposure to European, colonial, indigenous, and modern traditions, and it likewise includes offerings focused on women (SPAN 4010 - Imagining Hispanic Women) and Latino people of African descent (SPAN 4020 – Afro-Hispanic Literature). The Classics curriculum incorporates a wide range of perspectives from and about the ancient world. The topics course (CLAS 3750r – Topics in Classics) has been a good vehicle for this, with a recent topic being *Black Athena: Color Before Color Prejudice*. One of the core courses, CLAS 2000 – Everyday Life in the Roman Empire, is focused on recovering, to the extent possible, the voices and experiences of social groups of lower status, from slaves and freedmen to women, children, and immigrants. In the course CLAS 3500r Christian Latin, students read the entirety of the *Passio Perpetuae et Felicitatis*, one of the oldest and most striking texts to have been written in Latin by a woman. In general, the curriculum crosses wide swaths of time and students read texts through multiple modern perspectives and theories. The CLAS program has also been involved in events that promote diverse views, such as its co-sponsorship in 2021 of Dr. Jackie Murray’s lecture “Contra Nationis Natum: When Black Writers Embrace the Classical Past.”

Furthermore, a new major and minor program in Latin American Studies is in its first semester. It includes courses in English focusing on Afro-Hispanic texts and culture (LTAM 2200 - Afro-Latino Voices: The Caribbean and Beyond) and courses focused on texts written by female authors (MLNG 3020 - Latin American Women Writers in Translation), as well as courses in Latin American culture and Mexican identity and culture. We are excited for this opportunity to share more about Latin American culture through higher level courses with students on campus who may not reach the same levels of foreign language expertise, but who nonetheless have a keen interest in Latin America.

Finally, we are excited to be in the planning stages of creating a Living Learning Community (LLC) for UTC students interested in languages and literature, in collaboration with the Department of English. The LLC program at UTC offers a unique, inclusive residential learning experience that takes education outside of the classroom and allows residents to learn where they live—alongside students with similar academic interests and values. Starting in the Fall of 2022 we will be offering extra-curricular programming related to foreign language literature and culture for this group of students, who will be living within shared residential space. This will give us the exciting opportunity to offer a diversity of cultural opportunities to these students, who may be students of our own department as well as students enrolled in English courses and majors.

3.5 Students have access to appropriate academic support services.

A major resource for academic support is the MCLL's language lab, which can be found in the main hallway just outside the MCLL main office in our newly renovated and updated space

in Lupton Hall. The lab holds 30 new Macintosh computers that are loaded with a large collection of audio-visual materials (foreign film, television, etc.). In addition, the room contains two large screens for group viewing, comfortable furniture for studying and socializing, a significant library of dictionaries and textbooks, and a growing collection of print media especially featuring graphic novels, and films from various countries.

In terms of extra instruction for struggling students, the department provides free weekly tutoring on campus to students enrolled in first- and second-year Spanish, French, and Latin courses. Furthermore, UTC has included these courses in its access to 24-hour free online tutoring for students via the educational app tutor.com. In addition, the department keeps a list of available tutors both online and at the desk of the Administrative Assistant, including students who are juniors and seniors and who tend to charge a very reasonable fee.

The library provides a number of additional resources, including access to a diverse set of resources, course reserves, study rooms, and technology that are used regularly by students in the department. They provide specialized instruction for courses through their Research and Instruction department. Additionally, students have access to the Writing Center on campus which can particularly help students in courses where they write in English.

Students have additional support for advising and career counseling through The Center for Academic Support and Advising and the Center for Career and Leadership Development. The Veteran Student Support center also provides some additional advising and career counseling services for students under its care.

For students struggling with learning disabilities or other disabilities, the Disability Resource Center has staff with expertise in determining and designing accommodations. Students

under medical problems are able to seek support through the Counseling Center and Student Health Services.

Finally, the department has funding available to support students for a variety of opportunities. There are annual study abroad scholarships of approximately \$1000 available – the Felicia Sturzer Scholarship (French) and the Oralia Preble-Niemi Scholarship (Spanish). In addition, the department regularly allocates some of the operating budget and online funds to support student conferences and study abroad.

Part 4: Faculty (Full-time and Part-time)

Since the last program review in 2016, there have been several changes in faculty. Essentially 50% of full-time faculty members are new, and approximately 50% of tenure-line faculty have been tenured or promoted during that same period.

4.1 All faculty, full time and part time, meet the high standards set by the program and expected SACSCOC guidelines for credentials.

All tenure-line faculty members have doctorates in a field that gave them a deep expertise in the languages and subjects they teach. Moreover, the tenure-line faculty far exceed the basic credential qualifications by earning their doctorates from high-ranking programs and universities. Most of them received Ph.Ds. from high quality research institutions in their field, including Princeton, the University of Wisconsin, Madison, the University of California, Berkeley, the University of Miami, and Penn State. All of the lecturers (full-time non-tenure track) have Masters degrees or Ph.Ds. from reputable schools like Georgia State, Auburn, and Florida, and

two of the four Spanish lecturers have Ph.Ds., one from the University of Calgary, Canada, and the other from University of Tennessee Knoxville.

In all cases, the faculty hold degrees that demonstrate professional expertise in all the subjects they teach, whether the courses focus on the acquisition of a language or upon literature and culture. In a smaller undergraduate program like that of MCLL, a professor must be a generalist to some extent beyond the narrow confines of their research specialization; but no professor is teaching any course that lies outside of the fields in which they earned their Ph.D.

All adjunct instructors (part-time) except for one (a Latin adjunct granted an exemption by the administration due to decades of work teaching Latin at the secondary level) meet the requirement of 18 graduate hours in the field, though we have adjuncts with advanced degrees including master's and Ph.D. In general, faculty members with a M.A. or less are limited to teaching 1000- and 2000-level courses that are not designed for majors and minors, and they occasionally teach general education courses at the 3000-level such as Classical Mythology.

For a full picture of faculty credentials and accomplishments, faculty CVs are included in [Appendix 4.A](#).

4.2 The faculty are adequate in number to meet the needs of the program and appropriate teaching loads.

Since our last review, faculty teaching loads for tenure-line faculty have been reduced to three courses (9-10 credit hours) per semester. We have added one faculty member in Spanish. Over the past two years, primarily due to COVID, enrollments in foreign languages have dropped, although those in the Classics have increased, and on the whole, we have a more reasonable

teaching load, and class-sizes are also slightly lower. Currently MCLL has 13 full-time faculty members with the following distribution:

Full-Time Faculty in MCLL

Language	Tenure-Track	Lecturer	Total
French	2		2
Latin/Classics	2	1	3
Spanish	4	4	8

The number of full-time faculty for Latin/Classics is misleading because it includes the Department Head who has a 25% teaching load (1 class per semester) and the Sun Trust Chair of Excellence who has a 50% teaching load (2 classes per semester). Thus, in terms of covering for classes, Latin/Classics has a 1.75 FTE.

This level of full-time staffing for the department is adequate to cover the courses needed for majors and minors as well as a good portion of the lower-level language courses and general education courses. Nevertheless, the department relies heavily on adjuncts for staffing some of the first and occasionally second-year French, Latin, and Spanish classes, as well as general education courses in Classics. In order to fill these courses, the department has access to around \$55,000 for adjunct/overload funding for the year. Less frequently, lecturers voluntarily teach an overload (for extra pay), when necessary, but this is less frequent than in the past.

4.3 The faculty strives to cultivate diversity with respect to gender, ethnicity, and academic background, as appropriate to the demographics of the discipline.

The university has very strict protocols aimed at creating a fair and diverse workplace. Moreover, it has always been the department practice to welcome applicants of various types of diverse backgrounds. The department consistently follows all policies established by the Office of Equity and Inclusion, such as the documentation of diversity in search pools and the careful provision of rationales for the selection of finalists and the individual ultimately offered the position. The composition of full-time faculty follows:

Ethnic and Gender Diversity of Full-Time Faculty in MCLL in 2021-2022

	ALL FULL- TIME FACULTY		TENURE TRACK FACULTY		LECTURERS	
MEN	7	54%	4	50%	3	60%
WOMEN	6	46%	4	50%	2	40%
WHITE ⁷	8	62%	5	62.5%	3	60%
HISPANIC	5	38%	3	37.5%	2	40%
AFRICAN AMERICAN	1 ⁸	8%	1	12.5%		

The full-time faculty also exhibit some geographic diversity. One faculty member is from Rumania, one is from Peru, one is from Mexico, and another is from Puerto Rico.

As far as program diversity is concerned, there are some programs where faculty overlap, but much of this occurred without the involvement of the current department members. For example, Dr. Davies and Dr. Purkey both attended UC Berkeley, but different programs (Classics and Hispanic Languages and Literatures), and neither took part in the decision-making process for the other, nor did they know each other prior to being hired. Both French professors, Drs. Casebier and Garoiu, studied at UW Madison, but were not acquainted prior to working at UTC. Dr. Springer also attended UW Madison; however, a separate committee outside of the

⁷ Non-Hispanic White

⁸ One faculty member identifies as both Hispanic and Afro-American and is counted in both categories.

department selected Dr. Springer as the SunTrust Chair, and he was assigned to our department because of his field.

4.4 The Program uses an appropriate process to incorporate the faculty evaluation system to improve teaching, scholarly and creative activities, and service.

Evaluation of faculty takes place through the EDO (Evaluation and Development by Objectives) process, which is completed annually for all full-time faculty members by the Department Head. In addition, evaluation of tenure-line faculty takes place through the operations of the Reappointment, Tenure and Promotion (RTP) process—yearly in the case of probationary faculty. These two processes, each of which examine teaching, scholarship (or creative endeavors), and service, are used to identify any weaknesses in faculty performance, to communicate concern about these weaknesses to the probationary faculty member, and to provide motivation for improvement. These weaknesses, or areas of concern, can be student dissatisfaction, failure to bring students up to standard of program outcomes, lack of sufficient publications, problems with deadlines, etc. In the case of the EDO, the Department Head notes the issue in writing and works with the faculty member to develop a concrete plan for improvement over the coming year. If the RTP Committee identifies an area of concern in untenured faculty, the Chair communicates this to the probationary member in the letter containing the committee's recommendation with regard to reappointment. The Head also plays a role in reappointment and communicates any concerns through this process. If the weakness is a serious one, both the Head and the RTP Chair advise the faculty member where improvement is needed.

The evaluation of faculty plays an important role in improvement through the recognition of strengths and weaknesses. In the case of untenured faculty members, the Department Head and

the Chair of RTP Committee write letters that indicate areas of accomplishment and areas where further growth is needed. The Head incentivizes and promotes high performance by recommending faculty for the rating “Exceeds Expectations,” which may (depending on the budget in a given year) lead to merit-based bonuses or permanent salary increase. There are also college and university-wide awards, for which any faculty member may recommend another.

In the EDO and RTP processes, several sources of data are routinely used for the improvement of faculty performance. Course Learning Evaluations play an important role: The numerical scores are compared to departmental averages, and attention is paid to patterns that develop over time (e.g., rising or falling ratings), and particular areas for improvement are identified by noting any areas which students have scored particularly poorly. In addition, assessment data has been used to point out faculty weaknesses and strengths, since it measures real student outcomes, rather than student perceptions.

4.5 The faculty engages in regular professional development that enhances their teaching, scholarship and practice.

For the tenure-line faculty with research duties, the main venue for professional development relating to scholarship is attending disciplinary conferences. On average, all tenure-line faculty members go to two to four conferences per year to get feedback on their research. A look at the CVs in [Appendix 4.A](#) will give a sense of the breadth of international, national, and regional conferences attended. In some cases, lecturers have also attended research- focused conferences. The only other established venue for professional development relating to scholarship is the mentoring system within the department, whereby every incoming assistant professor is assigned a tenured professor as a mentor.

Professional development in the area of teaching takes place most often through seminars, sessions, and programs offered on campus by the Walker Center for Teaching and Learning. Although there has never been any mandate for faculty participation in these events, faculty attend these in significant numbers, and they may report that attendance on their EDO. Faculty members also pursue professional development in teaching and assessment at regional or national conferences like the South Atlantic Modern Language Association (SAMLA), the Mountain Interstate Foreign Language Conference (MIFLC), and SEMA. Approximately 15-40% of the faculty attend the American Council on the Teaching of Foreign Languages (ACTFL) conference in a given year. In November of 2021, three tenure-track professors and two lecturers attended ACTFL.

4.6 The faculty is actively engaged in planning, evaluation and improvement processes that measure and advance student success.

In the past, the senior professor in each major concentration has done most of the assessment work for that major in coordination with the Department Head. More recently, as the quantity of assessment data has increased, all faculty members teaching the courses featured in departmental assessment have been expected to collect, evaluate, and organize their own data. There have been some training sessions to assist in this endeavor. Nevertheless, most of the planning and big-picture analysis continues to fall to the Head and Associate Head. Greater involvement of the entire faculty involvement in all stages of assessment is needed. One result of a response to student performance can be seen in the results of fall 2021, after a reshuffling of faculty and a redesign of some Spanish courses, this led to significant improvement, with most students meeting course outcomes, as can be seen in the tables below:

SPAN 2110**Goal: 75% of Students meet Goal of Intermediate Low in All Skills**

Level	Reading		Writing		Listening		Speaking	
Novice Low							1	14%
Novice Mid								
Novice High			1	14%	2	29%		
Intermediate Low			2	29%	2	29%	3	43%
Intermediate Mid			2	29%	2	29%	3	43%
Intermediate High	5	71%	2	29%	1	14%		
Advanced Low	2	29%						
Below Level			1	14%	2	29%	1	14%
At/Above Level	7	100%	6	86%	5	71%	6	86%
Above Level	7	100%	4	57%	3	43%	3	43%

SPAN 3110-01**Goal 75% at Intermediate Mid**

Level	Reading		Writing		Listening		Speaking	
Intermediate Low			2	13%	2	13%	2	13%
Intermediate Mid			7	47%			2	13%
Intermediate High	4	27%	4	27%	2	13%	7	47%
Advanced Low	6	40%	2	13%	6	40%	3	20%
Advanced Mid	3	20%			3	20%		
Advanced High	2	13%			2	13%		
Below Level			2	13%	2	13%	2	13%
At/Above Level	15	100%	13	87%	13	87%	13	87%
Above Level	15	100%	5	33%	13	87%	11	67%

SPAN 3110-02**Goal 75% at Intermediate Mid**

Level	Reading		Writing		Listening		Speaking	
Intermediate Low							1	8%
Intermediate Mid			7	54%			6	46%
Intermediate High			6	46%	9	69%	5	38%
Advanced Low	4	31%			1	8%		
Advanced Mid	7	54%			3	23%		
Advanced High	2	15%						

Below Level							1	8%
At/Above Level	13	100%	13	100%	13	100%	12	92%
Above Level	13	100%	6	46%	13	100%	5	38%

SPAN 3130 Goal 75% at Intermediate High in Reading and Writing

Level	Reading		Writing		Listening		Speaking	
Intermediate Low			1	12.5%			1	12.5%
Intermediate Mid			2	25%	1	12.5%	2	25%
Intermediate High	2	25%	4	50%	3	37.5%	4	50%
Advanced Low	1	12.5%	1	12.5%	1	12.5%	1	12.5%
Advanced Mid	4	50%			2	25%		
Advanced High	1	12.5			1	12.5%		
Below Level			3	37.5%				
At/Above Level	8	100%	5	62.5%				
Above Level	6	75%		12.5%				

In French and Spanish, all faculty whose students take the STAMP test (from Avant-Assessment) have access to the standardized exams that assess their students' performance. Furthermore, faculty are made aware of the assessment goals for each year, and the expected benchmarks for their courses, and are thus able to judge where their students excelled and where they might improve the next time.

Part 5 Learning Resources

The greater part of learning resources available to students are extradepartmental, and include the library, its staff, the Writing Center, and the Disability Resource Center. The disciplines of Modern and Classical Languages and Literatures do not typically require extensive

learning resources outside of those found in most academic departments. The exception to this is the language lab, which is located in 239 Lupton Hall adjacent to the main office and is open Monday-Friday during business hours.

5.1 The program regularly evaluates its equipment and facilities, encouraging necessary improvements within the context of overall institutional resources.

Language Lab and Other Student Resources

The language lab is equipped with 30 Macintosh computers with headphones, microphones, and an ever-growing menu of media in foreign languages in the back half of the room. In addition to using the computers for homework and projects, students can watch foreign movies, including those assigned for some classes. Faculty also use the lab for conducting computerized oral exams and end-of-course assessments. Towards the front of the room, there is a seating area with comfortable couches, and two large viewing screens. Along the back wall, there are rows of bookshelves stocked with reference works, literature, textbooks, DVDs, a collection of graphic novels, and a variety of games in the target languages. Professors and clubs can reserve the space for class, departmental tutoring, movie night, and game night. Students have a library of language movies they can watch for classes or for personal enjoyment. Students can drop by to study or check out popular culture items. It also is used for faculty meetings when we need a bigger space than the conference room.

Free departmental tutoring has been provided successfully in the lab since 2019. Generally, Spanish, French, and Latin have two set hours of tutoring available each week and students can also make an appointment upon request.

The department regularly purchases equipment, books, and movies for classes and for individual student use for the language lab. The department recently purchased a number of

language and classics games for our new game day, which students may use in the language lab. For students who are enrolled in online classes, there are 25 subscriptions available to watch movies provided in the lab at home. These rotate and the number of subscriptions can increase if the department exceeds that number.

There is no official plan for replacing computers in the language lab. When we moved into Lupton Hall, we used online funds to purchase new computers for the lab. Prior to that, the Dean had purchased new computers approximately every 5-7 years.

Faculty and Staff Computers

Computers are the most expensive and most essential item of equipment involved in teaching, research, and administration. There is a process in place each year to verify departmental computers (and other items subject to inventory). The department's administrative assistant carries out this task. While the department has occasionally used its operating funds to replace a computer for the administrative assistant or for a faculty member, departmental funds would never be able to cover faculty or lab computers to any significant extent. Faculty and staff receive a new, primary computing device every four years. The University contributes up to \$1,200 toward a device. This is maintained through IT's computer refresh program.

Walker Center for Teaching and Learning

All faculty members enjoy access to the Walker Center for Teaching and Learning, housed in the library. Many MCLL instructors regularly attend workshops on instructional technology and several teams have gone through a re-design program to create fully online versions of departmental courses. The Walker Center also provides grants for faculty for teaching resources or activities.

Offices and Conference Room

Each full-time faculty member has an office and access to printers and the ability to send something to print services for copies, posters, materials for social events, etc. There is a separate office for adjuncts in the department, which has computers and a scanner, and access to the department printer. For all other types of equipment, the department must rely on its own operating funds or rarely on one of the gift funds. Each year there is an effort to allocate some funds to upgrading or replacing some elements of the office environment, such as furniture, décor, kitchen supplies, paint, etc. It has also been possible to salvage various items from UTC's centralized surplus facility, to which all units on campus retire their unwanted equipment. The department also has a new conference room equipped with "smart" technology.

5.2 The program has access to learning and information resources that are appropriate to support teaching and learning.

Most information resources available to faculty and students in the program are provided through UTC's Library. In addition to books and online texts, it has a growing film collection, which includes a Kanopy streaming program where you can watch films from home. The library also has subscriptions to many journal and reference databases that facilitate faculty and student research (e.g., JSTOR, Project MUSE, *L'Année Philologique*, *Patrologia Latina*, and many others). The Interlibrary Loan service is free to faculty and students and functions with great efficiency. In general, there has been the feeling among faculty and students that the informational resources are on par with what one could reasonably expect at an institution like UTC. The library also offers enhancement grants to individual faculty members, who can request \$750 worth of materials in their area. On average, one MCLL faculty member applies for and is awarded one of these grants

per year. The department has also decided to build its own collection of informational resources. In recent years, \$500-\$800 per year has been allocated to a growing collection of films, books, and graphic novels in the language lab. All films are loaded onto the main computer server, which allows students to access the entire catalog from every unit in the language lab. The print materials are shelved and available for students to use in the lab, where there is comfortable seating.

Scholarships/Professional Development Funds

Students have opportunities to apply for scholarships for Study Abroad through the department, and other campus resources. Please see [Financial Aid and Scholarships](#) and [MCLL Scholarships and Awards](#). In addition, the department has recently been able to subsidize study abroad for its students through the creation of MCLL International Online Learning Scholarships, which are eligible to students taking at least one online/hybrid course as part of a study abroad experience.

Faculty are also able to take advantage of professional development funds. Full-time faculty receive a budget of \$1200-1500 per year for conferences, materials, memberships, workshops, etc. Over the last five years the department has been able to provide all additional funds requested by faculty when their needs surpass the initial sum for any reason—e.g., multiple conferences, international travel, etc. The department also purchases course materials and equipment as necessary (like computer cameras for Zoom during COVID).

6. Support

6.1 The program's operating budget is consistent with the needs of the department.

The departmental operating budget sits right around \$40,000 per year, with an additional \$4,000 for student workers. This level is consistent with needs and sufficient for all operations, including faculty development, office administration and environment, equipment, student support, assessment, event planning, promotion and publicity, and the language lab. Typically, the department head drafts a budget each year and then circulates it to the faculty for discussion, amendment, and approval. For the current fiscal year, the funds have been distributed in the following way:

Total MCLL Operating Budget for Fiscal Year 2022 = \$40,355

Office Needs and Supplies - \$3,355

Furnishings and Equipment - \$10,000 [far above average due to recent move]

Funds for Faculty Use (research and teaching materials, memberships, certifications, virtual conferences, individual faculty development opportunities, contribution towards event, etc.) - \$16,000 (approx. \$1,230 x 13 members)

MCLL Tuition Scholarships (divided among programs) - \$6,500 + money from other categories for which expenses have not been identified and planned by end of fiscal year.

Events for Students - \$1,500

STAMP assessment fees - \$3,000

This distribution is in some ways typical and in some ways atypical. Some commentary is needed to put it into context and explain the significance of certain details.

The largest item of the budget each year is the line devoted to faculty professional and development needs, because it covers so many essential things for 13 full-time people (no distinction is made between TT and NTT for these purposes): research materials, travel and conferencing, professional memberships, workshops, pedagogical materials, etc. Obviously, this

expenditure impacts students in a positive way also, because the maintenance and advancement of faculty knowledge, skills, and professional standing provides a strong basis for all instruction.

Although the initial and guaranteed level of faculty funding has been reduced from the norm of \$1,500 per person to \$1,230 for fiscal year 2022, because of the need to properly furnish our new office suite, both of these figures are somewhat misleading. Since almost all MCLL faculty teach online in a given year, the department can draw from its sizeable online funds (a portion of online fees are returned to departments) for the professional development of online faculty. Over the last five years, MCLL faculty have been fully funded for every single conference, travel, and resource request, even when an individual had needs that reached above \$4,000 for the year. The second largest area of the budget is most always that directed towards supporting students: \$6,500 is awarded in scholarships and at least \$1,500 is spent on creating and catering social events for students. In some years these numbers run much higher. Finally, the remainder of the budget falls into office needs and the fees paid to an outside company to provide excellent assessment for modern languages.

In no case since the prior review has MCLL been unable to pursue its operations due to a lack of funding, and in no case has the department had to plead with the dean for additional funding. As the operating account tends to be spent down to less than \$1,000 by the end of each fiscal year, the budget seems very much “right-sized.”

6.2 The program has a history of enrollment and/or graduation rates sufficient to sustain high quality and cost-effectiveness.

While the number of majors enrolled in the department has dropped considerably in the last two years of pandemic, from 78 to 49, the most recent data for all other metrics on the UTC Institutional Dashboard look healthy. The number of SCH produced by the department in 2019-2020 was above the 5-year average (7,805 vs. 7,748). The number of graduates that same year was likewise above the 5-year average (25 vs. 23.6) and in line with long-term trends. The number of students not retained was 12.8%, better than the five-year average of 15.9% of students not retained. These numbers, taken together, show that the overall productivity of the department during the last six years has been steady and has increased in some respects, even if the number of majors is at a low due to the lack of recent opportunities to recruit (through F2F instruction and study abroad). Although the cost-per-credit of instruction is not available on the institutional dashboard and would be difficult to calculate for a number of reasons, it is clear to the department head from administrative meetings over the last six years that the department is not a source of financial liability to CAS in any way: this objection has never been made. It should also be remembered, when efficiency is considered, that MCLL has streamlined administrative costs because (due to the merger of 2015) it shares a department head and an administrative assistant with Philosophy and Religion. Thus, it's purely administrative costs are half of what they would be otherwise. Finally, the department assists CAS in providing administrative functions for the **Humanities: International Studies, Liberal Arts** concentrations.

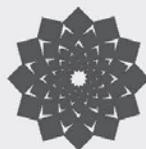
6.3 The program is responsive to local, state, regional, and national needs.

As a department, MCLL is responsive to community needs in a number of ways and helps the university to offer solutions to problems that affect city, county, state, and nation. With high levels of immigration at every level from local to national, and with increasing multilingualism in

our communities, language expertise is needed in various areas. The state of Tennessee must strengthen its language education in secondary schools, and MCLL partners with UTC's School of Education to train teachers. Chattanooga businesses and organizations often lack a sufficient number of Spanish speakers among their personnel, and MCLL's internship program helps to meet the needs that they have in serving the city's growing Hispanic population. The French offerings prepare students who may end up working in some connection with the North American trade zone that has French for one of its languages, or with one of the nearby Caribbean nations. In general, making language study available to UTC students at large offers them an element of professional and personal development for complex and multicultural society. When it comes to communal conversations surrounding diversity, equity, and inclusion (DEI), MCLL has responded through the development of new classes (such as those on African film, Caribbean literature, the lives of the marginalized in the Roman Empire, etc.) and a new program (Latin American Studies), while also offering other relevant opportunities (cultural festivals, documentary film series, visiting speakers, volunteering, study abroad, etc.). Graduates of the program, as well as students who may only take a few courses, will be better prepared to navigate and impact the larger society that is emerging.

Appendix

ACTFL
**PROFICIENCY
GUIDELINES**
2012



ACTFL

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES

1001 N. FAIRFAX ST., SUITE 200 | ALEXANDRIA, VA 22314

PH 703-894-2900 | FAX 703-894-2905 | www.actfl.org

ACKNOWLEDGMENTS

ACTFL is deeply indebted to the many individuals who contributed to the previous editions of the Proficiency Guidelines.

In addition, ACTFL wishes to acknowledge the principal authors and editors of this 3rd Edition of the Proficiency Guidelines: Elvira Sivender, Daniel J. Conrad, and Robert Vicars; and the invaluable contributions of the project consultants: Mahdi Alesh, Karen Bräner-Sanders, Ray T. Clifford, Helen Hamlyn, David Hipple, Judith Liskán-Gasparro, Pardee Lwice, Jr., Cynthia Martin, Karl F. Otto, Jr., Benjamin Rifkin, Mildred Rivera Martinez, and Ericán Tschirner.

Finally, ACTFL is most appreciative of the comments and feedback from the many members of the profession who contributed generously of their time and expertise in reviewing earlier drafts of this document.

The ACTFL Proficiency Guidelines 2012 may be used for non-profit, educational purposes only, provided that they are reproduced in their entirety, with no alterations, and with credit to ACTFL.

General Preface to the **ACTFL Proficiency Guidelines 2012**

The ACTFL Proficiency Guidelines are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability.

These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. Together these levels form a hierarchy in which each level subsumes all lower levels. The Guidelines are not based on any particular theory, pedagogical method, or educational curriculum. They neither describe how an individual learns a language nor prescribe how an individual should learn a language, and they should not be used for such purposes. They are an instrument for the evaluation of functional language ability.

The ACTFL Proficiency Guidelines were first published in 1986 as an adaptation for the academic community of the U.S. Government's Interagency Language Roundtable (ILR) Skill Level Descriptions. This third edition of the ACTFL Proficiency Guidelines includes the first revisions of Listening and Reading since their original publication in 1986, and a second revision of the ACTFL Speaking and Writing Guidelines, which were revised to reflect real-world assessment needs in 1999 and 2001 respectively. New for the 2012 edition are the addition of the major level of Distinguished to the Speaking and Writing Guidelines, the division of the Advanced level into the three sublevels of High, Mid, and Low for the Listening and Reading Guidelines, and the addition of a general level description at the Advanced, Intermediate, and Novice levels for all skills.

Another new feature of the 2012 Guidelines is their publication online, supported with glossed terminology and annotated, multimedia samples of performance at each level for Speaking and Writing, and examples of oral and written texts and tasks associated with each level for Reading and Listening.

The direct application of the ACTFL Proficiency Guidelines is for the evaluation of functional language ability. The Guidelines are intended to be used for global assessment in academic and workplace settings. However, the Guidelines do have instructional implications. The ACTFL Proficiency Guidelines underlie the development of the ACTFL Performance Guidelines for K-12 Learners (1998) and are used in conjunction with the National Standards for Foreign Language Learning (1996, 1998, 2006) to describe how well students meet content standards. For the past 25 years, the ACTFL Guidelines have had an increasingly profound impact on language teaching and learning in the United States.

ACTFL PROFICIENCY GUIDELINES 2012 — SPEAKING

Preface

The ACTFL Proficiency Guidelines 2012 – Speaking

describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels.

The Guidelines describe the tasks that speakers can handle at each level, as well as the content, context, accuracy, and discourse types associated with tasks at each level. They also present the limits that

speakers encounter when attempting to function at the next higher major level.

These Guidelines can be used to evaluate speech that is either Interpersonal (interactive, two-way communication) or Presentational (one-way, non-interactive).

The written descriptions of speaking proficiency are accompanied online by speech samples illustrating the features of each major level.

The ACTFL Proficiency Guidelines 2012 – Speaking may be used for non-profit, educational purposes only, provided that they are reproduced in their entirety, with no alterations, and with credit to ACTFL.

DISTINGUISHED

Speakers at the Distinguished level are able to use language skillfully, and with accuracy, efficiency, and effectiveness. They are educated and articulate users of the language. They can reflect on a wide range of global issues and highly abstract concepts in a culturally appropriate manner. Distinguished-level speakers can use persuasive and hypothetical discourse for representational purposes, allowing them to advocate a point of view that is not necessarily their own. They can tailor language to a variety of audiences by adapting their speech and register in ways that are culturally authentic.

Speakers at the Distinguished level produce highly sophisticated and tightly organized extended discourse. At the same time, they can speak succinctly, often using cultural and historical references to allow them to say less and mean more. At this level, oral discourse typically resembles written discourse.

A non-native accent, a lack of a native-like economy of expression, a limited control of deeply embedded cultural references, and/or an occasional isolated language error may still be present at this level.

ACTFL Proficiency Guidelines 2012 – SPEAKING

SUPERIOR

Speakers at the Superior level are able to communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. They present their opinions on a number of issues of interest to them, such as social and political issues, and provide structured arguments to support these opinions. They are able to construct and develop hypotheses to explore alternative possibilities.

When appropriate, these speakers use extended discourse without unnaturally lengthy hesitation to make their point, even when engaged in abstract elaborations. Such discourse, while coherent, may still be influenced by language patterns other than those of the target language. Superior-level speakers employ a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information through the use of syntactic, lexical, and phonetic devices.

Speakers at the Superior level demonstrate no pattern of error in the use of basic structures, although they may make sporadic errors, particularly in low-frequency structures and in complex high-frequency structures. Such errors, if they do occur, do not distract the native interlocutor or interfere with communication.

ADVANCED

Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major time frames of past, present, and future. These speakers can also deal with a social situation with an unexpected complication. The language of Advanced-level speakers is abundant, the oral paragraph being the measure of Advanced-level length and discourse. Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.

Advanced High

Speakers at the Advanced High sublevel perform all Advanced-level tasks with linguistic ease, confidence, and competence. They are consistently able to explain in detail and narrate fully and accurately in all time frames. In addition, Advanced High speakers handle the tasks pertaining to the Superior level but cannot sustain performance at that level across a variety of topics. They may provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are more comfortable discussing a variety of topics concretely.

Advanced High speakers may demonstrate a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the confident use of communicative strategies, such as paraphrasing, circumlocution, and illustration. They use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech. However, when called on to perform the complex tasks associated with the Superior level over a variety of topics, their language will at times break down or prove inadequate, or they may avoid the task altogether, for example, by resorting to simplification through the use of description or narration in place of argument or hypothesis.

ACTFL Proficiency Guidelines 2012 – SPEAKING

Advanced Mid

Speakers at the *Advanced Mid* sublevel are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as topics relating to events of current, public, and personal interest or individual relevance.

Advanced Mid speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future by providing a full account, with good control of aspect. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse.

Advanced Mid speakers can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar. Communicative strategies such as circumlocution or rephrasing are often employed for this purpose. The speech of *Advanced Mid* speakers performing *Advanced*-level tasks is marked by substantial flow. Their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest. Their discourse may still reflect the oral paragraph structure of their own language rather than that of the target language.

Advanced Mid speakers contribute to conversations on a variety of familiar topics, dealt with concretely, with much accuracy, clarity and precision, and they convey their intended message without misrepresentation or confusion. They are readily understood by native speakers unaccustomed to dealing with non-natives. When called on to perform functions or handle topics associated with the *Superior* level, the quality and/or quantity of their speech will generally decline.

Advanced Low

Speakers at the *Advanced Low* sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest.

Advanced Low speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect. In these narrations and descriptions, *Advanced Low* speakers combine and link sentences into connected discourse of paragraph length, although these narrations and descriptions tend to be handled separately rather than interwoven. They can handle appropriately the essential linguistic challenges presented by a complication or an unexpected turn of events.

Responses produced by *Advanced Low* speakers are typically not longer than a single paragraph. The speaker's dominant language may be evident in the use of false cognates, literal translations, or the oral paragraph structure of that language. At times their discourse may be minimal for the level, marked by an irregular flow, and containing noticeable self-correction. More generally, the performance of *Advanced Low* speakers tends to be uneven.

Advanced Low speech is typically marked by a certain grammatical roughness (e.g., inconsistent control of verb endings), but the overall performance of the *Advanced*-level tasks is sustained, albeit minimally. The vocabulary of *Advanced Low* speakers often lacks specificity. Nevertheless, *Advanced Low* speakers are able to use communicative strategies such as rephrasing and circumlocution.

Advanced Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion. Their speech can be understood by native speakers unaccustomed to dealing with non-natives, even though this may require some repetition or restatement. When attempting to perform functions or handle topics associated with the *Superior* level, the linguistic quality and quantity of their speech will deteriorate significantly.

ACTFL Proficiency Guidelines 2012 – SPEAKING

INTERMEDIATE

Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language.

Intermediate High

Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.

Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.

Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.

Intermediate Mid

Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.

Intermediate Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

Overall, Intermediate Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.

ACTFL Proficiency Guidelines 2012 – SPEAKING

Intermediate Low

Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.

Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary, and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

ACTFL Proficiency Guidelines 2012 – SPEAKING

NOVICE

Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

Novice High

Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

Novice High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse.

Novice Mid

Speakers at the Novice Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

Novice Low

Speakers at the Novice Low sublevel have no real functional ability and, because of their pronunciation, may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.

ACTFL PROFICIENCY GUIDELINES 2012 — WRITING

Preface

The ACTFL Proficiency Guidelines 2012 – Writing describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels.

The Guidelines describe the tasks that writers can handle at each level as well as the content, context, accuracy, and discourse types associated with the writing tasks at each level. They also present the limits that writers encounter when attempting to function at the next higher major level.

These Guidelines can be used to describe written text that is either Presentational (essays, reports, letters) or Interpersonal (instant messaging, e-mail communication, texting). Moreover, they apply to writing that is spontaneous (immediate, unedited) or reflective (revised, edited). This is possible because the Guidelines describe the product rather than the process or purpose of the writing.

The written descriptions of writing proficiency are accompanied online by writing samples illustrating the features of each major level.

The ACTFL Proficiency Guidelines 2012 – Writing may be used for non-profit, educational purposes only, provided that they are reproduced in their entirety, with no alterations, and with credit to ACTFL.

ACTFL Proficiency Guidelines 2012 – WRITING

DISTINGUISHED

Writers at the Distinguished level can carry out formal writing tasks such as official correspondence, position papers, and journal articles. They can write analytically on professional, academic and societal issues. In addition, Distinguished-level writers are able to address world issues in a highly conceptualized fashion.

These writers can use persuasive and hypothetical discourse as representational techniques, allowing them to advocate a position that is not necessarily their own. They are also able to communicate subtlety and nuance. Distinguished level writing is sophisticated and is directed to sophisticated readers. Writers at this level write to their audience; they tailor their language to their readers.

Distinguished-level writing is dense and complex; yet, it is characterized by an economy of expression. The writing is skillfully crafted and is organized in a way that reflects target-culture thought patterns. At the Distinguished level, length is not a determining factor. Distinguished-level texts can be as short as a poem or as long as a treatise.

Writers at the Distinguished level demonstrate control of complex lexical, grammatical, syntactic, and stylistic features of the language. Discourse structure and punctuation are used strategically, not only to organize meaning but also to enhance it. Conventions are generally appropriate to the text modality and the target culture.

SUPERIOR

Writers at the Superior level are able to produce most kinds of formal and informal correspondence, in-depth summaries, reports, and research papers on a variety of social, academic, and professional topics. Their treatment of these issues moves beyond the concrete to the abstract.

Writers at the Superior level demonstrate the ability to explain complex matters, and to present and support opinions by developing cogent arguments and hypotheses. Their treatment of the topic is enhanced by the effective use of structure, lexicon, and writing protocols. They organize and prioritize ideas to convey to the reader what is significant. The relationship among ideas is consistently clear, due to organizational and developmental principles (e.g., cause and effect, comparison, chronology). These writers are capable of extended treatment of a topic which typically requires at least a series of paragraphs, but can extend to a number of pages.

Writers at the Superior level demonstrate a high degree of control of grammar and syntax, of both general and specialized/professional vocabulary, of spelling or symbol production, of cohesive devices, and of punctuation. Their vocabulary is precise and varied. Writers at this level direct their writing to their audiences; their writing fluency eases the reader's task.

Writers at the Superior level do not typically control target-language cultural, organizational, or stylistic patterns. At the Superior level, writers demonstrate no pattern of error; however, occasional errors may occur, particularly in low-frequency structures. When present, these errors do not interfere with comprehension, and they rarely distract the native reader.

ACTFL Proficiency Guidelines 2012 – WRITING

ADVANCED

Writers at the Advanced level are characterized by the ability to write routine informal and some formal correspondence, as well as narratives, descriptions, and summaries of a factual nature. They can narrate and describe in the major time frames of past, present, and future, using paraphrasing and elaboration to provide clarity. Advanced-level writers produce connected discourse of paragraph length and structure. At this level, writers show good control of the most frequently used structures and generic vocabulary, allowing them to be understood by those unaccustomed to the writing of non-natives.

Advanced High

Writers at the Advanced High sublevel are able to write about a variety of topics with significant precision and detail. They can handle informal and formal correspondence according to appropriate conventions. They can write summaries and reports of a factual nature. They can also write extensively about topics relating to particular interests and special areas of competence, although their writing tends to emphasize the concrete aspects of such topics. Advanced High writers can narrate and describe in the major time frames, with solid control of aspect. In addition, they are able to demonstrate the ability to handle writing tasks associated with the Superior level, such as developing arguments and constructing hypotheses, but are not able to do this all of the time; they cannot produce Superior-level writing consistently across a variety of topics treated abstractly or generally. They have good control of a range of grammatical structures and a fairly wide general vocabulary. When writing at the Advanced level, they often show remarkable ease of expression, but under the demands of Superior-level writing tasks, patterns of error appear. The linguistic limitations of Advanced High writing may occasionally distract the native reader from the message.

Advanced Mid

Writers at the Advanced Mid sublevel are able to meet a range of work and/or academic writing needs. They demonstrate the ability to narrate and describe with detail in all major time frames with good control of aspect. They are able to write straightforward summaries on topics of general interest. Their writing exhibits a variety of cohesive devices in texts up to several paragraphs in length. There is good control of the most frequently used target-language syntactic structures and a range of general vocabulary. Most often, thoughts are expressed clearly and supported by some elaboration. This writing incorporates organizational features both of the target language and the writer's first language and may at times resemble oral discourse. Writing at the Advanced Mid sublevel is understood readily by natives not used to the writing of non-natives. When called on to perform functions or to treat issues at the Superior level, Advanced Mid writers will manifest a decline in the quality and/or quantity of their writing.

Advanced Low

Writers at the Advanced Low sublevel are able to meet basic work and/or academic writing needs. They demonstrate the ability to narrate and describe in major time frames with some control of aspect. They are able to compose simple summaries on familiar topics. Advanced Low writers are able to combine and link sentences into texts of paragraph length and structure. Their writing, while adequate to satisfy the criteria of the Advanced level, may not be substantive. Writers at the Advanced Low sublevel demonstrate the ability to incorporate a limited number of cohesive devices, and may resort to some redundancy and awkward repetition. They rely on patterns of oral discourse and the writing style of their first language. These writers demonstrate minimal control of common structures and vocabulary associated with the Advanced level. Their writing is understood by natives not accustomed to the writing of non-natives, although some additional effort may be required in the reading of the text. When attempting to perform functions at the Superior level, their writing will deteriorate significantly.

ACTFL Proficiency Guidelines 2012 – WRITING

INTERMEDIATE

Writers at the Intermediate level are characterized by the ability to meet practical writing needs, such as simple messages and letters, requests for information, and notes. In addition, they can ask and respond to simple questions in writing. These writers can create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. They write primarily in present time. At this level, writers use basic vocabulary and structures to express meaning that is comprehensible to those accustomed to the writing of non-natives.

Intermediate High

Writers at the Intermediate High sublevel are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar, and style of Intermediate High writers essentially correspond to those of the spoken language. Intermediate High writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.

Intermediate Mid

Writers at the Intermediate Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse. Writers at the Intermediate Mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate Mid writers can be understood readily by natives used to the writing of non-natives. When Intermediate Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.

Intermediate Low

Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required. When Intermediate Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.

ACTFL Proficiency Guidelines 2012 – WRITING

NOVICE

Writers at the Novice level are characterized by the ability to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the most simple messages. In addition, they can transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy.

Novice High

Writers at the Novice High sublevel are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.

Novice Mid

Writers at the Novice Mid sublevel can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to non-native writers.

Novice Low

Writers at the Novice Low sublevel are able to copy or transcribe familiar words or phrases, form letters in an alphabetic system, and copy and produce isolated, basic strokes in languages that use syllabaries or characters. Given adequate time and familiar cues, they can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.

Preface

The ACTFL Proficiency Guidelines 2012 – Listening

describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels. The subdivision of the Advanced Level into High, Mid, and Low is new. This makes the Listening descriptions parallel to the other skill-level descriptions.

Listening is an interpretive skill. Listening comprehension is based largely on the amount of information listeners can retrieve from what they hear and the inferences and connections that they can make. By describing the tasks that listeners can perform with different types of oral texts and under different types of circumstances, the Listening Proficiency Guidelines describe how listeners understand oral discourse. The Guidelines do not describe how listening skills develop, how one learns to listen, nor the actual cognitive processes involved in the activity. Rather, they are intended to describe what listeners understand from what they hear.

These Guidelines apply to listening that is either Interpretive (non-participative, overheard) or Interpersonal (participative).

The written descriptions of listening proficiency are accompanied online by authentic speech samples and the functional listening tasks associated with each major level.

The ACTFL Proficiency Guidelines 2012 – Listening may be used for non-profit, educational purposes only, provided that they are reproduced in their entirety, with no alterations, and with credit to ACTFL.

ACTFL PROFICIENCY GUIDELINES 2012 – LISTENING

ACTFL Proficiency Guidelines 2012 – LISTENING

DISTINGUISHED

At the Distinguished level, listeners can understand a wide variety of forms, styles, and registers of speech on highly specialized topics in language that is tailored to different audiences. Listeners at the Distinguished level can understand language such as that found in classical theater, art films, professional symposia, academic debates, public policy statements, literary readings, and most jokes and puns. They are able to comprehend implicit and inferred information, tone, and point of view, and can follow highly persuasive arguments. They are able to understand unpredictable turns of thought related to sophisticated topics. In addition, their listening ability is enhanced by a broad and deep understanding of cultural references and allusions. Listeners at the Distinguished level are able to appreciate the richness of the spoken language.

Distinguished-level listeners understand speech that can be highly abstract, highly technical, or both, as well as speech that contains very precise, often low-frequency vocabulary and complex rhetorical structures. At this level, listeners comprehend oral discourse that is lengthy and dense, structurally complex, rich in cultural reference, idiomatic and colloquial. In addition, listeners at this level can understand information that is subtle or highly specialized, as well as the full cultural significance of very short texts with little or no linguistic redundancy.

Distinguished-level listeners comprehend language from within the cultural framework and are able to understand a speaker's use of nuance and subtlety. However, they may still have difficulty fully understanding certain dialects and nonstandard varieties of the language.

SUPERIOR

At the Superior level, listeners are able to understand speech in a standard dialect on a wide range of familiar and less familiar topics. They can follow linguistically complex extended discourse such as that found in academic and professional settings, lectures, speeches and reports. Comprehension is no longer limited to the listener's familiarity with subject matter, but also comes from a command of the language that is supported by a broad vocabulary, an understanding of more complex structures and linguistic experience within the target culture. Superior listeners can understand not only what is said, but sometimes what is left unsaid; that is, they can make inferences.

Superior-level listeners understand speech that typically uses precise, specialized vocabulary and complex grammatical structures. This speech often deals abstractly with topics in a way that is appropriate for academic and professional audiences. It can be reasoned and can contain cultural references.

ACTFL Proficiency Guidelines 2012 – LISTENING

ADVANCED

At the Advanced level, listeners can understand the main ideas and most supporting details in connected discourse on a variety of general interest topics, such as news stories, explanations, instructions, anecdotes, or travelogue descriptions. Listeners are able to compensate for limitations in their lexical and structural control of the language by using real-world knowledge and contextual clues. Listeners may also derive some meaning from oral texts at higher levels if they possess significant familiarity with the topic or context.

Advanced-level listeners understand speech that is authentic and connected. This speech is lexically and structurally uncomplicated. The discourse is straightforward and is generally organized in a clear and predictable way.

Advanced-level listeners demonstrate the ability to comprehend language on a range of topics of general interest. They have sufficient knowledge of language structure to understand basic time-frame references. Nevertheless, their understanding is most often limited to concrete, conventional discourse.

Advanced High

At the Advanced High sublevel, listeners are able to understand, with ease and confidence, conventional narrative and descriptive texts of any length as well as complex factual material such as summaries or reports. They are typically able to follow some of the essential points of more complex or argumentative speech in areas of special interest or knowledge. In addition, they are able to derive some meaning from oral texts that deal with unfamiliar topics or situations. At the Advanced High sublevel, listeners are able to comprehend the facts presented in oral discourse and are often able to recognize speaker-intended inferences. Nevertheless, there are likely to be gaps in comprehension of complex texts dealing with issues treated abstractly that are typically understood by Superior-level listeners.

Advanced Mid

At the Advanced Mid sublevel, listeners are able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things, and narrations about past, present, and future events. The speech is predominantly in familiar target-language patterns. Listeners understand the main facts and many supporting details. Comprehension derives not only from situational and subject-matter knowledge, but also from an increasing overall facility with the language itself.

Advanced Low

At the Advanced Low sublevel, listeners are able to understand short conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. The listener understands the main facts and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge.

ACTFL Proficiency Guidelines 2012 – LISTENING

INTERMEDIATE

At the Intermediate level, listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics. They are generally able to comprehend one utterance at a time while engaged in face-to-face conversations or in routine listening tasks such as understanding highly contextualized messages, straightforward announcements, or simple instructions and directions. Listeners rely heavily on redundancy, restatement, paraphrasing, and contextual clues.

Intermediate level listeners understand speech that conveys basic information. This speech is simple, minimally connected, and contains high-frequency vocabulary.

Intermediate level listeners are most accurate in their comprehension when getting meaning from simple, straightforward speech. They are able to comprehend messages found in highly familiar everyday contexts. Intermediate listeners require a controlled listening environment where they hear what they may expect to hear.

Intermediate High

At the Intermediate High sublevel, listeners are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.

Intermediate Mid

At the Intermediate Mid sublevel, listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate Mid listeners may get some meaning from oral texts typically understood by Advanced-level listeners.

Intermediate Low

At the Intermediate Low sublevel, listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.

ACTFL Proficiency Guidelines 2012 – LISTENING

NOVICE

At the Novice level, listeners can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies.

Novice-level listeners understand words and phrases from simple questions, statements, and high-frequency commands. They typically require repetition, rephrasing, and/or a slowed rate of speech for comprehension. They rely heavily on extralinguistic support to derive meaning.

Novice-level listeners are most accurate when they are able to recognize speech that they can anticipate. In this way, these listeners tend to recognize rather than truly comprehend. Their listening is largely dependent on factors other than the message itself.

Novice High

At the Novice High sublevel, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

Novice Mid

At the Novice Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.

Novice Low

At the Novice Low sublevel, listeners are able occasionally to recognize isolated words or very high-frequency phrases when those are strongly supported by context. These listeners show virtually no comprehension of any kind of spoken message, not even within the most basic personal and social contexts.

ACTFL PROFICIENCY GUIDELINES 2012 — READING

Preface

The ACTFL Proficiency Guidelines 2012 – Reading describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels. The subdivision of the Advanced level is new. This makes the Reading descriptions parallel to the other skill level descriptions.

Reading is an interpretive skill. Reading comprehension is based largely on the amount of information readers can retrieve from a text, and the inferences and connections that they can make within and across texts. By describing the tasks that readers can perform with different types of texts and under different types of circumstances, the Reading Proficiency Guidelines describe how readers understand written texts. These Guidelines do not describe how reading skills develop, how one learns to read, nor the actual cognitive processes involved in the activity of reading. Rather, they are intended to describe what readers are able to understand from what they read.

These Guidelines apply to reading that is either Interpretive (books, essays, reports, etc.) or Interpersonal (instant messaging, texting, email communication, etc.).

The written descriptions of reading proficiency are accompanied online by authentic text samples and the functional reading tasks associated with each major level.

The ACTFL Proficiency Guidelines 2012 – Reading may be used for non-profit, educational purposes only, provided that they are reproduced in their entirety, with no alterations, and with credit to ACTFL.

ACTFL Proficiency Guidelines 2012 – **READING**

DISTINGUISHED

At the Distinguished level, readers can understand a wide variety of texts from many genres including professional, technical, academic, and literary. These texts are characterized by one or more of the following: a high level of abstraction, precision or uniqueness of vocabulary; density of information; cultural reference, or complexity of structure. Readers are able to comprehend implicit and inferred information, tone, and point of view and can follow highly persuasive arguments. They are able to understand unpredictable turns of thought related to sophisticated topics.

Readers at the Distinguished level are able to understand writing tailored to specific audiences as well as a number of historical, regional, and colloquial variations of the language. These readers are able to appreciate the richness of written language. Distinguished-level readers understand and appreciate texts that use highly precise, low-frequency vocabulary as well as complex rhetorical structures to convey subtle or highly specialized information. Such texts are typically essay length but may be excerpts from more lengthy texts.

Distinguished-level readers comprehend language from within the cultural framework and are able to understand a writer's use of nuance and subtlety. However, they may still have difficulty fully understanding certain nonstandard varieties of the written language.

SUPERIOR

At the Superior level, readers are able to understand texts from many genres dealing with a wide range of subjects, both familiar and unfamiliar. Comprehension is no longer limited to the reader's familiarity with subject matter, but also comes from a command of the language that is supported by a broad vocabulary, an understanding of complex structures and knowledge of the target culture. Readers at the Superior level can draw inferences from textual and extralinguistic clues.

Superior-level readers understand texts that use precise, often specialized vocabulary and complex grammatical structures. These texts feature argumentation, supported opinion, and hypothesis, and use abstract linguistic formulations as encountered in academic and professional reading. Such texts are typically reasoned and/or analytic and may frequently contain cultural references.

Superior-level readers are able to understand lengthy texts of a professional, academic, or literary nature. In addition, readers at the Superior level are generally aware of the aesthetic properties of language and of its literary styles, but may not fully understand texts in which cultural references and assumptions are deeply embedded.

ACTFL Proficiency Guidelines 2012 – **READING**

ADVANCED

At the Advanced level, readers can understand the main idea and supporting details of authentic narrative and descriptive texts. Readers are able to compensate for limitations in their lexical and structural knowledge by using contextual clues. Comprehension is likewise supported by knowledge of the conventions of the language (e.g., noun/adjective agreement, verb placement, etc.). When familiar with the subject matter, Advanced-level readers are also able to derive some meaning from straightforward argumentative texts (e.g., recognizing the main argument).

Advanced-level readers are able to understand texts that have a clear and predictable structure. For the most part, the prose is uncomplicated and the subject matter pertains to real-world topics of general interest.

Advanced-level readers demonstrate an independence in their ability to read subject matter that is new to them. They have sufficient control of standard linguistic conventions to understand sequencing, time frames, and chronology. However, these readers are likely challenged by texts in which issues are treated abstractly.

Advanced High

At the Advanced High sublevel, readers are able to understand, fully and with ease, conventional narrative and descriptive texts of any length as well as more complex factual material. They are able to follow some of the essential points of argumentative texts in areas of special interest or knowledge. In addition, they are able to understand parts of texts that deal with unfamiliar topics or situations. These readers are able to go beyond comprehension of the facts in a text, and to begin to recognize author-intended inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wide variety of texts. Misunderstandings may occur when reading texts that are structurally and/or conceptually more complex.

Advanced Mid

At the Advanced Mid sublevel, readers are able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things and narrations about past, present, and future events. These texts reflect the standard linguistic conventions of the written form of the language in such a way that readers can predict what they are going to read. Readers understand the main ideas, facts, and many supporting details. Comprehension derives not only from situational and subject-matter knowledge but also from knowledge of the language itself. Readers at this level may derive some meaning from texts that are structurally and/or conceptually more complex.

Advanced Low

At the Advanced Low sublevel, readers are able to understand conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. These texts predominantly contain high-frequency vocabulary and structures. Readers understand the main ideas and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge. Readers at this level will be challenged to comprehend more complex texts.

ACTFL Proficiency Guidelines 2012 – **READING**

INTERMEDIATE

At the Intermediate level, readers can understand information conveyed in simple, predictable, loosely connected texts. Readers rely heavily on contextual clues. They can most easily understand information if the format of the text is familiar, such as in a weather report or a social announcement.

Intermediate-level readers are able to understand texts that convey basic information such as that found in announcements, notices, and online bulletin boards and forums. These texts are not complex and have a predictable pattern of presentation. The discourse is minimally connected and primarily organized in individual sentences and strings of sentences containing predominantly high-frequency vocabulary.

Intermediate-level readers are most accurate when getting meaning from simple, straightforward texts. They are able to understand messages found in highly familiar, everyday contexts. At this level, readers may not fully understand texts that are detailed or those texts in which knowledge of language structures is essential in order to understand sequencing, time frame, and chronology.

Intermediate High

At the Intermediate High sublevel, readers are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge.

These readers are also able to understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.

Intermediate Mid

At the Intermediate Mid sublevel, readers are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics.

Intermediate Low

At the Intermediate Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.

ACTFL Proficiency Guidelines 2012 – **READING**

NOVICE

At the Novice level, readers can understand key words and cognates, as well as formulaic phrases that are highly contextualized.

Novice-level readers are able to get a limited amount of information from highly predictable texts in which the topic or context is very familiar, such as a hotel bill, a credit card receipt, or a weather map. Readers at the Novice level may rely heavily on their own background knowledge and extralinguistic support (such as the imagery on the weather map or the format of a credit card bill) to derive meaning.

Readers at the Novice level are best able to understand a text when they are able to anticipate the information in the text. At the Novice level, recognition of key words, cognates, and formulaic phrases makes comprehension possible.

Novice High

At the Novice High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.

Novice Mid

At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.

Novice Low

At the Novice Low sublevel, readers are able to recognize a limited number of letters, symbols or characters. They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.

For further information, contact:

ACTFL Professional Programs

3 Barker Avenue, Suite 300

White Plains, NY 10601

Tel: 914-963-8830

Fax: 914-963-1275

Email: professionalprograms@actfl.org

www.actfl.org

**APPENDIX I.A
BENCHMARKS AND OUTCOMES 2015-2021**

BENCHMARKS

CLASSICS/LATIN (2018-2021)

See associated rubrics.

Critical Analysis.

Course	Goal
CLAS/LAT 3000-Level	80% of students will score 80% on rubric

Cultural Understanding.

Course	Goal
CLAS/LAT 3000-Level	80% of students will score 80% on rubric

Formal Writing.

Course	Goal
CLAS/LAT 3000-Level	80% of students will score 80% on rubric

LATIN/CLASSICS (2015-2018)

Latin Reading and Translation

Course	Goal
LAT 2010, 2020, 3500, 3510	Students will be able to read with full comprehension authentic Classical texts of various genres at moderate speed and with some help from reference materials (e.g., commentary and dictionary). They will be able to produce accurate translations that turn the complex structures of the Classical languages into idiomatic English. Students were ranked as superior, acceptable or deficient

Latin: Critical, Cultural, and Literary Analysis

Course	Goal
CLAS/LAT 2010/2020/3500, 3510	Students will identify and analyze key figures, literary works, and cultural forms of Classical antiquity. Students were ranked as superior, acceptable or deficient

FRENCH AND SPANISH (2015-2021)

Language Skills: Reading, Writing, Speaking, Listening
See ACTFL Proficiency Guidelines 2012

75% of students will achieve the indicated levels

Course	ACTFL Level
FREN/SPAN 1010	Novice Mid all skills
FREN/SPAN 1020	Novice High all skills
FREN/SPAN 2110	Intermediate Low all skills
FREN/SPAN 2120	Intermediate Mid all skills
FREN/SPAN 3110	Intermediate Mid Speaking and Writing
FREN/SPAN 3120	Intermediate High Speaking and Writing
FREN/SPAN 3210/3220 ¹	Intermediate High Listening, Reading and Writing
FREN/SPAN 3000-Level	Intermediate High Writing, Advanced Low Reading
FREN/SPAN 4000-Level	Advanced in all skills by graduation/2 nd 4000-level

Critical Analysis

See Rubric

Course	Goal
FREN/SPAN 3000-Level	80% of students will achieve a score of 70% on the rubric.
FREN/SPAN 4000-Level	80% of students will achieve a score of 80% on the rubric.

OUTCOMES

2015-2016

French Speaking

- 94% of French 2110 students meet goal of Intermediate Low.
- 80% of French 2120 meet goal of Intermediate Mid.
- 75% of French 4000-level students meet departmental outcome of advanced low.

French Writing

- In French 2110 85% of students met ACTFL writing goals on in-class writing assignments. 96% of the same students reached writing goals for out-of-class compositions.
- In three sections of French 2120 90%, 100%, and 100% of students achieved writing goals.
- 85% of 3120 students met ACTFL goals for in-class writing assignments, and 71% met goals for take-home compositions.
- 86% of 3320 students met their goals on in-class writing assignments, while 88% met ACTFL goals for out-of-class compositions on research papers.
- 100% of 4000-level students met writing goals on exams.
- The majority of classes (5 of 6 classes) met goals, and the one class that did not was 4% short of goal.

¹ In 2015-2016 the goal was advanced for listening and reading for SPAN 3210 and 3220, but this was switched to Intermediate High in the fall of 2016.

Latin Reading and Translation

- In LAT 2020 80% of all students (not simply majors) met the outcome, with 53% merely meeting it and 27% exceeding it. The means of assessment consisted in an in-class exercise that was not part of the graded coursework on the syllabus.
- In LAT 3500 83% of all students (not simply majors) met the outcome, with 33% merely meeting it and 50% exceeding it. The means of assessment consisted in a translation passage included on the final examination.
- It would appear that results for 2015-16 bettered the previous year at the 2000-level and declined slightly at the 3000-level, though both were in an acceptable range.
- The improvement at the 2000-level seems to have come partly through shortening the assessment means to a length which almost everyone could finish in the allotted time.
- The decline at the 3000-level seems to have come because one student with some particular weaknesses entered the 3000-level this year—someone weaker than anyone we have had in a few years.

Latin: Critical, Cultural, and Literary Analysis

- In LAT 3500 86% of all students (not simply majors) both met and exceeded the outcome, with 14% failing to meet the outcome. The means of assessment consisted in term papers evaluated by the instructor.
- In CLAS 3500 100% of majors (somehow the data for non-majors was misplaced, though we meant to include it) achieved the outcome with 66% also exceeding. The means of assessment consisted in term papers evaluated by the instructor.
- In LAT 4999 100% of all students (who were all majors) achieved the outcome. The means of assessment consisted in term papers evaluated by the instructor.
- Cumulatively, 92% of students achieved the outcome—with 67% exceeding—while 8% of students did not achieve the outcome.
- It would appear that results for 2015-16 represent an improvement over those of 2014-15: a move from 86% of students to 92% of students achieving the outcome.
- It's not clear why there was an increase, though it might have to do with the arrival of Dr. Springer as a new faculty member. Otherwise, the rising admissions requirements at UTC could play a role.

Spanish Speaking

- 81% of students in 2 sections of SPAN 2110 and 94% of students in the other section met the goal.
- In 1 section of SPAN 2120 75% of students met the goal, while in 2 other sections, 45% met the goal.
- In 3110, 100% of students in 2 sections met the goal, while in 3120, 64% and 35% met the goal.
- In 4020 39% of students met the goal of advanced. However, 62% of students scored Intermediate High, which is one level below.
- The department did well in speaking scores in SPAN 2110, SPAN 3110, and one section each of SPAN 2120 and SPAN 3120.
- Scores in 2 sections of 2120 were low as they were for SPAN 3120 and 4020.

- One reason for low scores in 2120 is that less experienced faculty taught the sections with lower scores. We continue to work with new faculty members to raise standards, but standards in all other categories for those courses were very good.
- One reason for low performance in 3120 and 4020 is because standards were raised this year to higher levels, but students were not held to these higher standards in previous years, and it will take 2-3 years before our students achieve the new goals. 100% of students are reaching the prior goals of intermediate mid in 3120 and 73% of 4020 students reached the prior goal of intermediate high.
- We will work with faculty whose students are underperforming on strategies for improving students' speaking skills.
- We are inviting a specialist from ACTFL to train Modern Language Faculty on speaking assessment.

Spanish Listening

- 81% of 2 sections and 68% of 1 section of 2110 achieved listening levels of intermediate low.
- 82%, 88%, and 81% of students in SPAN 2120 achieved the goal of Intermediate Mid in listening skills.
- Only 11% of SPAN 3210 students met the goal of advanced low or better.
- Five of six sections of SPAN 2110 and 2120 (3 sections each) met the goal. One section fell short of the goal by 7%. The goals seem appropriate, but should be tracked again next year.
- Scores for SPAN 3210 were poor, probably for 2 reasons. A new exam for measuring performance was used, which was much more rigorous. It is also probably not feasible to attain the level of advanced before the 4th year of study, and a better goal might be Intermediate High, and implementing a test in 4000-level to test listening again.

2016-2017

French Listening

- 68% of 2110 students met goal of intermediate low.
- 72% of 2120 students met goal of intermediate mid.
- 81% of 3000-level students in the fall met the goal of intermediate high in the fall.
- 73% of 3000-level students in the spring met the goal of intermediate high in the spring.
- 75% of 4000-level students in the fall achieved the level of advanced low or above.
- 71% of graduating seniors in 4000-level classes in the spring achieved the level of advanced low.

French Reading

- At the 1000 level, 95% of students are at goal or above (novice high).
- At the 2000 level, 89% of students are at goal (intermediate mid).
- In the 3000 level, 90% of majors are at or above goal (intermediate high by the 3rd class).
- 100% of seniors in 4000-level classes are at the advanced level. Because French enrollments are lower, several students enrolled in 4000-level classes have only taken

1-2 advanced courses (rather than 5-6). In addition, 100% of graduating seniors are at advanced mid or above.

French Speaking

- 80% of 2110 meet goal of intermediate low and 34% of 2120 students meet the level of intermediate mid. While the score for 2120 is below goal, it is higher than last year, and all students who did not achieve the goal were only one step below goal. Unlike Spanish, French is not divided between majors/minors in 2110/2120 and non-majors/minors in 2130/2140; scores tend to be lower among non-majors and non-minors. However, 70% of major and minor students in 2120 achieved a level of intermediate mid.
- 80% of 3120 students achieved the goal of intermediate high.
- In the fall, 80% of seniors in 4000-level classes achieved the rank of advanced low or above. There were technical problems with the recordings of 4000-level speaking exams in the spring.

Latin Reading and Translation

- 73% of Latin 2010 and 2020 met the goal, and 33% and 45% of students respectively, exceeded expectations.
- 86% of LAT 3510 students met the goal and 43% of students exceeded expectations.

Latin: Critical, Cultural and Literary Analysis

- 100% of LAT 3510 students met the goal, and 67% of students exceeded expectations.
- 80% of Classics 3500 students (who are Latin Majors) met the goal, and 20% exceeded expectations.

Spanish Listening

- In Spanish 2110 80% of 1 section and 89% of 2 other sections met the goal of intermediate low or above.
- In Spanish 2120, 1 section did not report grades (due to a malfunction of the podium during the final exam), and 2 other sections fell 5% short of the goal of 75 achieving the desired goal.
- In Spanish 3210 62% of one section and 82% of another section meet the goal of Intermediate High.
- Students in 2110 have improved slightly (all students rather than 2 sections of students met goal). Students in 2120 are slightly below the goal, so it seems as though the goals are reasonable and appropriate for this level.
- In 3210, we dropped the goal from advanced to intermediate high, so naturally students performed better. However, in 2015-2016 only 8 of 19 students or 42% of students were at intermediate high or advanced, while this school year, 13/21 or 62% of students were at intermediate high.
- We did not track listening in the 4000-level, but plan to do so in 2017-2018. Although we did not always achieve established goals, we are improving and feel that the goals are reasonable.

Spanish Reading

- In SPAN 2110 86% of one section and 93% of two other sections met the goal of intermediate low.

- In SPAN 2120 94% of one section, and 89% of 2 other sections achieved the goal of intermediate mid.
- In SPAN 3210 84% of one section and 71% of another section met the goal of intermediate high. Some of these students had not had 2 semesters of 3000-level course work.
- In SPAN 3110 77% of students met the goal of intermediate high. Some of these students had not had 2 semesters of 3000-level course work.
- In 3130 85% of students achieved the goal of intermediate high.
- With the exception of 1 section, all students tracked met the target goal. The section that fell short of the goal, was only 4% below. We will not track reading next year. Reading is the easiest of the four skills outcomes to achieve, and our students are performing well in this area.

Spanish Speaking

- 86% of students in 1 section of SPAN 2110 met the goal of intermediate low. The instructor (who was new) of 2 sections gave oral exams in his office that he did not record and that were not done in the OPI, so cannot be ranked by ACTFL.
- In 2120, 33% of 1 section, 75% of another section, and 83% of another section met the goal of intermediate mid. Although one section struggled with this goal, we still feel this goal is a reasonable goal for which to strive.
- It is likely that students in the lower section arrived with lower speaking scores (which were not tracked in 2 sections of 2110, because the instructor was new).
- In 3110, 64% of 1 section and 94% of another met the goal of intermediate mid.
- In 3120, 67% and 80% of students met the speaking goal of intermediate mid (for students who had not had 3110) or intermediate high (students who previously had 3110).
- In 4010 in the fall, 64% of students met the goal of advanced. This section included students who were sophomores, juniors, and seniors, so although the class fell short by 11%, most graduating seniors are meeting the goal.
- In 4020 in the spring, the new instructor did not realize he had to track students' speaking, and he did not give them oral exams.

2017-2018

French Listening

- 63% of 2110 students met goals.
- 80% of 2120 students met goals.
- 89% of 3240 students met goals.
- 82% of 3220 students met goals.
- 71% of 3500 students met goals.
- 100% of 4010 students achieved departmental goals.

French Reading

- 85% of 2110 students met the departmental goal.
- 90% of 2120 students met the departmental goal.
- 100% of 3230 students met the departmental goal.
- 88% of 3500 students met departmental goal.
- 82% of 3220 students met the departmental goal.

- 100% of 4010 students met goal.

Latin Reading and Translation

- There was a notable drop (-16%) in the percentage of students meeting the goal in the 2000-level this year, which was also the first year in which we used *Latin for the New Millennium II* as our textbook.
- We will review our implementation of this textbook and see if it can be improved.
- We will also consider a plan to restore assessment at the 1000-level in order to better gauge how successfully students are prepared for intermediate courses by the first year with *Latin for the New Millennium I*.

Latin: Critical, Cultural and Literary Analysis

- 89% of CLAS 3960 students met the goal, and 22% exceeded it.
- 92% of CLAS 3500 students met the goal, and 25% exceeded it.
- 80% of LAT 3510 students met the goal, and 20% exceeded it.

Spanish Listening

- 100% and 96% of two sections of Spanish 2110 uniformly met the department goal of intermediate low or above.
- 50% and 59% of Spanish 2120 scores met the department goal of Intermediate Mid.
- 94% of 3210 students met the department goal of intermediate high.
- The students in the 4000-level courses were supposed to be evaluated, but the instructor was new, and did not evaluate them.

Spanish Speaking

- 52% and 69% of 2110 students met department goals.
- 29% and 64% of 2120 students met department goals.
- 77% of 3110 students met department goals.
- 73% of 3120 students met the department goals.
- 4000-level classes did not report on speaking.

Spanish Writing

- 60% and 69% of 2110 students achieved department goal.
- 77% and 85% of 2120 students achieved department goal.
- 77% and 82% of 3110 achieved department goal.
- 56% and 75% of 3120 students achieved department goal.
- 86% of 3130 students achieved department goal.
- 95% of 3210 students achieved department goal.
- 48% of 3999 students achieved department goal.

2018-2019

Classics/Latin: Critical Analysis

- The instructors submitted data, but did not differentiate between the critical thinking and writing data.
- Because of this, we cannot judge how these students performed in this area.

Classics/Latin: Cultural Understanding

- The instructors submitted data which mixed more than one student learning outcome, so the data does not indicate whether students performed well in this area or not.
- Because the data was not separated into different learning outcomes, we were unable to judge student outcomes in this particular area.

Classics/Latin: Formal Writing

- CLAS 3960: 71% of students met target
- LAT 3510: 83% of students met target
- LAT 3500: 50% of students met target
- CLAS 4999: 73 % of students met target
- We developed a fairly in-depth rubric for writing, which will allow us to score student essays in more detail and better identify specific areas of weakness. At present, only one of four sections fully met the SLO goal for success. The other two sections were fairly close, the other one was distant. Overall, 69 % of students met target.

French Critical Analysis

- 80% of 300-level students will achieve a score of 70% on the rubric.
- 80% of 4000-level students will achieve a score of 80% on the rubric.

French Speaking

- 2110 students: 83% of students achieved target.
- 3110 students: 58% of students achieved target.
- 2120 students: 83% of students achieved target.
- 3240 students: 66% of students achieved target.
- 4010 students: 58% of seniors achieved target.
- In the fall of 2018, we were slightly below (4.5%) the 75% target.
- In the spring of 2019, we reached 72%, 3% below the proposed goal.

French Writing

- In the fall of 2018, 94% of 2110 students achieved the target score.
- In the fall of 2018, 83% of 3110 students achieved target.
- In the spring of 2019, 100% of 2120 students achieved the target score.
- In the spring of 2019, 71% of 3240 students achieved target.
- In the spring of 2019, 58% of 4010 students met the target.
- Overall, 97% of 2110 and 2120 students reached the department goal, whereas only 64% of upper-level students reached the benchmark.
- Students were not used to this type of tool for assessment. This was a very thorough standardized test, very different than the one we used before.

Spanish Critical Analysis

- In the fall 100% of juniors and 75% of seniors enrolled in SPAN 3130 met or were above goal.
- In the spring 100% of students enrolled in 3310 were at or above goal and 100% of juniors and 85% of seniors enrolled in 4020R were at or above goal.
- This is the first time we have measured this outcome; however, students in all classes except for one met our goal, and those who did not were only 5% short of meeting the goal.

Spanish Listening

- Faculty in the fall did not submit listening scores, but it was tested extensively in the spring.
- 71% of 2110 students in the Spring of 2019 met the goal, only slightly below (4%) target.
- In 2120 in the Spring of 2019, 45% and 39% of students in two sections met the targeted goal.
- Seniors enrolled in two sections of 4000-level classes met the target 20% and 37% of the time, which is well below the department goal of 75% of students.
- This is the poorest area of performance overall across modern languages. This is the first time we have used an outside tool of this type for assessment. In the past we used final exams, which did not reveal weaknesses in the same way as a very thorough standardized test.

Spanish Speaking

- In the fall, 58% and 48% respectively of 2110 students met their target.
- In the fall, 100% of 3110 students, and 50% of 3120 students met their target.
- In the spring, 76% of 2110 students met their target.
- In the spring, 40% and 19% of 2120 students met their target, which is considerably below the goal of 75%.
- In the spring, 77% of 3110 students met their target.
- In the spring, 44% of 3120 students met their target, which is considerably below the goal of 75%.
- The classes of more experienced faculty consistently met their goals for speaking.
- Less experienced faculty continue to struggle with this objective, despite some training and efforts to help them.

Spanish Writing

- In the fall of 2018, 100% and 61.5% of 2110 students achieved the target.
- In the fall of 2018, 100% of 3110 students and 94% of 3120 students achieved the target score.
- In the fall of 2018, 92% of 3130 students achieved their target goal, and 73% and 81% of 3210 and 3220 students respectively achieved their target.
- In the spring of 2019, 94% of 2110 students achieved the target, which is well above the goal.
- In the spring of 2019, 70% and 43% of two sections of 2120 students achieved the target.
- In the spring of 2019, 88% of 3110 students met their target, which is well above the goal.
- In the spring of 2019, 44% of 3120 students met their goal, which is well below the department goal.
- In the spring of 2019, 80 and 100% of 4000-level students achieved the goal.
- Overall, most students are achieving their goals or coming close to achieving department goals. At the end of four years of study, students are consistently writing at an advanced level, which is the industry standard for working in the field of foreign languages.

- When analyzed by instructor, one less experienced instructor consistently fails to achieve writing goals, while all of the other faculty meet department targets. We are working with that person to improve student performance.

2019-2020

Classics/Latin: Critical Analysis

- LAT 3510 - Latin Poetry (F19) 1/2 = 50% Students Met Target
- CLAS 3750 – Everyday Life (F19) - 7/10 = 70% Students Met Target
- LAT 3500 – Christian Latin (SP20) 3/4 = 75% Students Met Target
- CLAS 3750 – Barbarians (SP20) 11/12 – 92% Students Met Target
- CLAS 3970 – Comedy (SP 20) 7/8 – 88% Students Met Target

Classics/Latin: Cultural Understanding

- LAT 3510 - Latin Poetry (F19) 2/2 = 100% Students Met Target
- CLAS 3750 – Everyday Life (F19) - 7/10 = 70% Students Met Target
- LAT 3500 – Christian Latin (SP20) 4/4 = 100% Students Met Target
- CLAS 3750 – Barbarians (SP20) 13/13 – 100% Students Met Target
- CLAS 3970 – Comedy (SP 20) 8/8 – 100% Students Met Target

Classics/Latin: Formal Writing

- LAT 3510 - Latin Poetry (F19) 1/2 = 50% Students Met Target
- LAT 3750 – Everyday Life (F19) - 7/10 = 70% Students Met Target
- LAT 3500 – Christian Latin (SP20) 3/4 = 75% Students Met Target
- CLAS 3750 – Barbarians (SP20) 11/12 – 92% Students Met Target
- CLAS 3970 – Comedy (SP 20) 3/8 – 36% Students Met Target

French Critical Analysis

- FREN 3240: 77% of students achieved target (3% below the target).

French Listening (Some Spring Assessments were not done due to Covid)

- FREN 2110: 60% of students reached Intermediate Low level (15% below projected target);
- FREN 3120: 66% of students reached Intermediate High level (9% below target).

French Speaking (Some Spring Assessments were not done due to Covid)

- FREN 2110: only 33% of students achieved target.
- FREN 3120: 66% of students reached target.

Spanish Critical Analysis

- SPAN 3310 - 80% Students Met Target
- SPAN 3130 - 100% Students Met Target

Spanish Listening (Some Spring Assessments were not done due to Covid)

- 2110: 63% of students achieved goal;
- 2120: 73% of students achieved goal;
- 3110.01: 100% of students achieved goal;

- 3110.02: 100% of students achieved goal.

Spanish Speaking (Some Spring Assessments were not done due to Covid)

- SPAN 2110: 63% of students achieved target
- SPAN 2120: 73% of students achieved target (Fall 2019)
- SPAN 3110.01: 69% of students achieved target
- SPAN 3110.02: 82% of students achieved target.

2020-2021

Classics/Latin: Critical Analysis

- CLAS 3960: (CA 8.5, 8.5, 8.4 = 24.419/30 = average score **81%**; number of students scoring 80% or higher is = **97%**) (FM 8.5, 8.5 = 17.096/20 = average score **85%**; number of students scoring 80% or higher is = **97%**) (Fall)
- LAT 3510: (CA 9, 9.25, 9 = 27.5/30 = average score **92%**; number of students scoring 80% or higher is = **100%**) (FM 9.5, 9 = 18.5/20 = average score **93%**; number of students scoring 80% or higher is = **100%**) (Fall)
- CLAS 3750 (CA 8.66, 8.66, 8.5 = 25.82/30 = average score **86%**; number of students scoring 80% or higher is = **83%**) (8.5, 9.4 = 17.9/20 = average score **90%**; number of students scoring 80% or higher is = **92%**) (spring)
- LAT 3500: (CA 8.8, 8.5, 8.6 = 25.75/30 = average score **92%**; number of students scoring 80% or higher is = **100%**) (FM 8.8, 8.8 = 17.5/20 = average score **88%**; number of students scoring 80% or higher is = **100%**) (spring)
- CLAS 3960: (CA 8.2, 8.2, 8.2 = 24.54/30 = average score **82%**; number of students scoring 80% or higher is = **55%**) (FM 8.1, 8.3 = 16.4/20 = average score **82%**; number of students scoring 80% or higher is = **59%**) (spring)
- **83% of students scored at least 80% on this assessment.**

French Speaking

- 100% of 3110, 3120, 3230, 3240 and 3500 students achieved the outcome goals.
- 80% of 4010 students achieved the outcome goal.
- 100% of students in 2110 and 50% of 2120 students achieved in-class writing goals on exams, but 100% achieved writing goals on compositions written at home. The sample group is only 2 persons, so the data is not terribly reliable.

French Writing

- 100% of 3110, 3120, 3230, 3240 and 3500 students achieved the outcome goals.
- 80% of 4010 students achieved the outcome goal.
- 100% of students in 2110 and 50% of 2120 students achieved in-class writing goals on exams, but 100% achieved writing goals on compositions written at home. The sample group is only 2 persons, so the data is not terribly reliable.

Spanish Critical Analysis

- All classes at the 3000 and 4000 level met their goals. The 3000 level classes exceeded their goals.

Spanish Writing

- 100% of classes met the goal.

Appendix 1.B

FREN 2110 / Automne 2018
Français intermédiaire I
LuMeVe de 11h à 11h50 et de 13h à 13h50

COURS:	FREN 2110.41505.46384
TITRE:	Intermediate French for Conversation I
UV:	3
PREREQUIS :	FREN 1020 avec une note de 'C' au minimum ou l'approbation du chef du département
PROFESSEUR:	Dr. Karen (Casey) Casebier
EMPLOI DU TEMPS:	41505 : LuMeVe 11h -11h50 BROK 206 46384 : LuMeVe 13h -13h50 BROK 206
BUREAU :	BROCK 208C
TELEPHONE :	423.425.4259
COURRIEL :	karen-casebier@utc.edu
HEURES D'ACCUEIL :	LuMe de 12h à 13h, Me de 14h à 15h et sur rendez-vous

REGLEMENTS ET POLITIQUES UNIVERSITAIRES:

Current versions of the University's ADA/Counseling/Veteran's statements may be found on the navigation bar of the UTC Learn course site. It may also be found here:

<http://www.utc.edu/learn/student-resources/student-accommodations-assistance.php>

STUDENT ACCOMMODATIONS AND ASSISTANCE: From time to time, we all need help. Students may follow this link for the resources listed below: <http://www.utc.edu/learn/student-resources/student-accommodations-assistance.php>

Disability Resource Center. If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 108 University Center. For more information, go to the **Disability Resource Center**.

Counseling and Personal Development Center. If you find that you are struggling with stress, feeling depressed or anxious, having difficulty choosing a major or career, or have time management difficulties which are adversely impacting your successful progress at UTC, please contact the Counseling and Personal Development Center at 425-4438 or go to the **Counseling Center** for more information.

Veterans Student Services. The office of Veteran Student Services is committed to serving all the needs of our veterans and assisting them during their transition from military life to that of a student. If you are a student veteran or veteran dependent and need any assistance with your transition, please refer to <http://www.utc.edu/greenzone/> or <http://www.utc.edu/records/veteran-affairs/>. These sites can direct you the necessary resources for academics, educational benefits, adjustment issues, veteran allies, veteran organizations, and all other campus resources serving our veterans. You may also contact the coordinator of **Veteran Student Programs and Services** directly at 423.425.2277. THANK YOU FOR YOUR SERVICE.

Center for Advisement and Student Success. The mission of the Center for Advisement and Student Success is to promote academic excellence and encourage self-directed learning. CASS will academically advise freshmen and students who have not declared a major and provide programs and services to promote student success. CASS also provides tutoring services and supplemental instruction.

Technology Support. If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

UTC Solutions Center. The IT Solutions Center provides information technology support. For assistance, call 423-425-4000. **NB:** *If you are having difficulty registering with the Quia website (iLrn) or doing your online workbook exercises (eSAM), you should contact the Heinle Learning Center directly via email or phone; directions are on the website.*

METHODES D'APPRENTISSAGE : French is the language of the classroom. To the extent that it is possible, we will blend readings on grammar and culture, class discussion and small group activities including grammar exercises to improve form and increase confidence and comprehension questions and reflective exercises on the cultural readings to reinforce your studies at home, all of which help to develop communicative competence in French. Completing the readings and preparing the grammar exercises at home is essential to student success, as is participation in daily class activities.

COURSE DESCRIPTION: Intensive oral practice in French with emphasis on acquiring conversational skills and cultural awareness of the French speaking world. Class taught mostly in French. Fall semester. Prerequisite: FREN 1020 with a minimum grade of C or placement or department head approval. This course is prerequisite for majors and minors.

OBJECTIFS DU COURS : This course will deepen your existing knowledge of French and Francophone language and culture. We will use a communicative, functional approach to improve your ability to *speak, understand, read and write French*. While all these skills will be used, the emphasis will be on oral proficiency, reading comprehension and writing proficiency. Successful completion of this course will prepare you for second semester French, 2120. By the end of the course, students should be able to:

- ✓ recognize a variety of spoken French (**i.e., listening comprehension**)
- ✓ acquire sufficient vocabulary to successfully navigate survival situations in French-speaking countries (**i.e., oral proficiency**)
- ✓ review and apply basic elements of grammar, including present tense, *passé composé* and *imparfait*, the *impératif*, *verbes réfléchis* and *réiproques*, *le comparatif et le superlative*
- ✓ acquire and apply new grammatical structures, specifically the *plus-que-parfait*
- ✓ state, question, tell and describe, in oral form, on a variety of contextualized topics in French: narrate in the past and present tenses, ask questions in French, give biographical details about yourself, talk about selected elements of French and Francophone culture (**i.e., oral proficiency and conversational skills**)

- ✓ explain and comment, in oral or written form, on short articles in French on a variety of contextualized topics (i.e., **reading comprehension**)
- ✓ explain and elaborate, in written in French, on a variety of topics using forms that are grammatically correct and culturally appropriate (i.e., **writing proficiency**)
- ✓ evaluate and differentiate between selected elements of French and Francophone culture and society (i.e., **cultural competence**)
- ✓ compare and contrast selected elements of French and American culture (i.e., **cultural competence**)
- ✓

REGLEMENTS ET POLITIQUE DU COURS

EVALUATION DE LA NOTE FINALE :

Participation et préparation	10%	A	90-100
Devoirs	10%	B	80-89
Travaux écrits (7)	15%	C	70-79
Contrôles (5)	25%	D	60-69
Causeries (4)	20%	F	0-59
Examen Final	20%		



POLITIQUE DEPARTEMENTALE DES ABSENCES/RATTRAPAGES: Any student who misses more than 2 weeks of class (6 unexcused absences) will have a maximum grade of B. Any student who misses more than 4 weeks of class (12 unexcused absences) will have a maximum grade of C. Veillez consulter le programme provisoire pour la politique du professeur concernant les absences.

RATTRAPAGES ET TRAVAUX EN RETARD: Aucun rattrapage des examens sans certificat médical. *Aucun devoir, rédaction, révision, interro, exposé, projet final, etc. ne sera accepté ni par courriel ni en retard sans avis préalable.* Tout travail rendu en retard s'expose aux sanctions sévères (un C- au maximum).

NB: Students who need to travel for work, athletics, undergraduate conferences or other extenuating circumstances on important dates should contact the professor at their earliest convenience if these events impact your ability to complete your work on time.

Politique de Communication: All email will be answered within 5 business days of receipt. Email that arrives after 6 p.m., on weekends, or while the professor is ill/away at a conference will experience delays. If the professor needs to check on university or departmental policy, please allow up to one week for a reply.

Politique de Correction: Work will be graded and returned in a timely fashion, provided that it is turned in on time. Please allow up to 5 business days for all assignments and examinations. Assignments that are late may be graded at the discretion of the professor, but will experience additional delays. Students who choose not take examinations at the appointed time will delay the return of examinations for the entire class.

PAROLE ET CODE D'HONNEUR (de l'UTC Student Handbook) : I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to insure that the Honor Code is upheld by others and I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

The use of another person's thoughts or words and representing them as your own, and giving or receiving unauthorized help on tests, assignments, or papers constitute plagiarism. This includes but is not limited to the use of quotations or ideas from books, articles, and web sites without appropriate credit. Students who plagiarize will receive an "F" for their paper/exam OR an "F" in the course. Moreover, they may be reported to the UTC Honor Court for further disciplinary action. The Honor Code in the UTC Student Handbook states that plagiarism is an offense that can result in dismissal from the University.

APPRECIATION DU COURS : Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.



Manuels obligatoires/recommandés et Technologie*:

St. Onge, Susan, Ronald St. Onge and Scott Powers. *Interaction*. 9th ed. Boston: Cengage, 2014.

iLrn: Heinle Learning Center: hlc.quia.com

UTC Learn

Une chemise (pour les travaux écrits)

Un dictionnaire (e.g., <http://dictionnaire.reverso.net/anglais-francais/>, <http://www.larousse.fr/dictionnaires/anglais-francais>, <http://la-conjugaison.nouvelobs.com/>, etc.)

BUNDLES:

Text + e-book + iLrn book key: ISBN: 9781285480831

e-book + iLrn book key: ISBN: 9781133612933

Participation et préparation (10%): Regular attendance and participation in class activities are qualities of successful language learners. In order to make good progress in French, you must listen, speak, read and write to/in French on a regular basis. *Good participation consists of carefully preparing all reading and listening assignments, and studying the vocabulary and grammar in the textbook **BEFORE** coming to class, attending class regularly, and actively participating in each and every class. **Class time is for use and practice of grammar and vocabulary and discussion of the readings; it is NOT for seeing and hearing vocabulary, grammar and assigned readings for the very first time.*** Please consult the *à préparer* column of the *programme provisoire* to determine what you need to study before coming to class.

NB: Selected grammar and vocabulary exercises in your textbook are also marked with an asterisk (*); please **prepare** them **before** coming to class in the online textbook portion of the *Student Activities Manuel* so that we may use class time for more meaningful exercises in application and discussion.

As for the *lectures*, it is expected that, at a minimum you will **read** the ***culture contemporaine, notes culturelles and l'héritage culturel*** readings and **prepare** the corresponding exercises (*langue et culture, jeux de mots and/or compréhension*) before coming to class. Once again, your cooperation ensures that we will be able to use our class time for meaningful, small group discussion instead of instructor-led class discussion to verify comprehension of the selected text. *Class participation* grades are based on both the quantity and quality of your willingness to volunteer answers in class (even if you make mistakes); participate equally during in group work; stay on-task and use the target language during group work; and evidence that you have actually prepared for class. Those who show no evidence of preparing for class and who are unwilling to participate in the target language will not receive credit for participation; those who choose to work by themselves during group work will receive partial credit for participation. (Students who are not feeling well should speak to the professeur before class begins to be excused from participation for the day.) In addition, students who are playing with their electronic devices but are mentally absent from class will marked as absent. This type of behavior may distract your classmates and/or professor; please be considerate of others.



NB: Participation is evaluated daily. Each student may accrue a total of **3 excused absences** in this class, *for any reason*; **further absences will result in the grade of "0"**. The impact of unexcused absences on your final grade is both immediate and cumulative. **NB:** An absence from class does not excuse late work. Any written or online work is still due; this excludes only in-class examinations. *See p. 3 for departmental policy on absenteeism and its effect on final grades.*



Devoirs (10%): *Les devoirs* are online homework assignments AND online textbook assignments in the *Student Activities Manual* on the Quia website. *Devoirs* are due at the time class begins on the date indicated in the *à faire / à rendre* column of the *programme provisoire*; **late devoirs will not be recorded**. Due dates for ALL activities are also available on the companion website. A late penalty applies to work completed after the due date (maximum grade = C-), and **devoirs will be neither accepted nor recorded after the due dates listed in the à faire / à rendre column of the programme provisoire**. Consult your section number for start times.

Instructions for accessing the eSAM by enrolling in the online course are indicated on UTC Learn; you will need the BOOK KEY that you purchased with your textbook as well as the

COURSE CODE that you will find on UTC Learn. NB: Book keys are valid only once, so those who purchase **used books** may also need to purchase a **separate book key** in order to do these assignments. **The course code for this class is PJHTX933.**

Voice Recordings: In addition to written activities, you will also have a few **voice recordings** to complete. These recordings focus on increasing your mastery of French pronunciation and provide feedback on your listening comprehension and oral production. **Please make sure that you record your voice at a reasonable sound level (i.e., your voice can be clearly heard by a human being); do not record music or background noise, as this is tremendous waste of my time and yours.** Also, please check the comments for the professor's notes; students who have technical difficulties (e.g., low volume, lots of static) but who are obviously attempting the exercise will be directed to the Brock 101 Language Lab to complete these assignments.

In addition to written activities (**activités écrites**), you will also have a few **online recordings** to complete for the **Activités orales**. These recordings focus on reinforcing vocabulary and points of grammar; there are also specific exercises that focus on improving your pronunciation of French. **Please make sure that you record your voice at a reasonable sound level (i.e., your voice can be clearly heard by a human being); do not record music or background noise, as this is tremendous waste of my time and yours.** Also, please check the comments on the companion website for the professor's notes; students who have technical difficulties (e.g., low volume, lots of static) but who are obviously attempting the exercise will be directed to the Brock 101 Language Lab to complete these assignments.

NB: The two lowest **devoirs** will be dropped.

Travaux écrits (15%): 4 Rédactions and 3 Révisions. *Rédactions* are original compositions of **300 words** minimum that are evaluated on the appropriate use of vocabulary and grammar within a creative and/or realistic context; it is wise to both proofread and use the spell check and grammar check functions of your word processing programs. *Révisions* are evaluated based on the student's ability to improve upon the original *rédaction*; *révisions* encompass accuracy of proofreading and editing skills as well as responses to changes in form or content requested by the professor. *Révisions* that show no or little improvement will earn lower grades than the original, according to the degree of improvement. Moreover, ***Révisions* are not optional; students who choose not to do the assignment will earn a "0."** Those who do not turn in a *rédaction* should submit a composition at the time of the *révision*, so as to avoid earning a "0" for both assignments.



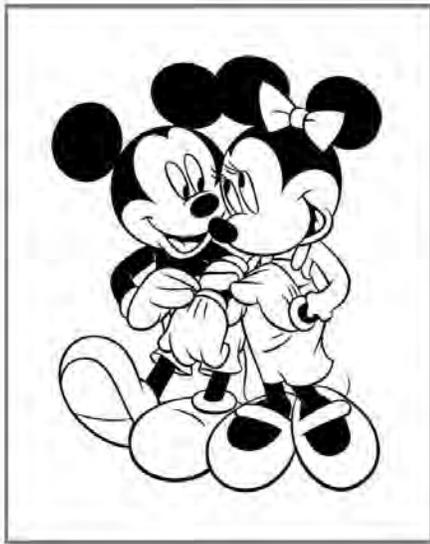
The topic(s) and instructions will be posted on UTC Learn well in advance of the due date, which may be found under the *à faire / à rendre* column of the *programme provisoire*. **Each *rédaction* and its *révision* should be kept in a folder with your name written on the outside for the duration of the course.** **NB: *Rédactions* or *révisions* that are late, incomplete, illegible (illisibles), handwritten, typed but not double-spaced, off-topic, handed in without a folder, etc., will result in a severe grade penalty (maximum grade = C-).** On the day that the *travaux écrits* are due, please place your folders on the desk before class begins.

NB: Any *travail écrit* that shows undeniable evidence of academic misconduct will result in immediate and injurious disciplinary action. Intellectual theft will not be tolerated; please see the Honor System in the UTC Student Handbook for a limited list of Honor Code violations (<http://www.utc.edu/dean-students/pdfs/academics.pdf>)

For the purposes of this class, cheating and plagiarism are specific, concrete behaviors. Examples of cheating and plagiarism include (but are not limited to) the following:

- Copying or checking your answers by looking at a classmate's test paper and/or bringing unauthorized material into the classroom on test days.
- **Using your cell phone, notes, dictionaries or textbooks during a *contrôle*!**
- Having a tutor, friend, roommate, French major, native speaker or French professor write your *rédaction* or correct your *révision*.
- Receiving so much assistance from a tutor, friend, roommate, language major, native speaker or French professor on a writing assignment that they may as well have written/corrected it for you.
- Copying or paraphrasing entries from any source (online, print or audio) without proper citation.

- Using online translators and phone apps (e.g., Google Translate) to translate entire sentences word-for-word or paying for professional translation services. Please see me during office hours or after class for appropriate use of these resources that does not violate the Honor Code.
- Original instances of online or traditional cheating/plagiarism that are not explicitly enumerated here or in the Honor Code.



Causeries (20%) : The 4 causeries are short conversations of 10 minutes recorded with a partner. The first three will be recorded in the Language Lab (Brock 101), in partnership with avec TalkAbroad.com, and will focus on the vocabulary and grammar that we are reviewing this semester. Evaluation will occur on the basis of the quantity and quality of these conversations: accurate and culturally appropriate use of vocabulary and grammatical structures, with adequate pronunciation skills, as well as the ability to interact with the language partners on the pre-selected topics. The topic(s) and instructions will be posted on UTC Learn well in advance of the due date, which may be found under the *à faire / à rendre* column of the *programme provisoire*.

The final causerie is a short oral proficiency interview with a partner. Specific instructions will be posted on UTC Learn well in advance of this activity.

Contrôles (25%): The 5 contrôles are in-class, closed-book examinations based on the vocabulary, grammar and culture of the chapter(s) under consideration. The date of each examination is listed under the *à faire / à rendre* column of the *programme provisoire*.

Examinations written in pencil will not be graded; bring a pen to class or borrow one. **There are no makeup examinations.** If there is an emergency, contact the professor as soon as possible; the time and format of any and all make-up examinations is solely at the discretion of the professor, upon presentation of acceptable documentation (medical excuse, court paperwork, police report or traffic citation, etc.).



All examinations must be completed in 50 minutes unless ADA documentation is provided. In order to receive an accommodation, please speak to your professor and present your paperwork as early as possible; it may not be possible to make alternate arrangements for testing at the last minute.

Examen final (20%) : The final examination is cumulative and will cover chapters 1-5.

NB: Le programme provisoire est sujet à des modifications selon nos besoins. Tout changement sera signalé en avance sur UTC Learn ET / OU annoncé en cours. Please check the course website regularly during the semester, be on time, and bring your books to class.

PROGRAMME PROVISOIRE

	<u>A PREPARER</u>	<u>A FAIRE / A RENDRE</u>
<u>semaine 1</u>		
le lundi 20 août	initiation au cours	
le mercredi 22 août	ch. 1 : 2-5 culture contemporaine + langue et culture (pp. 2- 3),* jeux de mots (pp. 2-3)* vocabulaire actif (pp. 4-5)	
le vendredi 24 août	ch. 1 : 4-11 vocabulaire actif (<i>suite</i>) (ex. A, p. 4)* verbes en <i>-er</i> ; verbes irréguliers en <i>-er</i> (pp. 6-8) l'impératif (p. 11) note culturelle + compréhension (pp. 9-10)*	
<u>semaine 2</u>		
le lundi 27 août	ch. 1 : 12-17 <i>être, avoir, faire, aller</i> (p. 12) future proche; faire causatif (p. 13) l'héritage culturelle + langue et culture, jeux de mots (pp. 16-17)*	
le mercredi 29 août	ch. 1 : 17-21 le substantif; les articles déf. et indéf. (pp. 17-20) ; (ex. 1, p. 18)* note culturelle + compréhension (p. 21)*	AO 1: A à B, D et F, I à K, PR <i>la syllabation graphique</i> <i>et phonétique</i> , AVT A et B AE 1: dictée, A à C, E à G

	<u>A PREPARER</u>	<u>A FAIRE / A RENDRE</u>
le vendredi 31 août	ch. 1 : 22-26, 30 le partitif ; <i>voilà</i> et <i>il y a</i> (pp. 22-24, 30) (ex. 5, p. 23)* note culturelle + compréhension (pp. 25-26)*	rédaction 1
<u>semaine 3</u>		
le lundi 03 septembre	Fête du Travail	
le mercredi 05 septembre	ch. 1 (suite) note culturelle + compréhension (p. 29)*	
le vendredi 07 septembre		contrôle 1
<u>semaine 4</u>		
le lundi 10 septembre	ch. 2 : 40-43 culture contemporaine + langue et culture, jeux de mots (pp. 40-41)* vocabulaire actif (pp. 42-43)	
le mercredi 12 septembre	ch. 2 : 42-46 vocabulaire actif (<i>suite</i>) (ex. A et B, pp. 42-43)* verbes en <i>-ir</i> + impératif (pp. 44-45) verbes en <i>-re</i> + impératif (pp. 45-46)	révision 1
le vendredi 14 septembre	ch. 2 : 47-51 la négation (pp. 47-49) note culturelle + compréhension (p. 51)*	
<u>semaine 5</u>		
le lundi 17 septembre	ch. 2 : 47-49, 52-55 la négation (<i>suite</i>) l'interrogation (pp. 52-53) l'héritage culturel + langue et culture, jeux de mots (pp. 54-55)*	
le mercredi 19 septembre	ch. 2 : 52-53, 56-57, 60 l'interrogation (<i>suite</i>) verbes réfléchis et réciproques (pp. 56-57 ; ex. 2, 58)* note culturelle + compréhension (p. 60)*	

	<u>A PREPARER</u>	<u>A FAIRE / A RENDRE</u>
le vendredi 21 septembre	<p>ch. 2 : 56-57, 61-62, 65-67 verbes réfléchis et réciproques (<i>suite</i>) verbes en <i>-oir</i> (pp. 61-62) expressions avec <i>avoir</i> et <i>être</i> (pp., 65-66, ex. 1, 66)* <i>depuis</i> (p. 68) note culturelle + compréhension, p. 67*</p>	<p>AO 2 : A et B, E à G, I, PR ; <i>e muet</i>, AVT A, Bet D AE 2 : A, C à J</p>
<u>semaine 6</u>		
le lundi 24 septembre	ch.2 (suite)	causerie 1
le mercredi 26 septembre		contrôle 2
le vendredi 28 septembre	<p>ch. 3 : 78-82 culture contemporaine + langue et culture, jeux de mots (pp. 78-79)* vocabulaire actif (pp. 80-81) verbes en <i>-ir</i> (p. 82)</p>	
<u>semaine 7</u>		
le lundi 1 ^{er} octobre	<p>ch. 3 : 80-81, 85-89, 94 vocabulaire actif (<i>suite</i>) (ex. A, p. 80)* note culturelle + compréhension (p. 85)* les adjectifs (pp. 86-89 ; ex. 7, p. 90)* c'est et il est (p. 94)</p>	
le mercredi 03 octobre	<p>ch. 3 : 85-89, 91-93, 95-97 l'héritage culturel + langue et culture, jeux de mots (pp. 91-93)* adjectifs poss. (pp. 95-96) adjectifs démon. (p. 97)</p>	
le vendredi 05 octobre	<p>ch. 3 : 100-06, 108 note culturelle + compréhension (p. 100) les adverbes (pp. 101-02) le comparatif (pp. 105-06, 108) le superlatif (pp. 105-06, 108 ; ex. 3, p. 107)*</p>	

	<u>A PREPARER</u>	<u>A FAIRE / A RENDRE</u>
<u>semaine 8</u>		
le lundi 08 octobre	ch. 3 : 101-06, 108, 112-13 note culturelle + compréhension (p. 111)* le comp. et super. (suite) les chiffres (pp. 112-13)	AO 3 : A et B, E et G, J à L, PR voyelles nasales et la dénasalisation, AVT, A à E,H AE 3 : dictée, A, C et D, F, J, K à M
le mercredi 10 octobre	ch. 3 : 101-06, 108, 121-22 le comp. et super. (suite)	rédaction 2
le vendredi 12 octobre		contrôle 3
<u>semaine 9</u>		
le lundi 15 octobre	vacances d'automne	
le mercredi 17 octobre	ch. 4 : 124-29 culture contemporaine + langue et culture, jeux de mots (pp. 124-26)* vocabulaire actif (pp. 128-29)	révision 2
le vendredi 19 octobre	ch. 4 : 128-33 vocabulaire actif (suite) (ex. B et C, p. 130)* verbes en -oire (p. 131) verbes irréguliers en -re (p. 133)	causerie 2
<u>semaine 10</u>		
le lundi 22 octobre	ch. 4 : 137-43 l'héritage culturel + langue et culture, jeux de mots (pp. 137-39)* le passé composé avec avoir / être (pp. 140-43 ; ex. 1 p. 141 ; ex. 4 à 5, p. 144)*	
le mercredi 24 octobre	ch. 4 : 140-47 le passé composé et la négation (p. 145) l'interrogation au passé composé (p. 147) note culturelle + compréhension (p. 146)*	
le vendredi 26 octobre	ch. 4 : 145, 147-48, 152, 153-54 le passé composé et les adverbes (p. 148) l'usage du passé composé (pp. 153-54) note culturelle + compréhension (p. 152)*	AO 4 : A et B, D à F, I et J, PR; l'enchaînement consonantique, AVT A à C AE 4: dictée, A à H

	<u>A PREPARER</u>	<u>A FAIRE / A RENDRE</u>
<u>semaine 11</u>		
le lundi 29 octobre	ch. 4 : 140-45, 147-48, 153-54 le passé composé (<i>suite</i>)	rédaction 3
le mercredi 31 octobre	ch. 4 (<i>suite</i>) <i>Plus belle la vie</i>	devoirs : PBLV
le vendredi 02 novembre		contrôle 4
<u>semaine 12</u>		
le lundi 05 novembre	ch. 5 : 166-69 culture contemporaine + langue et culture, jeux de mots (pp. 166-67)* vocabulaire actif (pp. 168-69)	révision 3
le mercredi 07 novembre	ch. 5 : 168-74 vocabulaire actif (<i>suite</i>) (ex. A et B, pp. 168-69)* l'imparfait (pp. 170-74 ; ex. 2, p. 171)*	
le vendredi 09 novembre	ch. 5 : 178-80 note culturelle + compréhension (p. 178)* le plus-que parfait (pp. 179-80 ; ex. 9, p. 180)*	causerie 3
<u>Semaine 13</u>		
le lundi 12 novembre	ch. 5 : 181-85 l'héritage culturelle + langue et culture, jeux de mots (pp. 181-82)* la concordance des temps (pp. 183-85)	
le mercredi 14 novembre	ch. 5 : 183-85, 189, 191-92, 201-202 la concordance des temps (<i>suite</i>) les dates (pp. 191-92)	AO 5 : A et B, D et E, J et K, M, PR <i>la liaison</i> , AVT A à C AE 5 : A, C à H
le vendredi 16 novembre	ch. 5 : 183-85, 194 la concordance des temps (<i>suite</i>) synthèse A, p. 187* noté culturelle + compréhension (p. 194)*	

	<u>A PREPARER</u>	<u>A FAIRE / A RENDRE</u>
<u>Semaine 14</u>		
le lundi 19 novembre		<i>contrôle 5</i>
le mercredi 21 novembre	<i>l'Action de Grâce</i>	
le vendredi 23 novembre	<i>l'Action de Grâce</i>	
<u>Semaine 15</u>		
le lundi 26 novembre		<i>rédaction 4 (sur table)</i>
le mercredi 28 novembre		<i>causerie 4</i> Assessments : lecture + comp. orale/SOPI
le vendredi 30 novembre		<i>causerie 4</i> Assessments : lecture + comp. orale/SOPI
<u>Semaine 16</u>		
le lundi 03 décembre	Révision	

EXAMEN FINAL

41505 le lundi 10 décembre de 10h30 à 12h30
46384 le vendredi, 07 décembre de 10h30 à 12h30

FREN 2120 / Printemps 2020
Français intermédiaire II
MaJe de 9h25 à 10h40 et de 10h50 à 12h05

INFORMATIONS GENERALES:

COURS:	FREN 2120 CRN 20019.20785
TITRE:	Intermediate French for Conversation II
UV ET MODE:	3 traditionnel (face à face)
PREREQUIS :	FREN 2110 avec une note de 'C' au minimum
PROFESSEUR:	Dr. Karen Casebier
EMPLOI DU TEMPS:	20019 : MaJe 9h25 - 10h40 BROK 206 20785 : MaJe 10h50 - 12h05 BROK 205
BUREAU :	BROCK 208C
TELEPHONE :	423.425.4259
COURRIEL :	karen-casebier@utc.edu
HEURES D'ACCUEIL :	MaJe de 12h20 à 13h20, Ma de 15h15 à 16h et sur rendez-vous

REGLEMENTS ET POLITIQUES UNIVERSITAIRES

Current versions of the University's **ADA/Counseling/Veteran's statements** may be found on the navigation bar of the UTC Learn course site. It may also be found here:

<http://www.utc.edu/learn/student-resources/student-accommodations-assistance.php>

Technology Support. If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

UTC Solutions Center. The IT Solutions Center provides information technology support. For assistance, call 423-425-4000. **NB:** *If you are having difficulty registering with the Quia website (iLrn) or doing your online workbook exercises (eSAM), you should contact the Heinle Learning Center directly via email or phone; directions are on the website.*

METHODES D'APPRENTISSAGE : French is the language of the classroom. To the extent that it is possible, we will blend readings on grammar and culture, class discussion and small group activities including grammar exercises to improve proficiency and increase confidence and comprehension questions and reflective exercises on the cultural readings to reinforce your studies at home, all of which help to develop communicative competence in French. Completing the readings and

preparing the grammar exercises at home is essential to student success, as is active participation in daily class activities.

DESCRIPTION DU COURS : Emphasis on oral proficiency and cultural awareness of the French speaking world, in preparation for upper level courses. Class taught mostly in French. Spring semester. Prerequisites: FREN 2110 with a minimum grade of C or placement or department head approval. This course is prerequisite for minors and majors.

ACQUIS DU COURS : *Ce cours vise à:*

- ✓ recognize a variety of spoken French (i.e., **listening comprehension**)
- ✓ acquire sufficient vocabulary to successfully navigate survival situations in French-speaking countries (i.e., **oral proficiency**)
- ✓ review and apply basic elements of grammar, including present tense, *les temps du passé (le passé composé, l'imparfait and le plus-que-parfait)*, the *pronoms objets directs et indirects*, *le subjonctif*, *les pronoms relatifs* and *les phrases avec si*
- ✓ acquire and apply new grammatical structures, specifically *le subjonctif passé*, *le gérondif*, *le futur antérieur*, *le conditionnel passé* et *l'infinitif passé*
- ✓ state, question, tell and describe, in oral form, on a variety of contextualized topics in French: narrate in the past, present and future tenses, ask questions in French, express opinions in French, use hypothetical statements, give biographical details about yourself, identify and explain selected elements of French and Francophone culture
- ✓ explain and comment, in oral or written form, on short articles in French on a variety of contextualized topics (i.e., **reading comprehension**)
- ✓ explain and elaborate, in written in French, on a variety of topics using forms that are grammatically correct and culturally appropriate (i.e., **writing proficiency**)
- ✓ evaluate and differentiate between selected elements of French and Francophone culture and society (i.e., **cultural competence**)
- ✓ compare and contrast selected elements of French and American culture (i.e., **cultural competence**)

REGLEMENTS ET POLITIQUE DU COURS

EVALUATION DE LA NOTE FINALE :

Participation et préparation	10%	A	90-100
Devoirs	20%	B	80-89
Travaux écrits (6)	15%	C	70-79
Contrôles (5)	25%	D	60-69
Causerie	10%	F	0-59
Examen Final	20%		



POLITIQUE DEPARTEMENTALE DES ABSENCES/RATTRAPAGES : Any student who misses more than 2 weeks of class (4 unexcused absences) will have a maximum grade of B. Any student who misses more than 4 weeks of class (8 unexcused absences) will have a maximum grade of C. Veuillez consulter le *programme provisoire* pour la **politique du professeur** concernant les absences.

RATTRAPAGES ET TRAVAUX EN RETARD : Aucun rattrapage des examens sans certificat médical. *Aucun devoir, rédaction, révision, interro, exposé, projet final, etc. ne sera accepté ni par courriel ni en retard sans avis préalable. Tout travail rendu en retard s'expose aux sanctions sévères (un C-).*

Politique de Correction : Tous les devoirs seront rendus dans une semaine, pourvu que tous les étudiants aient rendu le travail le jour prévu. Si le professeur était malade ou s'absente pour assister à un colloque, on vous rendrait le travail dans les meilleurs délais. Si vos collègues choisissent de rendre leurs devoirs en retard, on attendra plus longtemps la correction du professeur.

Politique de Communication : Tout courriel aura une réponse dans les meilleurs délais. N'oubliez pas de lire le programme provisoire au cas où la bonne réponse à votre question s'y trouverait. Les situations qui demandent un peu de recherche/réflexion de la part du professeur aura une réponse dans une semaine.

Politique de Participation: On s'attend que les étudiants lisent les textes avant de venir en cours, qu'ils assistent régulièrement au cours, et qu'ils s'engagent dans les discussions en cours et en groupe chaque jour.

PAROLE ET ENGAGEMENT D'HONNEUR (de l'UTC Student Handbook) : I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to insure that the Honor Code is upheld by others and I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

The use of another person's thoughts or words and representing them as your own, and giving or receiving unauthorized help on tests, assignments, or papers constitute plagiarism. This includes but is not limited to the use of quotations or ideas from books, articles, and web sites without appropriate credit. Students who plagiarize will receive an "F" for their paper/exam OR an "F" in the course. Moreover, they may be reported to the UTC Honor Court for further disciplinary action. *The Honor Code in the UTC Student Handbook states that plagiarism is an offense that can result in dismissal from the University.* For more information, please consult the policy on Academic Integrity: www.utc.edu/dean-students/pdfs/academics.pdf

APPRECIATION DU COURS : Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.



Manuels obligatoires/recommandés* + Technologie :

St. Onge, Susan, Ronald St. Onge and Scott Powers. *Interaction*. 9th ed. Boston: Cengage, 2014.

Text + e-book + iLrn book key: ISBN: 9781285480831

e-book + iLrn book key: ISBN: 9781133612933

UTC Learn (Canvas)

Une chemise (pour les travaux écrits)

Un dictionnaire (e.g., <http://dictionnaire.reverso.net/anglais-francais/>,

<http://www.larousse.fr/dictionnaires/anglais-francais/>,

<http://la-conjugaison.nouvelobs.com/>, etc.)

Participation et préparation (10%) : Regular attendance and participation in class activities are qualities of successful language learners. In order to make good progress in French, you must listen, speak, read and write to/in French on a regular basis. *Good participation consists of carefully preparing all reading and listening assignments, and studying the vocabulary and grammar in the textbook **before** coming to class, attending class regularly, and actively participating in each and every class.* Class time is for use and practice of grammar and vocabulary and discussion of the readings; it is not for seeing and hearing vocabulary, grammar and assigned readings for the very first time. Please consult the *à préparer* column of the *programme provisoire* to determine what you need to study before coming to class.

NB: Selected grammar and vocabulary exercises in your textbook are also marked with an asterisk (*); please prepare them before coming to class in the online textbook portion of the *Student Activities Manuel* (if required) or in your notebook so that we may use class time for meaningful discussion.

As for the *lectures*, it is expected that students will read the *culture contemporaine, notes culturelles and l'héritage culturel* readings and prepare the corresponding exercises (*langue et culture, jeux de mots and/or compréhension*) before coming to class. Preparation before class ensures that we will be able to use our class time for meaningful, small group discussion instead of instructor-led class discussion to verify comprehension of the selected text. **Class participation grades are based on both the quantity and quality of your willingness to volunteer answers in class (even if you make mistakes); participate equally during in group work; stay on-task and use the target language during group work; and evidence that you have actually prepared for class. Those who show no evidence of preparing for class and who are unwilling to participate in the target**



language will not receive credit for participation; those who choose to work by themselves during group work will receive partial credit for participation. (Students who are not feeling well should speak to the professeur before class begins to be excused from participation for the day.) In addition, **students who are playing with their electronic devices but are mentally absent from class will be marked as absent.** This type of behavior distracts your classmates and/or professor; please be considerate of others.

NB: Participation is evaluated daily. Each student may accrue a total of 2 **excused absences** in this class, *for any reason*; **further absences will result in the grade of "0"**. The impact of unexcused absences on your final grade is both immediate and cumulative. **NB:** An absence from class does not excuse late work. Any written or online work is still due; this excludes only in-class examinations. *See also departmental policy on absenteeism and its effect on final grades.*



Devoirs (20%) : *Les devoirs* are online homework assignments and online textbook assignments in the *Student Activities Manual* on the Quia website. **Devoirs are due when class begins** on the date indicated in the *à faire / à rendre* column of the *programme provisoire*; **late devoirs will not be recorded.** Due dates for ALL activities are also available on the companion website. A late penalty applies to work completed after the due date (maximum grade = C-), and *devoirs* will be neither accepted nor recorded after the due dates listed in the *à faire / à rendre* column of the *programme provisoire*. Consult your section number for start times.

Instructions for accessing the eSAM by enrolling in the online course are indicated on UTC Learn; you will need the BOOK KEY that you purchased with your textbook as well as the COURSE CODE that you will find on UTC Learn.

NB: Book keys are valid only once, so those who purchase **used books** may also need to purchase a **separate book key** in order to do these assignments. **The course code for this class is TCTA963.**

Voice Recordings : In addition to written activities, students will also complete voice recordings as part of their *devoirs*. These recordings focus on increasing oral proficiency and listening comprehension. **Please make sure that you record your voice at a reasonable sound level (i.e., your voice can be clearly heard by a human being); do not record music or background noise, as this is a tremendous waste of my time and yours. Do not record the questions; only the oral responses.** Also, please check the comments for the professor's notes; students who have technical difficulties (e.g., low volume, lots of static) but who are obviously attempting the exercise will be directed to the Brock 101 Language Lab to complete these assignments.

NB: The 3 lowest *devoirs* will be dropped.

Travaux écrits (15%) : 3 *rédictions* and 3 *révisions*. *Rédactions* are original compositions of **300 words** minimum that are evaluated on the appropriate use of vocabulary and grammar within a creative and/or realistic context. **All *rédictions* will be written in class under conditions similar to those of *contrôles* (i.e., no dictionaries, phones or notes are permitted and they must be written in blue or black ink).**

Révisions are evaluated based on the student's ability to improve upon the in-class *réduction*; *révisions* should demonstrate changes to content, corrections to grammar and formatting, and other changes requested by the professor. ***Révisions* that show no or little improvement from the in-class *réduction* risk earning lower grades than the original**, according to the degree of improvement; it wise to both proofread the essay and use the spell check and grammar check functions of your word processing program.

Please note that ***révisions* are not optional; students who choose not to do the assignment will earn a "0."** Those who are not present to write their *réduction* in class should submit an essay when the *révision* is due to avoid earning a "0" on both assignments.

The topic(s) and instructions may be posted on UTC Learn well in advance of the due date, which may be found under the *à faire / à rendre* column of the *programme provisoire*. **NB : Each *réduction* and its *révision* will be kept in a folder with your name written on the outside for the duration of the course. *Révisions* that are late, incomplete, not divided into paragraphs, handwritten, typed but not double-spaced, off-topic, handed in without a folder, handed in without all previous assignments, etc., will result in a severe grade penalty simply for failing to follow instructions (incomplete dossier = C-).**

On the day that the *travaux écrits* are due, **please place your dossier on the desk before class begins.**

NB: Any *travail écrit* that shows undeniable evidence of academic misconduct will result in immediate and injurious disciplinary action. Intellectual theft will not be tolerated; please see the Honor System in the UTC Student Handbook for a limited list of Honor Code violations (<http://www.utc.edu/dean-students/pdfs/academics.pdf>)

For the purposes of this class, cheating and plagiarism are specific, concrete behaviors. Examples of cheating and plagiarism include (but are not limited to) the following:

- Copying or checking your answers by looking at a classmate's test paper and/or bringing unauthorized material into the classroom on test days.
- Using your cell phone, notes, dictionaries or textbooks during a *contrôle*
- Having someone else (e.g., tutor, friend, roommate, French major, native speaker, former French professor) give so much help that they are correct your *révision* instead of making it a



collaborative effort.

- Paying someone to write or rewrite your paper or “borrowing” a paper from someone.
- Translating words, sentences or paragraphs with online translators. *Hint:* If it just gives you a word and doesn’t tell you how to use it, it’s not a dictionary.
- Copying or paraphrasing entries from any source (online, print or audio) without proper citation.
- Original instances of online or traditional cheating/plagiarism that are not explicitly enumerated here or in the Honor Code.



Contrôles (25%): The 5 *contrôles* are in-class, closed-book examinations based on the vocabulary, grammar and culture of the chapter(s) under consideration. The date of each examination is listed under the *à faire / à rendre* column of the *programme provisoire*. **All examinations must be completed in 50 minutes unless ADA documentation is provided.**

Examinations written in pencil will not be graded; bring a pen to class or borrow one. **There are no makeup examinations.** In case of emergency, contact the professor as soon as possible; the time and format of any and all make-up examinations is solely at the discretion of the professor, upon presentation of acceptable documentation (medical excuse, court paperwork, police report or traffic citation, etc.).

Causerie (10%): The *causerie* is a short interview with a partner during the last week of classes. Specific instructions will be posted on UTC Learn well in advance of this activity.

Examen final (20%) : The final examination is cumulative and will cover chapters 6-10.

NB: Le programme provisoire est sujet à des modifications selon nos besoins. Tout changement sera signalé en avance sur UTC Learn ET / OU annoncé en cours. Veuillez consulter UTC Learn régulièrement, soyez à l'heure, et apportez vos livres en cours.

PROGRAMME PROVISOIRE

	<u>A PREPARER</u>	<u>A FAIRE / A RENDRE</u>
<u>semaine 1</u>		
le mardi 07 janvier	initiation au cours	
le jeudi 09 janvier	ch. 6, 204-10, 212-13 culture contemporaine + langue et culture, pp. 204-05* vocabulaire actif, pp. 206-07 (ex. A,* pp. 206-07) les adverbes interrogatifs, p. 209 l'heure et le temps, pp. 212-13	AO 6 : H AE 6 : A
<u>semaine 2</u>		
le mardi 14 janvier	ch. 6, 215-19, 224 vocabulaire actif (suite) les adverbes interrogatifs (suite) l'héritage culturelle + jeux de mots, langue et culture, pp. 215-16* les pronoms interrogatifs, pp. 217-19	AO 6 : F à G
le jeudi 16 janvier	ch. 6, 209, 217-19, 224-27, 230 l'interrogation (suite) (Synthèse A, p. 220)* l'adjectif interrogatif <i>quel</i> , pp. 225-26 le pronom interrogatif <i>lequel</i> , pp. 226-27 note culturelle + compréhension, p. 224*	AE 6 : E à F
<u>semaine 3</u>		
le mardi 21 janvier	ch. 6, 225-27, 230 l'adjectif interrogatif <i>quel</i> (suite) le pronom interrogatif <i>lequel</i> (suite) note culturelle + compréhension, p. 230*	AO 6 : A à B, D, J à K, la liaison, AVT B à C AE 6 : Dictée réaction 1
le jeudi 23 janvier	ch. 6 (suite) révision	contrôle 1

	<u>A PREPARER</u>	<u>A FAIRE / A RENDRE</u>
<u>semaine 4</u>		
le mardi 28 janvier	ch. 7, 242-45, 247-48 culture contemporaine + langue et culture, jeux de mots, pp. 242-43* vocabulaire actif, 244-45 (ex. C,* pp. 244-45) les pronoms objets directs et indirects, p. 247 y et en, p. 248	AE 7 : A à B
le jeudi 30 janvier	ch. 7, 244-58 vocabulaire actif (suite) les pronoms objets (suite) les pronoms disjoints, p. 249 les prépositions et les pronoms objets, p. 250 la position des pronoms objets, p. 251 l'héritage culturel + langue et culture, jeux de mots, 257-58*	révision 1 AO 7 : G à I AE 7 : D
<u>semaine 5</u>		
le mardi 04 février	ch. 7, 247-53, 259-60, 265 les pronoms objets (suite) (Synthèse A, 254)* les pronoms objets et l'impératif, p. 253 les pronoms disjoints, pp. 259-60 les pronoms objets et l'impératif, p. 253 note culturelle+ compréhension, p. 265* les pronoms possessifs, p. 266	AE 7 : E à F, H
le jeudi 06 février	ch. 7, 254-56 les pronoms objets (suite) les pronoms démonstratifs, pp. 270-71 note culturelle + compréhension, pp. 268-69*	AO 7 : A à C ; les groupes rythmiques AVT, A à C AE 7 : I à J
<u>semaine 6</u>		
le mardi 11 février	ch. 7 (suite) les pronoms objets (suite) les pronoms démonstratifs (suite)	contrôle 2
le jeudi 13 février	ch. 8, 284-89, 291-93, 296-98, 300-03, 306-07 culture contemporaine + langue et culture, pp. 284-87* vocabulaire actif, pp. 288-89 (ex. C,* pp. 288-89) initiation au subjonctif, pp. 291-93, 296-98, 300-03, 306-07 (ex. 1, p. 292 ;* ex. 2, p. 293 ;* ex. 10, p. 307*)	AE 8 : A à B, D

	<u>A PREPARER</u>	<u>A FAIRE / A RENDRE</u>
<u>semaine 7</u>		
le mardi 18 février	ch. 8, 288-89, 291-03, 306-07, 314 vocabulaire actif (suite) note culturelle + compréhension, p. 295* le subjonctif au présent (suite) le subjonctif au passé, pp. 293-94 (ex. 3, p. 294)*	AO 8 : D, H à J AE 8 : C
le jeudi 20 février	ch. 8, 291-94, 296-303, 306-07, 311-12, 314 note culturelle + compréhension, pp. 299-300* note culturelle + compréhension, p. 314* le subjonctif prés et passé (suite) (Synthèse A, p. 308)* le subjonctif après certaines conjonctions, pp. 311-12 (ex. 2, pp. 312-13)*	AO 8 : AVT, E AE 8 : E, G
<u>semaine 8</u>		
le mardi 25 février	ch. 8, 304-05, 311-12 l'héritage culturelle + langue et culture, jeux de mots, pp. 304-05* le subjonctif après les conj (suite) le subjonctif après les antécédents indéfinis, p.315 le subjectif dans les expressions superlatives, p. 316	AO 8 : A à B, E ; les semi-voyelles AVT, B à D AE 8 : Dictée, H à I
le jeudi 27 février	ch. 8 (suite) le subjonctif (cas particuliers) (suite)	rédaction 2
<u>semaine 9</u>		
le mardi 03 mars	ch. 8 (suite) révision	contrôle 3
le jeudi 05 mars	ch. 9, 328-35 culture contemporaine + langue et culture, jeux de mots, pp. 328-31* vocabulaire actif, pp. 332-33 (ex. A, p. 332)* les prépositions compléments des verbes, pp. 334-35 l'infinifit passé, p. 335	révision 2 AE 9 : A

	<u>A PREPARER</u>	<u>A FAIRE / A RENDRE</u>
<u>semaine 10</u> le mardi 17 mars	ch. 9, 334-40, 343-44, 346 vocabulaire actif (suite) l'infinifit passé (suite) les prépositions (suite) (Synthèse A, 342)* les prépositions (d'autres usages), pp. 337-40 l'heritage culturel + jeux de mots, pp. 343-44* le participe présent / l'adjectif verbal, p. 346	AO 9 : D, H AE 9: B, D à E
le jeudi 19 mars	ch. 9, 346, 349-53, 356 le participe présent (suite) note culturelle + compréhension, p. 349* les pronoms relatifs, pp. 350-53 note culturelle + compréhension, p. 356*	AE 9: F à G
<u>semaine 11</u> le mardi 24 mars	ch. 9, 350-53 les pronoms relatifs (suite) (Synthèse A, p. 354-55)*	redaction 3 AO 9 : A à C, J à K, les voyelles, AVT A à D
le jeudi 26 mars	ch. 9 (suite)	contrôle 4
<u>semaine 12</u> le mardi 31 mars	ch. 10, 370-75, 377-82 culture contemporaine + langue et culture, jeux de mots, pp. 370-73* vocabulaire actif, pp. 374-75 (ex. A, 374 ; ex. C, 375)* le futur et le futur antérieur, pp. 377-78, 381-82	AE 10 : A et B, D
le jeudi 02 avril	ch. 10, 374-74, 377-82, 389-91 vocabulaire actif (suite) le futur et le futur antérieur (suite) (synthèse C, p. 384)* l'héritage culturel + langue et culture, jeux de mots, pp. 379-80* le conditionnel et le conditionnel passé, pp. 389-91	révision 3 AO 10 : H et J
<u>Semaine 13</u> le mardi 07 avril	ch. 10, 386-87, 389-91, 393 le futur et le futur antérieur (suite) (Synthèse D, 397)* le conditionnel et le cond. passé (suite) (syn. A, 396)* note culturelle + compréhension, p. 386-87* les phrases avec 'si', p. 393	AO 10 : D à F, , I et K, /R/, AVT A, B et D AE 10 : Dictée, G, I

12

A PREPARER

le jeudi 09 avril

ch. 10, 389-91, 393, 398
 les phrases avec 'si' (suite) (synthèse C, 396)*
 note culturelle + compréhension, p. 398*

A FAIRE / A RENDRE*contrôle 5***Semaine 14**

le mardi 14 avril

assessments

le jeudi 16 avril

*causerie***EXAMEN FINAL**

20019 le jeudi 23 avril de 8h à 10h
 20785 le mardi 28 avril de 10h30 à 12h30

12

FREN 3240r / Printemps 2021
Le folklore et les contes de fées
MaJe de 13h40 à 14h55

INFORMATIONS GENERALES :

COURS: FREN 3240 23302
TITRE: Folklore and Fairy Tales
UV ET MODE: 3 | traditionnel (face à face)
PREREQUIS : FREN 2120 avec une note de 'C' au minimum ou l'approbation du chef du département
PROFESSEUR: Dr. Karen Casebier (Karen-Casebier@utc.edu)
EMPLOI DU TEMPS: MaJe de 13h40 à 14h55 BROK 206
BUREAU : Lupton 236B
TELEPHONE : 423.425.4259
COURRIEL : karen-casebier@utc.edu
HEURES D'ACCEUIL : MaJe de 12h20 à 13h20, Ma de 15h15 à 16h et sur rendez-vous

REGLEMENTS ET POLITIQUES UNIVERSITAIRES:

Campus Safety Policy : Due to COVID-19, there is a campus safety policy (<https://www.utc.edu/walker-center-teaching-learning/covid-19-safety-policy.php>). For classes that meet on campus; please review this policy.

COVID-19 Absence Policy : Due to COVID-19, there is an absence policy (<https://www.utc.edu/walker-center-teaching-learning/covid-19-absence-policy.php>) for Fall 2020.

Technology Support : If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email helpdesk@utc.edu.

Student Technology : If you have technology needs to access your courses and/or complete course requirements in Canvas, submit a request (<https://new.utc.edu/information-technology/learning-from-home>) with Information Technology.

Student Accommodations : If you have accessibility and accommodation requests, contact the Disability Resource Center (<https://www.utc.edu/disability-resource-center/index.php>) at 423-425-4006 or email DRC@utc.edu.

METHODES D'APPRENTISSAGE : Ce cours est en français. Nous employons des méthodes traditionnelles d'apprentissage : la lecture et la discussion des textes en cours et en groupe; le visionnement et la discussion des films en cours et en groupe; des travaux écrits, des exposés et la recherche strictement personnelle. Il est essentiel de lire les textes et voir les films **avant** de venir en cours et de participer vivement en cours.

DESCRIPTION DU COURS: Ce cours est une étude d'un genre littéraire spécifique : le folklore et les contes. D'une façon systématique et thématique, nous allons faire une analyse des contes de fées du 17^e siècle ainsi que quelques adaptations prémodernes, modernes et contemporaines des mêmes contes. Nous étudions le folklore régional et francophone, notamment les histoires et légendes de Bretagne, Corse et Afrique. Préréquis : FREN 2120 avec une note de 'C' au minimum ou l'approbation du chef du département.

ACQUIS DU COURS : *Ce cours vise à:*

- ✓ L'acquisition et le bon usage du vocabulaire des contes de fée et du folklore
- ✓ Identifier, discuter et faire des analyses des thèmes et motifs principaux, des personnages types, et des conventions principales des contes de fée et du folklore, tout en expliquant ce qui distingue ces genres littéraires des autres
- ✓ Développer des compétences générales concernant le contexte historique, littéraire et socioculturel des contes de fées ainsi que le folklore (e.g., le milieu bourgeois, la tradition orale, le caractère régional, etc.)
- ✓ Identifier, expliquer et commenter les thèmes, les motifs littéraires et le contexte historique, littéraire et socioculturels des contes de fées et des légendes folkloriques particuliers
- ✓ Evaluer des adaptations des contes de fées ainsi que le folklore dans la culture contemporaine et faire des comparaisons entre l'original et d'autres versions (e.g., les frères Grimm, les versions de Disney, et les contes de fées contemporaines)
- ✓ Rechercher, analyser, parler et écrire sur les contes de fées ou le folklore d'une perspective critique

COVID Absences : Prior to arriving on campus each day or attending a face-to-face class, students are to complete the **daily student self-check**. Students who are instructed to stay home due to their responses are not to come to campus or attend face to face classes and instead must follow up as directed through the self-check instructions. Students who are cleared to be on campus and attend class are required to attend face-to-face class sessions.

Students who are instructed not to attend class **must notify the instructor of their absence by email within 48 hours, if possible**. Students are not required to provide the instructor with documentation of COVID-19 symptoms, but **must immediately complete the COVID-19 Notification form**. Documentation will be provided by the Office of Student Outreach & Support. Students will not be penalized for COVID-19 related absences or late course assessments due to a COVID-19 related concern unless they are unable to complete course learning outcomes. Faculty will work with students to identify ways to complete course requirements.

Students must, if they are asymptomatic or if their symptoms do not interfere with their ability to participate in the course, **continue to participate in the course using the online assets and tools that the instructor makes available through UTCLearn including: *travaux écrits* should be submitted via email, *exposes* will require that you find a substitute to perform for you or complete an alternative assignment, *dissertations* should be submitted via email and *contrôles* will be administered online via Canvas or as a makeup at the discretion of the instructor.**

If COVID-19 related illness results in any missed course work (face-to-face or online), **students must contact the instructor within 48 hours of recovering to plan make-up work**. Makeup work must be completed according to the plan devised by the instructor in coordination with the student. It remains the student's responsibility to complete any missed work such as assignments, tests, quizzes, labs, or projects outside of scheduled class time. But please realize that class will continue, and students may find themselves in the situation where they are unable to complete all work by the end of the semester. In such a case, students should consider a late withdrawal or an

incomplete grade. Please contact the Records Office (423-425-4416) to learn more about the late withdrawal process.

If students have COVID-19 disability related risk factors that may affect attendance, students are strongly encouraged to register with the Disability Resource Center (423-425-4006) in order to receive necessary accommodations.

If students believe the instructor has not made reasonable and appropriate accommodations for absences, or makeup assignments, projects, labs, or exams due to COVID-19, students have the right to appeal according to UTC's Policies and Procedures for Student Complaints by filling out the Student Complaint Form and submitting to the Office of the Dean of Students.

REGLEMENTS ET POLITIQUES DU COURS :

EVALUATION DE LA NOTE FINALE :

Participation et préparation :	10%	A	90-100
Rédactions (2):	10%	B	80-89
Exposés (3):	15%	C	70-79
Dissertations (2)	20%	D	60-69
Contrôles (2):	25%	F	0-59
Examen final :	20%		



POLITIQUE DEPARTEMENTALE DES ABSENCES/RATTRAPAGES : Any student who misses more than 2 weeks of class (4 unexcused absences) will have a maximum grade of B. Any student who misses more than 4 weeks of class (8 unexcused absences) will have a maximum grade of C. *Veillez consulter la rubrique « Participation et préparation » du programme provisoire pour la politique du professeur concernant les absences.*

RATTRAPAGES ET DEVOIRS EN RETARD : **Aucun rattrapage des examens sans certificat médical.** Aucun devoir, rédaction, révision, interro, exposé, dissertation, etc. ne sera accepté ni par courriel ni en retard **sans avis préalable ET sans certificat médical.** Tout travail rendu en retard s'expose aux sanctions sévères (un C- au maximum).

Politique de Correction : Tous les devoirs seront rendus dans une huitaine, pourvu que tous les étudiants aient rendu le travail le jour prévu. Si le professeur est malade ou s'absente pour assister à un colloque, on vous rendra le travail dans les meilleurs délais. Si vos collègues choisissent de rendre leurs devoirs en retard, on attendra plus longtemps la correction du professeur.

Politique de Communication : Tout courriel aura une réponse dans les meilleurs délais. N'oubliez pas de lire le programme provisoire au cas où la bonne réponse à votre question s'y trouve. Les situations qui demandent un peu de recherche/réflexion de la part du professeur aura une réponse dans une huitaine.

Politique de Participation: On attend que les étudiants lisent les textes et voient les films avant de venir en cours, qu'ils assistent régulièrement au cours, et qu'ils s'engagent dans les discussions en cours et en group chaque jour.

PAROLE ET ENGAGEMENT D'HONNEUR (de l'UTC Student Handbook): I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to insure that the Honor Code is upheld by others and I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

The use of another person's thoughts or words and representing them as your own, and giving or receiving unauthorized help on tests, assignments, or papers constitutes plagiarism. This includes but is not limited to the use of quotations or ideas from books, articles, and web sites without appropriate credit. Students who plagiarize will receive an "F" for their paper/exam OR an "F" in the course. Moreover, they may be reported to the UTC Honor Court for further disciplinary action. The Honor Code in the UTC Student Handbook states that plagiarism is an offense that can result in dismissal from the University. For more information, please consult the policy on Academic Integrity: www.utc.edu/dean-students/pdfs/academics.pdf *Veillez consulter la rubrique « Rédactions » du programme provisoire pour des informations complémentaires.*

APPRECIATION DU COURS : Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Manuels obligatoires/suggérés* + Technologie :

*Debois, François et Sandro Masin et Christophe Lacroix. *Histoires de Bretagne*. T. 1 à 4. Paris : Soleil Celtic, 2015. ISBN-13: 978-2302045316

*Diop, Birago. *Les Contes d'Amadou Koumba*. Paris : Présence Africaine, 1998. ISBN-13: 978-2708701670

*Guyot, Charles. *La Légende de la Ville d'Ys d'après les Textes anciens*. Spézet : Coop Breizh, 2000. ISBN-13: 978-2843461019

Leprince de Beaumont, Jeanne-Marie. *La Belle et la Bête et autres contes*. Paris : Flammarion, 2014. ISBN-13: 978-2081330719

*Luzel, François-Marie, éditeur. *Contes de Basse-Bretagne*. Les grandes collectes, Rennes : Editions Ouest-France, 2015. ISBN-13: 978-2737366093

*Orsoni, Francette, éditeur. *Légendes de Corse*. Contes et Légendes, Paris : Editions Nathan, 2013. ISBN-13: 978-2092547205

*Ortoli, Antoine-Lucien, éditeur. *Cruels et fantastiques : Contes, récits et légendes de la tradition corse*. Ajaccio : Albiana, 2011 ISBN-13: 978-2846984096

Perrault, Charles. *Contes de ma Mère l'Oye*. Folio Plus Classiques 9. Paris : Gallimard, 2006. ISBN-13: 978-2070339389



Sand, Georges. *Légendes rustiques*. Paris : Hachette BnF, 2014. ISBN-13: 978-2011331618

*Sébillot, Paul, éditeur. *Contes de Haute-Bretagne*. Les grandes collectes, Rennes : Editions Ouest-France, 2015. ISBN-13: 978-2737366031

UTC Learn (Canvas)

Une chemise (pour les travaux écrits)

Un bon dictionnaire français-français (e.g., <http://www.linternaute.com/dictionnaire/fr/>, <http://www.larousse.fr/dictionnaires/francais-monolingue>, <http://la-conjugaison.nouvelobs.com/>, Harrap's, Le Micro Robert, etc.)

Zoom*

Un microphone et des écouteurs*

FILMS :

Breillat, Catherine, metteur en scène. *Barbe Bleue*. Strand Releasing, 2009.

Cocteau, Jean, metteur en scène. *La Belle et la Bête*. 1946. Criterion Collection, 2003.

Gans, Christophe, metteur en scène. *La Belle et la Bête*. Tva films, 2014.

Gans, Christophe, metteur en scène. *Le Pacte des loups*. Tva films, 2001.

OU LOUER LES FILMS :

(*mise à jour le 30 décembre 2020 ; veuillez vérifier la disponibilité chez votre service de streaming/DVD)

On pourrait également consulter : <https://www.justwatch.com>

	Netflix DVD	Amazon Prime Video	Labo de Langues (GRATUIT)	Kanopy (UTC Library)	D'autres services sur demande
<i>La Belle et la Bête (Cocteau)</i>	✓	✓	✓	✓	iTunes
<i>La Belle et la Bête (Gans)</i>	✓	✓	✓		YouTube, Vudu
<i>Le Pacte des loups</i>	✓		✓		
<i>Barbe Bleue</i>	✓	✓	✓		



Participation et préparation (10%) :

La présence est obligatoire. La participation se définit selon la présence de l'étudiant en cours ainsi que la volonté de démontrer qu'on a fait la lecture à la maison et qu'on est prêt à discuter. C'est votre participation active au cours qui vous permettra de développer le mieux vos compétences de lecture et d'améliorer votre expression du français écrit et parlé, et ce faisant, à vous préparer en vue des différents examens et devoirs prévus.

Veillez consulter la rubrique à *préparer* du programme provisoire pour ce que vous avez à préparer avant de venir en cours. Les lectures qui se trouvent sur l'UTC Learn et les films qui se trouvent au Laboratoire de Langues sont marqués dans le programme par un astérisque (*).

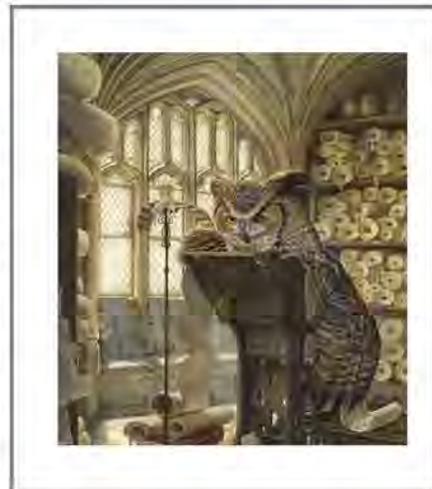
La participation pourrait comprendre aussi des devoirs, des forums de discussion en ligne et d'interrogations imprévues. Les devoirs seront annoncés pendant les annonces au début ou à la fin de chaque cours, s'il y en aurait. Soyez à l'heure, svp !

La participation sera notée chaque jour. **NB: Quand on dépasse la limite de 3 absences, une absence mérite un « 0 » pour la participation.** Voir aussi la politique du Département des langues et littératures modernes et classiques sur les absences/rattrapages ci-dessus.

De plus, ceux qui lisent leur courriel ou jouent au portable pendant le cours ne participent pas et gagnent un « 0 » pour leur note de participation, parce qu'ils sont, de toute évidence, absents. Il en va de même pour ceux qui refusent de parler en cours ou travailler en groupe.

Rédactions (10%) : Les 2 *rédactions* sont des travaux écrits de 400 mots (environ d'1½ à 2 pages à interligne 2) sont des travaux écrits qui portent sur les œuvres littéraires et les films que nous étudions et dans lesquelles on fait une analyse et/ou développez un argument **sans** faire de la recherche. Tous les sujets de rédaction seront postés sur l'UTC Learn bien en avance de la date limite; la date limite se trouve sous la rubrique à *faire/à rendre* du programme provisoire.

Chaque étudiant doit garder toutes ses *rédactions* dans une chemise jusqu'à la fin du semestre. Veuillez écrire votre nom et prénom sur votre chemise. **NB : Aucune rédaction ne sera accepté ni par courriel ni en retard sans avis préalable.** Les *rédactions* en retard, incomplets, illisibles, manuscrits, tapés mais non-interlignés, hors de sujet, sans chemise, dans des dossiers incomplets, etc., s'exposent aux sanctions sévères (un C- au maximum, sans clémence). **Veillez mettre votre chemise sur la table avant que le cours commence le jour où il faut rendre une *rédaction*.**



NB: Any *rédaction* that shows undeniable evidence of academic misconduct will result in immediate and injurious disciplinary action. Intellectual theft/laziness will not be tolerated; please see the Honor System in the UTC Student Handbook for a limited list of Honor Code violations (<http://www.utc.edu/dean-students/pdfs/academics.pdf>).

For the purposes of this class, cheating and plagiarism are specific, concrete behaviors. Examples of cheating and plagiarism include (but are not limited to) the following:

- Copying or checking your answers by looking at a classmate's test paper and/or bringing unauthorized material into the classroom on test days.
- Communicating questions to classmates before they have taken the *contrôle*.
- Using your cell phone, notes, dictionaries or textbooks during a *contrôle*.
- Having someone else (e.g., tutor, friend, roommate, French major, native speaker, former French professor) give so much help that they are writing your *rédaction* / correcting your *révision*.
- Paying someone to write or rewrite your paper or "borrowing" a paper from a classmate or former student.
- Using online translators for words, sentences or paragraphs.
- Copying or paraphrasing entries from any source (online, print or audio) without proper citation.
- Original instances of online or traditional cheating/plagiarism that are not explicitly enumerated here or in the Honor Code.



Exposés (15%): Les 3 *exposés* sont des discours à l'oral dans lequel on parle d'un sujet de recherche qui portera sur de différents aspects de l'analyse littéraire. Chaque étudiant préparera 1) un **compte-rendu** sur un conte de fée ou une légende folklorique que nous n'aurons pas lu en cours, 2) un **état présent** qui portera sur la recherche qu'on aura fait en préparation pour *la dissertation*, et 3) une **légende locale**.

Chaque étudiant aura environ 10 minutes pour présenter son *exposé*, y compris la période des questions et réponses orales. **Un rendez-vous avec le professeur est obligatoire avant chaque cycle *exposé* + *dissertation* (si ainsi dit); ceux qui n'ont pas de rendez-vous auront un « 0 » pour cet élément de l'exercice. Il en va de même pour ceux qui ne participeront pas pendant la période des questions et réponses orales.**

Des informations complémentaires se trouveront sur l'UTC Learn bien en avance de la date limite; la date limite se trouve sous la rubrique *à faire / à rendre* du *programme provisoire*. **NB: Les étudiants qui s'absentent le jour de leur *exposé* et qui n'ont pas de remplacement auront un « 0 ».** Il n'y a pas de **rattrapage**. De plus, on s'attend aussi la vive participation de

tout étudiant lors de ces séances, qui sont obligatoires ; on s'attend que les étudiants soient bien élevés.

Dissertations (20%): Les 2 *dissertations* sont des travaux de recherche de longueur variable (4 à 7 pages) sur un aspect du folklore et des contes de fées que nous étudions en cours. *La Bibliographie des sources primaires et secondaires ainsi que le style de citation seront conformes aux conseils MLA ou Chicago. D'autres styles de citation sont défendus.*

Le compte-rendu est une enquête sur un conte de fée ou une légende que nous n'aurons pas lu en cours, dont l'exposé comprendrait un compte-rendu, une analyse de sa valeur littéraire et culturelle y compris les sources possibles, et une comparaison aux œuvres que nous étudions en cours, et dont la dissertation qui suit reprendrait les mêmes problématiques.

La dissertation est un travail de recherche sur une des œuvres que nous aurons étudiées en cours, dont l'exposé représenterait un *état présent* à l'oral de la recherche et *la dissertation* le produit écrit. Avant de commencer *la dissertation*, chaque étudiant écrira un *abstract* de 200 mots et une bibliographie des sources primaires et secondaires en consultation avec le professeur.

Pour les 2 dissertations, toute les sources secondaires devront être tirées des livres et journaux académiques bien-réputés (i.e., trouvées sur la base de données MLA, *bibliographie* lue et approuvée par le professeur). Un rendez-vous avec le professeur est obligatoire avant l'exposé (si ainsi dit); ceux qui n'ont pas de rendez-vous auront un « 0 » pour cet élément de l'exercice.

Des informations complémentaires se trouveront sur UTC Learn bien en avance de la date limite; la date limite se trouve sous la rubrique à faire / à rendre du programme provisoire. **NB: Aucune dissertation ne sera accepté ni par courriel ni en retard sans avis préalable ET sans certificat médical.**



Contrôles (25%) : Les 3 *contrôles* sont des examens écrits qui porteront sur vos connaissances des textes que nous étudions et discutons en cours et votre expression du français écrit. **Aucun rattrapage sans certificat médical.**

Examen Final (20%): Cet examen sera compréhensif se composera sur le même modèle que les *contrôles*. **Aucun rattrapage sans certificat médical.**

NB: Le programme provisoire est sujet à des modifications selon nos besoins. Tout changement sera signalé en avance sur UTC Learn ET / OU annoncé en cours. Veuillez consulter UTC Learn régulièrement, soyez à l'heure, et apportez vos livres en cours.

PROGRAMME PROVISOIRE

A PREPARER

A FAIRE / A RENDRE

semaine 1 : les contes de fée et le folklore : le trickster

le mardi 19 janvier	initiation au cours Perrault, <i>Préface et Lettre à Mademoiselle</i> , p. 11-20*
le jeudi 21 janvier	Perrault, <i>Le Chat botté</i> , 37-44*

semaine 2

le mardi 26 janvier	Sébillot, <i>Les Chats-sorciers</i> , 316-17* Luzel, <i>Le Chat et les deux sorcières</i> , 208-14*
le jeudi 28 janvier	Ortoli, <i>Muschinu</i> , 133-40* Birago Diop, <i>Fari l'ânesse</i> , 13-19

semaine 3 : de grands classiques aux variantes contemporaines

le mardi 02 février	Perrault, <i>La Belle au Bois Dormant</i> , 9-22 (suite) Troilus et Zellandine (<i>Perceforest</i> , extraits de Livre III)*
le jeudi 04 février	Perrault, <i>Cendrillon</i> , 49-58 Maupassant, <i>La Parure</i> , 1-3*

semaine 4

le mardi 09 février	Perrault, <i>Peau d'Ane</i> , 127-50 Luzel, <i>Les Danseurs de nuit</i> , 155-63* Ortoli, <i>Trece d'Aglie</i> , 125-28*	
le jeudi 11 février	Sébillot, <i>Les Petites Coudées</i> , 163-72	Rédaction 1

semaine 5

le mardi 16 février	Mme Leprince de Beaumont, <i>La Belle et la Bête</i> , 23-44	
le jeudi 18 février	Film : Jean Cocteau, <i>La Belle et la Bête</i> (1946)* Film : Christophe Gans, <i>La Belle et la Bête</i> (2014)*	

	<u>A PREPARER</u>	<u>A FAIRE / A RENDRE</u>
<u>semaine 6</u>		
le mardi 23 février	Film : Jean Cocteau, <i>La Belle et la Bête</i> (1946)* Film : Christophe Gans, <i>La Belle et la Bête</i> (2014)*	exposé + dissertation 1
le jeudi 25 février		exposé + dissertation 1
<u>semaine 7 : les contes de fées : les atrocités</u>		
le mardi 02 mars		Contrôle 1
le jeudi 04 mars	Perrault, <i>Le Petit Chaperon rouge</i> , 23-26 <i>Le Conte de la mère-grand*</i>	
<u>semaine 8</u>		
le mardi 09 mars	Sand, <i>Avant-propos</i> , iii-ix Sand, <i>Le Meneu' de loups</i> , 95-105	
le jeudi 11 mars	Film : Christophe Gans, <i>Le Pacte des loups</i> (2001)*	
<u>semaine 9</u>		
le mardi 16 mars	Perrault, <i>Barbe-Bleue</i> , 27-35 Film : Catherine Breillat, <i>Barbe-Bleue</i> (2009)*	
le jeudi 18 mars	Perrault, <i>Barbe-Bleue</i> , 27-35 Film : Catherine Breillat, <i>Barbe-Bleue</i> (2009)*	abstract / bibliographie
<u>semaine 10 : le folklore : les fantômes</u>		
le mardi 23 mars	Sand, <i>Les Lavandières</i> , 29-40 Sand, <i>Les Demoiselles</i> , 15-28	
le jeudi 25 mars	Ortoli, <i>La Vendetta di l'animi in pena</i> , 31-36* Ortoli, <i>Le Spectre de la fiancée</i> , 37-40*	
<u>semaine 11 : le folklore : les fées, la Mort et le diable</u>		
le mardi 30 mars	Orsoni, <i>Miseria</i> , 50-61* Ortoli, <i>la Reconnaissance du diable</i> , 23-26* Luzel, <i>Le Fils du marchand et le magicien</i> , 124-50*	Rédaction 2
le jeudi 1 ^{er} avril	Diop, <i>Les Mamelles</i> , 31-40* Sébillot, <i>Qui trop convoite n'a rien</i> , 290-92* Sand, <i>Les Flambettes</i> , 133-46*	

A PREPARER**semaine 12**

le mardi 06 avril

le jeudi 08 avril

semaine 13 : le folklore : la sirène

le mardi 13 avril

Sebillot, *La Seraine de la Fresnaye*, 269-76
Luzel, *La Sirène et l'épervier*, 176-207*

le jeudi 15 avril

Debois et al., *Le Sang de la sirène*, 54-98***semaine 14**

le mardi 20 avril

le jeudi 22 avril

A FAIRE / A RENDRE

exposé + dissertation 2

exposé + dissertation 2
contrôle 2

exposé + dissertation 3

exposé + dissertation 3

CONTROLE 3 + EXAMEN FINAL

le jeudi 29 avril de 13h à 15h

The University of Tennessee at Chattanooga

ELEMENTARY GREEK

Fall 2021

3 credit hours

Instructor: Carl P.E. Springer, PhD, Professor in the Department of Modern and Classical Languages, SunTrust Chair of Excellence in the Humanities; <https://www.utc.edu/arts-and-sciences/humanities/suntrust-chair-of-excellence-humanities>

Email: carl-springer@utc.edu. Email is my preferred means of communication.

Office Hours and Location: 11-12 TR and by appointment; Lupton Hall 236F.

Class Meeting Time and Place: 12:15-1:30 TR; Holt Hall 230. Please note that for the first part of the semester we will meet face to face as scheduled, but beginning with the class on Tuesday, November 9, the rest of the course will be taught virtually (asynchronously). During these last weeks of class my lectures will be posted on Canvas and your homework and quizzes will be submitted electronically via Canvas. Throughout the semester I will inform you regularly of assignments and deadlines through “Announcements” on Canvas.

Course Catalog Description: Elements of the Greek language. Reading of Greek prose. Fall semester.

Course Pre/Co Requisites: None.

Course Student Learning Outcomes: By the end of the semester you will have:

1. Begun to read simple ancient Greek, Attic and New Testament, with the aid of the vocabulary list at the end of the textbook.
2. Begun to master the basic elements of Greek phonology, grammatical morphology, and lexis.
3. Begun to learn how to read ancient Greek texts in their historical, political, and cultural contexts.
4. Begun to appreciate the impact of ancient Greek cultural forms (e.g. art, architecture, drama, literature) on subsequent European cultural history.

Required Course Materials: *Athenaze: An Introduction to Ancient Greek. Book I*. Revised third edition. Oxford University Press, 2016.

Course Assessments and Grading Policy: There will be two examinations, a mid-term and a final, valued at 100 points each. There will also be a total of ten quizzes, offered at 15 points each. The remaining 150 points will be based on the quality and quantity of your participation in

The University of Tennessee at Chattanooga

class. The total number of points for the course, therefore, is 500. 450 or more (90%) is an A, 400 (80%) a B, 350 (70%) a C, and 300 (60%) is a D.

Instructor Grading and Feedback Response Time: As swiftly as possible.

Policy for Late/Missing Work: Extensions of deadlines are possible if you present me with a good excuse beforehand.

Course Participation/Contribution:

1. Regular attendance! Since we'll only be meeting once a week, it is very important that you try to attend every period. So, don't skip class, even if you are not prepared! Simply tell me ahead of time and I will be understanding -- as long as you don't make a practice of it.

2. Don't get me wrong, though, preparation is very important for intelligent and informed participation in class. I will call on each one of you each time we meet to explain, to translate and paraphrase, to think aloud, to recite, etc., and I will grade you on the quality of your class work. Your accuracy, thoroughness, and success in class will, I predict, be directly reflected in your performance on quizzes and exams.

3. Over the course of the semester I will also be keenly observing how serious you are about participating in the classroom learning experience, paying special attention to the common courtesies and the spirit of intellectual cooperation you demonstrate to your instructor and fellow students. I will add up to 10 points to the final total (at the end of the semester) if I feel that you have made a substantial contribution in the classroom. This can make a significant difference in your grade!

Attendance Policy: You will be permitted two absences over the course of the semester. Please plan to use this judiciously and sparingly (i.e., only if absolutely necessary).

Technology Requirements for Course: Access to computer.

Technology Skills Required for Course: Must be able to use Canvas.

Course Calendar/Schedule (tentative):

Roughly one chapter of *Athenaze* every other week of the semester.

Week one. Aug 17 and 19: Syllabus and Course Overview;
Athenaze, Chap. 1

Week two. Aug 24 and 26: *Athenaze*, Chap. 1 (cont.)

Week three. Aug 31 and Sep 2: *Athenaze*, Chap. 2

Week four. Sep 7 and 9: *Athenaze*, Chap. 2 (cont.)

Week five. Sep 14 and 16: *Athenaze*, Chap. 3

The University of Tennessee at Chattanooga

Week six. Sep 21 and 23: *Athenaze*, Chap. 3 (cont.)

Week seven. Sept. 28 and 30: *Athenaze*, Chap. 4

Week eight. Oct 5 and 7: *Athenaze*, Chap. 4 (cont.)

Week nine. Oct 12 (Fall Break) and 14: midterm exam

Week ten. Oct 19 and 21: *Athenaze*, Chap. 5

Week eleven. Oct. 26 and 28: *Athenaze*, Chap. 5 (cont.)

Week twelve. Nov 2 and 4: *Athenaze*, Chap. 6

Week thirteen. Nov. 9 and 11: *Athenaze*, Chap. 6 (cont.)

Week fourteen. Nov. 16 and 18: *Athenaze*, Chap. 7

Week fifteen. Nov. 23: *Athenaze*, Chap. 7 (cont.)

Final Exam Week: Final exam (submitted electronically)

Counseling Statement: If you find that you are struggling with stress, feeling depressed or anxious, having difficulty choosing a major or career, or have time management difficulties which are adversely impacting your successful progress at UTC, please contact the Counseling and Personal Development Center at 425-4438 or go to utc.edu/counseling for more information.

Campus Safety Policy: Due to COVID-19, there is a [campus safety policy](https://www.utc.edu/walker-center-teaching-learning/covid-19-safety-policy.php) (<https://www.utc.edu/walker-center-teaching-learning/covid-19-safety-policy.php>) for classes that meet on campus; please review this policy.

Technology Support: If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email helpdesk@utc.edu.

Student Technology: If you have technology needs to access your courses and/or complete course requirements in Canvas, [submit a request](https://new.utc.edu/information-technology/learning-from-home) (<https://new.utc.edu/information-technology/learning-from-home>) with Information Technology.

Student Accommodations: If you have accessibility and accommodation requests, contact the [Disability Resource Center](https://www.utc.edu/disability-resource-center/index.php) (<https://www.utc.edu/disability-resource-center/index.php>) at 423-425-4006 or email DRC@utc.edu.

Student Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page](https://www.utc.edu/student-conduct/codes.php) (<https://www.utc.edu/student-conduct/codes.php>).

The University of Tennessee at Chattanooga

Honor Code Pledge: As a student of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to insure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

UTC Bookstore: The UTC Bookstore will price match Amazon and Barnes and Noble (<https://www.barnesandnoble.com/>) prices of the exact textbook - same edition, ISBN, new to new format, used to used format, and used rental to used rental format, with the same rental term. For more information, go to the [Bookstore Price Match Program](#) (<https://bnc.pgtb.me/MMt77E>), visit the bookstore, email sm430@bncollege.com or call 423-425-2184.

COVID-19 Absence Policy: Students must complete the COVID-19 Notification form if they are positive for COVID-19; symptomatic for COVID-19; exposed (close contact) to a known case of COVID-19 / someone positive for COVID-19; or potentially exposed to a known case of COVID-19 / someone positive for COVID-19. Documentation will be provided to me by the Office of Student Outreach & Support. If you are instructed by university administration to stay home due to your responses, you are not to come to campus or attend face to face classes. If you are cleared to be on campus and attend class you are required to attend face-to-face class sessions. You will not be penalized for COVID-19 related absences or late course assessments due to a COVID-19 related concern unless you are unable to complete course learning outcomes. I will work reasonably with you to identify ways to complete course requirements. You must, if you are asymptomatic or if your symptoms do not interfere with your ability to participate in the course, continue to participate in the course using the online assets and tools that I may make available through UTCLearn including: recorded lectures on Canvas, discussion board, and quizzes. If COVID-19 related illness results in any missed course work (face-to-face or online), you must contact me within 48 hours of recovering to plan make-up work. Makeup work must be completed according to the plan devised me in coordination with you. It remains your responsibility to complete any missed work such as assignments, tests, quizzes, labs, or projects outside of scheduled class time. But please realize that class will continue, and you may find yourself in the situation where you are unable to complete all work by the end of the semester. In such a case, you should consider a late withdrawal or an incomplete grade. Please contact the Records Office (423-425-4416) to learn more about the late withdrawal process. If you have COVID-19 disability related risk factors that may affect attendance, you are strongly encouraged to register with the Disability Resource Center (423-425-4006) in order to receive necessary accommodations. If you believe I have not made reasonable and appropriate accommodations for

The University of Tennessee at Chattanooga

absences, or makeup assignments, projects, labs, or exams due to COVID-19, you have the right to appeal according to UTC's General Student Grievance (Complaint) Procedure by filling out the Student Complaint Form and submitting to the Office of the Dean of Students.

Students are required to wear a face mask at all times in the classroom regardless of vaccination status pursuant to University policies. <https://blog.utc.edu/coronavirus/covid-19-information/>

The University of Tennessee at Chattanooga

Elementary Spanish I

Spring 2019

MCLL, SPAN1010, 28963, face-to-face, 4 credit hours

Instructor: Hilary Browder

Email and Phone Number: Hilary-Browder@utc.edu; 423-425-4114

Office Hours and Location: Brock 208, Mon., Wed., Fri., 10:00-11:00 and by appointment

Course Meeting Days, Times, and Location: Mon., Wed., Fri. 11:00 am-11:50 am, Brock 402,
Tues. 10:50 am-11:40 am, Brock 202

Course Catalog Description: Basic grammar, elementary reading, and conversation.

Course Pre/Co Requisites: None.

Continuation Course: You should enroll in Spanish 1020 after this course. For best results, finish your language requirement without a break, since it is easy to forget basic skills over time. If you are a Spanish major or minor and have questions contact Dr. Lynn Purkey (lynn-purkey@utc.edu) in 105 Brock Hall.

Course Student Learning Outcomes: SPAN 1010 students will achieve an ACTFL level of Novice Mid in speaking, reading, writing, and listening, and will become acquainted with basic aspects of Hispanic culture. For more information about ACTFL achievement levels see: https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

Required Course Materials: María Concepción Lucas Murillo, Donna Shelton, & Laila M. Dawson. *Con brio*. 4th edn. Wiley, 2017; On-line Workbook and Laboratory Manual (www.wileypluslearningspace.com); a Spanish-English/English-Spanish Dictionary; UTC Learn (Blackboard)

Supplemental/Optional Course Materials: Emily Spinelli's *English Grammar for Students of Spanish* (if you find grammar difficult, this is a great resource).

Technology Requirements for Course: The internet for accessing Blackboard and the on-line workbook/lab manual.

Technology Skills Required for Course: Basic computer skills, such as Microsoft word and accessing Blackboard. Instructors will provide information about accessing the on-line workbook/lab manual.

Technology Support: If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

The University of Tennessee at Chattanooga

Course Assessments and Requirements:

Tests: Tests will include listening and reading comprehension components, a grammar section, and an open-ended writing assignment. Tests may not be made up, but one exam will be dropped.

Assignments: You will have to complete assignments from the on-line workbook and lab manual on Wiley Plus as well as other assignments at the discretion of the instructor.

Quizzes: Announced and unannounced (pop) quizzes will be periodically given. You may not make up quizzes, but one quiz will be dropped.

Course Participation/Contribution: Your participation grade will be determined by both the quantity and quality of your participation. Students who actively participate typically perform better, especially in speaking.

Compositions: You will be required to write three compositions of 75-125 words in Spanish, which should be typed and double-spaced. You will revise and turn in a second version of each essay (grades will be averaged for the two versions). No one should correct your essay and you should not use an on-line translator.

Oral Exams: You will have 2 oral exams, which will measure your ability to produce unrehearsed speech. Further information will be provided on Blackboard about your exam.

Final Exam: The final exam is cumulative in nature. It will be slightly longer than unit exams and have a similar format. It will take place from Dec. 6-12 in the regular classroom at the time determined by the university: <http://www.utc.edu/records/calendars-and-schedules/fall-2017.php>

Course Grading

Tests (4, 1 dropped)	30%	Oral Exam(s)	10%
Assignments/Quizzes/Participation	25%	Final Exam	20%
Compositions (3)	15%		

Grading Scale: A: 90-100% B: 80-89% C: 70-79% D: 60-69% F: 0-59%

Instructor Grading and Feedback Response Time: The instructor will return coursework within one week. The instructor will answer emails within 24 hours during normal business hours (9:00-5:00, Monday-Friday).

The University of Tennessee at Chattanooga

Course and Institutional Policies

Late/Missing Work Policy: Exams and quizzes may not be made up except under extraordinary circumstances; but one exam and one quiz will be dropped. No late work will be accepted without the instructor's permission.

Student Conduct Policy: UTC's Academic Integrity Policy is stated in the [Student Handbook](#).

Honor Code Pledge: I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Course Attendance Policy: Any student who misses more than 2 weeks of class (8 unexcused absences) will have a maximum grade of B. Any student who misses more than 4 weeks of class (16 unexcused absences) will have a maximum grade of C.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Course Calendar/Schedule:

Week	Day 1 (Mon.)	Day 2 (Wed.)	Day 3 (Thurs.)	Day 4 (Fri.)
Jan. 7-11	C1 P. 2-6 Meet/greet in formal and informal situations	C1 P. 7-10 State where someone is from; express nationality	C1 P. 11-12 Describe yourself and others using cognates	C1 P. 13-17 Count from 1-59; tell how many things there are; identify people and objects in the class; state who things belong to
Jan. 14-16	C1 P. 18-20 Tell what time it is and what time something happens	C1 P. 21-27 Tell the day of the week and the date; discuss the history of the Spanish language	C1 P. 28-30 Discuss meeting others and being acquainted with the Hispanic world Vocab Quiz p. 31 On-line HW due	C2 P. 34-38 Talk about places on campus; discuss your schedule
Jan. 21-25	MLK Holiday	C2 P. 39-45 Identify the	C2 P. 46-50	C2 P. 51-55

The University of Tennessee at Chattanooga

		gender and number of nouns and articles; talk about where people, places, and things are (<i>estar</i> + location)	Describe the people and things in the classroom; express possession (<i>ser</i> + <i>de</i> + person)	Discuss the states and conditions of people (<i>estar</i> + adj./past part.); discuss the Hispanic influence upon the US
Jan. 28-Feb. 1	C2 P. 56-59 Discuss work and professions; tell where and when you are going places (<i>ir</i> + <i>a</i> + location)	C2 P. 60-63 Ask & answer questions (use interrogatives/question words); discuss the importance of Spanish in the working world	C2 P. 64-67 Discuss universities and professions Vocab Quiz p. 68 On-line HW due	Exam 1 Chapters 1-2
Feb. 4-8	C3 P. 70-74 Talk about the family; express ownership and age (with <i>tener</i>) using numbers 1-100	C3 P. 75-77 Count from 60-100; indicate possession (use possessive adjectives: <i>mi, tu, su, nuestro, vuestro</i>)	C3 P. 78-83 Talk about present actions (use -ar verbs); express frequency; discuss characteristics of the Hispanic family	C3 P. 84-91 Talk about friends; describe people and things; discuss cultural differences related to families
Feb. 11-15	C3 P. 92-94 Discuss human relations	C3 P. 95-99 Describe characteristics of people, places, and things (<i>ser</i> vs. <i>estar</i>); discuss celebrations in the Hispanic world	C3 P. 100-103 Discuss families and relationships Vocab Quiz P. 104 On-line HW due	Exam 2 Chapter 3
Feb. 18-22	C4 P. 106-112 Talk about outdoor activities; express likes and dislikes (<i>gustar, encantar</i>)	C4 P. 112-117 Talk about the present (use -er & -ir verbs); discuss 2 Hispanic sports	C4 P. 118-123 Discuss leisure activities; talking about present actions (use verbs with irregular <i>yo</i> forms)	C4 P. 123-127 Give orders and advice (use affirmative <i>tú</i> commands); discuss weekend activities in the Hispanic world
Feb. 25-Mar. 1	C4 P. 128-134 Talk about seasons and the weather; discuss what and	C4 P. 134-139 Express future action (<i>ir</i> + <i>a</i> + infinitive);	C4 P. 140-143 Discuss leisure activities, sports, and weather	Exam 3 Chapter 4

The University of Tennessee at Chattanooga

	who you know (<i>saber</i> vs. <i>conocer</i>)	discuss places to visit in Latin America	Vocab Quiz P. 144 On-line HW due	
Mar. 3-8	Oral Exam I Review	Oral Exam I Review	Oral Exam I	Oral Exam I
Mar. 11-15	Spring Break	Spring Break	Spring Break	Spring Break
Mar. 18-22	C5 P. 147-152 Talk about buying food and what it costs; count from 100 and above <i>Last day to withdraw (W)</i>	C5 P. 153-157 Refer to people, places, and things (use direct object pronouns); discuss foods in Europe and the Americas	C5 P. 158-160 Order food and drinks in a restaurant	C5 P. 161-165 Talk about present desires and actions (use stem- changing verbs); discuss typical Hispanic dishes
Mar. 25-29	C5 P. 166-170 Talk about parties; express action in progress (<i>estar</i> + present participle)	C5 P. 171-175 Refer to indefinite and nonexistent people, things, and places; discuss two Hispanic recipes	C5 P. 176-179 Discuss food, restaurants and celebrations Vocab Quiz P. 180 On-line HW due	Exam 4 Chapter 5
Apr. 1-5	C6 P. 182-188 Talk about houses and apartments; express relationships in space and time (use prepositions)	C6 P. 188-193 Point out things and people (use demonstratives); discuss Hispanic architecture	C6 P. 194-197 Talk about daily life and routines (use reflexive verbs)	C6 P. 198-201 Talk about daily life and routines (use reflexive verbs); discuss customs and schedules in Hispanic countries
April. 8-12	C6 P. 202-207 Talk about chores; give orders and advice (use negative tú commands)	C6 P. 208-209 Discuss male and female roles in Hispanic culture	C6 p. 210-213 Discuss housing and daily routines Vocab Quiz P. 214; On-line HW	Review for Oral Exam II
April 15-19	Oral Exam II Review	Oral Exam II	Oral Exam II	Spring Holiday
Apr. 22-26	Express past actions (use the preterite of regular -ar verbs)	Express past actions (use the preterite of regular -er and -ir verbs)	Express past actions (use the preterite of regular -ar, -er, and -ir verbs)	Final Exam Review
April 29	Final Exam Review			

Spanish Composition and Conversation I
Fall 2016
MCLL, SPAN 3110, 41553, 3 credit hours

Instructor: Dr. Lynn Purkey

Phone and Email: 423-316-1512, Lynn-Purkey@utc.edu

Office Hours and Location: M, W, F 2:00-3:00, 105 Brock

Course Meeting Days, Time, and Location: M, W, F, 11:00-11:50, 205 Brock

Course Catalog Description: Selections from Spanish literature, topics of current interest, and articles from Spanish newspapers and magazines may be used as a basis for discussions and compositions. Fall semester.

Course Student Learning Outcomes: Students will achieve the level of intermediate mid in speaking, listening, reading, and writing.

Course Prerequisites: Prerequisites: SPAN 2120 with a minimum grade of C and oral proficiency with a rating of Novice-High or placement; ENGL 1010 or ENGL 1011 or ENGL 1020 or UHON 1010 or UHON 1020 with a minimum grade of C or placement, or department head approval.

Required Texts and Materials for SPAN 3110:

Cinema for Spanish Conversation 4th edition (Gill / Smalley / Haro)

ISBN13: 978-1-58510-706-3

A Spanish-English and English-Spanish Dictionary

UTC Learn (Blackboard)

Optional Course Materials:

John Butt & Carmen Benjamin, *A New Reference Grammar of Modern Spanish* (any edition), or any other grammar book used in previous courses.

Course Assessment and Requirements:

Grade Distribution:

Compositions 1-4	30%
Final Composition	20%
Oral Exam	15%
Oral presentation	15%
Class Participation/Assignments/Quizzes	20%

Grading Scale:

A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 0-59%

Participation: Each student is expected to attend class regularly, to prepare homework, and to actively participate in discussions. Your grade is not based solely on attendance, but rather on the quality and quantity of your participation. Points will be deducted if you are not prepared for class or if you speak English in class. This course will be conducted in Spanish, and students will be required to write assignments and participate in discussions in Spanish.

Attendance Policy: Any student who misses more than 2 weeks of class (6 unexcused absences) will have a maximum grade of B. Any student who misses more than 4 weeks of class (12 unexcused absences) will have a maximum grade of C.

Policy for Late/Missing Work: All late assignments and compositions will be dropped a letter grade per week late. Quizzes cannot be made up; one will be dropped. In-class compositions cannot be made up without a documented excuse.

Compositions: You are required to write a total of 5 compositions on topics assigned by the professor.

2 in-class compositions (compositions 2, 4):

Topics will be assigned on the day of the composition (not before, so you need to watch all the movies).

You may use a dictionary and a grammar book, but you may not use any electronic aids.

Composition 2 may be rewritten for a better grade, composition 4 may not.

3 take-home compositions (1, 3, 5);

2 short compositions of 2-3 pages. These must be typed, double-spaced, and 12 font.

1 final composition of 3-4 pages. This must be typed, double-spaced, and 12 font.

Compositions 1 & 3 may be rewritten for a better grade, composition 5 may not.

You are being graded on your ability to write in Spanish, as well as on your ability to write an essay. Therefore, no one may proofread or help you with any part of your compositions.

Portfolio: You should turn in both copies of compositions 1-3 in a stapled or bound portfolio on the last day of class. You will receive a grade for this that will be averaged in with your composition grades. You will need a copy of each version of your composition (e.g., the first version and the second one) to receive full credit for the portfolio. These should have corrections by the instructor on them.

Oral Exam: There will be an oral exam at the end of the course. Your grade will be based on your overall level of spoken Spanish. The best way to improve this grade is to actively participate in class, to do all the assignments, and to speak Spanish as much as you can. Listening comprehension exercises during the semester will be an opportunity to practice too.

Oral Presentation: Each student will make one presentation on an assigned topic.

Withdrawal: The last day to drop a class before a W (withdrawal) is recorded is September 4 (Sunday). The last day to withdraw from any class with a W is October 24 (Monday).

University Honor Code: You are expected to adhere to the University Honor System found in the Student Handbook and Directory. No one may help you with an assignment and you may not use online translators.

Plagiarism: The use of another person's thoughts or words and representing them as your own, and giving or receiving unauthorized help on tests, assignments, or papers constitute plagiarism. This includes but is not limited to the use of quotations or ideas from books, articles, and web sites without appropriate credit. Students who plagiarize will receive an "F" in the course and may be reported to the UTC Honor Court for further disciplinary action. The Honor Code in the UTC Student Handbook states that plagiarism is an offense that can result in dismissal from the University.

Semana	Lunes	miércoles	Viernes
22-8	Presentación del curso y presentación del syllabus	Como se escribe una composición	Prueba de vocabulario: términos de película, p. xiv
29-8	<i>Arráncame la vida</i> Leer pp. 19-24 Completar: p. 22, A, B Antes de ver la película, p. 22 A Investigación p. 24	Leer pp. 23-28 Completar: p. 23, B Exploración, pp. 24-25, A-C Análisis y contraste cultural, p. 27, A-B	Leer y preparar pp. 28-30
5-9	<i>Día Festivo</i>	Leer Crítica pp. 31-35 Completar y entregar Preguntas y opiniones, pp. 34-35 Prueba de vocabulario pp. 20-21, 26	<i>María llena eres de gracia</i> Leer pp. 121-25 Completar p. 124, A-B p. 125 A Investigación, p. 126 Comp. 1 (entregar al principio de la clase)
12-9	Leer pp. 125-28 Completar: p. 125 B Exploración, p. 126, A-B Análisis y contraste cultural, p. 128, A-C	Leer y preparar pp. 129-131	Leer pp. 131-135 Completar y entregar p. 135 Preguntas y opiniones Prueba de vocabulario pp. 122-23, 127
19-9	<i>También la lluvia</i> Leer 137-42 Completar: pp. 139-40, A-C Antes de ver la película, p. 141, A Investigación, p. 142	Leer pp. 141-46 Completar: Antes de ver la película, p. 141 B, Exploración p. 142-143, A-B	Leer y preparar pp. 147-150 Comp. 1 revisada

		Análisis y contraste cultural, pp. 145-46, A-C	
26-9	Leer pp. 150-55 Completar y entregar preguntas y opiniones pp. 155 Prueba de vocabulario pp. 138-39, 144-45	Composición 2 en clase (se puede usar un diccionario y un libro de gramática; no se puede usar ningún recurso electrónico).	<i>Diarios de motocicleta</i> Leer pp. 157-62 Completar: pp. 160-61 A-C Antes de ver la película, p. 161, A Investigación, p. 162 Leer pp. 171-75 Completar y entregar: p. 176, Preguntas y opiniones Prueba de vocabulario pp. 158-59, 165-66
3-10	Leer pp. 162-68 Completar: Exploración, p. 163-164, A-B Análisis y contraste cultural, pp. 165-168, A-D	Leer y preparar pp. 168-71	
10-10	<i>No</i> Leer pp. 177-182 Completar: pp. 179-81, A-C Antes de ver la película, p. 181, A Investigación, p. 182	Leer pp. 181-88 Completar: Antes de ver, pp. 181-82, B Exploración, pp. 182-185, A-C Análisis, pp. 186-87, A-B	Leer y preparar pp. 189-192
17-10	<i>Día Festivo</i>	Comp. 3 (entregar al principio de la clase)	Leer p. 192-199 Completar y entregar: p. 198, Preguntas y opiniones Prueba de vocabulario pp. 178-79, 185-86
24-10	<i>Todo sobre mi madre</i> Leer pp. 235-40 Completar: pp. 237-38, A-C Antes de ver la película, p. 238-39, A Investigación, p. 240	Leer pp. 239-43 Completar: Antes de ver la película, p. 239, B Exploración pp. 240-241, A-C Análisis y contraste cultural, pp. 242-243, A-C	Leer y preparar pp. 244-46
31-10	Leer pp. 247-51 Completar y entregar p. 251, Preguntas y opiniones Prueba de vocabulario pp. 236-37, 241-42	<i>Mar adentro</i> Leer 253-258 Completar: p. 256, A-C Antes de ver la película, p. 257, A Investigación, p. 258 Comp. 3 (revisada)	Leer pp. 257-62 Completar: Antes de ver la película, pp. 257-58, B Exploración, pp. 258-59 A-B Análisis y contraste cultural, pp. 260-62, A-C

7-11	Leer y preparar pp. 262-264	Leer pp. 264-71 Completar y entregar: p. 271, Preguntas y opiniones Prueba de vocabulario pp. 254-55, 259-60	Examen de comprensión auditiva
14-11	Repaso	Repaso	Repaso
21-11	Examen oral	Día festivo	Día festivo
28-11	Presentaciones	Presentaciones	Presentaciones
5-12	Comp. 4 (en clase) (se puede usar un diccionario y un libro de gramática; no se puede usar ningún recurso electrónico).		

Composiciones (fuera de clase 1, 3, 5)

Composiciones.- Las dos primeras composiciones deben ser de dos a tres páginas a doble espacio.

Composición 1 - ¿Cuál es tu personaje favorito de la primera película? ¿Por qué?
Caracterización física y psicológica.

Composición 3 - Toma un elemento presente en dos películas (locaciones, uso del humor, etc.) y escribe una comparación o contraste.

Composición Final (5) (3 o 4 páginas) - Escribir un ensayo argumentativo sobre *Mar adentro*.

Presentaciones orales – Elegir una opción:

1. Escoge un tema que nos ayude a comprender mejor una de las películas. Por ejemplo: “La geografía de América del Sur en *Diarios de motocicleta*”.
2. Escoge una de las películas del libro de texto que no está en el syllabus y preséntala a la clase.

Revisiones de las composiciones:

1. **Es el deber de los estudiantes encontrar sus propios errores y corregirlos. Al nivel avanzado los estudiantes no deben tener muchos errores de los tipos mencionados abajo:**
 - Concordancia entre los sustantivos, los adjetivos y los artículos.
 - Concordancia entre el sujeto y el verbo.
 - Erratas de ortografía; hay “*spell-checking*” gratis en *Microsoft Office*.

The University of Tennessee at Chattanooga

Elementary Spanish II

Spring 2018

MCLL, SPAN1020, 22158, face-to-face, 4 credit hours

Instructor: Lynn Purkey

Email and Phone Number: Lynn-Purkey@utc.edu; 423-425-4147

Office Hours and Location: Brock 105, Mon., 10:00-11:00, Wed., 1:00-3:00, and by appointment.

Course Meeting Days, Times, and Location: Mon., Wed., Fri. 11:00 am-11:50 am, Brock 401, Tues. 10:50 am-11:40 am, Brock 205

Course Catalog Description: Continuation of 1010. Basic grammar, elementary reading, and conversation.

Course Pre/Co Requisites: SPAN 1010 with a C or better.

Continuation Course: You should enroll in Spanish 2110 or 2130 after this course. For best results, finish your language requirement without a break, since it is easy to forget basic skills over time. If you are a Spanish major or minor, or you think you might want to minor in Spanish, you must take 2110 instead of 2130. If you are not a major or minor, you can take 2130 or 2110 (if you earned a B or better in 1020), if you prefer (if you have trouble registering, email lynn-purkey@utc.edu to get a program or prerequisite override). If you have questions contact Dr. Lynn Purkey (lynn-purkey@utc.edu) in 105 Brock Hall.

Course Student Learning Outcomes: SPAN 1020 students will achieve an ACTFL level of Novice High in speaking, reading, writing, and listening, and will become acquainted with basic aspects of Hispanic culture. For more information about ACTFL achievement levels see: https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

Required Course Materials: María Concepción Lucas Murillo, Donna Shelton, & Laila M. Dawson. *Con brio*. 4th edn. Wiley, 2017; On-line Workbook and Laboratory Manual (www.wileypluslearningspace.com); a Spanish-English/English-Spanish Dictionary; UTC Learn (Blackboard)

Supplemental/Optional Course Materials: Emily Spinelli's *English Grammar for Students of Spanish* (if you find grammar difficult, this is a great resource).

Technology Requirements for Course: The internet for accessing Blackboard and the on-line workbook/lab manual.

The University of Tennessee at Chattanooga

Technology Skills Required for Course: Basic computer skills, such as Microsoft word and accessing Blackboard. Instructors will provide information about accessing the on-line workbook/lab manual.

Technology Support: If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Course Assessments and Requirements:

Tests: Tests will include listening and reading comprehension components, a grammar section, and an open-ended writing assignment. Tests may not be made up, but one exam will be dropped.

Assignments: You will have to complete assignments from the on-line workbook and lab manual on Wiley Plus as well as other assignments at the discretion of the instructor.

Quizzes: Announced and unannounced (pop) quizzes will be periodically given. You may not make up quizzes, but one quiz will be dropped.

Course Participation/Contribution: Your participation grade will be determined by both the quantity and quality of your participation. Students who actively participate typically perform better, especially in speaking.

Compositions: You will be required to write three compositions of 150-200 words in Spanish. You will revise and turn in a second version of each essay (grades will be averaged for the two versions). No one should correct your essay and you should not use an on-line translator. You may use a dictionary to write your exam, but you may not use any electronic resources.

Oral Exams: You will have 5 oral exams, which will measure your ability to produce unrehearsed speech. Further information will be provided on Blackboard about your exam.

Final Exam: The final exam is cumulative in nature. It will be slightly longer than unit exams and have a similar format. It will take place in the regular classroom at the time determined by the university (Monday, April 30: 10:30 am-12:30 pm). For further information see <https://www.utc.edu/records/calendars-and-schedules/spring-2018.php>

Course Grading

Tests (5, 1 dropped)	30%	Oral Exams 1-4	5%
Assignments/Quizzes/Participation	25%	Final Oral Exam (Oral Exam V)	5%
Compositions (3)	15%	Final Exam	20%

Grading Scale: A: 90-100% B: 80-89% C: 70-79% D: 60-69% F: 0-59%

The University of Tennessee at Chattanooga

Instructor Grading and Feedback Response Time: The instructor will return quizzes and exams within two class periods, and compositions within one week. The instructor will answer emails within 24 hours on weekdays and 48 hours on weekends.

Course and Institutional Policies

Late/Missing Work Policy: Exams may not be made up except under extraordinary circumstances (excused absence on two exam dates) and quizzes may not be made up; but one exam and one quiz will be dropped. All late work will be dropped 1 letter grade per week late.

Student Conduct Policy: UTC's Academic Integrity Policy is stated in the [Student Handbook](#).

Honor Code Pledge: I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Course Attendance Policy: Any student who misses more than 2 weeks of class (8 unexcused absences) will have a maximum grade of B. Any student who misses more than 4 weeks of class (16 unexcused absences) will have a maximum grade of C.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Course Calendar/Schedule:

Week	Day 1 (Mon.)	Day 2 (Tues.)	Day 3 (Wed.)	Day 4 (Fri.)
Jan. 8-12	Introduction to course Review	C7 P. 216 Discuss places and their location in the city; P. 219 Use formal and commands (Ud./Uds.)	C7 P. 224 Express past action (use the preterite of -ar verbs); P. 228 Read about and discuss the plaza and city	C7 P.230 Discuss urban life; P. 232 Express past action (use the preterite of -er, and -ir verbs)
Jan. 15-19	Martin Luther King Holiday	C7 P. 235 Express past action (use the preterite of dar, ser, ir, hacer); P. 238 Talk about Machu Pichu	C7 P. 240 Discuss the highway and driving; P. 243 Use indirect object pronouns	C7 P. 245 Read about and discuss public transportation; P. 250 Watch and comprehend video
Jan. 22-26	C7 P. 250-253 Practice and review chapter objectives; Vocab Quiz p. 254;	EXAM I Chapter 7 Oral Exam I due	Composition I written in class	C8 P. 256 Discuss shopping; P. 260 Use irregular verbs in the past,

The University of Tennessee at Chattanooga

	Online HW due Jan. 23			
Jan. 29-Feb. 2	C8 P. 264 Discuss Spanish style P. 266 Discuss clothes	C8 P. 268 Make equal, unequal, and superlative comparisons	C8 P. 274 Read about and discuss Hispanic designers P. 276 Discuss electronic devices	C8 P. 278 Use direct and indirect object pronouns together P. 281 Express possession
Feb. 5-9	C8 P.284 Read and discuss Hispanic <i>internautas</i> P. 286 Watch and comprehend video	C8 P. 286-280 Practice and review chapter objectives: Vocab Quiz p. 290, On-line HW due	Exam 2 Chapter 8 Oral Exam II due	C9 P. 292 Talk about a doctor's visit; P. 296 Express past action (use the preterite of stem-changing verbs)
Feb. 12-16	C9 P. 300 Read about and discuss natural medicine in the Hispanic World; P. 302 Discuss the human body Comp. 1 Revised due	C9 P. 306 Describe in the past (Use the imperfect)	C9 P. 310 Discuss body language; P. 312 Discuss emergency situations	C9 P. 314 Use the preterite and imperfect to express past action
Feb. 19-23	Composition 2 written in class	C9 P. 320 Discuss racial diversity among Hispanics; P. 322	C9 P. 322-325 Practice and review chapter objectives; Vocab Quiz P. 326, On-line HW due	Exam 3 Chapter 9 Oral Exam III due
Feb. 26-Mar. 2	C10 P. 328 Discuss neighborhood life; P. 332 Express subjective reactions (Use the subjunctive in noun clauses)	C10 P. 336 Express wishes and requests (use the subjunctive with verbs of influence) P. 340 Discuss US Hispanic neighborhoods	C10 P. 342 Discuss neighborhood activities; P. 344 Express feelings (Use the subjunctive with verbs of emotion)	C10 P. 348 Discuss being a volunteer; P. 350 Discuss religious matters
Mar. 5-9	C10 P. 344 Express doubt and negation (Use the subjunctive to express doubt/denial) Comp. 2 Revised due	C10 P. 346 Talk about murals in neighborhoods; P. 360 Watch and comprehend video	C10 P. 360-363 Practice and review chapter objectives; Vocab Quiz P. 364; On-line HW due	Exam 3 Chapter 4 Oral Exam IV due
Mar. 12-16	Spring Break	Spring Break	Spring Break	Spring Break
Mar. 19-23	C11 P. 366 Discuss office life; P. 370 Express past action/Use the present perfect	C11 P. 374 Read about and discuss business etiquette; P. 376 Discuss the business world	C11 P. 380 Express future action (Use the future tense)	C11 P. 384 Discuss business; P. 386 Discuss factory life

The University of Tennessee at Chattanooga

Mar. 26-30	C11 P. 388 Use por and para	C11 P. 390 Read about and discuss sweatshops in Mexico; P. 392 Watch/Comprehend a video about work life	C11 P. 392-395 Practice and review chapter objectives; Vocab Quiz P. 396; On-line HW due	Exam 5- Chapter 11
Apr. 2-6	Composition 3 in class	Oral Exam Review	Oral Exam V (face-to-face)	Oral Exam V (face-to-face)
Apr. 9-13	C12 P. 398 Discuss world travel	C12 P. 402 Discuss hypothetical situations (use the conditional)	C12 P. 408 Read about and discuss ecotourism; P. 410 Discuss science and technology	P 412 React to past action (use the imperfect subjunctive)
Apr. 16-20	C12 P. 414 Express hypothetical situations (use if clauses); P. 416 Read about and discuss ecological disasters Turn in 2 nd version of Comp. 3	C12 P. 418 Discuss immigrants; P. 420 Use relative pronouns	C12 P. 424 Read about and discuss the immigrants; P. 426 Watch and discuss video	C12 P. 426-429 Practice and review chapter objectives; Vocab Quiz P. 430; On-line HW due
Apr. 23	Final Exam Review			

Intermediate Spanish for Conversation I

Spring 2019

MCLL, SPAN 2110, 29446, face-to-face, 3 credit hours

Instructor: Dr. Lynn Purkey

Email and Phone Number: Lynn-Purkey@utc.edu; 423-425-4147

Office Hours and Location: Mondays 1:00-3:00 pm, Wednesdays 9:00-10:00 am, 105 Brock

Course Meeting Days, Times, and Location: M, W, F, 10:00-10:50, 205 Brock

Course Catalog Description: Intensive oral practice in Spanish with emphasis on acquiring conversational skills. Class taught for the most part in Spanish.

Course Pre/Co Requisites: SPAN 1020 or SPAN 1050 with a minimum grade of B or placement, or department head approval.

Course Student Learning Outcomes: Students will achieve the level of intermediate low in speaking, listening, reading and writing

Required Course Materials: *Fuentes: Conversación y gramática* 5th edition, Rusch, Domínguez, Caycedo Garner; the digital edition, hardback, or paperback; online workbook for *Conversación y gramática*; A Spanish-English and English-Spanish Dictionary; UTC Learn .

Technology Requirements for Course: Access to a computer to see UTC Learn and for completing the online assignments; students can use the language lab, 101 Brock, or other computer labs on campus.

Technology Skills Required for Course: Basic computer skills for writing word documents, using UTC Online, and completing the online workbook assignments.

Technology Support: If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Course Assessments and Requirements: [Click here to enter text.](#)

Grade Distribution:

Assignments, Participation	15%
Quizzes	10%
Compositions	15%
Tests	30%
Oral Exams	10%
Final Exam	20%

The University of Tennessee at Chattanooga

Grading Scale: A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 0-59%

Course Requirements:

Participation: This is a participation-based course and your active participation and diligent attendance are the only means of ensuring that you will develop the speaking and listening skills necessary for advanced level performance.

Homework: You are required to complete the online assignments for each chapter covered in the course through the textbook's website. The work is due at midnight on the indicated date, but you should do some of the work each night instead of waiting for the last minute, as it tends to be a lot of work. You can find more information on UTC Learn.

Quizzes: Announced and unannounced quizzes will be periodically. You may not make up missed quizzes, but one will be dropped. If you have an excused absence the quiz will not count against your grade.

Tests: Tests will include listening and reading comprehension components, a grammar section, and a short writing assessment. One exam will be dropped, but you cannot make up a missed exam except under extraordinary circumstances.

Compositions: You are required to write 3 compositions (350-500 words, typed, double-spaced). **No one may correct or help you write your compositions.** Compositions should be turned in on blackboard by midnight on the due date, and a hard copy should be brought to the next class. The first version of the compositions will not be graded until the instructor receives a hard copy. A rubric will be posted on Blackboard. The compositions are on the following topics:

1. Analyze a character from a Spanish or Latin American movie (the film must have the majority of its dialogue in Spanish; do not use an American film dubbed into Spanish).
2. Write a story in the past tense based upon a fairy tale, fable, or well-known fictional or factual work, movie, story, etc. Give your story a different twist (use a different character's perspective, have a different ending, make a sequel or a prequel to the story, etc).
3. Write an argumentative essay about a Spanish or Latin American short story or film.

Oral Exams: There will be two oral exams during the course as noted on the syllabus. Further instructions will be posted on UTC Learn.

Final Exam: The final exam is cumulative in nature. It will be slightly longer than unit exams and have a similar format. The final exam will be given in the regular classroom on Friday, April 26, from 8:00-10:00 am. See final exam schedule: <https://www.utc.edu/records/calendars-and-schedules/spring-2019.php>

Course Grading

Course Grading Policy: Open-ended work will be grading according to rubrics posted on UTC Learn.

The University of Tennessee at Chattanooga

Instructor Grading and Feedback Response Time: Work will be graded within a week of when work is turned in.

Course and Institutional Policies

Late/Missing Work Policy: All late materials will be counted off a letter grade per week late.

Student Conduct Policy: UTC's Academic Integrity Policy is stated in the [Student Handbook](#).

Honor Code Pledge: I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Course Attendance Policy: No student who has more than 2 weeks (6) of unexcused absences can receive a grade higher than a B for the course. No student who has more than 4 weeks (12) of unexcused absences can receive a grade higher than a C for the course.

Course Participation/Contribution: Your active participation and attendance are required to perform well in this class.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Course Calendar/Schedule: [Click here to enter text.](#)

Semana 7-11/1	lunes Introducción al curso Capítulo P pp. 1-4 Hacer presentaciones Hablar del horario	miércoles Capítulo P pp. 5-10 Expresar gustos y disgustos Describir clases, a profesores y a estudiantes	viernes Capítulo 1 pp. 14-18 Hablar de la identidad; Narrar en el presente: verbos regulares, irregulares y de cambio radical Prueba de vocabulario p. 11
14-18/1	Capítulo 1 pp. 19-22 Narrar en el presente Usar ¿hace cuánto?	Capítulo 1 pp. 23-28 Usar construcciones reflexivas Prueba de verbos regulares, irregulares, de cambio radical y reflexivos en el presente	Capítulo 1 pp. 29-32 Hablar de la vida nocturna Diferenciar entre qué y cuál
21-25/1	Día Festivo	Capítulo 1 pp. 33-37 Evitar la redundancia: Emplear pronombres de sujeto y complemento directo	Capítulo 1 pp. 38-40 Más allá Prueba de vocabulario p. 41 Tarea: ILRN Capítulos preliminar y 1
28/1-1/2	Examen 1	Capítulo 2 pp. 42-49	Capítulos 2 pp. 49-53

The University of Tennessee at Chattanooga

		Hablar de la historia Narrar en el pasado	Narrar en el pasado: Verbos con significados especiales Indicar cuándo algo ocurrió Comp. 1
4-8/2	Capítulo 2 pp. 53-58 Indicar la secuencia de tiempo Expresar acciones pasadas que preceden otra acción pasada (el pluscuamperfecto)	Capítulo 2 pp. 59-68 Hablar de películas Expresar el tiempo y la edad en el pasado Más allá <i>La lengua de las mariposas</i>	Capítulo 2 Repaso Prueba de vocabulario p. 69 Tarea: ILRN Capítulo 2
11-15/2	Examen 2	Capítulo 3 pp. 70-76 Hablar sobre la América precolombina Narrar en el pasado	Capítulo 3 pp. 77-87 Distinguir entre el pretérito y el imperfecto La descripción física
18-22/2	Capítulo 3 pp. 88-92 Descripciones: Distinguir entre ser y estar: las descripciones Utilizar el participio pasado como adjetivo	Capítulo 3 pp. 93-97 Emplear el complemento indirecto (el beneficiario de una acción); Más allá	Capítulo 3 Repaso Prueba de vocabulario p. 101 Tarea: ILRN Capítulo 3
25/2 – 1/3	Examen 3	Repaso para el examen oral I	Examen Oral I
4-8/3	Capítulo 4 pp. 102-10 Hablar de los inmigrantes	Capítulo 4 pp. 111-16 Expresar intenciones, obligaciones y conocimiento Expresar conceptos abstractos: lo + adjetivo y lo que	Capítulo 4 pp. 117-23 Expresar acciones accidentales Narrar y describir en el pasado; Comp. 2
11-15/3	<i>Vacaciones de primavera</i>	<i>Vacaciones de primavera</i>	<i>Vacaciones de primavera</i>
18-22/3	Capítulo 4 p. 124-29 Expresar el pasado con relevancia en el presente; el presente perfecto Más allá: <i>Al otro lado</i>	Capítulo 4 Repaso Prueba de vocabulario p. 130 Tarea: Capítulo 4	Examen 4
25-29/3	Capítulo 5 pp. 131-35 Hablar de la cultura y la comida estadounidense	Capítulo 5 pp. 136-42 Sugerir, persuadir, aconsejar: el presente del subjuntivo; Dar mandatos indirectos e información: decir que	Capítulo 5 pp. 143-48 Dar mandatos directos de Ud. y Uds.; el imperativo; Dar mandatos de tú y vosotros; el imperativo
1-5/4	Capítulo 5 p. 149-62 Hablar de la comida Informar y dar instrucciones: Se impersonal y se pasivo Más allá: <i>Marca Perú</i>	Capítulo 5 pp. Repaso Prueba de vocabulario p. 163 Tarea: ILRN Capítulo 5	Examen 5
8-12/4	Capítulo 6 pp. 164-72 Hablar de las nuevas democracias; Expresar los sentimientos y opiniones sobre acciones y eventos en el futuro, el presente y el pasado	Capítulo 6 pp. 173-80 Utilizar el presente perfecto del subjuntivo Discutir la política Comp. 3	Examen Oral II
15-17/4	Capítulo 6 pp. 181-7 Expresar la creencia y la duda en el futuro, el presente y el pasado; Formar oraciones compuestas con los pronombres relativos que y quien	Capítulo 6 pp. 188-92 Indicar causa, propósito y destinatario: por y para Más allá	<i>Disfrutec</i>
22/4	Capítulo 5, pp. 193-196		

The University of Tennessee at Chattanooga

Prueba de vocabulario p. 196; Tarea: ILRN Capítulo 6

Intermediate Spanish for Conversation II

Spring 2017

MCLL, SPAN 2120, 22164, 3 credit hours

Instructor: Dr. Lynn Purkey

Phone and Email: 423-425-4147, Lynn-Purkey@utc.edu

Office Hours and Location: M, W 1:30-2:30, F 1:00-2:00 & by appt., 105 Brock

Course Meeting Days, Time, and Location: M, W, F, 11:00-10:50, 205 Brock

Course Catalog Description: Intensive oral practice in Spanish with emphasis on acquiring conversational skills. Class taught for the most part in Spanish.

Course Student Learning Outcomes: Students will achieve the level of intermediate mid in speaking, listening, reading and writing

Course Prerequisites: SPAN 2110 with a minimum grade of C or placement, or department head approval.

Continuation Courses: This course is geared towards Spanish majors and minors, and includes writing and speaking. The course will be conducted primarily in Spanish. Following SPAN 2120, students should take SPAN 3110, 3130 and/or 3210.

Course Materials/Resources:

Fuentes: Conversación y gramática 5th edition (Rusch, Domínguez, Caycedo Garner); the digital edition, hardback, or paperback)

ILRN for *Conversación y gramática*

A Spanish-English and English-Spanish Dictionary

UTC Learn (Blackboard)

Course Assessments and Requirements:

Grade Distribution:

Assignments, Participation	15%	Tests	30%
Quizzes	10%	Oral Exams	10%
Compositions	15%	Final Exam	20%

Participation: This is a participation-based course and your active participation and diligent attendance are the only means of ensuring that you will develop the speaking and listening skills necessary for advanced level performance.

Homework (ILRN): You are required to complete the online assignments for each chapter covered in the course through Heinle's ILRN website. The work is due at midnight on the indicated date, but you should do some of the work each night instead of waiting for the last minute, as it tends to be a lot of work. You can find information about ILRN under announcements on Blackboard.

Quizzes: Announced and unannounced quizzes will be periodically. You may not make up missed quizzes, but one will be dropped.

Tests: Tests will include listening and reading comprehension components, a grammar section, and a short writing assessment. Tests may not be made up without a documented excuse, but one test will be dropped.

Compositions: You are required to write 3 compositions (300-400 words, typed, double-spaced). **No one may correct or help you write your compositions.** Compositions should be turned in on blackboard by midnight on the due date, and a hard copy should be brought to the next class. The first version of the compositions will not be graded until the instructor receives a hard copy. A rubric for grading compositions has been posted on Blackboard. The compositions are on the following topics:

Composition 1. Compare and contrast two Spanish language movies or two Hispanic artists or two or more Hispanic works of art.

Composition 2 Watch a Spanish or Latin American movie and write an argumentative essay (e.g., prove a point of view).

Composition 3. Write an argumentative or analytical essay on a Latin American or Spanish short story or poem. You should receive approval for the topic of your essay from the professor before beginning.

Oral Exams: There will be two oral exams during the course as noted on the syllabus. Further instructions will be posted on Blackboard.

Final Exam: The final exam is cumulative in nature. It will be slightly longer than unit exams and have a similar format. The final exam will be given in the regular classroom on Friday, April 28, from 8:00-10:00 am. See final exam schedule: <http://www.ute.edu/records/calendars-and-schedules/spring-2017.php>

Grading Scale: A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 0-59%

Attendance Policy: No student who has more than 2 weeks (6) of unexcused absences can receive a grade higher than a B for the course. No student who has more than 4 weeks (12) of unexcused absences can receive a grade higher than a C for the course.

Policy for Late/Missing Work: All late assignments and compositions will be dropped a letter grade per week late. Quizzes cannot be made up; one will be dropped. Exams cannot be made up without a documented excuse.

Last day to drop without a W: January 22, 2017.

Last day to drop with a W: March 20, 2017.

Course Calendar/Schedule:

Semana	Lunes	Miércoles	Viernes
9-1	Introducción al curso	C7 pp. 197-205 Hablar sobre los viajes de aventura y el medioambiente	C7 pp. 206-215 Usar expresiones afirmativas y negativas; Usar cláusulas adjetivales que expresan

			antecedentes existentes y no existentes
16-1	Día festivo	C7 pp. 216-219 Usar el subjuntivo en cláusulas adverbiales con expresiones temporales	C7 pp. 220-225 Usar pronombres de complemento directo e indirecto Comp. 1a
23-1	C7 pp. 226-228 Más allá Prueba de vocabulario p. 229	Examen I ILRN C7	C8 pp. 230-238 Hablar del trabajo y del extranjero
30-1	C8 pp. 239-242 Usar el subjuntivo e indicativo en cláusulas adverbiales con expresiones temporales, condicionales y que expresan un propósito	C8 pp. 243-246 Hablar del habla y pensamiento reportado Comp. 1B	C8 pp. 247-252 Usar expresiones negativas e indefinidas; Expresar acciones recíprocas
6-2	C8 pp. 253-256 Más allá Prueba de vocabulario p. 257	Examen II ILRN C8	C9 pp. 258-267 Hablar del arte
13-2	Examen oral 1	C9 pp. 268-275 Utilizar el imperfecto subjuntivo en cláusulas nominales	C9 pp. 276-279 Emplear la voz pasiva; Usar el infinitivo Comp. 2A
20-2	C9 pp. 280-281 Usar expresiones con por	C9 pp. 282-284 Más allá Prueba de vocabulario p. 285	Examen III ILRN C9
27-2	C10 pp. 286-89 Discutir las relaciones humanas	C10 pp. 290-295 Expresar acciones futuras, hacer predicciones y promesas; expresar acciones hipotéticas, dar consejos y hacer pedidos	C10 pp. 296-304 Expresar probabilidad en el presente y el pasado; hablar de relaciones humanas Comp. 2B
6-3	C10 pp. 305-309 Expresar situaciones hipotéticas	C10 pp. 310-311 Más allá Prueba de vocabulario p. 312	Examen IV ILRN C10
13-3	Vacaciones de primavera	Vacaciones de primavera	Vacaciones de primavera
20-3	C11 pp. 313-323 Hablar sobre la sociedad y la justicia	C11 pp. 324-327 Utilizar el futuro perfecto y el condicional perfecto	C11 pp. 328-331 Utilizar cláusulas con si (expresar situaciones hipotéticas) Comp. 3A
27-3	C11 pp. 332-333 Expresar opiniones y dudas en el pasado	C11 pp. 334-338 Conectar ideas	C11 pp. 338-341 Más allá Prueba de vocabulario p. 342
3-4	Examen V ILRN C11	C12 pp. 343-346 Leer y hablar sobre los hispanos en los EEUU	C12 pp. 347-353 Narrar en el pasado
10-4	C12 Repaso de examen oral	Examen oral 2	Día festivo
17-4	C12 pp. 353-356 Narrar en el presente y el futuro Comp. 3B	C12 pp. 356-359 Narrar en el futuro; Distinguir entre el pasado, el presente y el futuro	Repaso de examen final

24-4	Repaso de examen final ILRN C12
------	------------------------------------

SPANISH 3120 - SYLLABUS

SPRING 2021

SPAN 3120 Spanish Composition & Conversation II

Section 3120-0 - 20788 TR 9:25 am - 10:40 am - INTERNET

3 Credit Hours

Professor: Dr. José-Luis Gastañaga

Email: jose-luis-gastanaga@utc.edu

Office: 236C Lupton Hall

Office Hours: By appointment

ADA STATEMENT: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 423-425-4006 or go by the office, 108 University Center.

If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely affecting your successful progress at UTC, please contact the Counseling and Career Planning Center at 338 University Center, by phone at 423-425-4438 or <http://www.utc.edu/Administration/CounselingAndCareerPlanning/>

Placement Exam: If you are a native/heritage speaker or have had 3 years or more of high school Spanish you must take the placement exam. If you have had 1-2 years, you may choose to take the placement exam to test out of 1 or more semesters of your Spanish requirement. This should be done as soon as possible during the first week of class so that you can change to another class if appropriate. Contact your professor for more information.

Required Texts and Materials for Spanish 3120:

El Cuento Hispánico, 8th ed – Edward J. Mullen and John F. Garganigo (McGraw Hill, 2012)

A Spanish-English Bilingual Dictionary

Canvas

Course Description: This class revolves around students speaking and writing in Spanish about short stories presented as a graded anthology. Selections are to be read before class in order to enrich our class conversations. Students are encouraged to think critically about the short stories as well as to take reading notes to be used in class discussion. Historical, literary and cultural topics will be constantly present in our classes, and all of them are expected to appear in compositions and regular class participation.

Objectives: Students will master advanced written and oral communication skills in Spanish across a broad spectrum from informal speech to formal compositions. In addition, students will improve their reading and listening skills in Spanish through the close reading of short stories and class discussion.

Grade Distribution:

Class Participation	20%
3 brief compositions	30%
1 long composition (Final Essay)	30%
Timed essay	20%

Grading Scale:

A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 0-59

Course Requirements:

Participation: This is a participation-based course, and requires your active involvement in class discussions, regular attendance in class, and preparation prior to class. A portion of your grade will be based on the quality and frequency of your participation as well as your attendance.

You should prepare for class by completing the readings, as well as studying the vocabulary in your textbook **before** coming to class. Also, **bring your textbook to class every day.**

MCLL Attendance Policy: No student who has more than 2 weeks of unexcused absences can receive a grade higher than a B for the course. No student who has more than 4 weeks of unexcused absences can receive a grade higher than a C for the course.

UTC On-line: Please check Canvas often for announcements, assignments, handouts, etc.

Timed Essay: There will be one timed essay late in the semester. It will cover the stories of three authors that will be determined later in the semester. The timed essay may not be made up without the instructor's permission, which will only be given for documented excuses.

Papers (Compositions): Each student will write 3 one-page (double-spaced, 12 point-font) brief compositions on topics (literary, historical, etc.) related to our short stories. Topics will be suggested in class for each story. If you have questions or concerns about your topics, meet me during office hours. Please use MLA-style bibliography and include at least one secondary source. The textbook does not count as a secondary source. Do not use Wikipedia or other online sources that are not related to professional academic journals or books. At the end of the semester, will submit a Final Essay. Instructions coming later in the semester.

Withdrawal: The last day to withdraw from classes before a W is recorded is Monday, February 1. **Last day for official withdraw from any class with a W is Monday, March 29.**

Honor Code Pledge: I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I will exert every effort to insure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Covid-19 Statement

Students who are positive for COVID-19; symptomatic for COVID-19; exposed (close contact) to a known case of COVID-19 / someone positive for COVID-19; potentially exposed to a known case of COVID-19 / someone positive for COVID-19; or have traveled internationally or via cruise ship must complete the COVID-19 Notification form. Students will not be penalized for COVID-19 absences or late course assessments due to a COVID-19 related illness unless they are unable to complete course learning outcomes. Faculty will work with students to identify ways to complete course requirements.

Students must, if they are asymptomatic or if their symptoms do not interfere with their ability to participate in the course, continue to participate in the online course.

If COVID-19 related illness results in any missed course work, students must contact the instructor within 48 hours of recovering to plan make-up work. Makeup work must be completed according to the plan devised by the instructor in coordination with the student. It remains the student's responsibility to complete any missed work such as assignments, tests, quizzes, labs, or projects outside of scheduled class time. But please realize that class will continue, and students may find themselves in the situation where they are unable to complete all work by the end of the semester. In such a case, students should consider a late withdrawal or an incomplete grade. Please contact the Records Office (423-425-4416) to learn more about the late withdrawal process.

If students have COVID-19 disability related risk factors that may affect attendance, students are strongly encouraged to register with the Disability Resource Center (423-425-4006) in order to receive necessary accommodations.

If students believe the instructor has not made reasonable and appropriate accommodations for absences, or makeup assignments, projects, labs, or exams due to COVID-19, students have the right to appeal according to UTC's Policies and Procedures for Student Complaints by filling out the Student Complaint Form and submitting to the Office of the Dean of Students.

COURSE PLAN

Week 1

JANUARY

Tuesday 19 – Course Introduction, Syllabus

Thursday 21 – Marco Denevi: “Apocalipsis”

Week 2

T 26 – Sandra Cisneros: “Chanclas”

R 28 – Augusto Monterroso: “El eclipse”

FEBRUARY

Week 3

T 2 – Elena Poniatowska: “Las lavanderas”

R 4 – Juan Manuel: “Lo que sucedió a un deán de Santiago con don Illán, el mago de Toledo”.

Week 4

T 9 – Juan Manuel: “Lo que sucedió a un deán de Santiago con don Illán, el mago de Toledo”.

R 11 – Ana María Matute: “El árbol de oro”. **Composición 1.**

Week 5

T 16 – Ana María Matute: “El árbol de oro”.

R 18 – Ana María Matute: “Rafael”. **Composición 1 bis.**

Week 6

T 23 – Ana María Matute: “El arrepentido”.

R 25 – Horacio Quiroga: “El almohadón de plumas”.

MARCH

Week 7

T 2 – Horacio Quiroga: “El solitario”.

R 4 – Horacio Quiroga: “A la deriva”.

Week 8

T 9 – Julio Cortázar: “Continuidad de los parques”.

R 11 – **Composición 2.**

Week 9

T 16 – Julio Cortázar: “Casa tomada”.

R 18 – Julio Cortázar: “Axolotl”.

Week 10

T 23 – Jorge Luis Borges: “Emma Zunz”.

R 25 – Jorge Luis Borges: “La intrusa”. **Composición 3.**

Week 11

T 30 – Jorge Luis Borges: “El sur”.

APRIL

R 1 – Jorge Luis Borges: “El sur”. **Composición 3 bis.**

Week 12

T 6 – Donato Ndongo-Bidyogo: “El sueño”.

R 8 – Soledad Puértolas: “La indiferencia de Eva”.

Week 13

T 13 – Luisa Valenzuela: “Tango”.

R 15 – Timed Essay.

Week 14

T 20 – Gabriel García Márquez: “El ahogado más hermoso del mundo”.

R 22 – Gabriel García Márquez: “El ahogado más hermoso del mundo”.

Submit Final Essay (No later than 5 pm on April 26th).

The University of Tennessee at Chattanooga

Introduction to Textual Analysis and Composition

Fall 2021

MCLL, SPAN 3130, 41346, face-to-face, 3 credit hours

Instructor: Dr. Lynn Purkey

Email and Phone Number: Lynn-Purkey@utc.edu, 423-425-4147

Office Hours and Location: Mondays 12:00-1:00, Fridays 12:00-2:00 and by appointment. 233E Lupton. Please wear a mask to office hours or arrange to meet via Zoom or outside.

Course Meeting Days, Times, and Location: Mondays, Wednesdays, Fridays, 10:00-10:50, 206 Brock Hall

Course Catalog Description: This course is designed to introduce students to the study of textual analysis in Spanish and to improve analytical writing skills in the target language. By approaching textual analysis in terms of genre—namely narrative fiction, essay, poetry, and drama—students will develop an understanding of specific generic conventions, along with an appreciation of broader themes and trends in Hispanic literature and culture. This course is also designed to promote critical thinking skills; thus, students will learn how to interpret, discuss, and write analytical essays about different kinds of texts in Spanish.

Course Pre/Co Requisites: SPAN 2120 with a minimum grade of C, placement out of the first two years of Spanish, or department head approval.

Course Student Learning Outcomes:

1. Students will interpret, analyze, and evaluate Spanish texts (narratives, poetry, plays, and essays) through classroom discussions, presentations, exams, and compositions.
2. Students will define and use the critical and analytical apparatus and terminology associated with literary criticism.
3. Students will write formal essays and compositions in Spanish, using the typical critical conventions, such as citations.
4. Students will write and read at the level of Advanced Low or above according to the ACTFL (American Council on Teaching Foreign Languages) standards.
5. Students will create or adapt a short Spanish narrative, poem, or theatrical work.

Required Course Materials: Caramelo Virgilio, Edward Friedman, & Teresa Valdivieso. *Aproximaciones al estudio de la literatura hispánica* 8th Edition, additional readings on UTC Learn (Canvas). You will need to buy access to the online program, but you do not need a physical copy of the text, as long as you are willing to bring your computer or iPad to class.

The University of Tennessee at Chattanooga

Supplemental/Optional Course Materials: John Butt & Carmen Benjamin, *A New Reference Grammar of Modern Spanish* (any edition), or any other grammar book used in previous courses. A Spanish-English/English-Spanish dictionary.

Technology Requirements for Course: The internet and a computer for accessing Canvas and assignments.

Technology Skills Required for Course: Basic computer skills for typing papers and making presentations, such as Microsoft word and Powerpoint, and using Canvas.

Technology Support: If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email helpdesk@utc.edu.

Student Technology: If you have technology needs to access your courses and/or complete course requirements in Canvas, [submit a request \(https://new.utc.edu/information-technology/learning-from-home\)](https://new.utc.edu/information-technology/learning-from-home) with Information Technology.

Student Accommodations: If you have accessibility and accommodation requests, contact the [Disability Resource Center \(https://www.utc.edu/disability-resource-center/index.php\)](https://www.utc.edu/disability-resource-center/index.php) at 423-425-4006 or email DRC@utc.edu.

Course Assessments and Requirements: [Click here to enter text.](#)

Grade Distribution:

Participation/Assignments/Quizzes	20%
Presentation (1)	10%
Compositions (2)	15%
Exams (3)	45%
Final Composition or Project (1)	10%

Readings: Students are required to complete the reading and assignments before coming to class.

Assignments (Tarea, Foros, etc.): All assignments are due by 9:00 am of the day assigned.

Presentation: Students will make an oral presentation in which they analyze an assigned poem. Students should discuss the poem's meaning, structure, and rhetorical devices in a unified, well organized manner.

Compositions 1 and 2: Students are required to write 2 compositions (600 word minimum). The first version will be written in class, and the second will be revised outside of class (the grades will be averaged). The topic of the composition will be given on the day of the composition.

- You must write original compositions for this class (your composition cannot be something you are writing for another class or that you wrote for another class).

The University of Tennessee at Chattanooga

- You may not use Google Translate or any other translation program or engine to write your compositions.
- You may not have anyone else proof-read or correct your compositions.

Final Composition or Project: Students can write a final composition of 900 words, plus at least 5 works cited, or they can create or adapt an original story, poem(s), or theatrical work of the same length of prose or theater or write at least 35 lines of poetry. The professor should approve the topic of the final project.

Quizzes: There will be some scheduled and unscheduled quizzes. You may not make up missed quizzes. If you have a valid excuse the quiz will be dropped.

Exams: There will be 3 unit exams of equal weight on the indicated dates. The best way to prepare for exams is to read all of the assigned texts, to attend class regularly, and to actively participate in discussions. Exams will not be open book and you may not use any resources to complete exams. You are responsible for studying all of the material on the syllabus and any additional materials we cover in class.

Course Grading

Course Grading Policy: [Click here to enter text.](#)

Grading Scale: A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 0-59%

Instructor Grading and Feedback Response Time: All work will be graded within 5 business days from the date it is turned in.

Course and Institutional Policies

Late/Missing Work Policy: Late assignments will be marked down 3 letter grades.

Compositions and exams will be marked down one letter grade for each week it is late, except for excuses through the Dean of Students Office. Quizzes cannot be made up without a documented excuse.

Student Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page \(https://www.utc.edu/student-conduct/codes.php\)](https://www.utc.edu/student-conduct/codes.php).

Honor Code Pledge: As a student of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to ensure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity

- You may not use Google Translate or any other translation engine to write anything that you turn in for a grade for this class. Translation engines teach you to use computer skills, not to write in another language.

The University of Tennessee at Chattanooga

- You may not consult anyone on any quiz, exam, composition, or presentation other than the professor (Dr. Purkey).

Course Attendance Policy: Your participation grade will be based on your attendance as well as your active engagement during class. Points will be deducted for unexcused absences and for arriving tardy.

Course Participation/Contribution: You are expected to prepare for class and to participate in class discussions.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

UTC Bookstore: The UTC Bookstore will price match Amazon and Barnes and Noble (<https://www.barnesandnoble.com/>) prices of the exact textbook - same edition, ISBN, new to new format, used to used format, and used rental to used rental format, with the same rental term. For more information, go to the [Bookstore Price Match Program](#) (<https://bnc.pgtb.me/MMt77E>), visit the bookstore, email sm430@bncollege.com or call 423-425-2184.

COVID Absences

Students **must complete the [COVID-19 Notification form](#)** if they are positive for COVID-19; symptomatic for COVID-19; exposed (close contact) to a known case of COVID-19 / someone positive for COVID-19; or potentially exposed to a known case of COVID-19 / someone positive for COVID-19. Documentation will be provided to me by the Office of Student Outreach & Support.

If you are instructed by the university administration to stay home due to your responses, you are not to come to campus or attend face to face classes. If you are cleared to be on campus and attend class, you are required to attend face-to-face class sessions.

You will not be penalized for COVID-19 related absences or late course assessments due to a COVID-19 related concern unless you are unable to complete course learning outcomes. I will work reasonably with you to identify ways to complete course requirements.

You must, if you are asymptomatic or if your symptoms do not interfere with your ability to participate in the course, **continue to participate in the course using the online assets and tools that I may make available through UTCLearn including** discussion boards, assignments, compositions, and handouts.

Learning a modern foreign language requires your active attendance and participation in class, since most of you will not have the opportunity to develop speaking and formal writing skills to

The University of Tennessee at Chattanooga

the same degree outside of class. Although your grade will not be penalized for missing classes if you are ill, attending class as much as possible will help develop these skills.

If COVID-19 related illness results in any missed course work (face-to-face or online), **you must contact me within 48 hours of recovering to plan make-up work.** Makeup work must be completed according to the plan devised by me in coordination with you. It remains your responsibility to complete any missed work such as assignments, tests, quizzes, labs, or projects outside of scheduled class time. But please realize that class will continue, and you may find yourself in a situation where you are unable to complete all of your work by the end of the semester. In such a case, you should consider a late withdrawal or an incomplete grade. Please contact the Records Office (423-425-4416) to learn more about the late withdrawal process.

If you have COVID-19 disability related risk factors that may affect attendance, you are strongly encouraged to register with the Disability Resource Center (423-425-4006) in order to receive necessary accommodations.

If you believe I have not made reasonable and appropriate accommodations for absences, or makeup assignments, projects, labs, or exams due to COVID-19, you have the right to appeal according to UTC's [General Student Grievance \(Complaint\) Procedure](#) by filling out the [Student Complaint Form](#) and submitting to the Office of the Dean of Students.

Course Calendar/Schedule: [Click here to enter text.](#)

	Lunes	Miércoles	viernes
16-20 de agosto	Introducción al curso/a la narrativa	Introducción a la narrativa	PP. 9-18, Introducción a la narrativa Tarea 1
23-27 de Agosto	Pp. 43-46, Don Juan Manuel (España): «Lo que sucedió a un mozo que casó con una muchacha de muy mal carácter» Tarea 2	PP. 47-50, Ricardo Palma (Perú): «La camisa de Margarita» Tarea 3	Pp. 51-55, Emilia Pardo Bazán (España): «Las medias rojas» Foro 1
30 de agosto-3 de septiembre	Pp. 60-62, Jorge Luis Borges (Argentina): «El etnógrafo» Tarea 4	Composición 1 (en clase)	Pp. 63-69, Julio Cortázar (Argentina): «La noche boca arriba» Foro 2
6-10 de septiembre	Día festivo	Pp. 70-74, Juan Rulfo (México): «No oyes ladrar los perros» Tarea 5	Isabel Allende (Chile/EEUU), «La mujer del juez» Foro 3
13-17 de septiembre	Pp. 88-92, Ana María Matute (España): «Pecado de omisión»	Examen I Narrativa	Pp. 148-160, Introducción a la poesía; Tarea 7

The University of Tennessee at Chattanooga

20-24 de septiembre	<p>Tarea 6</p> <p>Pp. 184-188, Anónimo (España): «El Enamorado y la Muerte» «Romance del conde Arnaldos»; Garcilaso de la Vega (España): «Soneto IV» «Soneto XXIII»</p> <p>Composición 1 redactada</p>	<p>Pp. 189-194, Santa Teresa de Jesús (España): «Vivo sin vivir en mí»; San Juan de la Cruz (España): «Llama de amor viva»</p> <p>Tarea 8</p>	<p>Pp. 195-202, Luís de Góngora (España): «Soneto CLXXVI»; Lope de Vega (España): «XVIII»; Francisco de Quevedo (España): «Representase...»; Sor Juana Inés de la Cruz (México): «Hombres necios»</p> <p>Foro 4</p>
27 de septiembre - 1 de octubre	<p>Pp. 203-212, José de Espronceda (España): «Canción del pirata»; Gertrudis Gómez de Avellaneda (Cuba): «Al partir»; Gustavo Adolfo Bécquer (España): «Rima XI», «Rima LIII»</p> <p>Tarea 9</p>	<p>Pp. 220-227, José Martí (Cuba): «Dos patrias»; Rubén Darío (Nicaragua): «El eisne» «Canción de otoño en primavera»; Antonio Machado (España): «XXIX»</p> <p>Tarea 10</p>	<p>Pp. 230-239, Gabriela Mistral (Chile): «Yo no tengo soledad» Alfonsina Storni (la Suiza/Argentina): «Hombre pequeño» «Tú me quieres blanca»; Delmira Agustini (Uruguay): «Vampiro» Juana de Ibarbourou (Uruguay): «Rebelde»</p> <p>Foro 5</p>
4-8 de octubre	<p>Pp. 228-236, Juan Ramón Jiménez (España): «Vino, primero, pura»; César Vallejo (Perú): «Yuntas»; Vicente Huidobro (Chile): «Arte poética»</p> <p>Tarea 11</p>	<p>Pp. 243-266, Luis Palés Matos (Puerto Rico), «Danza negra»; Nicolás Guillén (Cuba): «Sensemayá (Canto para matar a una culebra)»; Nancy Morejón (Cuba): «Mujer negra» «Amo a mi amo»</p> <p>Tarea 12</p>	<p>Composición 2 (en clase)</p>
11-15 de octubre	<p>Vacaciones de otoño</p>	<p>Pp. 240-247, Federico García Lorca (España): «Canción de jinete» «Prendimiento de Antoñito...»; Luis Cernuda (España) «Si el hombre pudiera decir»; Pablo Neruda (Chile): «Oda al tomate»</p>	<p>Pp. 252-257, Pedro Salinas (España): «Cero»; Dámaso Alonso (España): «Insomnio»; Gloria Fuertes (España): «Sale caro ser poeta»; Ángel González (España): «Ciudad cero»</p> <p>Foro 6</p>

The University of Tennessee at Chattanooga

		Tarea 13	
18-22 de octubre 25-29 de octubre	Presentaciones orales de poesía Examen de poesía	Presentaciones orales de poesía Pp. 274-287, Introducción al drama; Tarea 14	Presentaciones orales de poesía Pp. 321-331, Sergio Vodanovic (Chile), <i>El delantal blanco</i> Foro 7
1-5 de noviembre	Pp. 332-340, Osvaldo Dragún (Argentina): <i>Historia del hombre que se convirtió en perro</i> Composición 2 redactada	Pp. 340-348, Paloma Pedrero (España): <i>Resguardo personal</i> Tarea 15	Pp. 348-354, Juan Mayorga (España): <i>El buen vecino</i> Foro 8
8-12 de noviembre	Pp. 313-321, Miguel de Cervantes Saavedra (España), <i>El juez de los divorcios</i> Tarea 16	Pp. 354-367, Federico García Lorca (España): <i>La casa de Bernarda Alba</i> , Acto I Foro 9	Pp. 367-381, Federico García Lorca (España): <i>La casa de Bernarda Alba</i> , Acto II Foro 10
15-19 de noviembre	Pp. 381-392, Federico García Lorca (España): <i>La casa de Bernarda Alba</i> , Acto III Tarea 17	Pp. 394-401, Introducción al ensayo Tarea 18	José Martí (Cuba): «Nuestra América» Foro 11
22-26 de noviembre	Pp. 421-430, Mariano José de Larra (España): «Vuelva usted mañana» Tarea 19	Día festivo	Día festivo
29 de noviembre	Examen III Teatro/Ensayo		

Proyecto/Composición Final: el 7 de diciembre

The University of Tennessee at Chattanooga

Group Studies: Advanced Conversation and Composition

Spring 2022

MCLL, SPAN 3999, 42699, on-line, 1-9 credit hours

Instructor: Dr. Lynn Purkey

Email and Phone Number: Lynn-Purkey@utc.edu, 423-425-4147 (425-4195 on Wednesdays)

Office Hours and Location: Mondays 12:00-1:00, Wednesdays and Fridays, 10:00-11:00; or by appointment, 233E Lupton Hall.

Course Meeting Days, Times, and Location: Arrange to meet face-to-face or via Zoom with the professor during the first, sixth, and last week of class.

Course Catalog Description: Group Studies.

Specific Description: This course will focus on speaking and writing skills.

Course Prerequisites: SPAN 3110 or SPAN 3120 with a grade of C or better and the permission of the department head.

Course Student Learning Outcomes:

- Students will develop and improve speaking skills by discussing a wide range of everyday and specialized topics of increasing difficulty.
- Students will develop and improve writing skills by writing about a wide range of everyday and more complex topics of increasing difficulty.
- Students will practice and demonstrate control over advanced grammar forms, such as expressing themselves in different times frames (past, present, future), as well as advanced vocabulary and idiomatic expressions required for improving speaking scores.

Required Course Materials: N/A.

Supplemental/Optional Course Materials: N/A.

Technology Requirements for Course: The internet and a computer with a camera and microphone for talking with a native informant and for accessing Canvas and assignments.

Technology Skills Required for Course: Basic computer skills, such as Microsoft word and accessing Canvas. Instructors will provide information about accessing the on-line workbook/lab manual.

The University of Tennessee at Chattanooga

Technology Support: If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email helpdesk@utc.edu.

Student Technology: If you have technology needs to access your courses and/or complete course requirements in Canvas, [submit a request \(https://new.utc.edu/information-technology/learning-from-home\)](https://new.utc.edu/information-technology/learning-from-home) with Information Technology.

Student Accommodations: If you have accessibility and accommodation requests, contact the [Disability Resource Center \(https://www.utc.edu/disability-resource-center/index.php\)](https://www.utc.edu/disability-resource-center/index.php) at 423-425-4006 or email DRC@utc.edu.

Course Assessments and Requirements: [Click here to enter text.](#)

Conversation Sessions	20%	SOPI Score	20%
Reflections	20%	Speaking Improvement	20%
Interviews with Supervising Professor	20%		

Course Grading Scale

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

Course and Institutional Policies

Late/Missing Work Policy: Late work will be dropped a letter grade per day late. There is no penalty for turning in assignments early. Students taking the class for 2 credits are encouraged to complete some assignments ahead of time.

Student Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page \(https://www.utc.edu/student-conduct/codes.php\)](https://www.utc.edu/student-conduct/codes.php).

Honor Code Pledge: As a student of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to ensure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity

- You may not use Google Translate or any other translation engine to write anything that you turn in for a grade for this class. Translation engines teach you to use computer skills, not to write in another language.
- You may not consult anyone on any classwork other than the professor. This includes proofreading your work.

The University of Tennessee at Chattanooga

Course Attendance Policy: *N/A*

Course Participation/Contribution: *N/A*

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

UTC Bookstore: The UTC Bookstore will price match Amazon and Barnes and Noble (<https://www.barnesandnoble.com/>) prices of the exact textbook - same edition, ISBN, new to new format, used to used format, and used rental to used rental format, with the same rental term. For more information, go to the [Bookstore Price Match Program](#) (<https://bnc.pgtb.me/MMt77F>), visit the bookstore, email sm430@bncollege.com or call 423-425-2184.

COVID Absences

Students **must complete the [COVID-19 Notification form](#)** if they are positive for COVID-19; symptomatic for COVID-19; exposed (close contact) to a known case of COVID-19 / someone positive for COVID-19; or potentially exposed to a known case of COVID-19 / someone positive for COVID-19. Documentation will be provided to me by the Office of Student Outreach & Support.

If you are instructed by the university administration to stay home due to your responses, you are not to come to campus or attend face to face classes. If you are cleared to be on campus and attend class, you are required to attend face-to-face class sessions.

You will not be penalized for COVID-19 related absences or late course assessments due to a COVID-19 related concern unless you are unable to complete course learning outcomes. I will work reasonably with you to identify ways to complete course requirements.

You must, if you are asymptomatic or if your symptoms do not interfere with your ability to participate in the course, **continue to participate in the course using the online assets and tools that I may make available through UTCLearn including** discussion boards, assignments, compositions, and handouts.

Learning a modern foreign language requires your active attendance and participation in class, since most of you will not have the opportunity to develop speaking and formal writing skills to the same degree outside of class. Although your grade will not be penalized for missing classes if you are ill, attending class as much as possible will help develop these skills.

The University of Tennessee at Chattanooga

If COVID-19 related illness results in any missed course work (face-to-face or online), **you must contact me within 48 hours of recovering to plan make-up work.** Makeup work must be completed according to the plan devised by me in coordination with you. It remains your responsibility to complete any missed work such as assignments, tests, quizzes, labs, or projects outside of scheduled class time. But please realize that class will continue, and you may find yourself in a situation where you are unable to complete all of your work by the end of the semester. In such a case, you should consider a late withdrawal or an incomplete grade. Please contact the Records Office (423-425-4416) to learn more about the late withdrawal process.

If you have COVID-19 disability related risk factors that may affect attendance, you are strongly encouraged to register with the Disability Resource Center (423-425-4006) in order to receive necessary accommodations.

If you believe I have not made reasonable and appropriate accommodations for absences, or makeup assignments, projects, labs, or exams due to COVID-19, you have the right to appeal according to UTC's [General Student Grievance \(Complaint\) Procedure](#) by filling out the [Student Complaint Form](#) and submitting to the Office of the Dean of Students.

Course Calendar/Schedule: Students enrolled in 1 credit hour will be required to complete 10 conversations and 10 critical reflections and a pre- and post-reflection. Students enrolled in 2 credit hours, will be required to complete 15 conversations and critical reflections and a pre- and post-reflection. There is no penalty for completing work early, so you can work ahead.

Week 1	Meet with supervising professor. Assess speaking (SOPI)
Week 2	Schedule a 30-minute conversation with a native informant on talkabroad.com for the following week. Pre-Course Critical Reflection
Week 3	30-Minute Conversation 1 Critical Reflection 1 Schedule a 30-minute conversation with a native informant on talkabroad.com for the following week.
Week 4	30-Minute Conversation 2 Critical Reflection 2 Schedule a 30-minute conversation with a native informant on talkabroad.com for the following week.
Week 5	30-Minute Conversation 3 Critical Reflection 3 Schedule a 30-minute conversation with a native informant on

The University of Tennessee at Chattanooga

talkabroad.com for the following week.

Week 6	30-Minute Conversation 4 Critical Reflection 4 Schedule a 30-minute conversation with a native informant on talkabroad.com for the following week.
Week 7	30-Minute Conversation 5 Critical Reflection 5 Schedule a 30-minute conversation with a native informant on talkabroad.com for the following week.
Week 8	30-Minute Conversation 6 Critical Reflection with native informant Schedule a 30-minute conversation with a native informant on talkabroad.com for the following week.
Week 9	30-Minute Conversation 7 Critical Reflection 7 Schedule a 30-minute conversation with a native informant on talkabroad.com for the following week.
Week 10	30-Minute Conversation 8 Critical Reflection 9 Schedule a 30-minute conversation with a native informant on talkabroad.com for the following week.
Week 11	30-Minute Conversation 9 Critical Reflection 9 Schedule a 30-minute conversation with a native informant on talkabroad.com for the following week.
Week 12	30-Minute Conversation 10 Critical Reflection 10 (2 credit hours: Schedule a 30-minute conversation with a native informant on talkabroad.com for the following week.)
Week 13	2 X 30-Minute Conversations 11 & 12 (2 credit hours) Critical Reflections 11 & 12 Schedule a 30-minute conversation with a native informant on talkabroad.com for the following week.
Week 14	2 X 30-Minute Conversation 13 & 14 (2 credit hours) Critical Reflection 13 & 14 Schedule a 30-minute conversation with a native informant on talkabroad.com for the following week.

The University of Tennessee at Chattanooga

Week 15	30-Minute Conversation 15 (2 credit hours) Critical Reflection 15
End of Course	Interview with Supervising Professor November 30 at 10:00 Post-Course Critical Reflection by November 29 SOPI by end of finals (you can opt to have the professor use your last conversation)

Prereflexión crítica

Escribe una página a doble espacio (mínimo de 250 palabras) en la que reflejas sobre tu capacidad de hablar (y de comprensión auditiva tal vez). En esta reflexión contesta las preguntas a continuación: ¿Cuál es tu nivel actual de español en términos generales y en cuanto al habla en particular? ¿Cuáles son tus puntos débiles y tus puntos más fuertes? ¿Cómo puedes mejorar tu nivel de español y cómo puedes encontrar una manera de mejorar tus puntos débiles y de hablar mejor?

Posreflexión crítica

Escribe una página a doble espacio (mínimo de 250 palabras) en la que reflejas sobre tu capacidad de hablar al terminar la clase. En esta reflexión contesta las preguntas a continuación: ¿Cuál es tu nivel actual de español en términos generales y en cuanto al habla en particular? ¿Cómo ha mejorado tu capacidad de hablar? ¿En qué sentido te ha ayudado este curso? ¿Cómo puedes mejorar tu nivel en el futuro?

Reflexión crítica

Nombre _____ Fecha _____

Reflexión crítica _____ (1ª, 2ª, etc.) Hora _____

Instrucciones

1. Arregla una conferencia oral de 30 minutos con un hispanohablante a través de talkabroad.com con una semana de antelación.
2. Lee las instrucciones de tu profesor supervisor/profesora supervisora para esta conversación en Canvas.
3. Contesta las preguntas preparatorias (Antes de hablar) y prepárate para la conversación (repasa los temas o formas gramaticales requisitos).

Antes de hablar

1. ¿Cuál era tu nivel de comunicación oral al empezar esta clase? ¿En este momento? ¿Te has mejorado o todavía no? Explica.
2. ¿Cuáles son tus puntos más fuertes en la comunicación oral?
3. ¿Cuáles son las dificultades que experimentas por lo general cuando hablas?
4. ¿Qué puedes hacer para mejorar tu capacidad de hablar por lo general?

The University of Tennessee at Chattanooga

5. ¿Cuáles son tus metas personales para esta clase?
6. ¿Cuáles son tus metas para esta conversación?
7. ¿Qué aspectos de la tarea (el vocabulario, la gramática, etc.) crees que va a ser más difícil? ¿Cómo puedes prepararte para esta conversación?

Después de hablar

1. ¿Cómo se llama y de dónde es tu compañero o compañera de conversación?
 - a)
2. Identifica 3-5 temas principales sobre los que hablaron Uds. ¿Qué temas te interesaban más o menos? ¿Por qué?
 - a)
 - b)
 - c)
 - d)
 - e)
3. ¿Cuáles son algunas nuevas palabras o expresiones que aprendiste? Indica por lo menos 3. ¿Qué significan? ¿Cómo se usan? Úsenlas en una frase.
 - a)
 - b)
 - c)
 - d)
 - e)
4. ¿Cuáles son algunos aspectos culturales sobre los que aprendiste? ¿Qué te sorprendió? ¿Qué esperabas o no esperabas? ¿Por qué o por qué no? ¿Cómo se compara con la cultura estadounidense?
 - a)
 - b)
 - c)
 - d)
5. La comunicación puede expresarse de muchas formas. ¿Usaron Uds. gestos u otras señales extra verbales? Si es así, ¿cuáles fueron y qué significan? ¿Usaste formas de comunicación extra verbales más en español que en tu lengua natal o menos? ¿Por qué?

The University of Tennessee at Chattanooga

6. ¿Cómo fue la experiencia por lo general? ¿Te sentías cómodo/cómoda? ¿Crees que pudiste defenderte y explicarte bien en español? ¿Por qué o por qué no?

7. ¿Entendiste lo que dijo tu compañero o compañera de conversación? ¿Qué partes no entendiste?

8. ¿Pudo comprenderte por completo? Explica cualquier tipo de dificultad.

9. ¿Cuáles eran las dificultades más graves de conversar? ¿Por qué?

10. ¿Cuáles eran los aspectos más fáciles o mejores? ¿Por qué?

11. ¿Qué harías de otro modo la próxima vez? ¿Cuáles son tus metas para mejorar tu nivel de comunicación oral?

12. ¿Experimentaste cualquier otro tipo de dificultad (técnica, de personalidad, etc.)?

The University of Tennessee at Chattanooga

Introduction to Textual Analysis and Composition

Spring 2021

MCLL, SPAN 3130, 23614, Synchronous Online, 3 credit hours

Instructor: Dr. Lynn Purkey

Email and Phone Number: Lynn-Purkey@utc.edu, 423-425-4147 (425-4195 on Wednesdays)

Office Hours and Location:

Mondays/Fridays 11:00-12:00, 233E Lupton

Tuesdays 10:00-11:00 308E Brock

By appointment/email to set up a Zoom appointment.

Course Meeting Days, Times, and Location: Mondays, Wednesdays 2:00-2:50 via Zoom or Kaltura/Fridays Online Assignments

- Since the class meets online, you are expected to attend all sessions, unless you are ill. If you are ill and will miss or have missed class, please inform me within 48 hours. If you have Covid or have been exposed to Covid and are asymptomatic, you should attend class.
- Please make every effort to attend the classes. It is difficult to master some of the material that we will study.

Course Catalog Description: This course is designed to introduce students to the study of textual analysis in Spanish and to improve analytical writing skills in the target language. By approaching textual analysis in terms of genre—namely narrative fiction, essay, poetry, and drama—students will develop an understanding of specific generic conventions, along with an appreciation of broader themes and trends in Hispanic literature and culture. This course is also designed to promote critical thinking skills; thus, students will learn how to interpret, discuss, and write analytical essays about different kinds of texts in Spanish.

Course Pre/Co Requisites: SPAN 2120 with a minimum grade of C, placement out of the first two years of Spanish, or department head approval.

Course Student Learning Outcomes: [Click here to enter text.](#)

1. Students will interpret, analyze, and evaluate Spanish texts (narratives, poetry, plays, and essays) through classroom discussions, presentations, exams, and compositions.
2. Students will define and use the critical and analytical apparatus and terminology associated with literary criticism.
3. Students will write formal essays and compositions in Spanish, using the typical critical conventions, such as citations.

The University of Tennessee at Chattanooga

4. Students will write and read at the level of Advanced Low or above according to the ACTFL (American Council on Teaching Foreign Languages) standards.
5. Students will create or adapt a short Spanish narrative, poem, or theatrical work.

Required Course Materials: Caramelo Virgillo, Edward Friedman, & Teresa Valdivieso. *Aproximaciones al estudio de la literatura hispánica* 7th Edition, ISBN 9780073385372
Additional Readings on UTC Learn (Canvas)

Supplemental/Optional Course Materials: John Butt & Carmen Benjamin, *A New Reference Grammar of Modern Spanish* (any edition), or any other grammar book used in previous courses. A Spanish-English/English-Spanish dictionary.

Technology Requirements for Course: The internet and a computer for accessing Canvas and assignments.

Technology Skills Required for Course: Basic computer skills, such as Microsoft word and accessing Canvas. Instructors will provide information about accessing the on-line workbook/lab manual.

Campus Safety Policy: Due to COVID-19, there is a [campus safety policy](https://www.utc.edu/walker-center-teaching-learning/covid-19-safety-policy.php) (<https://www.utc.edu/walker-center-teaching-learning/covid-19-safety-policy.php>) for classes that meet on campus; please review this policy.

COVID-19 Absence Policy: If you are positive for COVID-19; symptomatic for COVID-19; have been exposed (close contact) to a known case of COVID-19 / someone positive for COVID-19; have potentially been exposed to a known case of COVID-19 / someone positive for COVID-19; or have traveled internationally or via cruise ship you **must complete the [COVID-19 Notification form](#)**. You will not be penalized for COVID-19 absences or late course assessments due to a COVID-19 related illness unless you are unable to complete course learning outcomes. I will work with you to identify ways to complete course requirements.

You must, if you are asymptomatic or if your symptoms do not interfere with your ability to participate in the course, **continue to participate in the online course**.

If COVID-19 related illness results in any missed course work, **you must contact me within 48 hours of recovering to plan make-up work**. Makeup work must be completed according to the plan devised by me in coordination with you. It remains your responsibility to complete any missed work such as assignments, tests, quizzes, labs, or projects outside of scheduled class time. But please realize that class will continue, and you may find yourself in the situation where you are unable to complete all work by the end of the semester. In such a case, you should consider a late withdrawal or an incomplete grade. Please contact the Records Office (423-425-4416) to learn more about the late withdrawal process.

The University of Tennessee at Chattanooga

If you have COVID-19 disability related risk factors that may affect attendance, you are strongly encouraged to register with the Disability Resource Center (423-425-4006) in order to receive necessary accommodations.

If you believe I have not made reasonable and appropriate accommodations for absences, or makeup assignments, projects, labs, or exams due to COVID-19, you have the right to appeal according to UTC's [Policies and Procedures for Student Complaints](#) by filling out the [Student Complaint Form](#) and submitting to the Office of the Dean of Students.

Technology Support: If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email helpdesk@utc.edu.

Student Technology: If you have technology needs to access your courses and/or complete course requirements in Canvas, [submit a request \(https://new.utc.edu/information-technology/learning-from-home\)](https://new.utc.edu/information-technology/learning-from-home) with Information Technology.

Student Accommodations: If you have accessibility and accommodation requests, contact the [Disability Resource Center \(https://www.utc.edu/disability-resource-center/index.php\)](https://www.utc.edu/disability-resource-center/index.php) at 423-425-4006 or email DRC@utc.edu.

Course Assessments and Requirements: [Click here to enter text.](#)

Grade Distribution:

Participation in Class Discussions/Alternate Assignments	15%
Quizzes/Discussion Boards	15%
Presentation (poetry)	10%
Compositions (2)	20%
Exams (3)	30%
Project: Creative Work or Adaptation (1)	10%

Readings: Students are required to complete the reading before coming to class on the assigned class day.

Participation: You are expected to attend class regularly and to participate in class discussions. If your microphone is not working, please post comments or answers the chat box. You should turn on your camera during class. You can eat, drink, pet your cat or dog, but please be present and participate. If you are unable to attend class, you will need to complete an alternate assignment.

Discussion Boards/Assignments/Quizzes: Students should complete the assignments (of all types) by 11:59 pm on the due date according to Canvas. The highest grade you can receive for a late assignment is a C (unless you have a documented excuse). You cannot make up quizzes. While most quizzes are announced, I will give unannounced quizzes or increase the number of quizzes if students are unprepared for class.

The University of Tennessee at Chattanooga

Presentation (Poetry): Students will make an oral presentation of 8-10 minutes, in which they analyze an assigned poem. Students should discuss the poem's meaning, structure, and rhetorical devices in a unified, well organized manner.

Compositions: Students are required to write a total of three compositions with a length of 2-3 pages (600 word minimum) and an additional page of works cited and at least 2 sources beyond the primary text. Compositions should be typed and double-spaced and can be rewritten once (the grades will be averaged). They should be on the following topics below and should be on works assigned for reading in this class:

- Composition 1: Analyze one aspect of a narrative.
- Composition 2: Write an argumentative essay about a play or essay.

You must write original compositions for this class (your composition cannot be something you are writing for another class or that you have written or will write for another class).

Creative Work: Create or adapt an original story, poem(s), or theatrical work. More details will be posted on canvas.

Quizzes: There will be some scheduled quizzes. The topics will be announced in advance.

Exams: There will be 3 unit exams of equal weight on the indicated dates. The best way to prepare for exams is to read all of the assigned texts, to attend class regularly, to actively participate in discussions, and the review the discussion questions. You will have 48-hour window in which to complete exams (from 12 pm on Friday until 12 pm on Sunday), but the exam itself will be timed. You need to read the materials before taking exams, since they will not be open book. You will need to download Proctorio. Your exams will use the camera function, so you need access to a computer with a camera.

Course Grading

Course Grading Policy: [Click here to enter text.](#)

Grading Scale: A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 0-59%

Instructor Grading and Feedback Response Time: All work except for compositions will be graded within 5 business days from the date it is turned in. Compositions will be graded within 2 weeks.

Course and Institutional Policies

Late/Missing Work Policy: Late discussion boards and homework will be marked down 3 letter grades (the highest grade you can receive is a C). No late work will be accepted after one week. Compositions will be marked down one letter grade for each week they are late. There will be exceptions for students extenuating circumstances (illness, emergencies, court, etc.). Work, vacations, and social events are not valid excuses.

Student Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page](https://www.utc.edu/student-conduct/codes.php) (<https://www.utc.edu/student-conduct/codes.php>).

The University of Tennessee at Chattanooga

Honor Code Pledge: As a student of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to ensure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity

- You may not use Google Translate or any other translation engine to write anything that you turn in for a grade for this class. Translation engines teach you to use computer skills, not to write in another language.
- You may not consult anyone on any quiz, exam, composition, or presentation other than the professor (Dr. Purkey).

Course Attendance Policy: *Your active participation is important. If you cannot attend virtual class each week because of health considerations, you can complete a make-up assignment.*

Course Participation/Contribution: You are expected to prepare for class and to participate in class discussions.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

UTC Bookstore: The UTC Bookstore will price match Amazon and Barnes and Noble (<https://www.barnesandnoble.com/>) prices of the exact textbook - same edition, ISBN, new to new format, used to used format, and used rental to used rental format, with the same rental term. For more information, go to the [Bookstore Price Match Program](#) (<https://bnc.pgtb.me/MMt77E>), visit the bookstore, email sm430@bncollege.com or call 423-425-2184.

Course Calendar/Schedule: [Click here to enter text.](#)

	Lunes	Miércoles	Viernes
18-22 de enero	Día Festivo/ No hay clases	Introducción al curso/a la narrativa, Marco Denevi (Argentina): «El dios de las moscas»	Introducción a la narrativa pp. 10-18; Tarea 1, pp. 19-24: 1 (b, d), 2 (a, b), 3 (a, b), 4 (a, c), 5 (a-f), 6 (d), 7.
25-29 de enero	Julio Cortázar (Argentina): «Continuidad en el parque»	Pp. 42-45, Don Juan Manuel (España): «Lo que sucedió a un mozo que casó con una muchacha de muy mal carácter»	Pp. 46-49, Ricardo Palma (Perú): «La camisa de Margarita» Foro 1

The University of Tennessee at Chattanooga

1-5 de febrero	Pp. 50-53, Emilia Pardo Bazán (España): «Las medias rojas»	Pp. 59-61, Jorge Luis Borges (Argentina): «El etnógrafo»	Pp. 68-72, Juan Rulfo (México): «No oyes ladrar los perros» Foro 2
8-12 de febrero	Pp. 79-83, Ana María Matute (España): «Pecado de omisión» Composición 1	Pp. 95-101, Isabel Allende (Perú/Chile/Estados Unidos): «La mujer del juez»	Pp. 110-119, Miguel de Unamuno (España): <i>San Manuel Bueno, mártir</i> Foro 3
15-19 de febrero	Pp. 120-127, Miguel de Unamuno (España): <i>San Manuel Bueno, mártir</i>	Pp. 128-135, Miguel de Unamuno (España): <i>San Manuel Bueno, mártir</i> Prueba de términos narrativos (jueves)	Examen I Narrativa
22-26 de febrero	P. 175-178 Anónimo (España): «El Enamorado y la Muerte» «Romance del conde Arnaldos»; Garcilaso de la Vega (España): «Soneto IV» «Soneto XXIII»	Pp. 179-185, Santa Teresa de Jesús (España): «Vivo sin vivir en mí»; San Juan de la Cruz (España): «Llama de amor viva»	Pp. 137-150, Introducción a la poesía; Tarea 2: pp. 151-155, 1-6 (poemas c, d)
1-5 de marzo	P. 184-190 Luis de Góngora (España): «Soneto CLXXVI»; Lope de Vega (España): «XVIII»; Francisco de Quevedo (España): «Representase...»	P. 192-199 José de Espronceda (España): «Canción del pirata»; Gertrudis Gómez de Avellaneda (Cuba): «Al partir»; Gustavo Adolfo Bécquer (España): «Rima XI», «Rima LIII»	P. 200-212 José Martí (Cuba): «Dos patrias»; Rubén Darío (Nicaragua): «El cisne» «Canción de otoño en primavera»; Antonio Machado (España): «XXIX» Foro 4
8-12 de marzo	P. 213-220 Juan Ramón Jiménez (España): «Vino, primero, pura»; César Vallejo (Perú): «Yuntas»; Vicente Huidobro (Chile): «Arte poética»	Pp. 215-225 Juana de Ibarbourou (Uruguay): «La higuera»; Gabriela Mistral (Chile): «Yo no tengo soledad»; Federico García Lorca (España): «Canción de jinete» «Prendimiento de Antoñito...»;	P. 226-230, 247-249 Luis Palés Matos (Puerto Rico), «Danza negra»; Nicolás Guillén (Cuba): «Sensemayá (Canto para matar a una culebra)»; Nancy Morejón (Cuba): «Mujer negra» «Amo a mi amo» Foro 5
15-19 de marzo	Pp. 230-237 Pablo Neruda (Chile): «Oda al tomate»; Octavio Paz (México): «Cifra»; Gloria Fuertes (España): «Sale caro ser poeta»; Luis Cernuda (España) «Si el hombre pudiera decir» (UTC Learn)	Pp. 236-240 Pedro Salinas (España): «Cero»; Dámaso Alonso (España): «Insomnio» (UTC Learn); Ángel González (España): «Ciudad cero» Prueba de términos poéticos (jueves)	Sor Juana Inés de la Cruz (México): «Hombres necios»; Alfonsina Storni (la Suiza/Argentina): «Hombre pequeñito» «Tú me quieres blanca»; Delmira Agustini (Uruguay): «Vampiro» (UTC Learn)

The University of Tennessee at Chattanooga

			Foro 6 Examen II Poesía
22-26 de marzo	Presentaciones orales de poesía	Presentaciones orales de poesía	
29 de marzo-2 de abril	Pp. 300-309, Emilio Carballido (México): <i>El censo</i>	Pp. 310-319, Sergio Vodanovic (Chile), <i>El delantal blanco</i>	Día festivo/No hay clases
5-9 de abril	Pp. 320-326, Osvaldo Dragún (Argentina): <i>Historia del hombre que se convirtió en perro</i>	Pp. 327-335, Paloma Pedrero (España): <i>Resguardo personal</i>	Pp. 252-273, Introducción al drama; Tarea 3 pp. 255-273: A 1-5 (escena c), B 1-4 (escenas b, e)
12-16 de abril	Pp. 292-299, Miguel de Cervantes (España): <i>El juez de los divorcios</i> Composición 2	Pp. 335-347, Federico García Lorca (España): <i>La casa de Bernarda Alba</i> , Acto I	Pp. 348-360, Federico García Lorca (España): <i>La casa de Bernarda Alba</i> , Acto II Foro 7
19-23 de abril	PP. 360-370, Federico García Lorca (España): <i>La casa de Bernarda Alba</i> , Acto III	Pp. 402-410, Mariano José de Larra (España): «Vuelva usted mañana» Prueba de términos teatrales (jueves)	José Martí (Cuba): «Nuestra América» (UTC Learn) Foro 8
26 de abril	Examen III Teatro/Ensayo		Proyecto: el 4 de mayo

FREN 1010 / Automne 2020
Niveau Débutants I
LuMeVe de 14h à 15h10

COURS :	FREN 1010 41915
TITRE :	Elementary French I
UV :	4
FORMAT :	Traditionnel
PREREQUIS :	Aucun
EMPLOI DU TEMPS :	LuMeVe de 14h à 15h10 BROK 202
PROFESSEUR :	Karen Casebier
BUREAU :	Lupton 236B
TELEPHONE :	423-425-4259
COURRIEL :	karen-casebier@utc.edu
HEURES D'ACCEUIL :	LuMe de 12h à 13h30 et sur rendez-vous

REGLEMENTS ET POLITIQUES UNIVERSITAIRES

Campus Safety Policy : Due to COVID-19, there is a campus safety policy (<https://www.utc.edu/walker-center-teaching-learning/covid-19-safety-policy.php>). For classes that meet on campus; please review this policy.

COVID-19 Absence Policy : Due to COVID-19, there is an absence policy (<https://www.utc.edu/walker-center-teaching-learning/covid-19-absence-policy.php>) for Fall 2020.

Technology Support : If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email helpdesk@utc.edu.

Student Technology : If you have technology needs to access your courses and/or complete course requirements in Canvas, submit a request (<https://new.utc.edu/information-technology/learning-from-home>) with Information Technology.

Student Accommodations : If you have accessibility and accommodation requests, contact the Disability Resource Center (<https://www.utc.edu/disability-resource-center/index.php>) at 423-425-4006 or email DRC@utc.edu.

METHODES D'APPRENTISSAGE : French is the language of the classroom. This is an activities class that concentrates on speaking, listening, and writing, and in-class work will concentrate on general class discussion and small group activities. It is expected that students will prepare a number of readings, vocabulary, grammar and writing exercises in the textbook and the companion website **before** coming to class. Since the 4th credit for this class is online, it is expected that students will spend considerable time working on this class outside the classroom. Class time is best used to develop proficiency in listening and speaking, skills that are difficult to acquire outside the classroom. Completing the readings, studying vocabulary and preparing the grammar exercises at home are essential to student success, as is active participation in daily class activities.

DESCRIPTION DU COURS : Basic grammar, elementary reading, and conversation. Fall semester.

OBJECTIFS DU COURS : *Ce cours vise à:*

This course is an introduction to French and Francophone language and culture. We will use a communicative, functional approach to improve your ability to *peak, understand, read and write French*. While all these skills will be used, the emphasis will be on oral proficiency. Successful completion of this course will prepare you for second semester French. By the end of the course, students should be able to:

- ✓ Recognize a variety of spoken French (**i.e., listening comprehension**)
- ✓ State, question, tell and describe, in spoken French, on a variety of contextualized topics in French: talk about activities in the present; make plans for the future; make hypotheses, express opinions; describe people, places and things (**i.e., oral proficiency + sociocultural competency**); and ask and answer basic questions and make comments in a way that is culturally appropriate and grammatically correct
- ✓ Acquire and apply new lexical items and grammatical structures (**i.e., oral proficiency + writing proficiency**)
- ✓ Explain and comment on simple texts and/or passages in written French on a variety of contextualized topics (**i.e., reading comprehension**)
- ✓ Explain and elaborate, in written in French, on a variety of topics using forms that are grammatically correct and culturally appropriate (**i.e., writing proficiency**)
- ✓ Compare and contrast selected elements of French and Francophone culture (**i.e., cultural competence**)

COVID ABSENCES : Prior to arriving on campus each day or attending a face-to-face class, students are to complete the daily self-check through the university approved application. Students who are instructed to stay home due to their responses are not to come to campus or attend face to face classes and instead follow up as directed through the self-check instructions.

Students must notify the instructor of their absence by email within 48 hours, if possible. Students are not required to provide the instructor with documentation of COVID-19 symptoms. Students will not be penalized for absences or late course assessments unless they are unable to complete course learning outcomes. Faculty will work with students to identify ways to complete course requirements.

Students must, if they are asymptomatic or if their symptoms do not interfere with their ability to participate in the course, continue to participate in the course using the online assets and tools that the instructor makes available through UTC Learn including: devoirs, activités orales, travaux écrits (alternative assignments à l'oral) and contrôles.

If COVID-19 related illness results in any missed course work (face-to-face or online), students should **proactively work with the instructor to plan make-up work**. It remains the student's responsibility to complete any missed work such as assignments, tests, quizzes, labs, or projects outside of scheduled class time. But please realize that class will continue, and students may find themselves in the situation where they are unable to complete all work by the end of the semester. In such a case, students should consider a late withdrawal or an incomplete grade. Please contact the Records Office (423-425-4416) to learn more about the late withdrawal process.

If students have COVID-19 disability related risk factors that may affect attendance, students are strongly encouraged to register with the Disability Resource Center (423-425-4006) in order to receive necessary accommodations.

If students believe the instructor has not made reasonable and appropriate accommodations for absences, or makeup assignments, projects, labs, or exams due to COVID-19, students have the right to appeal according to UTC's Policies and Procedures for Student Complaints by filling out the Student Complaint Form and submitting to the Office of the Dean of Students.

REGLEMENTS ET POLITIQUE DU COURS

EVALUATION DE LA NOTE FINALE :

Participation	05%	A	90-100
Devoirs	30%	B	80-89
Activités orales (3)	10%	C	70-79
Travaux écrits (6)	10%	D	60-69
Contrôles (6)	25%	F	0-59
Examen Final	20%		



COVID STATEMENT : Due to social distancing, only 25% of students (*8-10 people) may be in the classroom at the same time. A schedule of attendance will be posted at the beginning of the semester; it will be subject to revision based on attendance and/or changes to the official class roster. In addition, both the format and the testing conditions of *redactions*, *contrôles* and the *examen final* are subject to change; these assessments may be written, oral or some combination thereof, and they may be online or in class. Changes to the format will be announced in advance in class and/or on UTC Learn; be prepared to be flexible this semester.

POLITIQUE DEPARTEMENTALE DES ABSENCES/RATTRAPAGES: Any student who misses more than 2 weeks of class (6 hours of unexcused absences) will have a maximum grade of B. Any student who misses more than 4 weeks of class (12 hours of unexcused absences) will have a maximum grade of C. **NB**: See also Participation & Preparation, *below*.

RATTRAPAGES ET TRAVAUX EN RETARD : **THERE WILL BE NO MAKE-UP OF EXAMS**. Likewise, no late *Devoirs* will be accepted. Individual issues will be considered on an individual basis. Medical Excuses will be requested and should be produced in a timely fashion. **NB**:

Students who need to travel for work, athletics, undergraduate conferences or other extenuating circumstances on important dates should contact the professor at their earliest convenience to make arrangements for missing assignments.

POLITIQUE DE COMMUNICATION : All email will be answered within 5 business days of receipt. Email that arrives after 6 p.m., on weekends, or while the professor is ill/away at a conference will experience delays. If the professor needs to check on university or departmental policy, please allow up to one week for a reply.

POLITIQUE DE CORRECTION : Assignments will be graded and returned in a timely fashion, provided that it is turned in on time. Please allow up to 5 business days for all assignments and examinations. Late assignments will be graded at the discretion of the professor, but may experience additional delays; there is a 30% penalty for late work. Moreover, students who choose not take examinations at the appointed time will delay the return of examinations for the entire class, if they are allowed to make up the *contrôle*.

PAROLE ET CODE D'HONNEUR (de l'UTC Student Handbook) : I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to insure that the Honor Code is upheld by others and I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

The use of another person's thoughts or words and representing them as your own, and giving or receiving unauthorized help on tests, assignments, or papers constitute plagiarism. This includes but is not limited to the use of quotations or ideas from books, articles, and web sites without appropriate credit. Students who plagiarize will receive an "F" for their paper/exam OR an "F" in the course. Moreover, they may be reported to the UTC Honor Court for further disciplinary action. *The Honor Code in the UTC Student Handbook states that plagiarism is an offense that can result in dismissal from the University.* For more information, please consult the policy on Academic Integrity: www.utc.edu/dean-students/pdfs/academics.pdf

APPRECIATION DU COURS : Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.



Manuels obligatoires/recommandés* + Technologie :

Valdman, Albert, Cathy Pons and Mary Ellen Scullen. *Chez Nous: Branché sur le monde francophone*. Media Enhanced 5th Edition. Multi-semester Access. Pearson Higher Ed, 2018. ISBN 9780134782843

My French Lab companion website

UTC Learn

Zoom

Une chemise (pocket folder for *travaux écrits*)

Un dictionnaire*

Headphones and Microphone*

PARTICIPATION ET PREPARATION (5%):

Regular attendance and participation in class activities are qualities of successful language learners. In order to make good progress in French, you must listen, speak, read and write French on a regular basis. **Good participation consists of carefully preparing all reading and listening assignments, and studying the vocabulary and grammar in the textbook before coming to class, attending class regularly, and actively participating in each and every class. Class time is for use and practice of grammar and vocabulary and discussion of the readings; it is NOT for seeing and hearing vocabulary, grammar and assigned readings for the very first time.** Please consult the *à préparer* column of the *programme provisoire* to determine what you need to study before coming to class. (NB: *All items marked by an asterisk are on UTC Learn.*)



Participation grades are based on both the quantity and quality of your willingness to volunteer to speak in class (even if you make mistakes); contribute equally during group work; stay on-task and use the target language during group work; and evidence that you have actually prepared for class. Students who merely attend class and do not actively participate will receive low marks in this category; students who are not feeling well should speak to the professeure before class begins to be excused from active participation for the day.

In addition, students who consult their electronic devices but are mentally absent from class will be marked as absent. This type of behavior is proven to distract your classmates and/or professor; please be considerate of others.

NB: Each student may have a total of **3 excused absences** (i.e., 3 classroom hours, excepting *contrôles*) in this class, *for any reason*; **further absences will result in the grade of "0"**. The impact of unexcused absences on your final grade is both immediate and cumulative. An absence from class does not excuse late work; *devoirs* and *travaux écrits* should be completed and placed on the professor's door/in the professor's mailbox, unless other arrangements have been made **in advance**.



Devoirs (30%): *Devoirs* are homework assignments on the textbook's companion website and/or UTC Learn. When you purchase the textbook, you receive access to the online Student Activities Manual. You must first set up an account to access the textbook's companion website where you will do your *devoirs* online.

The course id for this class is casebier45607.

You will need the access code that you purchased with your textbook as well as the course code to access MyFrenchLab. Note that these items may be purchased separately. NB: Access codes are valid only once, so those who purchase used books may also need to purchase an access code in order to do these assignments.

Devoirs are assigned and graded daily (see the *à faire/à rendre* column of the *programme provisoire* for details). Unless otherwise specified, ALL *devoirs* in

MyFrenchLab are due when class begins; **late *devoirs* will not be graded.** ALL *devoirs* in MyFrenchLab are submitted and graded on the website. **NB: The four lowest daily *devoirs* will be dropped.**



Activités orales (10%): In addition to oral and written activities, you will also have a few **voice recordings** to complete, either within the Student Activities Manual *OR* as **activités orales**. These recordings focus on developing good pronunciation in French and provide feedback on your listening comprehension and oral production. **Please follow all instructions and ensure that your voice can be clearly understood on the recording.** Also, please check the comments for the professor's notes; students who have technical difficulties (e.g., low volume, lots of static) will be directed to the Brock 101 Language Lab to complete these assignments. **NB: no *activités orales* will be dropped.**

Travaux écrits (10%): 3 rédactions and 3 révisions.

Rédactions are original compositions of **300 words** minimum that are evaluated on the appropriate use of vocabulary and grammar within a creative and/or realistic context. **All *rédactions* will be written in class under conditions similar to those of *contrôles* (i.e., no dictionaries, phones or notes are permitted and they must be written in blue or black ink).**

NB: This semester, *travaux écrits* may be online OR replaced in whole or in part by *causeries* (oral interviews).

Révisions are evaluated based on the student's ability to improve upon the in-class *rédaction*; *révisions* should demonstrate changes to content, corrections to grammar and formatting, and other changes requested by the professor. ***Révisions* that show no or little improvement from the in-class *rédaction* risk earning lower grades than the original, according to the degree of improvement; it wise to both proofread the essay and use the spell check and grammar check functions of your word processing program.**

Please note that *révisions* are not optional ; students who choose not to do the assignment will earn a "0." Those who are not present to write their *rédaction* in class should submit an essay when the *révision* is due to avoid earning a "0" on both assignments.

The topic(s) and instructions may be posted on UTC Learn well in advance of the due date, which may be found under the *à faire / à rendre* column of the *programme provisoire*. **NB : All *travaux écrits* (*rédactions* and *révisions*) will be kept in a folder with your name written on the outside for the duration of the course. *Révisions* that are late, incomplete, not divided into paragraphs, handwritten, typed but not double-spaced, off-topic, handed in without a folder, handed in without all previous assignments, etc., will result in a severe grade penalty simply for failing to follow instructions (incomplete dossier = C-). On the day that the assignment is due, **please place your dossier on the desk before class begins.****

NB: Any *travail écrit* that shows undeniable evidence of academic misconduct will result in immediate and injurious disciplinary action. Intellectual theft will not be tolerated; please see the Honor System in the UTC Student Handbook for a limited list of Honor Code violations (<http://www.utc.edu/dean-students/pdfs/academics.pdf>)



For the purposes of this class, cheating and plagiarism are specific, concrete behaviors. Examples of cheating and plagiarism include (but are not limited to) the following:

- Copying or checking your answers by looking at a classmate's test paper and/or bringing unauthorized material into the classroom on test days.
- Communicating questions to classmates before they have taken the *contrôle*.
- Using your cell phone, notes, dictionaries or textbooks during a *contrôle*.
- Having someone else (e.g., tutor, friend, roommate, French major, native speaker, former French professor) give so much help that they are writing your *rédaction* / correcting your *révision*.
- Paying someone to write or rewrite your paper or "borrowing" a paper from a classmate or former student.
- Using online translators for words, sentences or paragraphs.
- Copying or paraphrasing entries from any source (online, print or audio) without proper citation.
- Original instances of online or traditional cheating/plagiarism that are not explicitly enumerated here or in the Honor Code.



Contrôles (25%): The 6 *contrôles* are in-class, closed-book examinations based on the vocabulary, grammar and culture of the chapter(s) under consideration. The date of each examination is listed under the *à faire / à rendre* column of the *programme provisoire*. **All examinations must be completed in 50 minutes in class unless ADA documentation is provided.**

Examinations written in pencil will not be graded; bring a pen to class or borrow one. **There are no makeup examinations.** If there is an emergency, contact the professor as soon as possible; the time and format of any and all make-up examinations is solely at the

discretion of the instructor, upon presentation of acceptable documentation (medical excuse, court paperwork, police report or traffic citation, etc.). **NB: The lowest contrôle may be dropped at the discretion of the professor.**

NB: This semester, contrôles may be online in whole or in part.

Examen final (20%): The *examen final* is cumulative (chapitre préliminaire à chapitre 6) and will follow the same model as the chapter exams. **No makeups.** **NB: This semester, the examen oral will be online and will include a *causerie* (oral interview).**

NB: The *Programme provisoire* is subject to change. All changes will be announced in class and/or on UTC Learn. Please check the course website regularly during the semester, be on time, and bring your books to class.

PROGRAMME PROVISOIRE

	<u>A PREPARER</u>	<u>A FAIRE / A RENDRE</u>
<u>semaine 1</u>		
le lundi 17 août	initiation au cours	
le mercredi 19 août	Chapitre préliminaire, Leçon 1 points de départ, pp. 3-4 ; vie et culture, pp. 4-5 vocabulaire, p. 26 ; pronoms sujets et être, pp. 6-7 ; pronoms disjoints, p. 8	<i>devoirs : ch.</i> <i>préliminaire, L1</i> SAM 01 à 03, 05, 07 10 à 11 ; grammar tutorials ; gr. ready ; flashcrds
le vendredi 21 août	Chapitre préliminaire, Leçon 2 points de départ, p. 11 ; vie et culture, p. 12 ; vocabulaire, pp. 26-27 ; sons et lettres, p. 14 ; les articles, pp. 15-16; c'est v. ce sont, p. 18 ; venez chez nous, pp. 20-22	<i>devoirs : ch</i> <i>préliminaire, L2</i> SAM 06, 08, 12, 14 à 16, 18 à 20, 23 à 24, TXT-28 ; grammar tutorials
<u>semaine 2</u>		
le lundi 24 août	Chapitre 1, Leçon 1 points de départ, pp. 29-30 ; vie et culture, p. 31 sons et lettres, pp. 32-33 ; vocabulaire, p. 60 ; les adjectifs possessifs, p. 34	<i>devoirs : ch.</i> <i>préliminaire à ch 1,</i> <i>L1 : SAM 0P-16 à</i> <i>17, 21 à 22, 25 ;</i> <i>01-02 à 04, TXT-04,</i> <i>06 ; 01-05, 08 à 09</i> <i>gr. ready ; fshcrds</i> <i>grammar tutorials</i>
le mercredi 26 août	Chapitre 1, Leçon 1 (suite) les adjectifs possessifs, p. 37 ; <i>avoir</i> , p. 35 Chapitre 1, Leçon 2 points de départ, p. 39 ; vocabulaire, pp. 62-63 ; sons et lettres, p. 42 ; les chiffres, p. 43	<i>devoirs : ch. 1, L1 à L2</i> SAM 01-11 à 13, 02-15 à 17, TXT-20 à 21 ; 01-21 à 22 ; grammar tutorials

	<u>A PREPARER</u>	<u>A FAIRE / A RENDRE</u>
le vendredi 28 août	Chapitre 1, Leçon 2 (suite) vie et culture, p. 41 ; lisons, pp. 36-38 ; les adjectifs invariables, pp. 44-45	<i>devoirs : ch. 1, L2</i> SAM 01-20, 23 à 26 ; TXT-28 ; grammar tutorials
<u>semaine 3</u>		
le lundi 31 août	Chapitre 1, Leçon 3 points de départ, p. 48 ; vie et culture, pp. 49-50 ; vocabulaire, p. 61 ; les verbes en <i>-er</i> , pp. 51-52 ; la négation, pp. 52-53	<i>devoirs : ch. 1, L3</i> SAM 01-28 à 29, 31 à 33, 35
le mercredi 02 septembre	Chapitre 1, Leçon 3 (suite) les questions, pp. 52-53 ; venez chez nous, pp. 56-57	<i>devoirs : ch. 1, L3 à VCN</i> SAM 01-30, 34, 36 à 39 ; TXT-38B et 39B
le vendredi 04 septembre	Chapitre préliminaire à Chapitre 1 (suite)	rédaction 1 <i>devoirs : practice test</i> chs. préliminaire et 1
<u>semaine 4</u>		
le lundi 07 septembre	Chapitre préliminaire à Chapitre 1 (suite)	contrôle 1
le mercredi 09 septembre	Chapitre 2, Leçon 1 points de départ, p. 63 ; vie et culture, p. 64 ; sons et lettres, pp. 65-66 ; vocabulaire, p. 92 les adjectifs variables, pp. 66-67	<i>devoirs : ch. 2, L1</i> SAM 02-01, 03 ; TXT-04, 02-05 à 06 gr. ready ; flshcrds grammar tutorials
le vendredi 11 septembre	Chapitre 2, Leçon 1 (suite) les adverbes interrogatifs, pp. 68-69 Chapitre 2, Leçon 2 points de départ, pp. 72-73 ; vie et culture, p. 74 ; sons et lettres, p. 75 ; vocabulaire, pp. 92-93	révision 1 <i>devoirs : ch. 2, L1 à L2</i> SAM 02-02, 07, 10 12 à 15, TXT-18 ; grammar tutorials
<u>semaine 5</u>		
le lundi 14 septembre	Chapitre 2, Leçon 2 (suite) <i>à et de</i> , p. 76 ; <i>faire</i> , pp. 77-78 Chapitre 2, Leçon 3 points de départ, p. 80 ; vie et culture, p. 81 ; vocabulaire, p. 93	<i>devoirs : ch. 2, L2 à L3</i> SAM 02-09, 11, 16, 17 à 19, 21, 23, 26 à 27 ; grammar tutorials

	<u>A PREPARER</u>	<u>A FAIRE / A RENDRE</u>
le mercredi 16 septembre	Chapitre 2, Leçon 3 (suite) <i>aller</i> et le futur proche, pp. 82-83	<i>devoirs</i> : ch. 2, L3 SAM 02-20, 22, 28 à 30 ; gramm tut
le vendredi 18 septembre	Chapitre 2, Leçon 3 (suite) l'impératif, pp. 84-85 ; venez chez nous, pp. 87-89	activité orale 1 <i>devoirs</i> : ch. 2, L3-VCN SAM EP-08, 02-33 à 35; TXT-39B; grammar tutorials practice test ch. 2
<u>semaine 6</u>		
le lundi 21 septembre	Chapitre 2 (suite)	contrôle 2
le mercredi 23 septembre	Chapitre 3, Leçon 1 points de départ, p. 95 ; vie et culture, p. 97 ; vocabulaire, p. 126 ; les adjectifs prénominaux au singulier, pp. 97-99	<i>devoirs</i> : ch. 3, L1 SAM 03-01 à 03 05 à 06 ; fishcrds ; grammar ready ; grammar tutorials
le vendredi 25 septembre	Chapitre 3, Leçon 1 (suite) les verbes en <i>-re</i> , p. 99-100 Chapitre 3, Leçon 2 points de départ, pp. 102-03 ; vie et culture, p. 104 sons et lettres, p. 105 ; vocabulaire, pp. 126-27	<i>devoirs</i> : ch. 3, L1 à L2 SAM 03-07, 9 à 10, 12 à 13, 15 à 16 ; TXT-09B et 13; grammar tutorials
<u>semaine 7</u>		
le lundi 28 septembre	Chapitre 3, Leçon 2 (suite) <i>préférer</i> et l'emploi de l'infinitif, pp. 106 ; les adjectifs prénominaux au pluriel, p. 108 Chapitre 3, Leçon 3 points de départ, pp. 110-11 ; vie et culture, p. 112 ; sons et lettres, p. 113 ; vocabulaire, p. 127	<i>devoirs</i> : ch. 3, L2 à L3 SAM 03-11, 14 ; EP-03 ; 03-18 à 19, 21 à 23 ; 25 à 26 ; TXT-25 ; gramm tut
le mercredi 30 septembre	Chapitre 3, Leçon 3 (suite) <i>c'est v. il est</i> , pp. 113-14 ; <i>devoir, pouvoir</i> et <i>vouloir</i> , p. 115 ; lisons, p. 117 ; venez chez nous, pp. 120-22	<i>devoirs</i> : ch. 3, L3 à VCN SAM 03-27 à 28 ; EP-05 à 06 ; 03-29, 31, 33 à 36 ; TXT-35B ; gr tut

	<u>A PREPARER</u>	<u>A FAIRE / A RENDRE</u>
le vendredi 02 octobre	Chapitre 2 à 3	rédaction 2 <i>devoirs : ch. 3, L3</i> SAM 03-30 ; practice test ch. 3
 <u>semaine 8</u>		
le lundi 05 octobre	Chapitre 3 (suite)	contrôle 3
le mercredi 07 octobre	Chapitre 4, Leçon 1 points de départ, pp. 129-30 ; vie et culture, p. 130 sons et lettres, p. 132 ; vocabulaire, p. 160 ; les verbes pronominaux, pp. 132-33	<i>devoirs : ch. 4, L1</i> SAM 04-01 à 04, 06 à 07 ; TXT-04 ; grammar ready ; fishcrds ; grmm tut
le vendredi 09 octobre	Chapitre 4, Leçon 1 (suite) les adverbes, p. 135 Chapitre 4, Leçon 2 points de départ, pp. 138 ; vie et culture, p. 139 ; vocabulaire, pp. 160-61	révision 2 <i>devoirs : ch. 4, L1 à L2</i> SAM 04-05, 10 à 11, 14 à 15 ; EP-04 ; grammar tutorials
 <u>semaine 9</u>		
le lundi 12 octobre	Chapitre 4, Leçon 2 (suite) les verbes en <i>-ir</i> , pp. 140-41 ; le comparatif et le superlatif (adv. + nom), pp. 143 Chapitre 4, Leçon 3 points de départ, pp. 146-47 ; <i>mettre</i> , p. 147 ; sons et lettres, p. 150 ; vocabulaire, p. 161	<i>devoirs : ch. 4, L2 à L3</i> SAM 04-09, 13, 17 à 18, 21 à 27, 29 ; TXT-27 ; gramm tut
le mercredi 14 octobre	Chapitre 4, Leçon 3 (suite) vie et culture, p. 149 ; les adj. démonstratifs, p. 151 ; le comparatif et le superlatif (adj.), pp. 152-53	<i>devoirs : ch. 4, L3</i> SAM 04-19, 28 ; EP-06 à 07 ; 04-30 à 31, 33 à 36 grammar tutorials
le vendredi 16 octobre	Chapitre 4, Leçon 3 (suite) venez chez nous, pp. 155-58	activité orale 2 <i>devoirs : ch. 4, L3-VCN</i> SAM 04-32, 37 ; EP-10 ; TXT-34, 36 ; practice test ch. 4

	<u>A PREPARER</u>	<u>A FAIRE / A RENDRE</u>
<u>semaine 10</u>		
le lundi 19 octobre	Chapitre 4 (suite)	contrôle 4
le mercredi 21 octobre	Chapitre 5, Leçon 1 points de départ, pp. 163-64 ; vie et culture, p. 165 sons et lettres, p. 166 ; vocabulaire, p. 196 <i>prendre et boire</i> , p. 167	<i>devoirs</i> : ch. 5, L1 SAM 05-01 à 03, 05 à 06, 08 ; TXT-04 ; grmr ready ; flshcrds ; gram tut
le vendredi 23 octobre	Chapitre 5, Leçon 1 (suite) le partitif, pp. 169-70 Chapitre 5, Leçon 2 points de départ, pp. 172-73 ; vie et culture, p. 174 sons et lettres, p. 176 ; vocabulaire, pp. 196-97	<i>devoirs</i> : ch. 5, L1 à L2 SAM 05-04, 07, 09, 10, 12 ; TXT-12 ; 05-14, 16 à 17 ; TXT-16 ; gramm tut
<u>semaine 11</u>		
le lundi 26 octobre	Chapitre 5, Leçon 2 (suite) le passé composé avec <i>avoir</i> , pp. 176-77 ; <i>acheter et appeler</i> , pp. 178-79 ; lisons, pp. 180-82	<i>devoirs</i> : ch. 5, L2 SAM EP-03, 05-18 à 20, 22 à 23 ; grammar tutorials
le mercredi 28 octobre	Chapitre 5, Leçon 3 points de départ, pp. 183-84 ; vie et culture, p. 185 vocabulaire, p. 197 ; le passé composé avec <i>être</i> , pp. 186-87	<i>devoirs</i> : ch. 5, L3 SAM EP-05 à 06 ; 05-26 à 28, 31 à 33 ; grammar tutorials
le vendredi 30 octobre	Chapitre 5, Leçon 3 (suite) le pronom <i>en</i> , p. 189 ; les quantités, p. 189 <i>venez chez nous</i> , pp. 192-95	<i>devoirs</i> : ch. 5, L3 à VCN SAM TXT-05 ; 05-30 ; EP-08 ; 05-34 à 36 ; TXT-38B ; gram tut
<u>semaine 12</u>		
le lundi 02 novembre	Chapitre 4 à 5	rédaction 3 <i>devoirs</i> : ch. 5, L3 SAM 05-37 ; practice test ch. 5
le mercredi 04 novembre	Chapitre 5 (suite)	contrôle 5

	<u>A PREPARER</u>	<u>A FAIRE / A RENDRE</u>
le vendredi 06 novembre	Chapitre 6, Leçon 1 points de départ, pp. 199-200 ; vie et culture, p. 200 sons et lettres, p. 202 ; vocabulaire, p. 230 les verbes en <i>-ir-iss</i> , p. 203	<i>devoirs</i> : ch. 6, L1 SAM 06-01, 03 ; TXT-04 ; 06-05 à 06 ; grmr readi ; flshcrds ; gram tut
 <u>semaine 13</u>		
le lundi 09 novembre	Chapitre 6, Leçon 1 (suite) les objets directs, pp. 205-06 Chapitre 6, Leçon 2 points de départ, p. 208 ; vie et culture, p. 209 sons et lettres, p. 211 ; vocabulaire, pp. 230-31	révision 3 <i>devoirs</i> : ch. 6, L1 à L2 SAM 06-04, 07 à 11, 13 à 14 ; TXT-06 et 17 ; grammar tut
le mercredi 11 novembre	Chapitre 6, Leçon 2 (suite) les objets indirects, pp. 211-12 ; les chiffres, p. 214 Chapitre 6, Leçon 3 points de départ, p. 217 ; vocabulaire, p. 231	<i>devoirs</i> : ch. 6, L2 à L3 SAM 06-12, 15 ; EP-03 ; 06-17 à 19, 21, 23 à 26 ; gr tut
le vendredi 13 novembre	Chapitre 6, Leçon 3 (suite) vie et culture, p. 219 ; l'imparfait, pp. 219-21	<i>devoirs</i> : ch. 6, L3 SAM 06-20, 22, 27 à 28 ; EP-05 ; 06-29 à 31, 33, 35 ; grammar tutorials
 <u>semaine 14</u>		
le lundi 16 novembre	Chapitre 6, Leçon 3 (suite) venez chez nous, pp. 225-27	activité orale 3 <i>devoirs</i> : ch. 6, L3 à VCN SAM 06-32 ; EP-09 ; TXT-37 ; practice test ch. 6
le mercredi 18 novembre	Chapitre 6 (suite)	contrôle 6 la causerie (au bureau)
le vendredi 20 novembre	Révision	Assessments la causerie (au bureau) l'examen final (partie I)

EXAMEN FINAL

le lundi 07 décembre de 13h à 15h

FREN 1020 / Printemps 2018
Niveau Élémentaire II
MaJe de 15h05 à 16h55

COURS :	FREN 1010 46882
TITRE :	Elementary French II
UV :	4
FORMAT :	Traditionnel
PREREQUIS :	FREN 1010 avec une note de 'C' ou l'approbation du chef du département
EMPLOI DU TEMPS :	MaJe de 15h05 à 16h55
PROFESSEUR :	Karen Casebier
BUREAU :	Brock 208 C
TELEPHONE :	423-425-4259
COURRIEL :	karen-casebier@utc.edu
HEURES D'ACCEUIL :	MaJe de 12h15 à 13h45 et sur rendez-vous

REGLEMENTS ET POLITIQUES UNIVERSITAIRES:

Current versions of the University's ADA/Counseling/Veteran's statements may be found on the navigation bar of the UTC Learn course site. It may also be found here:

<http://www.utc.edu/learn/student-resources/student-accommodations-assistance.php>

STUDENT ACCOMMODATIONS AND ASSISTANCE: From time to time, we all need help. Students may follow this link for the resources listed below: <http://www.utc.edu/learn/student-resources/student-accommodations-assistance.php>

Disability Resource Center. *If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 108 University Center. For more information, go to the Disability Resource Center.*

Counseling and Personal Development Center. *If you find that you are struggling with stress, feeling depressed or anxious, having difficulty choosing a major or career, or have time management difficulties which are adversely impacting your successful progress at UTC, please contact the Counseling and Personal Development Center at 425-4438 or go to the Counseling Center for more information.*

Veterans Student Services. *The office of Veteran Student Services is committed to serving all the needs of our veterans and assisting them during their transition from military life to that of a student. If you are a student veteran or veteran dependent and need any assistance with your transition, please refer to <http://www.utc.edu/greenzone/> or <http://www.utc.edu/records/veteran-affairs/>. These sites can direct you the necessary resources for academics, educational benefits, adjustment issues, veteran allies, veteran*

organizations, and all other campus resources serving our veterans. You may also contact the coordinator of Veteran Student Programs and Services directly at 423.425.2277. **THANK YOU FOR YOUR SERVICE.**

Center for Advisement and Student Success. The mission of the Center for Advisement and Student Success is to promote academic excellence and encourage self-directed learning. CASS will academically advise freshmen and students who have not declared a major and provide programs and services to promote student success. CASS also provides tutoring services and supplemental instruction.

Technology Support. If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

METHODES D'APPRENTISSAGE : French is the language of the classroom. This is an activities class that concentrates on speaking, listening, and writing. It is expected that students will prepare a number of readings, vocabulary, grammar and writing exercises in the textbook and the companion website before coming to class. Class time is for the use and practice of grammar and vocabulary and discussion of the readings; it is not for seeing and hearing the aforesaid items for the very first time. The emphasis in class is on developing proficiency in listening and speaking. To that end, there will be general class discussion, small group discussion, a minimum of lectures, and a maximum of French.

DESCRIPTION DU COURS : Continuation of 1010. Spring semester. Prerequisites: FREN 1010 with a minimum grade of C or placement or department head approval.

OBJECTIFS DU COURS : *Ce cours vise à:*

This course is an introduction to French and Francophone language and culture. We will use a communicative, functional approach to improve your ability to *speak, understand, read and write French*. While all these skills will be used, the emphasis will be on oral proficiency. Successful completion of this course will prepare you for third semester French, 2110. By the end of the course, students should be able to:

- ✓ Understand simple spoken French in cultural contexts and be able to reply in the culturally appropriate register (i.e., know when to say what to whom)
- ✓ Ask and answer questions in simple spoken French that is grammatically correct and culturally appropriate; speak in the present tense, the near future tense, and the past tense; describe yourself and answer questions about yourself using basic French vocabulary (i.e., basic conversational skills)
- ✓ Read and describe simple texts and/or passages in French
- ✓ Write short paragraphs in French that are grammatically correct and culturally appropriate, as well as on a variety of contextualized topics
- ✓ Explain what the Francophone world is and have an appreciation and of selected elements of French and Francophone culture
- ✓ Successfully navigate survival situations that tourists typically encounter, such as ordering from a menu, purchasing tickets to events, reading a map or brochure, asking for directions or information, reserving a hotel room, making purchases at the grocery or in other shops, etc.

REGLEMENTS ET POLITIQUE DU COURS

EVALUATION DE LA NOTE FINALE :

Participation et préparation	10%	A	90-100
Devoirs	5%	B	80-89
Travaux écrits (7)	25%	C	70-79
Contrôles (6)	25%	D	60-69
Activités orales (3)	15%	F	0-59
Examen Final	20%		



POLITIQUE DEPARTEMENTALE DES ABSENCES/RATTRAPAGES: Any student who misses more than 2 weeks of class (8 hours of unexcused absences) will have a maximum grade of B. Any student who misses more than 4 weeks of class (16 hours of unexcused absences) will have a maximum grade of C. **NB:** See also Participation & Preparation, *below*.

RATTRAPAGES ET TRAVAUX EN RETARD : THERE WILL BE NO MAKE-UP OF EXAMS. Likewise, no late Devoirs will be accepted. Individual issues will be considered on an individual basis. Medical Excuses may be requested. Multiple letter grades will be deducted for late work, if it is accepted (**Maximum grade = C-**).

NB: Students who need to travel for work, athletics, undergraduate conferences or other extenuating circumstances on important dates should contact the professor at their earliest convenience if these events impact your ability to complete your work on time.

Politique de Communication: All email will be answered within 5 business days of receipt. Email that arrives after 6 p.m., on weekends, or while the professor is ill/away at a conference will experience delays. If the professor needs to check on university or departmental policy, please allow up to one week for a reply.

Politique de Correction: Work will be graded and returned in a timely fashion, provided that it is turned in on time. Please allow up to 5 business days for all assignments and examinations. Assignments that are late may be graded at the discretion of the professor, but will experience additional delays. Students who choose not to take examinations at the appointed time will delay the return of examinations for the entire class.

PAROLE ET CODE D'HONNEUR (de l'UTC Student Handbook) : I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to insure that the Honor Code is upheld by others and I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

The use of another person's thoughts or words and representing them as your own, and giving or receiving unauthorized help on tests, assignments, or papers constitute plagiarism. This includes but is not limited to the use of quotations or ideas from books, articles, and web sites without appropriate credit. Students who plagiarize will receive an "F" for their paper/exam OR an "F" in the course. Moreover, they may

be reported to the UTC Honor Court for further disciplinary action. The Honor Code in the UTC Student Handbook states that plagiarism is an offense that can result in dismissal from the University.

APPRECIATION DU COURS : Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.



Manuels obligatoires + Technologie:

Valdman, Albert, Cathy Pons and Mary Ellen Scullen. *Chez Nous: Branché sur le monde francophone*. Media Enhanced 4th Edition. Multi-semester Access. Pearson Higher Ed, 2014. ISBN-9780134851396
 My French Lab companion website
 UTC Learn
 Une chemise (*pocket folder for *travaux écrits*)
 Un dictionnaire

PARTICIPATION ET PREPARATION (10%): Regular attendance and participation in class activities are qualities of successful language learners. In order to make good progress in French, you must listen, speak, read and write French on a regular basis. **Good participation consists of carefully preparing all reading and listening assignments, and studying the vocabulary and grammar in the textbook *before* coming to class, attending class regularly, and actively participating in each and every class. Class time is for use and practice of grammar and vocabulary and discussion of the readings; it is NOT for seeing and hearing vocabulary, grammar and assigned readings for the very first time.** Please consult the *à préparer* column of the *programme provisoire* to determine what you need to study before coming to class.

Participation grades are based on both the quantity and quality of your willingness to volunteer answers in class (even if you make mistakes); participate equally during in group work; stay on-task and use the target language during group work; and evidence that you have actually prepared for class.



Students who do not participate in class, even when called on, will receive significantly lower grades for this element, since they are merely attending rather than participating. (Students who are not feeling well should speak to the professeur before class begins to be excused from active participation for the day.)

In addition, students who are playing with their electronic devices but are mentally absent from class will be marked as absent. This type of behavior may distract your classmates and/or professor; please be considerate of others.

In addition, students who are playing with their electronic devices but are mentally absent from class will be marked as absent. This type of behavior may distract your classmates and/or professor; please be considerate of others.

NB: Each student may have a total of 2 excused absences in this class, *for any reason*; **further absences will result in the grade of "0"**. The impact of unexcused absences on your final grade is both immediate and cumulative. An absence from class does not excuse late work; *devoirs* and *travaux écrits* should be completed and placed on the professor's door/in the professor's mailbox, unless other arrangements have been made.



DEVOIRS (5%): *Devoirs* are homework assignments on the textbook's companion website. When you purchase the textbook, you receive access to the online Student Activities Manuel. You must first set up an account to access the textbook's companion website where you will do your *devoirs* online. **The course code for this class is CRSKLTG-602719. A temporary access code, valid ONLY through Feb. 3, 2018 is : HSPCET-TTBBO-DEARY-PINNA-CENTO-PSHAW.**

Devoirs are assigned daily, but will be graded periodically (see the *à faire/à rendre* column of the *programme provisoire* for details). These assignments are typically auto-graded; **late devoirs that must be reviewed by the professor will not be graded beyond the due date and time.** The **two** lowest grades will be dropped.

Devoirs are due when class begins on the date indicated in the companion website; **late devoirs will not be recorded. You will need the book key that you purchased with your textbook as well as the course code to access these materials. Note that these items may be purchased separately.** **NB:** Book keys are valid only once, so those who purchase used books may also need to purchase a book key in order to do these assignments.

Voice Recordings: In addition to written activities, you will also have a few **voice recordings** to complete. These recordings focus on increasing your mastery of French pronunciation and provide feedback on your listening comprehension and oral production. **Please make sure that you record your voice at a reasonable**

sound level (i.e., your voice can be clearly heard by a human being); do not record music or background noise, as this is tremendous waste of my time and yours. Also, please check the comments for the professor's notes; students who have technical difficulties (e.g., low volume, lots of static) but who are obviously attempting the exercise will be directed to the Brock 101 Language Lab to complete these assignments.

*Unless otherwise specified, the due date for ALL *devoirs* from the online Student Activities Manuel is when class begins. Due dates for ALL activities are available on the companion website. A stiff late penalty applies to work completed after the due date (maximum grade = C-), and **devoirs will be neither accepted nor recorded after due dates listed in the programme provisoire.** Consult your section number for start times, and note that the fourth classroom period (Tuesday OR Thursday) may begin at a different time for those on a 4-day schedule.

Travaux écrits (25%): 4 *rédactions* and 3 *révisions*. *Rédactions* are original compositions of **200 words** minimum that are graded on the appropriate use of vocabulary and grammar within a creative and/or realistic context; it wise both to proofread and use the spell check and grammar check functions of your word processing programs.

Révisions are second drafts and are graded on the student's ability to improve upon the original *rédactions*; *révisions* encompass accuracy of proofreading and editing skills as well as responses to changes in form or content requested by the professor. *Révisions* that show no or little improvement will earn lower grades than the original, according to the degree of improvement. Moreover, ***Révisions* are not optional; students who choose not to do the assignment will earn a "0."**

The topic(s) and instructions will be posted on UTC Learn well in advance of the due date, which may be found under the *à faire / à rendre* column of the *programme provisoire*. **Each *rédactions* and its *révision* should be kept in a folder with your name written on the outside for the duration of the course. NB: *Rédactions* or *révisions* that are late, incomplete, illegible (illisibles), handwritten, typed but not double-spaced, off-topic, handed in without a folder, etc., will result in a severe grade penalty (maximum grade = C-).**

NB: Any *travail écrit* that shows undeniable evidence of academic misconduct will result in immediate and injurious disciplinary action. Intellectual theft will not be tolerated; please see the Honor System in the UTC Student Handbook for a limited list of Honor Code violations (<http://www.utc.edu/dean-students/pdfs/academics.pdf>).



For the purposes of this class, cheating and plagiarism are specific, concrete behaviors. Examples of cheating and plagiarism include (but are not limited to) the following:

- Copying or checking your answers by looking at a classmate's test paper and/or bringing unauthorized material into the classroom on test days.
- **Using your cell phone, notes, dictionaries or textbooks during a *contrôle*!**
- Having a tutor, friend, roommate, French major, native speaker or French professor write your *rédaction* or correct your *revision*.
- Receiving so much assistance from a tutor, friend, roommate, language major, native speaker or French professor on a writing assignment that they may as well have written/corrected it for you.
- Copying or paraphrasing entries from any source (online, print or audio) without proper citation.
- Using online translators and phone apps (e.g., Google Translate) to translate entire sentences word-for-word or paying for professional translation services. **Please see me during office hours or after class for appropriate use of these resources that does not violate the Honor Code.**
- Original instances of online or traditional cheating/plagiarism that are not explicitly enumerated here or in the Honor Code.

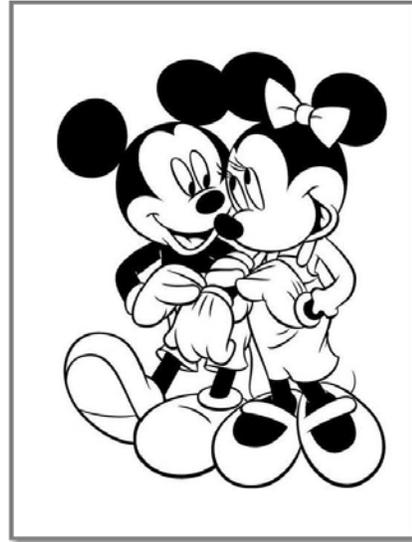


Contrôles (25%): The 6 *contrôles* are in-class, closed-book examinations based on the vocabulary, grammar and culture of the chapter(s) under consideration. The date of each examination is listed under the *à faire / à rendre* column of the *programme provisoire*.

Examinations written in pencil will not be graded; bring a pen to class or borrow one. **There are no makeup examinations.** If there is an emergency, contact the professor as soon as possible; the time and format of any and all make-up examinations is solely at the discretion of the instructor, upon presentation of acceptable documentation (medical excuse, court paperwork, police report or traffic citation, etc.).

All examinations must be completed in 50 minutes unless ADA documentation is provided. In order to receive an accommodation, please speak to your professor and present your paperwork as early as possible; it may not be possible to make alternate arrangements for testing at the last minute.

Activités orales (15%): The 3 *activités orales* are voice recordings that will be recorded with a partner in the Brock 101 Language Lab **OR** a *Causerie* (paired interview). Topics will engage the grammar and vocabulary of the chapters under examination, and instructions will be posted in UTC Learn; they will be graded based on your ability to follow instructions, your willingness to practice what you have learned, and your listening comprehension and oral proficiency in French. **Recorded *activités orales* must be uploaded to UTC Learn by the time class begins;** it is the student's responsibility to ensure that the files are legible and are turned in according to protocol. Information regarding the *Causerie* will be posted on UTC Learn well in advance of the due date; see the *à faire / à rendre* column of the *programme provisoire* for details on all of these activities.



Examen final (20%): The *examen final* is cumulative and will follow the same model as the chapter exams. **No makeups.**

NB: Although we will follow the *Programme provisoire* as closely as possible, it is subject to change. All changes will be announced in class and/or on UTC Learn. Please check the course website regularly during the semester, be on time, and bring your books to class.

PROGRAMME PROVISOIRE

A PREPARER

A FAIRE / A RENDRE

Semaine 1

le mardi, 09 janvier

initiation au cours

Chapitre 7, Leçon 1

points de départ, pp. 259-60 ;

vie et culture, pp. 260-61 ; vocab., p. 296

le jeudi 11 janvier

Chapitre 7, Leçon 1 (*suite*)

écrire, lire et dire, p. 263 ;

l'imp. v. le p.c., pp. 264-65

Chapitre 7, Leçon 2

points de départ, pp. 268, 270 ;

vie et culture, p. 269 ; sons et lettres, p. 271 ;

vocab., pp. 296-97

devoirs : ch. 7, L1 à L2

	<u>A PREPARER</u>	<u>A FAIRE / A RENDRE</u>
<u>Semaine 2</u>		
le mardi 16 janvier	Chapitre 7, Leçon 2 (suite) l'imp. v. le p.c., p. 272 ; les pronoms objets directs et indirects, p. 274	<i>devoirs : ch. 7, L2</i>
le jeudi 18 janvier	Chapitre 7, Leçon 3 points de départ, p. 277 ; vie et culture, p. 278 ; sons et lettres, pp. 280-81 ; vocab., p. 297 ; les verbes pron. idiomatiques, pp. 282-83 ; <i>voir et croire</i> , pp. 283-84	<i>devoirs : ch. 7, L3</i> rédaction 1
<u>Semaine 3</u>		
le mardi 23 janvier	Chapitre 7, Leçon 3 (suite) venez chez nous, observons, pp. 288-89 ; lisons, pp. 291-93 (ex. B, p. 292) ; p. 294	<i>devoirs : ch. 7, VCN</i> contrôle 1
le jeudi 25 janvier	Chapitre 8, Leçon 1 points de départ, p. 299 ; vie et culture, p. 300 ; sons et lettres, p. 304 ; vocab., p. 336 ; les adjectifs et pronoms interrogatifs, pp. 305-06 ; les expressions de nécessité, p. 307 ; lisons, pp. 309-310 (ex. B, p. 309)	<i>devoirs : ch. 8, L1</i> révision 1
<u>Semaine 4</u>		
le mardi 30 janvier	Chapitre 8, Leçon 2 points de départ, pp. 311-12 ; vie et culture, pp. 314-15 ; vocabulaire, pp. 336-37 ; les pronoms interrogatifs <i>qui, que</i> et <i>quoi</i> , pp. 314-15 ; <i>connaître v. savoir</i> , pp. 317-18	<i>devoirs : ch. 8, L2</i>
le jeudi 1 ^{er} février	Chapitre 8, Leçon 3 points de départ, pp. 321-22 ; vie et culture, p. 322 ; sons et lettres, pp. 324-25 ; vocabulaire, p. 337 ; verbes de modalité (<i>devoir, pouvoir et vouloir</i>), pp. 325-26 ; la négation, pp. 327-28	<i>devoirs : ch. 8, L3</i> activité orale 1
<u>Semaine 5</u>		
le mardi 06 février	Chapitre 8, Leçon 3 (suite) venez chez nous, pp. 330-34 (et vous, p. 331) ; lisons, pp. 330-32 (ex. B, p. 332) ; observons, pp. 333-34	<i>devoirs : ch. 8, VCN</i> contrôle 2

	<u>A PREPARER</u>	<u>A FAIRE / A RENDRE</u>
le jeudi 08 février	Chapitre 9, Leçon 1 points de départ, pp. 339-40 ; vie et culture, p. 341 ; sons et lettres, pp. 342-43 ; vocabulaire, p. 378 ; le futur, pp. 343-44 ; le pronom y, p. 346	<i>devoirs : ch. 9, L1</i>
<u>Semaine 6</u>		
le mardi 13 février	Chapitre 9, Leçon 2 points de départ, pp. 350-51 ; vie et culture, p. 352 ; sons et lettres, pp. 353-54 ; vocabulaire, p. 378 ; les prépositions géographiques, pp. 354-55 ; <i>venir</i> , p. 356 ; lisons, pp. 357-59 (ex. B, p. 358)	<i>devoirs : ch. 9, L2</i>
le jeudi 15 février	Chapitre 9, Leçon 3 points de départ, pp. 360-61, 363 ; vie et culture, p. 362 ; vocabulaire, pp. 378-79 ; les pronoms relatifs, p. 365-66	<i>devoirs : ch. 9, L3</i> rédaction 2
<u>Semaine 7</u>		
le mardi 20 février	Chapitre 9, Leçon 3 (suite) venez chez nous, observons, pp. 370-71 (ex. B, p. 371)	<i>devoirs : ch. 9, VCN</i> contrôle 3
le jeudi 22 février	Chapitre 10, Leçon 1 points de départ, pp. 381-82 ; vie et culture, p. 383 ; sons et lettres, p. 384 ; vocabulaire, p. 416 ; le subjonctif avec les expressions de nécessité, pp. 385-86 ; les irréguliers, p. 387 ; lisons, pp. 389-91 (ex. B, p. 389)	<i>devoirs : ch. 10, L1</i> révision 2
<u>Semaine 8</u>		
le mardi 27 février	Chapitre 10, Leçon 2 points de départ, p. 392 ; vie et culture, p. 393 ; sons et lettres, p. 395 ; vocabulaire, pp. 416-17 ; le subjonctif avec les expressions de volonté, p. 396 ; les irréguliers, pp. 397-98	<i>devoirs : ch. 10, L2</i>
le jeudi 1 ^{er} mars	Chapitre 10, Leçon 3 points de départ, p. 401 ; vie et culture, p. 402 ; vocabulaire, p. 417 ; le subjonctif avec les expressions d'émotion, pp. 405-06 ; le subjonctif avec les expressions de doute, p. 406	<i>devoirs : ch. 10, L3</i>

	<u>A PREPARER</u>	<u>A FAIRE / A RENDRE</u>
<u>Semaine 9</u>		
le mardi 06 mars	Chapitre 10, Leçon 3 (suite) venez chez nous, observons, pp. 409-410 ; (ex. B, pp. 409-10)	<i>devoirs : ch. 10, VCN</i> activité orale 2
le jeudi 08 mars	Chapitre 11, Leçon 1 points de départ, pp. 419-20, 422 ; vie et culture, p. 421 ; sons et lettres, p. 424 ; vocabulaire, p. 454	contrôle 4
<u>Semaine 10</u>		
le mardi 20 mars	Chapitre 11, Leçon 1 (suite) les conjonctions et le futur, pp. 426-27 ; les prép. et les temps (<i>pendant, pour, dans et en</i>), p. 427 Chapitre 11, Leçon 2 points de départ, pp. 430-31 ; vie et culture, p. 432 ; sons et lettres, pp. 433-34 ; vocabulaire, p. 455	<i>devoirs : ch.11, L1 à L2</i>
le jeudi 22 mars	Chapitre 11, Leçon 2 (suite) le conditionnel, pp. 434-35 ; l'infinifatif passé, pp. 436-37 Chapitre 11, Leçon 3 points de départ, p. 440 ; vie et culture, p. 441 ; vocabulaire, p. 455	<i>devoirs : ch.11, L2 à L3</i>
<u>Semaine 11</u>		
le mardi 27 mars	Chapitre 11, Leçon 3 (suite) les phrases avec <i>si</i> , p. 442 ; <i>depuis et il y a</i> , p. 444 ; venez chez nous, observons, pp. 447-49 (ex. B, p. 448) ; lisons, pp. 450-52 (ex. B, p. 451)	<i>devoirs : ch. 11, L3 et VCN</i> rédaction 3
le jeudi 29 mars	Chapitre 12, Leçon 1 points de départ, pp. 457-59 ; vie et culture, p. 459 ; vocabulaire, p. 492	contrôle 5
<u>Semaine 12</u>		
le mardi 03 avril	Chapitre 12, Leçon 1 (suite) les prépositions compléments du verbe, pp. 461-62 ; écoutons, pp. 463-64 (ex. B, p. 464) Chapitre 12, Leçon 2 points de départ, pp. 465-67 ; vie et culture, p. 467 ; vocabulaire, p. 492	<i>devoirs : ch.12, L1 à L2</i> révision 3

12

	<u>A PREPARER</u>	<u>A FAIRE / A RENDRE</u>
le jeudi 05 avril	Chapitre 12, Leçon 2 (suite) la concordance des temps au passé, p. 470 Chapitre 12, Leçon 3 points de départ, pp. 474-75 ; vie et culture, p. 475 ; vocabulaire, p. 493	<i>devoirs : ch.12, L2 à L3</i>
<u>Semaine 13</u>		
le mardi 10 avril	Chapitre 12, Leçon 3 (suite) les pronoms objets double, p. 478 ; venez chez nous, observons, pp. 485-86 (ex B, p. 484); lisons, pp. 486-88 (ex. B, p. 486)	<i>devoirs : ch. 12, L3 et VCN</i>
le jeudi 12 avril		contrôle 6 rédaction sur table
<u>Semaine 14</u>		
le mardi 17 avril	Révision	activité orale 3 (la causerie) assessments (lecture, comp. aud.)
le jeudi 19 avril	Révision	assessments (lecture, comp. aud.)

EXAMEN FINAL

le mardi 1^{er} mai de 15h30 à 17h30

FREN 3110 / Automne 2020
Ecriture & Conversation I : les médias français et francophones
LuMeVe de 10h à 10h50

COURS ET CRN:	FREN 3120 43337
TITRE:	French Composition and Conversation I
UV :	3
FORMAT :	conférence / discussion
PREREQUIS :	FREN 2120 avec une note de 'C' au minimum ou l'approbation du chef du département
PROFESSEUR:	Dr. Karen (Casey) Casebier
EMPLOI DU TEMPS:	LuMeVe 10h -10h50 BROK 205
BUREAU :	Lupton 236B
TELEPHONE :	423.425.4259
COURRIEL :	karen-casebier@utc.edu
HEURES D'ACCUEIL :	LuMe de 12h à 13h30 et sur rendez-vous

REGLEMENTS ET POLITIQUES UNIVERSITAIRES

Campus Safety Policy : Due to COVID-19, there is a campus safety policy (<https://www.utc.edu/walker-center-teaching-learning/covid-19-safety-policy.php>). For classes that meet on campus; please review this policy.

COVID-19 Absence Policy : Due to COVID-19, there is an absence policy (<https://www.utc.edu/walker-center-teaching-learning/covid-19-absence-policy.php>) for Fall 2020.

Technology Support : If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email helpdesk@utc.edu.

Student Technology : If you have technology needs to access your courses and/or complete course requirements in Canvas, submit a request (<https://new.utc.edu/information-technology/learning-from-home>) with Information Technology.

Student Accommodations : If you have accessibility and accommodation requests, contact the Disability Resource Center (<https://www.utc.edu/disability-resource-center/index.php>) at 423-425-4006 or email DRC@utc.edu.

METHODES D'APPRENTISSAGE : Ce cours est en français. Nous employons des méthodes traditionnelles d'apprentissage : la lecture, la conférence et la discussion en cours et en groupe pour la conversation; ainsi que les travaux écrits pour la composition. Il est essentiel de préparer les lectures avant de venir en cours et de participer vivement en cours.

DESCRIPTION DU COURS: Selections from French literature, topics of current interest and articles from French newspapers and magazines may be used as a basis for discussions and compositions. Spring semester. Prerequisites: FREN 2120 and oral proficiency with a rating of Novice-High or placement; ENGL 1010 or ENGL 1011 or ENGL 1020 or UHON 1010 or UHON 1020 with minimum grades of C or placement; or department head approval.

ACQUIS DU COURS : *Ce cours vise à:*

- ✓ Démontrer le bon usage des règles fondamentales de la grammaire pour mieux écrire et parler
- ✓ Développer et améliorer les compétences orales (la parole et l'ouïe)
- ✓ Développer et améliorer l'expression écrite (l'acquisition du vocabulaire, en particulier des synonymes, antonymes et nouveaux mots ; la pratique des structures et du style).
- ✓ Identifier et expliquer des compétences culturelles qui touchent à la France ainsi qu'à la Francophonie (la culture)
- ✓ Rechercher, analyser, parler et écrire de divers médias français et francophones d'une perspective critique

COVID ABSENCES : Prior to arriving on campus each day or attending a face-to-face class, students are to complete the daily self-check through the university approved application. Students who are instructed to stay home due to their responses are not to come to campus or attend face to face classes and instead follow up as directed through the self-check instructions.

Students **must notify the instructor of their absence by email within 48 hours, if possible.** Students are not required to provide the instructor with documentation of COVID-19 symptoms. Students will not be penalized for absences or late course assessments unless they are unable to complete course learning outcomes. Faculty will work with students to identify ways to complete course requirements.

Students must, if they are asymptomatic or if their symptoms do not interfere with their ability to participate in the course, **continue to participate in the course using the online assets and tools that the instructor makes available through UTC Learn including:** lexiques, travaux écrits (alternative assignments à l'oral) and contrôles.

If COVID-19 related illness results in any missed course work (face-to-face or online), students should **proactively work with the instructor to plan make-up work.** It remains the student's responsibility to complete any missed work such as assignments, tests, quizzes, labs, or projects outside of scheduled class time. But please realize that class will continue, and students may find themselves in the situation where they are unable to complete all work by the end of the semester. In such a case, students should consider a late withdrawal or an incomplete grade. Please contact the Records Office (423-425-4416) to learn more about the late withdrawal process.

If students have COVID-19 disability related risk factors that may affect attendance, students are strongly encouraged to register with the Disability Resource Center (423-425-4006) in order to receive necessary accommodations.

If students believe the instructor has not made reasonable and appropriate accommodations for absences, or makeup assignments, projects, labs, or exams due to COVID-19, students have the right to appeal according to UTC's Policies and Procedures for Student Complaints by filling out the Student Complaint Form and submitting to the Office of the Dean of Students.

REGLEMENTS ET POLITIQUE DU COURS

EVALUATION DE LA NOTE FINALE :

Participation et préparation	10%	A	90-100
Lexiques (8)	15%	B	80-89
Travaux écrits (3)	15%	C	70-79
Exposés et Dissertations (2)	15%	D	60-69
Contrôles (3)	25%	F	0-59
Examen Final	20%		



COVID STATEMENT : Due to social distancing, only 25% of students (*8-10 people) may be in the classroom at the same time. A schedule of attendance will be posted at the beginning of the semester; it will be subject to revision based on attendance and/or changes to the official class roster. In addition, both the format and the testing conditions of *exposés*, *contrôles* and the *examen final* are subject to change; these assessments may be written, oral or some combination thereof, and they may be online or in class. Changes will be announced in advance in class and/or on UTC Learn; be prepared to be flexible this semester.

POLITIQUE DEPARTEMENTALE DES ABSENCES/RATTRAPAGES: Any student who misses more than 2 weeks of class (6 unexcused absences) will have a maximum grade of B. Any student who misses more than 4 weeks of class (12 unexcused absences) will have a maximum grade of C. Veuillez consulter la rubrique « Participation et préparation » du *programme provisoire* pour la **politique du professeur** concernant les absences.

RATTRAPAGES ET TRAVAUX ECRITS EN RETARD : **Aucun rattrapage des examens sans certificat médical.** Aucun devoir, rédaction, révision, interro, exposé, dissertation, etc. ne sera accepté ni par courriel ni en retard **sans avis préalable ET sans certificat médical.** Tout travail rendu en retard s'expose aux sanctions sévères (**un C- au maximum**).

Politique de Correction : Tous les devoirs seront rendus dans une huitaine, pourvu que tous les étudiants aient rendu le travail le jour prévu. Si le professeur était malade ou s'absente pour assister à un colloque, on vous rendra le travail dans les meilleurs délais. Si vos collègues choisissent de rendre leurs devoirs en retard, on attendra plus longtemps la correction du professeur.

Politique de Communication : Tout courriel aura une réponse dans les meilleurs délais. N'oubliez pas de lire le programme provisoire au cas où la bonne réponse à votre question s'y trouve. Les situations qui demandent un peu de recherche/réflexion de la part du professeur aura une réponse dans une huitaine.

Politique de Participation : On s'attend que les étudiants lisent les textes avant de venir en cours, qu'ils assistent régulièrement au cours, et qu'ils s'engagent dans les discussions en cours et en groupe chaque jour.

PAROLE ET ENGAGEMENT D'HONNEUR (de l'UTC Student Handbook) : I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to insure that the Honor Code is upheld by others and I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

The use of another person's thoughts or words and representing them as your own, and giving or receiving unauthorized help on tests, assignments, or papers constitutes plagiarism. This includes but is not limited to the use of quotations or ideas from books, articles, and web sites without appropriate credit. Students who plagiarize will receive an "F" for their paper/exam OR an "F" in the course. Moreover, they may be reported to the UTC Honor Court for further disciplinary action. The Honor Code in the UTC Student Handbook states that plagiarism is an offense that can result in dismissal from the University. For more information, please consult the policy on Academic Integrity: www.utc.edu/dean-students/pdfs/academics.pdf *Veillez consulter la rubrique « Rédactions » du programme provisoire pour des informations complémentaires.*

APPRECIATION DU COURS : Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.



Manuels obligatoires / suggérés * + Technologie:

Bescherelle : La Conjugaison pour tous (Hâtier, 2012)

ISBN-13: 978-2218951985

Paul Rouaix, *Trouver le mot juste* (Livre de Poche, 2009)

ISBN-13: 978-2253048404

Le Petit Robert Micro Poche (Librairie de France, 2015)

ISBN-13: 978-2321006442

Un abonnement à Netflix (ou un autre service de vidéos à la demande)

Un abonnement au journal français de votre choix*

UTC Learn (Canvas)

Zoom

Une chemise (pour les travaux écrits)

Un bon microphone et des écouteurs*

Participation et préparation (10%) : La présence est obligatoire. La participation se définit selon la présence de l'étudiant en cours ainsi que ses vives contributions à nos discussions journalières. C'est votre participation active au cours qui vous permettra de développer le mieux vos compétences de lecture et d'améliorer votre expression du français écrit et parlé, et ce faisant, à vous préparer en vue des différents examens et devoirs prévus.

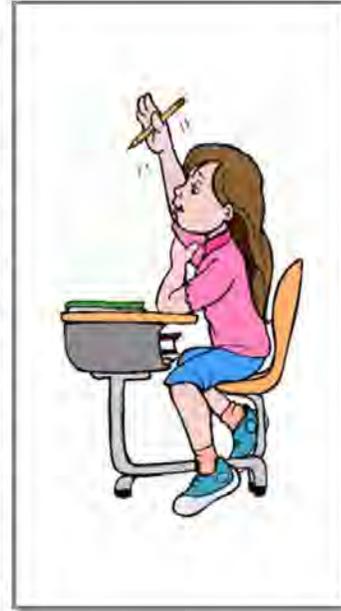
Veillez consulter la rubrique à *préparer* du programme provisoire pour ce que vous avez à préparer **avant** de venir en cours. Chaque jour, on devrait chercher et lire un article de journal sur la matière du jour que nous discutons en cours ; la liste des médias se trouve à la fin de ce document.

Les lectures qui se trouvent sur l'UTC Learn et les films qui se trouvent au Laboratoire de Langues (Brock 101) sont marqués dans le programme par un astérisque (*).

La participation pourrait comprendre aussi des devoirs, des forums de discussion en ligne et d'interrogations imprévues. Les devoirs seront annoncés pendant les annonces au début ou à la fin de chaque cours, s'il y en aurait. Ne soyez pas en retard !

La participation sera notée chaque jour. **NB: Quand on dépasse la limite de 3 absences, une absence mérite un « 0 » pour la participation.** Voir aussi la politique du Département des langues et littératures modernes et classiques sur les absences/rattrapages ci-dessus.

De plus, ceux qui lisent leur courriel ou jouent au portable pendant le cours ne participent pas et gagnent un « 0 » pour leur note de participation, parce qu'ils sont, dans de termes très pratiques, absents. Il en va de même pour ceux qui refusent de parler en cours ou travailler en groupe.



La participation et préparation comprend aussi les devoirs suivants :

1) un **lexique hebdomadaire de 10 nouveaux mots et/ou nouvelles expressions** de vocabulaire (**tapé, numéroté ET interligné**). Chaque mot devrait s'accompagner par une définition claire et précise, un synonyme **OU** un antonyme en français **ET** en phrases complètes. Un exemplaire sera à télécharger sur l'UTC Learn **ET** un deuxième exemplaire sera rendu au professeur au début du cours, sur le bureau. **NB : Aucun lexique ne sera accepté en retard. Les lexiques constituent 15% de la note finale.**

2) le leader du jour, c'est-à-dire que chaque jour, un(e) étudiant(e) présentera une revue de la presse écrite ou le journal télévisé et mener la discussion dans un contexte interactif et dynamique guidé(e) par ses propres passions et intérêts et la matière de la semaine en question. **Veillez poster un lien à votre article de journal sur Canvas dans le forum de discussion dédié 48 heures en avance. NB : Le leader du jour n'a pas le droit de s'absenter. Vous serez le professeur ce jour-ci.**

3) votre participation aux événements mensuels du Club de Français ou du département. Chaque membre du cours doit assister à **une réunion** du French Club et **un évènement** de National French Week, au minimum. Si on voulait en faire plus, le professeur vous accorderait un **prime**.



Travaux écrits (15%) : Chaque étudiant doit écrire **3 rédactions** et **3 révisions** de 400 mots (environ d'1½ à 2 pages, tapé et interligné) et dont le sujet comprendra de différents contextes et styles du français écrit **sans** faire de la recherche. **Les 3 rédactions** sont des compositions originales dont la note évalue l'écriture ainsi que le thème ; **les 3 révisions** sont de meilleures versions rédigées et retouchées dont la note évalue **seulement** la correction de votre premier travail selon les suggestions du professeur.

Chaque travail écrit figure dans la note finale. Au cas où on ne rendrait pas la rédaction à l'heure, il est essentiel qu'on la rende en tant que révision. Tous les sujets de rédaction seront postés sur l'UTC Learn bien en avance de la date limite ; la date limite se trouve sous la rubrique *à faire/à rendre du programme provisoire*.

Chaque étudiant doit garder toutes ses **rédactions** dans une chemise jusqu'à la fin du semestre. Veuillez écrire votre nom et prénom sur votre chemise. **NB : Aucune rédaction ne sera acceptée ni par courriel ni en retard sans avis préalable.** Les *rédactions* en retard, incomplets, illisibles, manuscrits, tapés mais non-interlignés, hors de sujet, sans chemise, dans des dossiers incomplets, etc., s'exposent aux sanctions sévères (un C- au maximum, avec une seule clémence). **Veillez mettre votre chemise sur la table avant que le cours commence le jour où il faut rendre une rédaction.**

NB: Any *rédaction* that shows undeniable evidence of academic misconduct will result in immediate and injurious disciplinary action. Intellectual theft/laziness will not be tolerated; please see the Honor System in the UTC Student Handbook for a limited list of Honor Code violations (<http://www.utc.edu/dean-students/pdfs/academics.pdf>).

For the purposes of this class, cheating and plagiarism are specific, concrete behaviors. Examples of cheating and plagiarism include (but are not limited to) the following:

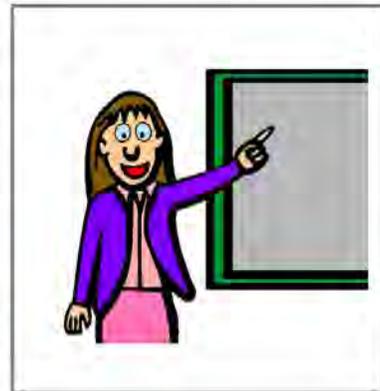
- Copying or checking your answers by looking at a classmate's test paper and/or bringing unauthorized material into the classroom on test days.
- Communicating questions to classmates before they have taken the *contrôle*.
- Using your cell phone, notes, dictionaries or textbooks during a *contrôle*.
- Having someone else (e.g., tutor, friend, roommate, French major, native speaker, former French professor) give so much help that they are writing your *rédaction* / correcting your *révision*.
- Paying someone to write or rewrite your paper or "borrowing" a paper from a classmate or former student.
- Using online translators for words, sentences or paragraphs.
- Copying or paraphrasing entries from any source (online, print or audio) without proper citation.
- Original instances of online or traditional cheating/plagiarism that are not explicitly enumerated here or in the Honor Code.

Exposés et Dissertations (15%) : Les 2 *exposés* sont des discours à l'oral dans lequel on parle d'un sujet de recherche qui portera sur un thème que nous discutons en cours. Chaque étudiant préparera des exposés sur **1) un film, un livre ou une chanson française, ET 2) un sujet libre** qui portera sur un aspect de la presse française + **une dissertation/un travail écrit** à rendre au professeur le jour de son exposé. **Le travail écrit qui s'accompagne ces exercices comprendra un compte-rendu, une esquisse, un glossaire et une bibliographie en style MLA.**

Chaque étudiant aura environ 10 minutes pour présenter son *exposé*, y compris la période des questions et réponses orales. **Un rendez-vous avec le professeur est obligatoire avant CHAQUE cycle exposé + dissertation (si**

ainsi dit); ceux qui n'ont pas de rendez-vous auront un « 0 » pour cet élément de l'exercice. Il en va de même pour ceux qui ne participeront pas pendant la période des questions et réponses orales.

Des informations complémentaires se trouveront sur l'UTC Learn bien en avance de la date limite; la date limite se trouve sous la rubrique *à faire / à rendre* du *programme provisoire*. **NB : Les étudiants qui s'absentent le jour de leur exposé et qui n'ont pas de remplacement auront un « 0 ».** Il n'y a pas de **rattrapage**. De plus, on s'attend aussi la vive participation de tout étudiant lors de ces séances, qui sont obligatoires ; on s'attend que les étudiants soient bien élevés.





Contrôles (25%) : Les 3 *contrôles* sont des examens écrits qui porteront sur le vocabulaire, à partir des lexiques hebdomadaires de toute la classe. **Aucun rattrapage sans certificat médical.** **NB : Ce semestre, il se peut que les *contrôles* soient en ligne OU à l'oral.**

Examen Final (20%) : L'examen final consistera d'une causerie (un examen oral) où vous et un partenaire aura une conversation **entre 15 et 30 minutes** sans l'intervention du professeur sur une question qui touche à la société et la culture contemporaine française que nous aurons étudiés dans la presse ce semestre. **Aucun rattrapage sans certificat médical.** **NB : Ce semestre, il se peut que la *causerie* soit individuel ; il est certain qu'on le passera en ligne.**

NB: Le programme provisoire est sujet à des modifications selon nos besoins. Tout changement sera signalé en avance sur UTC Learn ET / OU annoncé en cours. Veuillez consultez UTC Learn régulièrement, soyez à l'heure, et apportez vos dictionnaires en cours.

PROGRAMME PROVISOIRE

	<u>A PREPARER</u>	<u>A FAIRE / A RENDRE</u>
<u>semaine 1</u>		
le lundi 17 août	initiation au cours	
le mercredi 19 août	la famille et la société	
le vendredi 21 août	la famille et la société	
<u>semaine 2</u>		
le lundi 24 août	la nourriture et la cuisine	
le mercredi 26 août	la nourriture et la cuisine	
le vendredi 28 août	vidéo : Plan cœur saison 1, épisodes 1 à 2	lexique 1
<u>semaine 3</u>		
le lundi 31 août	la musique et les arts	
le mercredi 02 septembre	la musique et les arts	
le vendredi 04 septembre	vidéo : Plan Cœur saison 1, épisodes 3 à 4	lexique 2

	<u>A PREPARER</u>	<u>A FAIRE / A RENDRE</u>
<u>semaine 4</u>		
le lundi 07 septembre	le cinéma et la télé	rédaction 1
le mercredi 09 septembre	le cinéma et la télé	
le vendredi 11 septembre	Vidéo : Plan Coeur Saison 1, épisodes 5 à 6	lexique 3
<u>semaine 5</u>		
le lundi 14 septembre	la politique intérieure et extérieure	révision 1
le mercredi 16 septembre	la politique intérieure et extérieure	
le vendredi 18 septembre	Vidéo : Plan Coeur saison 1, épisodes 7 à 8	lexique 4
<u>semaine 6</u>		
le lundi 21 septembre		contrôle 1
le mercredi 23 septembre		exposé + dissertation 1
le vendredi 25 septembre		exposé + dissertation 1
<u>semaine 7</u>		
le lundi 28 septembre	l'immigration et la religion	
le mercredi 30 septembre	l'immigration et la religion	
le vendredi 02 octobre	vidéo : Zone Blanche saison 2, épisodes 1 à 2	lexique 5
<u>semaine 8</u>		
le lundi 05 octobre	la francophonie et la presse francophone (l'Europe et l'Afrique)	rédaction 2
le mercredi 07 octobre	la francophonie et la presse francophone (l'Europe et l'Afrique)	
le vendredi 09 octobre	vidéo : Zone Blanche saison 2, épisodes 3 à 4	lexique 6

	<u>A PREPARER</u>	<u>A FAIRE / A RENDRE</u>
<u>semaine 9</u>		
le lundi 12 octobre	la francophonie et la presse francophone (l'Amérique du Nord)	révision 2
le mercredi 14 octobre	la francophonie et la presse francophone (l'Amérique du Nord)	
le vendredi 16 octobre	Vidéo : <i>Zone Blanche</i> Saison 2, épisodes 5 à 6	lexique 7
<u>semaine 10</u>		
le lundi 19 octobre	l'éducation, le travail et l'économie	
le mercredi 21 octobre	l'éducation, le travail et l'économie	
le vendredi 23 octobre	Vidéo : <i>Zone Blanche</i> Saison 2, épisodes 7 à 8	lexique 8
<u>semaine 11</u>		
le lundi 26 octobre	les sciences, la médecine et la technologie	rédaction 3
le mercredi 28 octobre	les sciences, la médecine et la technologie	
le vendredi 30 octobre		contrôle 2
<u>semaine 12</u>		
le lundi 02 novembre	la publicité, les mèmes et le marketing	lexique 9
le mercredi 04 novembre	Vidéo : <i>Dix Pour Cent</i> : Saison 3, épisodes 1 à 2	
le vendredi 06 novembre	Vidéo : <i>Dix Pour Cent</i> : Saison 3, épisodes 3 à 4	
<u>Semaine 13</u>		
le lundi 09 novembre	la publicité, les mèmes et le marketing	lexique 10
le mercredi 11 novembre	Vidéo : <i>Dix Pour Cent</i> : Saison 2, épisodes 5 à 6	
le vendredi 13 novembre		contrôle 3

	<u>A PREPARER</u>	<u>A FAIRE / A RENDRE</u>
<u>Semaine 14</u>		
le lundi 16 novembre		exposé + dissertation 2
le mercredi 18 novembre		exposé + dissertation 2
le vendredi 20 novembre	Conclusions	ASSESSMENTS

EXAMEN FINAL

le vendredi 04 décembre de 8h à 10h

MEDIAS FRANÇAIS ET FRANCOPHONES

les quotidiens nationaux :

http://www.lemonde.fr	<i>Le Monde</i>
http://www.lefigaro.fr	<i>Le Figaro</i>
http://etudiant.lefigaro.fr/	<i>Le Figaro Etudiant</i>
http://www.humanite.fr/	<i>L'Humanité</i>
http://www.liberation.fr/	<i>Libération</i>
https://www.latribune.fr/	<i>La Tribune</i>
http://www.lequipe.fr	<i>L'Equipe</i>
https://www.20minutes.fr/	<i>20 minutes</i>

les quotidiens régionaux :

http://www.courrier-picard.fr/	<i>Le Courier Picard</i>
http://www.ledauphine.com/	<i>Le Dauphiné libéré</i>
https://www.dna.fr/	<i>Dernières Nouvelles d'Alsace</i>
http://www.nicematin.com/	<i>Nice Matin</i>
http://www.ouest-france.fr/	<i>Ouest-France</i>
http://www.midi Libre.fr/	<i>Midi-Libre</i>
http://www.leparisien.fr/	<i>Le Parisien</i>
http://www.leprogres.fr/	<i>Le Progrès de Lyon</i>
https://www.laprovence.com/	<i>La Provence</i>
https://www.republicain-lorrain.fr/	<i>Le Républicain Lorrain</i>
http://www.sudouest.fr/	<i>Le Sud Oeust</i>
http://www.lavoixdunord.fr/	<i>La Voix du Nord</i>

les magazines français :

http://www.elle.fr/	<i>Elle</i>
https://www.lexpress.fr/	<i>l'Express</i>
https://www.lejdd.fr/	<i>Le Journal du Dimanche</i>
http://www.marieclaire.fr/	<i>Marie Claire</i>
http://tempsreel.nouvelobs.com/	<i>Le Nouvel Observateur</i>
http://www.parismatch.com/	<i>Paris-Match</i>
http://www.lepoint.fr/	<i>Le Point</i>

les journaux francophones :

http://www.courrierinternational.com/	<i>Le Courrier International</i>	International
http://www.journaldemontreal.com/	<i>Le Journal de Montréal</i>	Canada
http://www.lesoir.be/	<i>Le Soir</i>	Belgique
http://www.letemps.ch/	<i>Le Temps</i>	Suisse
http://www.aujourd'hui.ma/	<i>Aujourd'hui</i>	Maroc
http://www.linfordrome.com/	<i>Soir Info</i>	Côte d'Ivoire
http://www.lapresse.tn/	<i>La Presse</i>	Tunisie
http://www.france-amerique.com/	<i>France-Amérique</i>	<i>Le Figaro (Int'l)</i>
http://www.lesoleildelafloride.com/	<i>Le Soleil de la Floride</i>	Etats-Unis
http://haitienmarche.com/	<i>Haïti en Marche</i>	Etats-Unis
http://umaine.edu/francoamerican/le-forum/	<i>Le Forum</i>	Etats-Unis

les chaines de télé :

https://www.tf1.fr/	TF1
https://www.france.tv/france-2/	TF2
https://www.france.tv/france-3/	TF3
https://www.france.tv/france-5/	France 5
https://www.arte.tv/fr/	ARTE
https://www.6play.fr/m6	M6
https://www.lci.fr/	LCI
http://www.france24.com/fr/	France 24
http://www.tv5monde.com/	TV5

les chaines de radio :

http://www.radiofrance.fr/	Radio France
http://www.rfi.fr/	Radio France Internationale
http://www.rtl.fr/	RTL
http://www.europe1.fr/	Europe 1

FREN 3220 / Printemps 2018
La Grammaire et la Composition Avancée II
MaJe de 9h25 à 10h40

COURS :	FREN 3220 28639
TITRE :	La Grammaire et la Composition Avancée II
UV :	3
FORMAT :	conférence / discussion
PREREQUIS :	FREN 2120 avec une note de 'C' au minimum ou l'approbation du chef du département
EMPLOI DU TEMPS :	MaJe de 9h25 à 10h40 Brock 406
PROFESSEUR :	Dr. Karen Casebier
BUREAU :	Brock 208 C
TELEPHONE :	423-425-4259
COURRIEL :	karen-casebier@utc.edu
HEURES D'ACCUEIL :	MaJe de 12h15 à 13h45 et sur rendez-vous

REGLEMENTS ET POLITIQUES UNIVERSITAIRES:

Current versions of the University's ADA/Counseling/Veteran's statements may be found on the navigation bar of the UTC Learn course site. It may also be found here:
<http://www.utc.edu/learn/student-resources/student-accommodations-assistance.php>

STUDENT ACCOMMODATIONS AND ASSISTANCE: From time to time, we all need help. Students may follow this link for the resources listed below: <http://www.utc.edu/learn/student-resources/student-accommodations-assistance.php>

Disability Resource Center. If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 108 University Center. For more information, go to the *Disability Resource Center*.

Counseling and Personal Development Center. If you find that you are struggling with stress, feeling depressed or anxious, having difficulty choosing a major or career, or have time management difficulties which are adversely impacting your successful progress at UTC, please contact the Counseling and Personal Development Center at 425-4438 or go to the *Counseling Center* for more information.

Veterans Student Services. The office of Veteran Student Services is committed to serving all the needs of our veterans and assisting them during their transition from military life to that of a student. If you are a student veteran or veteran dependent and need any assistance with your transition, please refer to <http://www.utc.edu/greenzone/> or <http://www.utc.edu/records/veteran-affairs/>. These sites can direct you the

necessary resources for academics, educational benefits, adjustment issues, veteran allies, veteran organizations, and all other campus resources serving our veterans. You may also contact the coordinator of *Veteran Student Programs and Services* directly at 423.425.2277. THANK YOU FOR YOUR SERVICE.

Center for Advisement and Student Success. The mission of the Center for Advisement and Student Success is to promote academic excellence and encourage self-directed learning. CASS will academically advise freshmen and students who have not declared a major and provide programs and services to promote student success. CASS also provides tutoring services and supplemental instruction.

Technology Support. If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

DESCRIPTION : Un survol de la littérature française du Moyen Age en bien considérant le rôle des animaux, la liminalité entre l'homme et l'animal et le symbolisme de l'animal dans la littérature prémoderne à partir du bestiaire médiéval.

METHODES D'APPRENTISSAGE : Ce cours est en français. Nous employons des méthodes traditionnelles d'apprentissage : la lecture, la conférence et la discussion en cours et en groupe; les travaux écrits et les exercices de grammaire. Il est essentiel de lire les textes avant de venir en cours et de participer vivement en cours pour avoir une bonne note.

DESCRIPTION DU COURS : Study of advanced grammar with special emphasis on writing and style. Reading and analysis of illustrative texts. Practice may be in a variety of written genres and styles: creative writing, persuasive essays, research papers, technical writing, translation or editing. On demand. Prerequisites: FREN 2120 with a minimum grade of C or placement; or department head approval.

OBJECTIFS DU COURS : *Ce cours vise à:*

- ✓ Démontrer le bon usage des règles fondamentales de la grammaire pour mieux écrire.
- ✓ Développer et améliorer l'expression écrite (structures, vocabulaire, style).
- ✓ Réviser, démontrer et expliquer le bon usage l'étude de certains points de grammaire, notamment : comme les phrases avec *si*, les interrogatifs, les verbes pronominaux, la concordance des temps au passé, le subjonctif, la voix passive, le discours indirect et la proposition relative pour employer une syntaxe plus élégante et plus compliquée.
- ✓ Identifier et distinguer des compétences culturelles qui touchent aux différents contextes et genres du français écrit (description, portrait, correspondance, essai, compte rendu, commentaire composé, etc.) et imiter desdits styles d'écriture
- ✓ S'initier aux diverses utilisations du français écrit et au style spécifique à chaque utilisation (familier, professionnel, administratif, littéraire)
- ✓ Démontrer une appréciation et une compréhension pour le processus d'écriture (grandes étapes, techniques et procédés)
- ✓ Analyser le processus d'écriture d'une perspective critique

REGLEMENTS ET POLITIQUE DU COURS

EVALUATION DE LA NOTE FINALE :

Participation et préparation :	10%	A	90-100
Journaux (8) :	10%	B	80-89
Travaux écrits (9) :	30%	C	70-79
Causeries (3) :	10%	D	60-69
Contrôles (2) :	20%	F	0-59
Examen Final :	20%		



POLITIQUE DEPARTEMENTALE DES ABSENCES/RATTRAPAGES : Any student who misses more than 2 weeks of class (6 unexcused absences) will have a maximum grade of B. Any student who misses more than 4 weeks of class (12 unexcused absences) will have a maximum grade of C. Voir la p. 4 du programme provisoire pour la politique du professeur concernant les absences et la participation.

RATTRAPAGES ET TRAVAUX EN RETARD : **Aucun rattrapage des examens sans certificat médical.** Aucun devoir, rédaction, interro, exposé, projet final, etc. *ne sera accepté ni par courriel ni en retard sans avis préalable.* Tout travail rendu en retard s'expose aux sanctions sévères (un C- au maximum).

PAROLE ET CODE D'HONNEUR (de l'UTC Student Handbook) : I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to insure that the Honor Code is upheld by others and I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

The use of another person's thoughts or words and representing them as your own, and giving or receiving unauthorized help on tests, assignments, or papers constitute plagiarism. This includes but is not limited to the use of quotations or ideas from books, articles, and web sites without appropriate credit. Students who plagiarize will receive an "F" for their paper/exam OR an "F" in the course. Moreover, they may be reported to the UTC Honor Court for further disciplinary action. The Honor Code in the UTC Student Handbook states that plagiarism is an offense that can result in dismissal from the University.

Voir la p. 5 du programme provisoire pour des informations complémentaires concernant le code d'honneur.

APPRECIATION DU COURS : Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

POLITIQUE DE CORRECTION : Tous les devoirs seront rendus dans une semaine, pourvu que tous les étudiants l'aient rendu le travail le jour prévu. Si le professeur était malade ou s'absente pour assister à un colloque, on vous rendra le travail dans les meilleurs délais. Si vos collègues choisissent de rendre leurs devoirs en retard, on

POLITIQUE DE COMMUNICATION : Tout courriel aura une réponse dans les meilleurs délais. N'oubliez pas de lire le programme provisoire au cas où la bonne réponse à votre question s'y trouve. Les situations qui demandent un peu de recherche/réflexion de la part du professeur aura une réponse dans une semaine.

Manuels obligatoires/recommandés* + Technologie:

John Barson et al., *La Grammaire à l'œuvre*, 5^e éd. augmentée,
(Cengage, 2004) ISBN-13: 9780759398092

*Bescherelle : *La Conjugaison pour tous* (Larousse, 2012)

ISBN-13: 978-2218951985 (*recommandé)

*Paul Rouaix, *Trouver le mot juste* (Livre de Poche, 2009)

ISBN-13: 978-2253048404 (*recommandé)

UTC Learn (Blackboard)

Une chemise (pour les travaux écrits)

Un bon dictionnaire français-anglais/français-français

(e.g., <http://www.linternaute.com/dictionnaire/fr/>

<http://www.larousse.fr/dictionnaires/anglais-francais/>,

<http://la-conjugaison.nouvelobs.com/>, etc.)



Participation et préparation (10%) : La présence est obligatoire. La participation se définit selon la présence de l'étudiant en cours ainsi que la volonté de démontrer qu'on a fait la lecture à la maison et qu'on est prêt à discuter (10 % de la note finale). C'est votre participation active au cours qui vous permettra de développer le mieux vos compétences de lecture et d'améliorer votre expression du français écrit et parlé, et ce faisant, à vous préparer en vue des différents examens et devoirs prévus. Veuillez consulter la rubrique à *préparer* du programme provisoire pour ce que vous avez à préparer **avant** de venir en cours.



NB : Les lectures et exercices de grammaire qui se trouvent sur l'UTC Learn sont marqués dans le programme par un astérisque (*). Il faut les lire/faire avant de venir en cours.

La participation *pourrait comprendre aussi* des devoirs, des forums de discussion en ligne et d'interrogations imprévues. Tous les exercices de grammaire marqués en caractères gras et par un astérisque (*) sont des devoirs à faire à la maison et apporter en cours.

La participation sera notée chaque jour. **NB:** Quand on dépasse la limite de 2 absences, une absence mérite un « 0 » pour la participation. Voir aussi la politique du Département des langues et littératures modernes et classiques sur les absences/rattrapages ci-dessus (à la p. 3).

De plus, **ceux qui lisent leur courriel ou jouent au portable pendant le cours ne participent pas et gagnent un « 0 » pour leur note de participation, parce qu'ils sont, dans de termes très pratiques, absents.**

Journaux (10%) : Les **8 journaux** sont des travaux écrits hebdomadaires de **200 mots** (environ une demi-page) qui portent sur les différents contextes et styles du français écrit qu'on étudie ce semestre. **Tous les sujets de journal se trouvent dans notre texte.** La date limite se trouve sous la rubrique *à faire/à rendre* du *programme provisoire*. **Veillez mettre vos journaux sur la table avant que le cours commence le jour où il faut les rendre.**

NB : *Aucun journal ne sera accepté en retard. On laissera tomber les **2** notes les plus basses.*

Travaux écrits (30%) : Chaque étudiant doit écrire **9 travaux écrits** de 400 mots (environ d'1½ à 2 pages, tapé et interligné) et dont le sujet comprendra de différents contextes et styles du français écrit. **Les 5 rédactions** sont des compositions originales dont la note évalue l'écriture ainsi que le thème ; **les 4 révisions** sont de meilleures versions rédigées et retouchées dont la note évalue seulement la correction de votre premier travail selon les suggestions du professeur. **Chaque travail écrit figure dans la note finale.** Tous les sujets de rédaction seront postés sur l'UTC Learn bien en avance de la date limite ; la date limite se trouve sous la rubrique *à faire/à rendre* du *programme provisoire*.

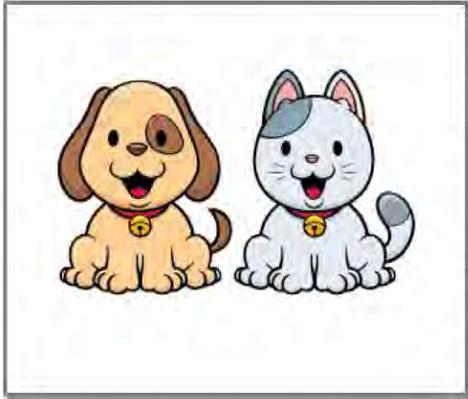
Chaque étudiant doit garder toutes ses rédactions dans une chemise jusqu'à la fin du semestre. Veuillez écrire votre nom et prénom sur votre chemise. **NB: Aucun travail écrit ne sera accepté ni par courriel ni en retard sans avis préalable.** Les **rédactions en retard, incomplets, illisibles, manuscrits, tapés mais non-interlignés, hors de sujet, sans chemise, dans des dossiers incomplets, etc., s'exposent aux sanctions sévères** (un C- au maximum, avec une seule clémence). **Veillez mettre votre chemise sur la table avant que le cours commence le jour où il faut rendre un travail écrit.**

For the purposes of all travaux écrits, cheating and plagiarism are specific, concrete behaviors.

Examples of cheating and plagiarism include (but are not limited to) the following:

- Copying or checking your answers by looking at a classmate's test paper and/or bringing unauthorized material into the classroom on test days.
- **Using your cell phone , notes, dictionaires or textbooks during a contrôle!**
- Having a tutor, friend, roommate, French major, native speaker or French professor write your *rédaction* or correct your *revision*.
- Receiving so much assistance from a tutor, friend, roommate, language major, native speaker or French professor on a writing assignment that they may as well have written/corrected it for you.
- Copying or paraphrasing entries from Wikipedia, Facebook, or other sources (online, print or audio) without proper citation.
- Using online translators and phone apps (e.g., Google Translate) to translate entire sentences word-for-word or paying for professional translation services. **Please see me during office hours or after class for appropriate use of these resources that does not violate the Honor Code.**
- Original instances of online or traditional cheating/plagiarism that are not explicitly enumerated here or in the Honor Code.





Causeries (10%) : Les **3 causeries** sont des conversations de **30 minutes** qu'on passe au laboratoire de langues (Brock 101) en partenariat avec TalkAbroad.com et dans lesquelles on se concentre sur les structures de grammaire que nous révisons ce semestre. La note consistera d'une évaluation de la quantité et de la qualité de cette conversation : la grammaire, le vocabulaire, la prononciation et si on reste dans le thème. Des informations complémentaires se trouveront sur l'UTC Learn bien en avance de la date limite; la date limite se trouve sous la rubrique *à faire / à rendre* du programme provisoire.

Contrôles (20%) : Les **2 contrôles** sont des examens écrits qui porteront sur la grammaire que nous étudions en cours et votre expression du français écrit. **Aucun rattrapage sans certificat médical.**

Examen Final (20%) : Cet examen se composera sur le même modèle que *les contrôles*, mais portera sur tout ce que nous étudions en cours et votre expression du français écrit (grammaire, contextes et styles d'écriture). **Aucun rattrapage sans certificat médical.**



NB: Le programme provisoire *est sujet à des modifications selon nos besoins. Tout changement sera signalé en avance sur UTC Learn OU annoncé en cours.*

PROGRAMME PROVISOIRE

Semaine 1

le mardi 09 janvier

A PREPARER

initiation au cours
Barson, Ch. 1 : le Présent et l'infinif, 2-13
(le présent, l'impératif et l'infinif; *c'est v. il est*)
ex. IX et X, p. 24

A FAIRE / A RENDRE

	<u>A PREPARER</u>	<u>A FAIRE / A RENDRE</u>
le jeudi 11 janvier	Barson, Ch. 1 : le présent et l'infinif, 13-15 <i>(c'est v. il est)</i> ex. XI, p. 24 ; ex. VI à VIII, p. 23 Barson, Ch. 2 : la narration au passé, 29-41, 348 (la concordance des temps au passé) ex. I, p. 53 ; ex. III, p. 57 ; <i>feuille d'exercice A*</i>	ex. V, p. 25 (2 exemplaires)
<u><i>Semaine 2</i></u>		
le mardi 16 janvier	Barson, Ch. 2 : la Narration au passé, 41-47 (le passé simple, le futur du passé, la causalité) <i>feuille d'exercice B</i> (les temps du passé)* ; ex. IV, p. 57 ; ex. V, p. 57	ex. IV, p. 59
le jeudi 18 janvier	lecture : <i>Mélusine</i> (Jean d'Arras)* ex. D à F, pp. 32-34 <i>feuille d'exercice E</i> (les temps du passé)* ; <i>feuille d'exercice</i> (p.s.)* ; <i>feuille d'exercice</i> (l'exp. de la cause)*	
<u><i>Semaine 3</i></u>		
le mardi 23 janvier	Barson, Ch. 3 : l'Interrogation, 67-76 (adverbes, pronoms, et adjectifs interrogatifs) ex. III et IV, pp. 80-81 ; ex. IX et X, pp. 83-84	Rédaction 1 : la narration
le jeudi 25 janvier	Barson, Ch. 4 : le Futur et le conditionnel, 90-98, 100-01 (le futur et le futur ant. ; le cond. et le cond. passé ; les phrases avec <i>si</i>) ex. I à III, pp. 105-06	
<u><i>Semaine 4</i></u>		
le mardi 30 janvier	Barson, Ch. 4 : le Futur et le conditionnel, 98-100 (constructions; usages particuliers du cond.) ex. V à VI, p. 107 ; <i>feuille d'exercice A</i> (les phrases avec <i>si</i>)* lecture : <i>Memnon</i> , pp. 109-11 (Voltaire)	Révision 1
le jeudi 1 ^{er} février	Barson, Ch. 4 : le Futur et le conditionnel (<i>suite</i>) <i>feuille d'exercice B</i> (les phrases avec <i>si</i>)* Barson, Ch. 5 : les Déterminants, 113-21 (les articles, les adjectifs possessifs) ex. I et IV, pp. 131-34	ex. IV OU V, p. 108

	<u>A PREPARER</u>	<u>A FAIRE / A RENDRE</u>
<u>Semaine 5</u>		
le mardi 06 février	Barson, Ch. 5 : les Déterminants, 121-27 (les adjectifs et pronoms démonstratifs ; expressions avec <i>avoir</i>) ex. V, pp. 134-35 ; ex. VI, p. 135 <i>feuille d'exercice</i> (les pronoms démonstratifs)* lecture : <i>Le Corbeau et le Renard</i> , p. 138 (La Fontaine)	Rédaction 2 : la correspondance
le jeudi 08 février		Contrôle 1
<u>Semaine 6</u>		
le mardi 13 février	Barson, Ch. 6 : les Pronoms, 140-48 (les pron. objets directs et indirects, <i>y</i> et <i>en</i> ; les pron. disjoints) ex. I, II et IV pp. 159-60	Causerie 1
le jeudi 15 février	Barson, Ch. 6 : les Pronoms, 148-54 (les pron. possessifs ; les expressions idiomatiques) ex. V, pp. 160-61 ; <i>feuille d'exercice A</i> (les pronoms objets)*	Révision 2
<u>Semaine 7</u>		
le mardi 20 février	Barson, Ch. 6 : les Pronoms (<i>suite</i>) lecture : <i>La Jeune Fille au Turban</i> , Leïla Sebbar* Barson, Ch. 7 : les Verbes pronominaux, 168-76 (les verbes réfléchis et réciproques) ex. I et II, pp. 185-86	ex. I, p. 161
le jeudi 22 février	Barson, Ch. 7, 176-80: les Verbes pronominaux (la voix passive; les prépositions compléments des VR) ex. IV à VI, pp. 187-88 ; ex. IX, p. 189 <i>feuille d'exercice A, I et II</i> (la voix passive)*	
<u>Semaine 8</u>		
le mardi 27 février	Barson, Ch. 7: les Verbes pronominaux (<i>suite</i>) <i>feuille d'exercice B</i> (la voix passive)* lecture : <i>La Ronde</i> , Jean-Marie Le Clézio*	Rédaction 3 : le compte-rendu critique
le jeudi 1 ^{er} mars	Barson, Ch. 8 : la Négation, 194-203, 359 (la négation (en série) ; la négation multiple ; le <i>ne</i> explétif) ex. I, IV et VI, pp. 210-212 ; <i>feuille d'exercice A</i> (la négation)* lecture : <i>Le droit le devoir de vivre</i> , p. 215 (Eluard)	Causerie 2

	<u>A PREPARER</u>	<u>A FAIRE / A RENDRE</u>
<u>Semaine 9</u>		
le mardi 06 mars	Barson, Ch. 8 : la Négation, 203-06, 346-47 (les prépositions compléments des verbes ; usages part.) ex. VII à IX, p. 213 lecture : <i>Je ne regrette rien</i> , Dumont et Vaucaire*	Révision 3
le jeudi 08 mars	Barson, Ch. 9 : le Genre, le nombre et les adj., 217-32 (l'accord et la place des adjectifs ; le comparatif et le super.) ex. II et IV, pp. 241-42 ; ex. VI, VIII et IX, pp. 242-43	ex. I OU II pp. 213-14
<u>Semaine 10</u>		
le mardi 20 mars	Barson, Ch. 9 : le Genre, le nombre et les adj., 232-34 (expressions idiomatiques de comparaison) lecture: <i>Les Mamelles</i> , Birago Diop*	ex. VI, VII OU VIII pp. 244-45
le jeudi 22 mars	Barson, Ch. 10: le Subjonctif, 252-63 (le subj. au présent et le subj. passé ; les conjonctions ; la proposition relative ; le superlatif relatif) ex. II et III, V, pp. 273-75 ; <i>feuille d'exercice A (le subj)</i> *	Rédaction 4 : le portrait
<u>Semaine 11</u>		
le mardi 27 mars	Barson, Ch. 10 : le Subjonctif, 263-66 (la concordance des temps au subj. ; les temps littéraires) ex. I, p. 273; ex. VI, p. 275; <i>feuille d'exercice B (le subj)</i> *	
le jeudi 29 mars	Barson, Ch. 10 : le Subjonctif, 266-69 (constructions) ex. IX, p. 276 ; <i>feuille d'exercice E (le subj.)</i> * Lecture: <i>La Boulangère de Monceau</i> , Eric Rohmer*	Révision 4
<u>Semaine 12</u>		
le mardi 03 avril		ASSESSMENT (SOPI ; test de comp. aud.) test de lect.)
le jeudi 05 avril		Contrôle 2 ASSESSMENT (test d'écrit.)

	<u>A PREPARER</u>	<u>A FAIRE / A RENDRE</u>
<u>Semaine 13</u>		
le mardi 10 avril	Barson, Ch. 11 : les Propositions relatives, 282-87, 291-92 (les pronoms et les adjectifs relatifs) ex. I et II, pp. 294-95 ; <i>feuille d'exercice A</i> (pronoms relatifs)*	ex. I, p. 278
le jeudi 12 avril	Barson, Ch. 11 : les Propositions relatives, 287-92 (suite) (le participe présent et le gérondif ; <i>tout</i>) ex. IV et VI, p. 296 ; <i>feuille d'exercice B, IB</i> (pronoms relatifs)* ; <i>feuille d'exercice C, 9B</i> (pronoms relatifs)* ; <i>feuille d'exercice A</i> (le participe présent/l'adj. verbal)*	Rédaction 5: l'argument
<u>Semaine 14</u>		
le mardi 17 avril	Barson, Ch. 11 : les Propositions relatives (suite) <i>feuille d'exercice B</i> (le participe présent/l'adj. verbal)* ; Barson, Ch. 12 : le Discours indirect, 302-09 (le discours indirect et les adverbes) ex. I, p. 317; ex. V, p. 320 ; <i>feuille d'exercice, ex. 4</i> (le discours indirect)*	ex. IV, p. 299 (2 exemplaires)
le jeudi 19 avril	Barson, Ch. 12 : le Discours indirect, 309-13 (<i>rendre</i> , le <i>faire</i> causatif et les expressions avec <i>faire</i>) ex. VII et VIII, p. 321; <i>feuille d'exercice, ex. 8A</i> (le discours indirect)*	Causerie 3

EXAMEN FINAL

le jeudi 26 avril de 8h à 10h

FREN 3230 / Automne 2020
La Civilisation française
LuMeVe de 11h à 11h50

COURS :	FREN 3230 43338
TITRE :	La Civilisation française
UV :	3
FORMAT :	conférence / discussion
PREREQUIS :	FREN 2120 avec une note de 'C' au minimum ou l'approbation du chef du département
EMPLOI DU TEMPS :	LuMeVe de 11h à 11h50 Brock 205
PROFESSEUR :	Dr. Karen (Casey) Casebier
BUREAU :	Lupton 236 B
TELEPHONE :	423.425.4259
COURRIEL :	karen-casebier@utc.edu
HEURES D'ACCUEIL :	LuMe de 12h à 13h30 et sur rendez-vous

REGLEMENTS ET POLITIQUES UNIVERSITAIRES:

Campus Safety Policy : Due to COVID-19, there is a campus safety policy (<https://www.utc.edu/walker-center-teaching-learning/covid-19-safety-policy.php>). For classes that meet on campus; please review this policy.

COVID-19 Absence Policy : Due to COVID-19, there is an absence policy (<https://www.utc.edu/walker-center-teaching-learning/covid-19-absence-policy.php>) for Fall 2020.

Technology Support : If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email helpdesk@utc.edu.

Student Technology : If you have technology needs to access your courses and/or complete course requirements in Canvas, submit a request (<https://new.utc.edu/information-technology/learning-from-home>) with Information Technology.

Student Accommodations : If you have accessibility and accommodation requests, contact the Disability Resource Center (<https://www.utc.edu/disability-resource-center/index.php>) at 423-425-4006 or email DRC@utc.edu.

METHODES D'APPRENTISSAGE : Ce cours est en français. Nous employons des méthodes traditionnelles d'apprentissage : la lecture, la conférence et la discussion en cours et en groupe; les travaux écrits, les exposés et les travaux de recherche strictement personnelle. Il est essentiel de lire les textes avant de venir en cours et de participer vivement en cours.

DESCRIPTION DU COURS : The fine arts, patterns of living, and total life-style of the French people approached through their language. Geographical and historical backgrounds included. On demand. Prerequisites: FREN 2120 with a minimum grade of C or placement, or department head approval.

ACQUIS DU COURS : *Ce cours vise à:*

- ✓ Acquérir du vocabulaire concernant l'histoire, la sociologie et les institutions politiques de la France contemporaine et pratiquer son bon usage
- ✓ Identifier, discuter et faire des analyses des thèmes principaux du texte en relevant les informations critiques/thèmes principaux en français
- ✓ Identifier, discuter et expliquer les caractéristiques principales et personnages clés de la civilisation française, notamment les institutions politiques, la vie sociale et la vie culturelle de la France contemporaine et son rôle dans l'Union Européenne
- ✓ Identifier, discuter et expliquer certains événements historiques et tendances idéologiques de la civilisation française et leur influence sur la vie politique, sociale et culturelle de la France contemporaine
- ✓ Développer des compétences générales concernant les institutions et phénomènes sociaux comme les régions, la famille, l'éducation, l'immigration, la religion, la vie active et le statut de la femme
- ✓ Faire des comparaisons et expliquer les différences principales entre la culture et la société française et la nôtre
- ✓ Rechercher, analyser, parler et écrire sur la culture, l'histoire et la société française d'une perspective critique

COVID ABSENCES : Prior to arriving on campus each day or attending a face-to-face class, students are to complete the daily self-check through the university approved application. Students who are instructed to stay home due to their responses are not to come to campus or attend face to face classes and instead follow up as directed through the self-check instructions.

Students **must notify the instructor of their absence by email within 48 hours, if possible**. Students are not required to provide the instructor with documentation of COVID-19 symptoms. Students will not be penalized for absences or late course assessments unless they are unable to complete course learning outcomes. Faculty will work with students to identify ways to complete course requirements.

Students must, if they are asymptomatic or if their symptoms do not interfere with their ability to participate in the course, **continue to participate in the course using the online assets and tools that the instructor makes available through UTC Learn including:** travaux écrits (alternative assignments à l'oral) and contrôles.

If COVID-19 related illness results in any missed course work (face-to-face or online), students should **proactively work with the instructor to plan make-up work**. It remains the student's responsibility to complete any missed work such as assignments, tests, quizzes, labs, or projects outside of scheduled class time. But please realize that class will continue, and students may find themselves in the situation where they are unable to complete all work by the end of the semester. In such a case, students should consider a late withdrawal or an incomplete grade. Please contact the Records Office (423-425-4416) to learn more about the late withdrawal process.

If students have COVID-19 disability related risk factors that may affect attendance, students are strongly encouraged to register with the Disability Resource Center (423-425-4006) in order to receive necessary accommodations.

If students believe the instructor has not made reasonable and appropriate accommodations for absences, or makeup assignments, projects, labs, or exams due to COVID-19, students have the right to appeal according to UTC's Policies and Procedures for Student Complaints by filling out the Student Complaint Form and submitting to the Office of the Dean of Students.

REGLEMENTS ET POLITIQUE DU COURS

EVALUATION DE LA NOTE FINALE :

Participation et préparation :	10%	A	90-100
Rédactions (3):	15%	B	80-89
Contrôles (3):	25%	C	70-79
Exposés (3) :	10%	D	60-69
Dissertations (2):	20%	F	0-59
Examen Final:	20%		



COVID STATEMENT : Due to social distancing, only 25% of students (*8-10 people) may be in the classroom at the same time. A schedule of attendance will be posted at the beginning of the semester; it will be subject to revision based on attendance and/or changes to the official class roster. In addition, both the format and the testing conditions of *exposés*, *contrôles* and the *examen final* are subject to change; these assessments may be written, oral or some combination thereof, and they may be online or in class. Changes will be announced in advance in class and/or on UTC Learn; be prepared to be flexible this semester.

POLITIQUE DEPARTEMENTALE DES ABSENCES/RATTRAPAGES_: Any student who misses more than 2 weeks of class (6 unexcused absences) will have a maximum grade of B. Any student who misses more than 4 weeks of class (12 unexcused absences) will have a maximum grade of C. *Veillez consulter la rubrique « Participation et préparation » du programme provisoire pour la politique du professeur concernant les absences.*

RATTRAPAGES ET TRAVAUX ECRITS EN RETARD : Aucun rattrapage des examens sans certificat médical. Aucun devoir, rédaction, révision, interro, exposé, dissertation, etc. ne sera accepté ni par courriel ni en retard sans avis préalable ET sans certificat médical. Tout travail rendu en retard s'expose aux sanctions sévères (un C- au maximum).

Politique de Correction : Tous les devoirs seront rendus dans une huitaine, pourvu que tous les étudiants aient rendu le travail le jour prévu. Si le professeur était malade ou s'absente pour assister à un colloque, on vous rendra le travail dans les meilleurs délais. Si vos collègues choisissent de rendre leurs devoirs en retard, on attendra plus longtemps la correction du professeur.

Politique de Communication : Tout courriel aura une réponse dans les meilleurs délais. N'oubliez pas de lire le programme provisoire au cas où la bonne réponse à votre question s'y trouve. Les situations qui demandent un peu de recherche/réflexion de la part du professeur aura une réponse dans une huitaine.

Politique de Participation : On s'attend que les étudiants lisent les textes avant de venir en cours, qu'ils assistent régulièrement au cours, et qu'ils s'engagent dans les discussions en cours et en groupe chaque jour.

PAROLE ET ENGAGEMENT D'HONNEUR (de l'UTC Student Handbook) : I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to insure that the Honor Code is upheld by others and I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

The use of another person's thoughts or words and representing them as your own, and giving or receiving unauthorized help on tests, assignments, or papers constitutes plagiarism. This includes but is not limited to the use of quotations or ideas from books, articles, and web sites without appropriate credit. Students who plagiarize will receive an "F" for their paper/exam OR an "F" in the course. Moreover, they may be reported to the UTC Honor Court for further disciplinary action. The Honor Code in the UTC Student Handbook states that plagiarism is an offense that can result in dismissal from the University. For more information, please consult the policy on Academic Integrity: www.utc.edu/dean-students/pdfs/academics.pdf *Veillez consulter la rubrique « Rédactions » du programme provisoire pour des informations complémentaires.*

APPRECIATION DU COURS : Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.



Manuels obligatoires/suggérés* + Technologie:

Edmiston, William, et Annie Dumesnil, *La France Contemporaine*,
5^e édition (Cengage, 2016) ISBN-13: 9781305251083

St. Onge, Ronald, et al., *La Civilisation française en évolution I :
Institutions et culture avant la Ve République* (Cengage, 1996)*
ISBN-13: 978-0838460085

St. Onge, Ronald, et al., *La Civilisation française en évolution II :
Institutions et culture depuis la Ve République* (Cengage, 1997)*
ISBN-13: 9780838460092 (*recommandé)

Un bon dictionnaire français-anglais/français-français
(e.g., <http://www.linternaute.com/dictionnaire/fr/>
<http://www.larousse.fr/dictionnaires/anglais-francais>,
<http://la-conjugaison.nouvelobs.com/>, etc.)

Une chemise (pour les rédactions)

UTC Learn (Blackboard)

Zoom

Un microphone et des écouteurs*

Participation et préparation (10%) : La présence est obligatoire.

La participation se définit selon la présence de l'étudiant en cours ainsi que la volonté de démontrer qu'on a fait la lecture à la maison et qu'on est prêt à discuter. C'est votre participation active au cours qui vous permettra de développer le mieux vos compétences de lecture et d'améliorer votre expression du français écrit et parlé, et ce faisant, à vous préparer en vue des différents examens et devoirs prévus.

Veuillez consulter la rubrique à *préparer* du programme provisoire pour ce que vous avez à préparer **avant** de venir en cours. **Les lectures qui se trouvent sur l'UTC Learn sont marquées dans le programme par un astérisque (*)**.

La participation pourrait comprendre aussi des devoirs, des forums de discussion en ligne et d'interrogations imprévues. **Les devoirs seront annoncés pendant les annonces au début ou à la fin de chaque cours, s'il y en aurait. Ne soyez pas en retard !**

La participation sera notée chaque jour. **NB: Quand on dépasse la limite de 3 absences, une absence mérite un « 0 » pour la participation.**

Voir aussi la politique du Département des langues et littératures modernes et classiques sur les absences/rattrapages ci-dessus.

De plus, ceux qui lisent leur courriel ou jouent au portable pendant le cours ne participent pas et gagnent un « 0 » pour leur note de participation, parce qu'ils sont, de toute évidence, absents. Il en va de même pour ceux qui refusent de parler en cours ou travailler en groupe.





Rédactions (15%) : Les **3 rédactions** sont des travaux écrits de 400 mots (environ d'1½ à 2 pages, tapé à interligne 2) qui portent sur des aspects de la culture française que nous étudions et dans lesquelles on fait des comparaisons ou développez un argument **sans** faire de la recherche. Tous les sujets de rédaction seront postés sur l'UTC Learn bien en avance de la date limite ; la date limite se trouve sous la rubrique à *faire/à rendre* du programme provisoire.

Chaque étudiant doit garder toutes ses rédactions dans une chemise jusqu'à la fin du semestre. Veuillez écrire votre nom et prénom sur votre chemise. **NB : Aucune rédaction ne sera accepté ni par courriel ni en retard sans avis préalable.** Les *rédactions* en retard, incomplets, illisibles, manuscrits, tapés mais non-interlinés, hors de sujet, sans chemise, dans des dossiers incomplets, etc., s'exposent aux sanctions sévères (un C- au maximum, avec une seule clémence).

Veuillez mettre votre chemise sur la table avant que le cours commence le jour où il faut rendre une *rédaction*.

NB: Any *rédaction* that shows undeniable evidence of academic misconduct will result in immediate and injurious disciplinary action. Intellectual theft/laziness will not be tolerated; please see the Honor System in the UTC Student Handbook for a limited list of Honor Code violations (<http://www.utc.edu/dean-students/pdfs/academics.pdf>).

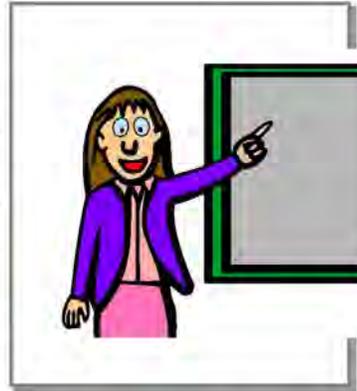
For the purposes of this class, cheating and plagiarism are specific, concrete behaviors. Examples of cheating and plagiarism include (but are not limited to) the following:

- Copying or checking your answers by looking at a classmate's test paper and/or bringing unauthorized material into the classroom on test days.
- Communicating questions to classmates before they have taken the *contrôle*.
- Using your cell phone, notes, dictionaries or textbooks during a *contrôle*.
- Having someone else (e.g., tutor, friend, roommate, French major, native speaker, former French professor) give so much help that they are writing your *rédaction* / correcting your *révision*.
- Paying someone to write or rewrite your paper or "borrowing" a paper from a classmate or former student.
- Using online translators for words, sentences or paragraphs.
- Copying or paraphrasing entries from any source (online, print or audio) without proper citation.
- Original instances of online or traditional cheating/plagiarism that are not explicitly enumerated here or in the Honor Code.

Exposés (10%) : Les 3 exposés sont des discours à l'oral dans lequel on parle d'un sujet de recherche qui portera sur un aspect de la culture française. Chaque étudiant préparera des exposés sur **1) une région française, 2) un personnage clé** de l'histoire ou de la politique qui porteront sur la recherche qu'on aura fait en préparation pour la *dissertation*, et **3) un sujet libre** qui portera sur un aspect de la culture française. *La dissertation qui s'accompagne l'exposé à rendre le jour de son exposé, et comprendra un compte-rendu et une bibliographie en style MLA.*

Chaque étudiant aura environ **10 minutes** pour présenter son exposé, y compris la période des questions et réponses orales. **Un rendez-vous avec le professeur est obligatoire avant chaque cycle exposé + dissertation (si ainsi dit); ceux qui n'ont pas de rendez-vous auront un « 0 » pour cet élément de l'exercice.** Il en va de même pour ceux qui ne participeront pas pendant la période des questions et réponses orales.

Des informations complémentaires se trouveront sur l'UTC Learn bien en avance de la date limite; la date limite se trouve sous la rubrique *à faire / à rendre* du *programme provisoire*. **NB : Les étudiants qui s'absentent le jour de leur exposé et qui n'ont pas de remplacement auront un « 0 ».** Il n'y a pas de rattrapage. De plus, on s'attend aussi la vive participation de tout étudiant lors de ces séances, qui sont obligatoires ; on s'attend que les étudiants soient bien élevés.



Dissertations (20%) : Les 2 dissertations sont des travaux de recherche de longueur variable (**4 à 7 pages**) sur un aspect de la culture française que nous étudions en cours (une région française, un personnage clé et un sujet libre), dont l'exposé représenterait un état présent à l'oral de la recherche et la dissertation. *La Bibliographie et le style de citation seront conformes aux conseils MLA ou Chicago. D'autres styles de citation sont défendus.*

Toutes les sources secondaires devront être tirées des livres et journaux bien-réputés (i.e., trouvées sur la base de données MLA, lues et approuvées par le professeur). **Un rendez-vous avec le professeur est obligatoire avant chaque cycle exposé + dissertation (si ainsi dit); ceux qui n'ont pas de rendez-vous auront un « 0 » pour cet élément de l'exercice.**

Des informations complémentaires sur les différentes dissertations se trouveront sur l'UTC Learn bien en avance de la date limite; la date limite se trouve sous la rubrique *à faire / à rendre* du *programme provisoire*. **NB: Aucune dissertation ne sera acceptée ni par courriel ni en retard sans avis préalable ET sans certificat médical.**

Contrôles (25%) : Les 3 *contrôles* sont des examens écrits qui porteront sur les textes que nous étudions et discutons en cours ainsi que votre expression du français écrit. **Aucun rattrapage sans certificat médical.** NB : **Ce semestre, il se peut que les contrôles soient en ligne OU à l'oral.**

Examen Final (20%) : Cet examen sera compréhensif et se composera sur le même modèle que *les contrôles*. **Aucun rattrapage sans certificat médical.** NB : **Ce semestre, il se peut que l'examen final soit en ligne OU à l'oral.**



NB: Le programme provisoire est sujet à des modifications selon nos besoins. Tout changement sera signalé en avance sur UTC Learn ET / OU annoncé en cours. Veuillez consulter UTC Learn régulièrement, soyez à l'heure, et apportez vos livres en cours.

PROGRAMME PROVISOIRE

A PREPARER

A FAIRE / A RENDRE

Semaine 1 : l'identité française et européenne

le lundi 17 août initiation au cours

le mercredi 19 août Introduction : La France et les Etats-Unis, 1-4
Chapitre 1 : La France physique, 6-12

le vendredi 21 août Chapitre 2 : Paris et la vie urbaine, 15-30

Semaine 2

le lundi 24 août Chapitre 2 : Paris et la vie urbaine (*suite*)
*La Civilisation française en évolution I (CFE I),**
Dossier 2, Ch. I : Vercingétorix, 51-59*
*CFE I, Dossier 1, Ch. II : L'Antiquité : Vestiges romains, 8-12**

le mercredi 26 août Chapitre 13 : L'immigration, 220-32

le vendredi 28 août Chapitre 13 : L'immigration, 220-32 (*suite*)

	<u>A PREPARER</u>	<u>A FAIRE / A RENDRE</u>
<u>Semaine 3</u>		
le lundi 31 août	Chapitre 12 : Les religions, 200-17	
le mercredi 02 septembre	Chapitre 12 : Les religions (<i>suite</i>) CFE I, Dossier 1, Ch. III : Le Moyen Age : Cathédrales gothiques, 13-15* CFE I, Dossier 2, Ch. IV : Henri IV, 71-73*	
le vendredi 04 septembre	L'identité culturelle française (<i>suite</i>) CFE II, Dossier 6, Chapitre III : L'identité culturelle de la France, 330-34, 343-48*	
<u>Semaine 4</u>		
le lundi 07 septembre	Chapitre 3 : Les Régions et les provinces, 34-52 CFE I, Dossier 2, Chapitre III : Jeanne d'Arc, 66-70* CFE I, Dossier 1, Ch. IV : La Renaissance : Châteaux de la Loire, 17-19*	
le mercredi 09 septembre	Chapitre 4 : Les langues de la France, 56-71 Du Bellay : <i>La Défense et l'illustration de la langue française</i> * CFE I, Dossier 2, Chapitre II : Charlemagne, 60-61, 179*	rédaction 1
le vendredi 11 septembre		exposé + dissertation 1 : les régions
<u>Semaine 5</u>		
le lundi, 14 septembre	Chapitre 5 : L'Union européenne, 75-86	
le mercredi 16 septembre	CFE II, Dossier 2, Chapitre IV : l'avenir européen, 167-71* CFE II, Dossier 4, Chapitre V : l'Union européenne, 223-27* CFE II, Dossier 6, Chapitre III : L'identité culturelle de la France, 336-38*	
le vendredi 18 septembre	L'identité culturelle française et l'Union européenne (<i>suite</i>)*	
<u>Semaine 6 : l'histoire de France</u>		
le lundi 21 septembre		contrôle 1

A PREPARER**A FAIRE / A RENDRE**

le mercredi 23 septembre CFE I, Dossier 3, Ch. I : Développement de la monarchie, 113-17,122-25,127-29*
CFE I, Dossier 2, Chapitre V : Louis XIV, 77-81*
CFE I, Dossier 1, Ch. V : Le XVIIe siècle : Versailles, 23-27*

le vendredi 25 septembre CFE I, Dossier 1, Ch. V : Le XVIIe siècle : Versailles, 23-27* (suite)
CFE I, Dossier 4, Ch. II : Aristocrates et bourgeois, 183-87, 189-94*
CFE I, Dossier 3, Chapitre II : Révolution, 130-35* **abstrait + bib**

Semaine 7

le lundi 28 septembre CFE I, Dossier 3, Chapitre II : Révolution, 130-35* (suite)
CFE I, Dossier 2, Chapitre VI : Napoléon, 83-87*
CFE I, Dossier 3, Chapitre III : Empire, monarchie constitutionnelle et République, 138-42, 147-48*

le mercredi 30 septembre CFE I, Dossier 3, Chapitre III : Empire, monarchie constitutionnelle et République, 138-42, 147-48* (suite)
CFE I, Dossier 3, Chapitre IV : La IIIe République (1870-1940), 149-57*
CFE I, Dossier 3, Chapitre V : L'Etat français (1940-44), 158-62*

le vendredi 02 octobre CFE I, Dossier 3, Chapitre V : L'Etat français (1940-44), 158-62* (suite)
CFE I, Dossier 3, Chapitre VI : La IVe République (1946-58), 163-65*
CFE I, Dossier 2, Chapitre IX : Le général de Gaulle, 100-04, 105*

Semaine 8

le lundi 05 octobre CFE I, Dossier 2, Chapitre IX : Le général de Gaulle, 100-04, 105* (suite)

le mercredi 07 octobre **exposé + dissertation 2 : un personnage clé**

le vendredi 09 octobre **exposé + dissertation 2 : un personnage clé**

Semaine 9 : les institutions politiques

le lundi 12 octobre Chapitre 6 : La République française, 92-103

le mercredi 14 octobre Chapitre 6 : La République française, 92-103 (suite)
Chapitre 7 : L'Etat, 107-120

le vendredi 16 octobre Chapitre 7 : L'Etat, 107-120 (suite)

A PREPARER**A FAIRE / A RENDRE****Semaine 10**

le lundi 19 octobre	Chapitre 8 : Les partis politiques et les élections, 123-35	
le mercredi 21 octobre	Chapitre 8 : Les partis politiques et les élections, 123-35 (<i>suite</i>)	rédaction 2
le vendredi 23 octobre		contrôle 2

Semaine 11 : les institutions sociales

le lundi 26 octobre	Chapitre 9 : La famille et la sexualité, 140-55	
le mercredi 28 octobre	Chapitre 9 : La famille et la sexualité, 140-55 (<i>suite</i>) CFE II, Dossier 1, Ch. I : La famille et le rôle de la femme, 3-7* CFE I, Dossier 4, Chapitre IV : <i>Le deuxième sexe</i> , 221-23 CFE II, Dossier 2, Ch. V : La vie professionnelle et la femme au travail, 104-08*	
le vendredi 30 octobre	CFE II, Dossier 1, Ch. I : La famille et le rôle de la femme, 3-7* CFE I, Dossier 4, Chapitre IV : <i>Le deuxième sexe</i> , 221-23 CFE II, Dossier 2, Ch. V : La vie professionnelle et la femme au travail, 104-08*	

Semaine 12

le lundi 02 novembre	Chapitre 14 : l'Education, 235-52	
le mercredi 04 novembre	Chapitre 14 : l'Education, 235-52 (<i>suite</i>) Chapitre 10 : Le travail et le temps libre, 159-68	
le vendredi 06 novembre	Chapitre 10 : Le travail et le temps libre, 159-68 (<i>suite</i>) Chapitre 10 : Le travail et le temps libre, 169-78	

Semaine 13

le lundi 09 novembre	Chapitre 11 : La protection sociale, 183-94	rédaction 3
le mercredi 11 novembre	Chapitre 11 : La protection sociale, 183-94 (<i>suite</i>)	
le vendredi 13 novembre		exposé 3 : sujet libre

A PREPARER**A FAIRE / A RENDRE****Semaine 14**

le lundi 16 novembre

le mercredi 18 novembre

le vendredi 20 novembre

Révision

exposé 3 : sujet libre**contrôle 3**

ASSESSMENTS

L'EXAMEN FINAL :
le lundi 07 décembre de 10h30 à 12h30

FREN 3230 / Automne 2020
La Civilisation française
LuMeVe de 11h à 11h50

COURS :	FREN 3230 43338
TITRE :	La Civilisation française
UV :	3
FORMAT :	conférence / discussion
PREREQUIS :	FREN 2120 avec une note de 'C' au minimum ou l'approbation du chef du département
EMPLOI DU TEMPS :	LuMeVe de 11h à 11h50 Brock 205
PROFESSEUR :	Dr. Karen (Casey) Casebier
BUREAU :	Lupton 236 B
TELEPHONE :	423.425.4259
COURRIEL :	karen-casebier@utc.edu
HEURES D'ACCUEIL :	LuMe de 12h à 13h30 et sur rendez-vous

REGLEMENTS ET POLITIQUES UNIVERSITAIRES:

Campus Safety Policy : Due to COVID-19, there is a campus safety policy (<https://www.utc.edu/walker-center-teaching-learning/covid-19-safety-policy.php>). For classes that meet on campus; please review this policy.

COVID-19 Absence Policy : Due to COVID-19, there is an absence policy (<https://www.utc.edu/walker-center-teaching-learning/covid-19-absence-policy.php>) for Fall 2020.

Technology Support : If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email helpdesk@utc.edu.

Student Technology : If you have technology needs to access your courses and/or complete course requirements in Canvas, submit a request (<https://new.utc.edu/information-technology/learning-from-home>) with Information Technology.

Student Accommodations : If you have accessibility and accommodation requests, contact the Disability Resource Center (<https://www.utc.edu/disability-resource-center/index.php>) at 423-425-4006 or email DRC@utc.edu.

METHODES D'APPRENTISSAGE : Ce cours est en français. Nous employons des méthodes traditionnelles d'apprentissage : la lecture, la conférence et la discussion en cours et en groupe; les travaux écrits, les exposés et les travaux de recherche strictement personnelle. Il est essentiel de lire les textes avant de venir en cours et de participer vivement en cours.

DESCRIPTION DU COURS : The fine arts, patterns of living, and total life-style of the French people approached through their language. Geographical and historical backgrounds included. On demand. Prerequisites: FREN 2120 with a minimum grade of C or placement, or department head approval.

ACQUIS DU COURS : *Ce cours vise à:*

- ✓ Acquérir du vocabulaire concernant l'histoire, la sociologie et les institutions politiques de la France contemporaine et pratiquer son bon usage
- ✓ Identifier, discuter et faire des analyses des thèmes principaux du texte en relevant les informations critiques/thèmes principaux en français
- ✓ Identifier, discuter et expliquer les caractéristiques principales et personnages clés de la civilisation française, notamment les institutions politiques, la vie sociale et la vie culturelle de la France contemporaine et son rôle dans l'Union Européenne
- ✓ Identifier, discuter et expliquer certains événements historiques et tendances idéologiques de la civilisation française et leur influence sur la vie politique, sociale et culturelle de la France contemporaine
- ✓ Développer des compétences générales concernant les institutions et phénomènes sociaux comme les régions, la famille, l'éducation, l'immigration, la religion, la vie active et le statut de la femme
- ✓ Faire des comparaisons et expliquer les différences principales entre la culture et la société française et la nôtre
- ✓ Rechercher, analyser, parler et écrire sur la culture, l'histoire et la société française d'une perspective critique

COVID ABSENCES : Prior to arriving on campus each day or attending a face-to-face class, students are to complete the daily self-check through the university approved application. Students who are instructed to stay home due to their responses are not to come to campus or attend face to face classes and instead follow up as directed through the self-check instructions.

Students **must notify the instructor of their absence by email within 48 hours, if possible**. Students are not required to provide the instructor with documentation of COVID-19 symptoms. Students will not be penalized for absences or late course assessments unless they are unable to complete course learning outcomes. Faculty will work with students to identify ways to complete course requirements.

Students must, if they are asymptomatic or if their symptoms do not interfere with their ability to participate in the course, **continue to participate in the course using the online assets and tools that the instructor makes available through UTC Learn including:** travaux écrits (alternative assignments à l'oral) and contrôles.

If COVID-19 related illness results in any missed course work (face-to-face or online), students should **proactively work with the instructor to plan make-up work**. It remains the student's responsibility to complete any missed work such as assignments, tests, quizzes, labs, or projects outside of scheduled class time. But please realize that class will continue, and students may find themselves in the situation where they are unable to complete all work by the end of the semester. In such a case, students should consider a late withdrawal or an incomplete grade. Please contact the Records Office (423-425-4416) to learn more about the late withdrawal process.

If students have COVID-19 disability related risk factors that may affect attendance, students are strongly encouraged to register with the Disability Resource Center (423-425-4006) in order to receive necessary accommodations.

If students believe the instructor has not made reasonable and appropriate accommodations for absences, or makeup assignments, projects, labs, or exams due to COVID-19, students have the right to appeal according to UTC's Policies and Procedures for Student Complaints by filling out the Student Complaint Form and submitting to the Office of the Dean of Students.

REGLEMENTS ET POLITIQUE DU COURS

EVALUATION DE LA NOTE FINALE :

Participation et préparation :	10%	A	90-100
Rédactions (3):	15%	B	80-89
Contrôles (3):	25%	C	70-79
Exposés (3) :	10%	D	60-69
Dissertations (2):	20%	F	0-59
Examen Final:	20%		



COVID STATEMENT : Due to social distancing, only 25% of students (*8-10 people) may be in the classroom at the same time. A schedule of attendance will be posted at the beginning of the semester; it will be subject to revision based on attendance and/or changes to the official class roster. In addition, both the format and the testing conditions of *exposés*, *contrôles* and the *examen final* are subject to change; these assessments may be written, oral or some combination thereof, and they may be online or in class. Changes will be announced in advance in class and/or on UTC Learn; be prepared to be flexible this semester.

POLITIQUE DEPARTEMENTALE DES ABSENCES/RATTRAPAGES_: Any student who misses more than 2 weeks of class (6 unexcused absences) will have a maximum grade of B. Any student who misses more than 4 weeks of class (12 unexcused absences) will have a maximum grade of C. *Veillez consulter la rubrique « Participation et préparation » du programme provisoire pour la politique du professeur concernant les absences.*

RATTRAPAGES ET TRAVAUX ECRITS EN RETARD : Aucun rattrapage des examens sans certificat médical. Aucun devoir, rédaction, révision, interro, exposé, dissertation, etc. ne sera accepté ni par courriel ni en retard sans avis préalable ET sans certificat médical. Tout travail rendu en retard s'expose aux sanctions sévères (un C- au maximum).

Politique de Correction : Tous les devoirs seront rendus dans une huitaine, pourvu que tous les étudiants aient rendu le travail le jour prévu. Si le professeur était malade ou s'absente pour assister à un colloque, on vous rendra le travail dans les meilleurs délais. Si vos collègues choisissent de rendre leurs devoirs en retard, on attendra plus longtemps la correction du professeur.

Politique de Communication : Tout courriel aura une réponse dans les meilleurs délais. N'oubliez pas de lire le programme provisoire au cas où la bonne réponse à votre question s'y trouve. Les situations qui demandent un peu de recherche/réflexion de la part du professeur aura une réponse dans une huitaine.

Politique de Participation : On s'attend que les étudiants lisent les textes avant de venir en cours, qu'ils assistent régulièrement au cours, et qu'ils s'engagent dans les discussions en cours et en groupe chaque jour.

PAROLE ET ENGAGEMENT D'HONNEUR (de l'UTC Student Handbook) : I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to insure that the Honor Code is upheld by others and I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

The use of another person's thoughts or words and representing them as your own, and giving or receiving unauthorized help on tests, assignments, or papers constitutes plagiarism. This includes but is not limited to the use of quotations or ideas from books, articles, and web sites without appropriate credit. Students who plagiarize will receive an "F" for their paper/exam OR an "F" in the course. Moreover, they may be reported to the UTC Honor Court for further disciplinary action. The Honor Code in the UTC Student Handbook states that plagiarism is an offense that can result in dismissal from the University. For more information, please consult the policy on Academic Integrity: www.utc.edu/dean-students/pdfs/academics.pdf *Veillez consulter la rubrique « Rédactions » du programme provisoire pour des informations complémentaires.*

APPRECIATION DU COURS : Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.



Manuels obligatoires/suggérés* + Technologie:

Edmiston, William, et Annie Dumesnil, *La France Contemporaine*,
5^e édition (Cengage, 2016) ISBN-13: 9781305251083

St. Onge, Ronald, et al., *La Civilisation française en évolution I :
Institutions et culture avant la Ve République* (Cengage, 1996)*
ISBN-13: 978-0838460085

St. Onge, Ronald, et al., *La Civilisation française en évolution II :
Institutions et culture depuis la Ve République* (Cengage, 1997)*
ISBN-13: 9780838460092 (*recommandé)

Un bon dictionnaire français-anglais/français-français
(e.g., <http://www.linternaute.com/dictionnaire/fr/>
<http://www.larousse.fr/dictionnaires/anglais-francais>,
<http://la-conjugaison.nouvelobs.com/>, etc.)

Une chemise (pour les rédactions)

UTC Learn (Blackboard)

Zoom

Un microphone et des écouteurs*

Participation et préparation (10%) : La présence est obligatoire.

La participation se définit selon la présence de l'étudiant en cours ainsi que la volonté de démontrer qu'on a fait la lecture à la maison et qu'on est prêt à discuter. C'est votre participation active au cours qui vous permettra de développer le mieux vos compétences de lecture et d'améliorer votre expression du français écrit et parlé, et ce faisant, à vous préparer en vue des différents examens et devoirs prévus.

Veuillez consulter la rubrique à *préparer* du programme provisoire pour ce que vous avez à préparer **avant** de venir en cours. **Les lectures qui se trouvent sur l'UTC Learn sont marquées dans le programme par un astérisque (*)**.

La participation pourrait comprendre aussi des devoirs, des forums de discussion en ligne et d'interrogations imprévues. **Les devoirs seront annoncés pendant les annonces au début ou à la fin de chaque cours, s'il y en aurait. Ne soyez pas en retard !**

La participation sera notée chaque jour. **NB: Quand on dépasse la limite de 3 absences, une absence mérite un « 0 » pour la participation.**

Voir aussi la politique du Département des langues et littératures modernes et classiques sur les absences/rattrapages ci-dessus.

De plus, ceux qui lisent leur courriel ou jouent au portable pendant le cours ne participent pas et gagnent un « 0 » pour leur note de participation, parce qu'ils sont, de toute évidence, absents.

Il en va de même pour ceux qui refusent de parler en cours ou travailler en groupe.





Rédactions (15%) : Les **3 rédactions** sont des travaux écrits de 400 mots (environ d'1½ à 2 pages, tapé à interligne 2) qui portent sur des aspects de la culture française que nous étudions et dans lesquelles on fait des comparaisons ou développez un argument **sans** faire de la recherche. Tous les sujets de rédaction seront postés sur l'UTC Learn bien en avance de la date limite ; la date limite se trouve sous la rubrique à *faire/à rendre* du programme provisoire.

Chaque étudiant doit garder toutes ses rédactions dans une chemise jusqu'à la fin du semestre. Veuillez écrire votre nom et prénom sur votre chemise. **NB : Aucune rédaction ne sera accepté ni par courriel ni en retard sans avis préalable.** Les *rédactions* en retard, incomplets, illisibles, manuscrits, tapés mais non-interlinés, hors de sujet, sans chemise, dans des dossiers incomplets, etc., s'exposent aux sanctions sévères (un C- au maximum, avec une seule clémence).

Veillez mettre votre chemise sur la table avant que le cours commence le jour où il faut rendre une *rédaction*.

NB: Any *rédaction* that shows undeniable evidence of academic misconduct will result in immediate and injurious disciplinary action. Intellectual theft/laziness will not be tolerated; please see the Honor System in the UTC Student Handbook for a limited list of Honor Code violations (<http://www.utc.edu/dean-students/pdfs/academics.pdf>).

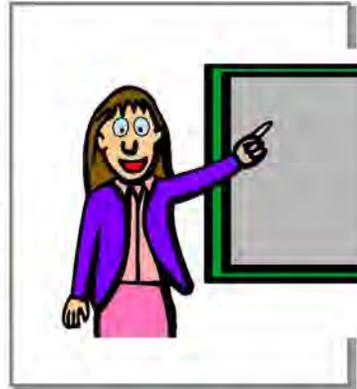
For the purposes of this class, cheating and plagiarism are specific, concrete behaviors. Examples of cheating and plagiarism include (but are not limited to) the following:

- Copying or checking your answers by looking at a classmate's test paper and/or bringing unauthorized material into the classroom on test days.
- Communicating questions to classmates before they have taken the *contrôle*.
- Using your cell phone, notes, dictionaries or textbooks during a *contrôle*.
- Having someone else (e.g., tutor, friend, roommate, French major, native speaker, former French professor) give so much help that they are writing your *rédaction* / correcting your *révision*.
- Paying someone to write or rewrite your paper or "borrowing" a paper from a classmate or former student.
- Using online translators for words, sentences or paragraphs.
- Copying or paraphrasing entries from any source (online, print or audio) without proper citation.
- Original instances of online or traditional cheating/plagiarism that are not explicitly enumerated here or in the Honor Code.

Exposés (10%) : Les 3 exposés sont des discours à l'oral dans lequel on parle d'un sujet de recherche qui portera sur un aspect de la culture française. Chaque étudiant préparera des exposés sur **1) une région française, 2) un personnage clé** de l'histoire ou de la politique qui porteront sur la recherche qu'on aura fait en préparation pour la *dissertation*, et **3) un sujet libre** qui portera sur un aspect de la culture française. *La dissertation qui s'accompagne l'exposé à rendre le jour de son exposé, et comprendra un compte-rendu et une bibliographie en style MLA.*

Chaque étudiant aura environ **10 minutes** pour présenter son exposé, y compris la période des questions et réponses orales. **Un rendez-vous avec le professeur est obligatoire avant chaque cycle exposé + dissertation (si ainsi dit); ceux qui n'ont pas de rendez-vous auront un « 0 » pour cet élément de l'exercice.** Il en va de même pour ceux qui ne participeront pas pendant la période des questions et réponses orales.

Des informations complémentaires se trouveront sur l'UTC Learn bien en avance de la date limite; la date limite se trouve sous la rubrique *à faire / à rendre du programme provisoire*. **NB : Les étudiants qui s'absentent le jour de leur exposé et qui n'ont pas de remplacement auront un « 0 ».** Il n'y a pas de rattrapage. De plus, on s'attend aussi la vive participation de tout étudiant lors de ces séances, qui sont obligatoires ; on s'attend que les étudiants soient bien élevés.



Dissertations (20%) : Les 2 dissertations sont des travaux de recherche de longueur variable (**4 à 7 pages**) sur un aspect de la culture française que nous étudions en cours (une région française, un personnage clé et un sujet libre), dont l'exposé représenterait un état présent à l'oral de la recherche et la dissertation. *La Bibliographie et le style de citation seront conformes aux conseils MLA ou Chicago. D'autres styles de citation sont défendus.*

Toute les sources secondaires devront être tirées des livres et journaux bien-réputés (i.e., trouvées sur la base de données MLA, lues et approuvées par le professeur). **Un rendez-vous avec le professeur est obligatoire avant chaque cycle exposé + dissertation (si ainsi dit); ceux qui n'ont pas de rendez-vous auront un « 0 » pour cet élément de l'exercice.**

Des informations complémentaires sur les différentes dissertations se trouveront sur l'UTC Learn bien en avance de la date limite; la date limite se trouve sous la rubrique *à faire / à rendre du programme provisoire*. **NB: Aucune dissertation ne sera accepté ni par courriel ni en retard sans avis préalable ET sans certificat médical.**

Contrôles (25%) : Les 3 *contrôles* sont des examens écrits qui porteront sur les textes que nous étudions et discutons en cours ainsi que votre expression du français écrit. **Aucun rattrapage sans certificat médical.** NB : **Ce semestre, il se peut que les contrôles soient en ligne OU à l'oral.**

Examen Final (20%) : Cet examen sera compréhensif et se composera sur le même modèle que *les contrôles*. **Aucun rattrapage sans certificat médical.** NB : **Ce semestre, il se peut que l'examen final soit en ligne OU à l'oral.**



NB: Le programme provisoire est sujet à des modifications selon nos besoins. Tout changement sera signalé en avance sur UTC Learn ET / OU annoncé en cours. Veuillez consulter UTC Learn régulièrement, soyez à l'heure, et apportez vos livres en cours.

PROGRAMME PROVISOIRE

A PREPARER

A FAIRE / A RENDRE

Semaine 1 : l'identité française et européenne

le lundi 17 août initiation au cours

le mercredi 19 août Introduction : La France et les Etats-Unis, 1-4
Chapitre 1 : La France physique, 6-12

le vendredi 21 août Chapitre 2 : Paris et la vie urbaine, 15-30

Semaine 2

le lundi 24 août Chapitre 2 : Paris et la vie urbaine (*suite*)
*La Civilisation française en évolution I (CFE I),**
Dossier 2, Ch. I : Vercingétorix, 51-59*
*CFE I, Dossier 1, Ch. II : L'Antiquité : Vestiges romains, 8-12**

le mercredi 26 août Chapitre 13 : L'immigration, 220-32

le vendredi 28 août Chapitre 13 : L'immigration, 220-32 (*suite*)

	<u>A PREPARER</u>	<u>A FAIRE / A RENDRE</u>
<u>Semaine 3</u>		
le lundi 31 août	Chapitre 12 : Les religions, 200-17	
le mercredi 02 septembre	Chapitre 12 : Les religions (<i>suite</i>) CFE I, Dossier 1, Ch. III : Le Moyen Age : Cathédrales gothiques, 13-15* CFE I, Dossier 2, Ch. IV : Henri IV, 71-73*	
le vendredi 04 septembre	L'identité culturelle française (<i>suite</i>) CFE II, Dossier 6, Chapitre III : L'identité culturelle de la France, 330-34, 343-48*	
<u>Semaine 4</u>		
le lundi 07 septembre	Chapitre 3 : Les Régions et les provinces, 34-52 CFE I, Dossier 2, Chapitre III : Jeanne d'Arc, 66-70* CFE I, Dossier 1, Ch. IV : La Renaissance : Châteaux de la Loire, 17-19*	
le mercredi 09 septembre	Chapitre 4 : Les langues de la France, 56-71 Du Bellay : <i>La Défense et l'illustration de la langue française</i> * CFE I, Dossier 2, Chapitre II : Charlemagne, 60-61, 179*	rédaction 1
le vendredi 11 septembre		exposé + dissertation 1 : les régions
<u>Semaine 5</u>		
le lundi, 14 septembre	Chapitre 5 : L'Union européenne, 75-86	
le mercredi 16 septembre	CFE II, Dossier 2, Chapitre IV : l'avenir européen, 167-71* CFE II, Dossier 4, Chapitre V : l'Union européenne, 223-27* CFE II, Dossier 6, Chapitre III : L'identité culturelle de la France, 336-38*	
le vendredi 18 septembre	L'identité culturelle française et l'Union européenne (<i>suite</i>)*	
<u>Semaine 6 : l'histoire de France</u>		
le lundi 21 septembre		contrôle 1

A PREPARER**A FAIRE / A RENDRE**

le mercredi 23 septembre CFE I, Dossier 3, Ch. I : Développement de la monarchie, 113-17,122-25,127-29*
CFE I, Dossier 2, Chapitre V : Louis XIV, 77-81*
CFE I, Dossier 1, Ch. V : Le XVIIe siècle : Versailles, 23-27*

le vendredi 25 septembre CFE I, Dossier 1, Ch. V : Le XVIIe siècle : Versailles, 23-27* (suite)
CFE I, Dossier 4, Ch. II : Aristocrates et bourgeois, 183-87, 189-94*
CFE I, Dossier 3, Chapitre II : Révolution, 130-35* **abstrait + bib**

Semaine 7

le lundi 28 septembre CFE I, Dossier 3, Chapitre II : Révolution, 130-35* (suite)
CFE I, Dossier 2, Chapitre VI : Napoléon, 83-87*
CFE I, Dossier 3, Chapitre III : Empire, monarchie constitutionnelle et République, 138-42, 147-48*

le mercredi 30 septembre CFE I, Dossier 3, Chapitre III : Empire, monarchie constitutionnelle et République, 138-42, 147-48* (suite)
CFE I, Dossier 3, Chapitre IV : La IIIe République (1870-1940), 149-57*
CFE I, Dossier 3, Chapitre V : L'Etat français (1940-44), 158-62*

le vendredi 02 octobre CFE I, Dossier 3, Chapitre V : L'Etat français (1940-44), 158-62* (suite)
CFE I, Dossier 3, Chapitre VI : La IVe République (1946-58), 163-65*
CFE I, Dossier 2, Chapitre IX : Le général de Gaulle, 100-04, 105*

Semaine 8

le lundi 05 octobre CFE I, Dossier 2, Chapitre IX : Le général de Gaulle, 100-04, 105* (suite)

le mercredi 07 octobre **exposé + dissertation 2 : un personnage clé**

le vendredi 09 octobre **exposé + dissertation 2 : un personnage clé**

Semaine 9 : les institutions politiques

le lundi 12 octobre Chapitre 6 : La République française, 92-103

le mercredi 14 octobre Chapitre 6 : La République française, 92-103 (suite)
Chapitre 7 : L'Etat, 107-120

le vendredi 16 octobre Chapitre 7 : L'Etat, 107-120 (suite)

A PREPARER**A FAIRE / A RENDRE****Semaine 10**

le lundi 19 octobre	Chapitre 8 : Les partis politiques et les élections, 123-35	
le mercredi 21 octobre	Chapitre 8 : Les partis politiques et les élections, 123-35 (<i>suite</i>)	rédaction 2
le vendredi 23 octobre		contrôle 2

Semaine 11 : les institutions sociales

le lundi 26 octobre	Chapitre 9 : La famille et la sexualité, 140-55	
le mercredi 28 octobre	Chapitre 9 : La famille et la sexualité, 140-55 (<i>suite</i>) CFE II, Dossier 1, Ch. I : La famille et le rôle de la femme, 3-7* CFE I, Dossier 4, Chapitre IV : <i>Le deuxième sexe</i> , 221-23 CFE II, Dossier 2, Ch. V : La vie professionnelle et la femme au travail, 104-08*	
le vendredi 30 octobre	CFE II, Dossier 1, Ch. I : La famille et le rôle de la femme, 3-7* CFE I, Dossier 4, Chapitre IV : <i>Le deuxième sexe</i> , 221-23 CFE II, Dossier 2, Ch. V : La vie professionnelle et la femme au travail, 104-08*	

Semaine 12

le lundi 02 novembre	Chapitre 14 : l'Education, 235-52	
le mercredi 04 novembre	Chapitre 14 : l'Education, 235-52 (<i>suite</i>) Chapitre 10 : Le travail et le temps libre, 159-68	
le vendredi 06 novembre	Chapitre 10 : Le travail et le temps libre, 159-68 (<i>suite</i>) Chapitre 10 : Le travail et le temps libre, 169-78	

Semaine 13

le lundi 09 novembre	Chapitre 11 : La protection sociale, 183-94	rédaction 3
le mercredi 11 novembre	Chapitre 11 : La protection sociale, 183-94 (<i>suite</i>)	
le vendredi 13 novembre		exposé 3 : sujet libre

A PREPARER**A FAIRE / A RENDRE****Semaine 14**

le lundi 16 novembre

le mercredi 18 novembre

le vendredi 20 novembre

Révision

exposé 3 : sujet libre**contrôle 3**

ASSESSMENTS

L'EXAMEN FINAL :
le lundi 07 décembre de 10h30 à 12h30

Appendix 1.C

French and Spanish Critical Analysis Rubric

	9-10 points	8 points	7 points	0-6 points
Research Topic Selection	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the subject.	Identifies a creative, focused, and manageable/doable topic that appropriately addresses relevant aspects of the subject.	Identifies a topic that while manageable/doable is too narrowly focused and leaves out relevant aspects of the subject.	Identifies a topic that is far too general and wide-ranging to be manageable and doable.
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.
Conclusions	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applied beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupported conclusion from inquiry findings.

Goals

80% of 3000-level students will achieve a score of 70% on the rubric.

80% of 4000-level students will achieve a score of 80% on the rubric.

Appendix 1.D

LAT MAJOR ASSESSMENT RUBRICS
(2018-Present)

Cultural Understanding

	9-10 points	8 points	7 points	6 points	0-5 points
Knowledge of Classical worldview frameworks	Demonstrates sophisticated understanding of the complexity of elements important to the cultures of Ancient Rome and Greece, such as values, beliefs, forms of expression, practices, history, and politics.	Demonstrates adequate understanding of the complexity of elements important to the cultures of Ancient Rome and Greece, such as values, beliefs, forms of expression, practices, history, and politics.	Demonstrates partial understanding of the complexity of elements important to the cultures of Ancient Rome and Greece, such as values, beliefs, forms of expression, practices, history, and politics.	Demonstrates surface understanding of the complexity of elements important to the cultures of Ancient Rome and Greece, such as values, beliefs, forms of expression, practices, history, and politics.	Demonstrates inadequate understanding of the complexity of elements important to the cultures of Ancient Rome and Greece, such as values, beliefs, forms of expression, practices, history, and politics.

Formal Writing

	9-10 points	8 points	7 points	0-6 points
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, while being virtually error-free.	Uses straightforward language that generally conveys meaning to readers, while having few errors.	Uses straightforward language that generally conveys meaning to readers with clarity, although writing may contain some errors.	Uses language that sometimes impedes meaning because of errors in usage.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas.	Demonstrates consistent use of credible, relevant sources to support ideas.	Demonstrates an attempt to use of credible and/or relevant sources to support ideas.	Demonstrates an attempt to use sources to support ideas.

Critical Analysis

	9-10 points	8 points	7 points	0-6 points
Research Topic Selection	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the subject.	Identifies a creative, focused, and manageable/doable topic that appropriately addresses relevant aspects of the subject.	Identifies a topic that while manageable/doable is too narrowly focused and leaves out relevant aspects of the subject.	Identifies a topic that is far too general and wide-ranging to be manageable and doable.
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.
Conclusions	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applied beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupported conclusion from inquiry findings.

Appendix 4.A

Juan Antonio Alonso

1043 Englewood Avenue
 Chattanooga, TN 37405
 (423)-697-2505

juan.alonso@chattanoogastate.edu

Overview

- Effective and impassioned communicator who strives to promote student opportunity and success by facilitating inclusive and diverse learning environments
- Experienced leader and collaborator with various departments within the college as well as institutions in the community
- Designed and implemented educational programs and courses that have proven to increase student participation, retention and success

Education

- Current PhD candidate in the program Spanish Philology: Literary and Applied Linguistics Studies at *Universidad Nacional de Educación a Distancia (UNED)*, since 2017
- M.A. in Hispanic Applied Linguistics, UNED, 2017
- M.A. in Spanish Humanities (Language, History, and Culture); *Universidad de Extremadura*, 2000

Professional Experience**Chattanooga State Community College, Chattanooga, TN**

2013 – present

Assistant Professor of Spanish

- Teaches Spanish 1010, 1020, 2010, 2020, and Special Topics, as well as Humanities 1010 and Humanities 1110 classes
- Designed, established and currently advises LASO, a Latinx student leadership organization, after being awarded a Tennessee Board of Regents grant
- Guided the reorganization of the Spanish Club into a truly student-led organization
- Planned the new TnCIS Spain study abroad program as the current study abroad program director for TnCIS Spain
- Coordinated the adoption and implementation of Chattanooga State's Global and Cultural Awareness ISLO rubric
- Designed and taught a new Humanities course: "Latino Cultures in the United States", which is now a TBR Humanities general education course
- Served in the academic audit team that reviewed Austin Peay University's Modern Languages program
- Redesigned Chattanooga State's Spanish online courses (1010, 1020, 2010, and 2020)
- Coordinated Chattanooga State's Spanish online courses
- Developed and led a monthly International Film Series event
- Obtained, implemented and managed three TBR Course Revitalization grants and a TBR SERS grant, many of them related to projects benefiting URM

University of Tennessee at Chattanooga – Chattanooga, TN

2014 – present

Adjunct Spanish Instructor

- Teaches Spanish 1010 and 1020 on campus, and 2140 online

Independent Language Services Provider – Cáceres, Spain **2011 - 2013**

- Established and led an English language conversational club and registered cultural association based in Cáceres, Spain, aimed at providing English language immersion experiences
- Designed and taught an advanced course of Spanish as a Foreign Language for a local private language academy
- Taught private ESL classes to individuals and small groups according to the Common European Framework of Reference for Languages (CEFR)
- Provided translation and interpretation services to local businesses and government offices

Nashville State Community College, Nashville, TN **2007 - 2011**

Adjunct Instructor

- Taught all levels of Spanish available at NSCC, on campus and online
- Was the only adjunct instructor entrusted to teach upper level Spanish courses
- Adapted curriculums for native Spanish-speaking students

Antioch High School (Metro Nashville Public Schools), Nashville, TN **2006 - 2011**

Spanish and Heritage Teacher

- Taught all levels of Spanish, and Spanish Heritage levels 1 and 2
- Co-designed the two-year Spanish Heritage Program for native Spanish-speakers
- Served as the outreach advisor for the school's international community
- Directed the school's United Nations Club
- Organized events involving the school's international community, including festivals and community service projects
- Cooperated with local businesses and non-profits to provide educational opportunities embracing the school's international student body

Cenproex, Cáceres, Spain **2004 - 2006**

Head of Studies/Education Manager

- Coordinated resources and materials for all of the school's educational programs
- Created curriculums for the school's professional job skills courses
- Planned all details of the official course schedules
- Represented the company in relations with other businesses and the government

Community Engagement

- Served as co-chair of the Education Subcommittee in the City's Council Against Hate, 2018- Present
- Worked with the local non-profit La Paz Chattanooga on multiple projects, 2013- Present
- Volunteered with the Hunter Museum in several cultural events, 2016- Present
- Volunteered with the Chattanooga Area Food Bank, 2014- Present
- Volunteered with Hamilton County to translate and record Spanish messages for their emergency alert systems, 2018
- Served as Tennessee Promise Mentor. 2017-2018
- Volunteered to translate for the Hamilton County Department of Education. 2013-2016

Awards and Grants

- Recipient of a Student Engagement Retention and Success grant to design, establish, and advise a Latino student leadership organization, awarded by the **Tennessee Board of Regents**. Chattanooga, TN. 2018-2019
- Recipient of three Course Revitalization grants, awarded by the **Tennessee Board of Regents**. Chattanooga, TN. 2015, 2016, 2019.
- Recipient of a Latino Leadership Award awarded by the nonprofit **La Paz Chattanooga**. Chattanooga, TN. 2016.
- Recipient of a Fundación Fernando Valhondo graduate research grant awarded by the **Fundación Fernando Valhondo**. Cáceres, Spain. 2001-2002

Professional Memberships

- Member of Tennessee Foreign Language Teaching Association (TFLTA), since 2008
- Member of Hispanic Association of Colleges and Universities (HACU), since 2013

Presentations made at symposiums and conferences

- **"Impact of Emotions in Student Outcomes at Community Colleges' Language programs"** – 7th Lusophone and Hispanic Linguistics Symposium. Milwaukee, WI, 2019
- **"Promoting Equity through Global Learning and Study Abroad"** – (Scheduled to be plenary speaker at the TNCIS Conference Sevierville, TN, 2019)
- **"Impact of Student Emotions in Enrollment in Spanish Courses"** –Linguistic Association of the Southwest Conference. Baton Rouge, LA, 2019
- **"LASO Chattanooga State: Empowering Students to Represent Themselves"** – Avancemos Juntos Conference. Gallatin, TN, 2019
- **"Impact of Student Attitudes in Enrollment in Spanish Courses"** – Bilingualism and Language Education Symposium. Madrid, Spain, 2018
- **"L2 Classroom College Success"** – Hamilton County Foreign Language Teacher Professional Development Day; Chattanooga, TN, 2018
- **"Setting up a Multidisciplinary Global & Cultural Awareness Student Trip without Leaving the Country"** – Chattanooga State Convocation; Chattanooga, TN, 2018
- **"Latino Cultures in the US: An Academic Option for the Community College Classroom"** – Avancemos Juntos Conference; Gallatin, TN, 2017
- **"The PROF Project: An Experiment in Faculty Collaboration"** – TYCA-SE; Knoxville, TN, 2016
- **"Teaching Abroad with TnCIS: Faculty Application and Recruiting tips"** – Chattanooga State's Humanities Department Retreat; Chattanooga, TN, 2015
- **"And they were here all along! Spanish Influence in the American Southeast"** – Chattanooga State's Chautauqua Series; Chattanooga, TN, 2015
- **"Teaching Modern Languages in College: Current Issues"** (co-presentation) – TFLTA Conference; Franklin, TN, 2015
- **"How to Involve Students in the Study Abroad Recruitment Process"** – TNCIS Conference; Memphis, TN, 2014
- **"Global Awareness in the Foreign Language Classroom Across TBR Institutions"** – TFLTA Conference; Franklin, TN, 2013
- **"Orientation Course for Visiting Teachers from Spain Teaching in American Schools"** – Spanish Education Office; Nashville, TN, 2011

- "Orientation Course for Visiting Teachers from Spain Teaching in American Schools" – Spanish Education Office; Nashville, TN, 2010

Other Relevant Experience

- Volunteer, **La Paz de Dios**. Chattanooga, TN, 2013 - 2018
- Volunteer, **Chattanooga Area Food Bank**. Chattanooga, TN, 2015 - present
- Director/Producer/Host of **La Tertulia** (public-access TV show); Channel 19, NECAT Studios; Nashville, TN, 2011
- Volunteer; **Hands On Nashville**. Nashville, TN, 2009 - 2011

Last updated 1/23/2020

SARAH CLARK ALONSO

1043 Englewood Ave.

Chattanooga, TN 37405

+1 (615) 429-9928

sarah.clarkalonso@gmail.com

Education

Master of Arts in Specialized Translation (English to Spanish), University of Córdoba, Spain

Bachelor of Arts in Spanish Language and Literature, Minor in Studio Art, Middle Tennessee State University, Murfreesboro, TN

Teaching Experience

Online Adjunct Instructor of Spanish August 2019 - present
University of Tennessee at Chattanooga, Chattanooga, TN 2019 - present

- Teaches SPAN 2140 online (Intermediate Spanish for Reading I) via Canvas

Chattanooga State Community College, Chattanooga, TN January 2020 - present

- Teaches SPAN 1010, 1020, 2010 and 2020 online via the D2L eLearn platform

Junta de Extremadura, Cáceres, Spain 2011 - 2013
Language and Culture Teaching Assistant

- Lead elementary and high school students in group activities to improve their communication skills in English
- Designed and gave interactive presentations in English and Spanish about cultural topics in the United States
- Provided individualized language coaching to high school faculty to support bilingual curriculum materials development in various subject areas, such as math and history

Instituto de Lenguas Modernas, Cáceres, Spain 2012 - 2013
English Teacher

- Taught pre-intermediate (A2) and intermediate (B1) level English courses to adults according to the Common European Framework of Reference for Languages
- Administered and evaluated end-of-course level exams in keeping with the institute's standards

Academia English and More, Cáceres, Spain 2011 - 2012
English Teacher

- Taught beginner, intermediate and advanced level English classes to children, teenagers and adults
- Provided differentiated instruction in order to help students according to their individual learning styles

Metro Nashville Public Schools, Nashville, TN 2010 - 2011
Substitute Teacher

- Taught and reinforced English language reading, writing and listening skills in Kindergarten ESL classes
- Directed engaging content review activities in high school Spanish language and Spanish Heritage classes

Abacus In-Home Tutoring, Nashville, TN 2010 - 2011
English Reading Skills Tutor

- Instructed individual students in English reading and writing skills and middle school level math
- Accurately addressed students' problem areas after performing pre-assessments and formative assessments

Other Professional Experience

Spanish-English Freelance Translator and Proofreader, Chattanooga, TN 2012 - present

- Creates accurate and culturally relevant translations of marketing collateral, health care related texts, tourism and educational materials, websites, business communications and technical texts
- Provides bilingual reviewing services to ensure delivery of high-quality, error-free text

Last updated 1/23/2020

Global LT, Chattanooga TN April 2019 – present
 Independent Destination Services Consultant

- Assist international employees of Volkswagen with their moves to and from the Chattanooga area for their work assignments (pre-assignment home finding, settling in, and departures services)

Unum, Chattanooga, TN 2013 - 2018
 Linguist, (Marketing Operations) 2016 - 2018

- Collaborated with a team of writers, designers, marketing analysts and programmers to create high-quality marketing materials under tight deadlines
- Translated marketing collateral from English to Spanish in keeping with corporate style guidelines
- Managed terminology and organized translation resources to support effective production processes

Contractor Translator and Proofreader, (Corporate Marketing Communications) 2013 - 2016

- Translated marketing collateral, website content, presentations and claim forms from English to Spanish
- Supported various business areas of the company by translating medical records, business communications and disability claims correspondence from Spanish to English
- Ensured linguistic accuracy and stylistic consistency by reviewing translated content (comparing source and target texts as well as checking final versions before publishing)
- Contributed, reviewed and improved hundreds of legal, medical, financial and marketing terminology entries in corporate term bases to help ensure consistency in English <> Spanish translations
- Created back-translations of translated Spanish language marketing materials (required for legal compliance)
- Worked with programmers and designers to find solutions for localization issues related to linguistic differences between Spanish and English in the creation of online customizable Spanish language marketing materials
- Assisted in analyzing, streamlining and updating marketing collateral portfolios
- Provided constructive linguistic feedback to translation vendors

Animax Designs, Nashville, TN 2006 - 2010
 Associate Designer

- Collaborated with members of all workshop departments to create full-body character costumes and animatronic puppets using a wide range of technical and artistic skills and meticulous attention to detail
- Worked with high precision and speed to enable my team to meet urgent production deadlines for clients such as Disney, Universal Studios and Sesame Street

Computer Skills

- Proficient user of Microsoft Office, Adobe Acrobat, Wordfast Pro, MemoQ and SDL Trados Studio

Professional Membership Activity

- Member of the American Translators Association (ATA) since 2014
- Attended the 2014 ATA conference in Chicago
- Completed 2015 ATA Mentoring Program (one of 30 mentees selected in a competitive process)
- ATA Spanish English translator certification in progress

Volunteering and Community Involvement

- Member of the Healthcare Committee of the Mayor's Council for Women, 2015-2016, Chattanooga, TN
- Volunteer translator of loan requests from Spanish to English for Kiva.org, 2014-2015, online
- Volunteer assistant event coordinator for International Community Outreach at CSCC, 2013, Chattanooga, TN
- Graduate of Arts Build's Holmberg Arts Leadership Institute, 2013, Chattanooga, TN
- Co-founder of "The Roundtable" —an English language conversation and culture club (registered association) providing adults with organized English language immersion experiences, 2012, Cáceres, Spain
- Production Assistant for La Tertulia, a Spanish language community access show with interviews of local Hispanic leaders, 2011, Nashville, TN
- Volunteer Technician at NECAT Studios (Channel 19 community access TV channel), 2011, Nashville, TN

Bernardo Amparán

Curriculum Vitae

587 Sweet Birch Dr.
Rossville, GA 30741

Email: Bernardo-amparan@utc.edu

Mobile: 423.598.1863

Education:

MA, Romance Languages with emphasis in Spanish Literature, The University of Georgia, Athens, 2012

BA, Modern Language and Culture, Kennesaw State University, Kennesaw, GA, 2010
Sigma Delta Pi, National Spanish Honor Society, President's List

Teaching Experience:

Lecturer of Spanish, University of Tennessee, Chattanooga, TN, 2017-Present Coordinator of Online Learning, Fall 2018- Present

Coordinator of Elementary Spanish I (SPAN 1010)

Coordinator of Elementary Spanish II (SPAN 1020)

Spanish Instructor, Kennesaw State University, Kennesaw, GA, 2012-2017

Teaching Assistant, University of Georgia, Athens, 2010-2012

Courses Taught:

At The University of Tennessee at Chattanooga

Elementary Spanish I and II (SPAN 1010/1020)

Intermediate Spanish for Reading I, online, (SPAN 2130, 2140)

Intermediate Spanish for Reading II, online (SPAN 2140)

World Cinema (MLNG 1500) Online

At Kennesaw State University, Kennesaw, GA

Introduction to Spanish II, online (SPAN 1002)

Intermediate Spanish I, online (SPAN 2001)

Introduction to Spanish I (SPAN 1001)

At The University of Georgia in Athens

Elementary Spanish (SPAN 1002)

Teaching Assistant for Business Spanish (SPAN 4150)

Teaching Assistant for Romance Languages, Latino Literature (ROML 2550)

Curriculum Design:

Successfully created Highlights of Mexican Identity and Culture for the new Latin American Studies program (LTAM 3100) Summer 2021, UTC

Successfully re-designed the following Online courses:

Intermediate Spanish for Reading I (SPAN 2130) Spring 2019, UTC

Intermediate Spanish for Reading II (SPAN 2140) Fall 2018, UTC

Successfully designed an Online Course in collaboration with the Office of Distance Education at Kennesaw State University, Fall 2014

Conferences and Workshops:

Designing Effective Teaching, Lilly Conferences, Bethesda, MD, May 2019

Instructional Excellence Conference: Student Learning, The University of Tennessee at Chattanooga, May 2019

Designing Effective Teaching, Lilly Conferences, Bethesda, MD, May 2018

Recognition and Reflection in Quality Course Design, The University of Tennessee System Symposium, Memphis, TN, October 2018

Story Listening with Stephen Krashen, Girls Preparatory School, Chattanooga, TN, October 2017

The American Council on the Teaching of Foreign Languages (ACTFL), Annual Convention & World Languages Expo, Nashville, TN, November 2017

The American Association of Teachers of Spanish and Portuguese Conference (AATSP), Fall 2010

Awards, Recognition and Certifications:

Certificate for Successful Completion the *Quality Matters APPQMR* workshop, University of Tennessee at Chattanooga, September 2017

Certificate of Appreciation for *Being Online in a Foreign Language Award*, Second Annual Kennesaw State University, Online Learning Unconference, February 2017

Teaching Academy for Part-time Faculty, KSU, Spring 2016 Certified for *Online Course Development*, CETL/KSU, Fall 2013

Languages:

Spanish, native

English, near native

Portuguese, reading proficiency

Extracurricular and Co-curricular Activities:

Presenter “Peril and Promise”, PBS Documentary for the Hispanic Heritage Celebration/Multicultural Affairs, University of Tennessee at Chattanooga, October 9th, 2019

Advisor, Sigma-Delta-Pi, Hispanic Honor Society, April 2019

Blue and Gold Recruitment event, The University of Chattanooga, TN November 2019

Co-advisor in the Spanish Club, Mesa de Conversación, The University of Chattanooga, TN
2017- Present

Presenter at the film festival "*Celebrating Intercultural Competence Through Ibero American Cinema*", Kennesaw State University, Kennesaw, GA, Spring 2015

Advisor in s weekly Spanish reading club at Kennesaw State University, Fall 2013

Organizer in a movie night to promote the immersion into Hispanic cultures through film at
Kennesaw State University, Fall 2013

Organizer of "Noche de Serenata" (Spanish Conversation Hour), KSU, 2009

Non-Academic Employment:

Symphony Orchestra violinist, 1986 Present

Private Music Studio Instructor, 1987-Present

Memberships:

Member of the American Council on the Teaching of Foreign Languages, ACTFL

Bernardo Amparán
Curriculum Vitae

587 Sweet Birch Dr.
Rossville, GA 30741

E-mail: Bernardo-amparan@ntc.edu

Mobile: 423.598.1863

Education:

MA, Romance Languages with emphasis in Spanish Literature, University of Georgia, Athens, 2012

BA, Modern Language and Culture, Kennesaw State University, Kennesaw, GA, 2010
Sigma Delta Pi, National Spanish Honor Society, President's List

Teaching Experience:

Lecturer of Spanish, University of Tennessee, Chattanooga, TN, 2017-Present
Coordinator of Online Learning, Fall 2018- Present

Spanish Instructor, Kennesaw State University, Kennesaw, GA, 2012-2017

Teaching Assistant, University of Georgia, Athens, 2010-2012

Courses Taught:

Elementary Spanish I and II (SPAN 1010/1020), UTC, Chattanooga, TN

Intermediate Spanish for Reading I and II Online,
(SPAN 2130, 2140), UTC, Chattanooga, TN

World Cinema (MLNG 1500) Online, UTC, Chattanooga, TN

Introduction to Spanish II Online (SPAN 1002), KSU, Kennesaw, GA

Intermediate Spanish, Online (SPAN 2001), KSU, Kennesaw, GA

Introduction to Spanish I (SPAN 1001) KSU, Kennesaw, GA

Elementary Spanish (SPAN 1002), University of Georgia

Teaching Assistant for Business Spanish (SPAN 4150)

T.A. for Romance Languages, Latino Literature (ROML 2550)

Curriculum Design

Successfully re-designed the following Online courses:

SPAN 2140, Fall 2018, UTC

SPAN 2130, Spring 2019, UTC

Successfully designed an Online Course in collaboration with the Office of Distance Ed.
at KSU, Fall 2014

Professional Engagements:

Lilly Conferences, "Designing Effective Teaching", Bethesda, MD, May 2018, May 2019

UTC Conference "Instructional Excellence Conference: Student Learning", Chattanooga, TN, May 7-8th, 2019

The University of Tennessee System Symposium "Recognition and Reflection in Quality Course Design", September 13th and 14th, 2018 Memphis, TN

Workshop on "Story Listening" by Stephen Krashen, GPS Preparatory School, October 27-28th, 2017, Chattanooga, TN

ACTFL Annual Convention & World Languages Expo, Nov. 16-19th, 2017, Nashville, TN

Awards and Recognition

Certificate of Appreciation for *Being Online in a Foreign Language Award*, Second Annual KSU Online Learning Unconference, February 25, 2017

Teaching Academy for Part-time Faculty, KSU, Spring 2016

Certified for *Online Course Development*, CETL/KSU, Fall 2013

Attended the American Association of Teachers of Spanish and Portuguese Conference (AATSP), Fall 2010

Languages:

Bilingual in Spanish and English
 Reading proficiency in Portuguese

Extracurricular and Co-curricular Activities:

Presenter “Peril and Promise”, PBS Documentary for the Hispanic Heritage Celebration/Multicultural Affairs, October 9th, 2019, UTC

Sigma-Delta-Pi Initiation Ceremony, April 12th, 2019, UTC

Blue and Gold Recruitment event, November 9th, 2019, UTC, Chattanooga, TN

Regularly active in UTC Spanish Club, Mesa de *Conversación*. Chattanooga, TN 2017-Present

Attended weekly colloquiums held at the Department of Romance Languages, UGA, 2010-2012

While completing degree at UGA, regularly attended and promoted talks and cultural events by personalities like Junot Díaz, Josefina Baez and others, 2010-2012

Presenter at the film festival "*Celebrating Intercultural Competence Through Ibero American Cinema*", Spring of 2015.

Organized and implemented a weekly Spanish reading club at KSU, Fall 2013

Organized a movie night to promote the immersion into Hispanic cultures through film at KSU, Fall 2013

Organized and collaborated in a “Noche de Serenata” to facilitate and promote a conversation space in Spanish at KSU, 2009

Symphony Orchestra violinist, 1986-Present
 Private Music Studio Instructor, 1987-Present

Memberships:

Member of the American Council on the Teaching of Foreign Languages, ACTFL

Kathy Roseman Behling
 1514 Springvale Rd., Chattanooga TN 37412
 423-313-1403
SPTBACH5725@gmail.com
 CV updated 2020

I have a solid background in Spanish Education, with strong emphasis in Spanish grammar and pronunciation. I am also experienced in teaching the TPRS method in language learning. I prefer to use an eclectic approach to language learning so that the needs and abilities of the students are met.

Education

M.Ed. Spanish Concentration, West Georgia University May 1989
 B.S. Spanish Education, East Carolina University May 1971

Career History

- University of Tennessee Chattanooga, Chattanooga TN** *Fall 2009-Current*
- Adjunct Professor for Spanish 1010 and 1020
 - Lecturer Spring term 2016 for Spanish 1020
- Ooltewah High School, Ooltewah TN** *Aug 2006-2015*
- Teach Spanish I and II
 - Assist with Spanish Club
 - Teach IB Spanish
 - Teach Spanish III and IV
 - Department Chair 2012-2015
- John Carroll Catholic High School, Birmingham, AL** *Aug 1996-May 2006*
- Teach Spanish I-IV including Honors Spanish II, III, and IV
 - Moderate Student Government Association since 1998
 - Lead Spanish Honors Society since 1999
 - Serves as a faculty member for the Core Team for Long Range Planning Strategy
 - Sponsor for trips abroad to Spain, Italy and France with students
- All Saints Episcopal School, Homewood, AL** *Aug 1995-May 1996*
- Created Spanish Language Program for children of ages 2 ½ to 11 years old
 - Developed lesson plans for elementary level Spanish.
 - Created communicative activities to engage the students in speaking Spanish
 - Wrote book for parents of the students detailing themes and vocabulary learned in the classroom
- Pelham Christian School, Birmingham, AL** *Aug 1994-July 1995*
- Taught Spanish II to 7th -12th grade students
 - Taught English I-IV to 7th - 12th grade students
 - Served as Co-Coordinator for the Graduation commencement
- Cathedral Daycare, Birmingham, AL** *Aug 1993- July 1994*
- Taught Spanish to 2-5 Year olds
 - Developed age appropriate games and activities
- Dalton High School, Dalton, GA** *Aug 1984-July 1993*
- Taught Spanish I and II for grades 9-12

- Cosponsor for Spanish Club
- Led SADD program for High School students

East Forsyth High School, Kernersville, NC

Aug 1971 July 1982

- Taught Spanish I-IV for grades 11-12
- Moderator for Spanish Club
- Sponsor for Spanish Honor Society
- Sponsor for trips abroad to Spain with students

Hilary L. Browder**EDUCATION**

- ◆ Masters of Hispanic Studies—Auburn University—2001-2003.
- ◆ B.A. Print Journalism and Spanish—Troy State University—1997—2000.

AWARDS AND PUBLICATIONS

- ◆ Bridging the Gap course on Medical interpreting—medical interpreting qualification—**October 2019**
- ◆ Assisted with Spanish Study Abroad in Spain Summer 2015.
- ◆ Articles published in the *Tennessee Conservationist* November/ December 2005, June/ July 2012, August/ September 2015
- ◆ Chancellor's Honors Class in Capstone Leadership, Spring 2000.
- ◆ 2008-2010 published several articles and photos in *Noticias Libres*.
- ◆ Girls State Representative, Alabama, June 1996.
- ◆ Article and photos published in the *Costa Rica Outdoors*, November 2000.
- ◆ Troy State University outstanding journalism awards 1999—2000, New Photography first place and News Journalism honorable mention.
- ◆ Translated between math tutor and Hispanic student in a local junior high school and was awarded a certificate by the math club 1999.

POSITIONS HELD

- ◆ The University of Tennessee at Chattanooga
Summer 2006—present
Senior Spanish Lecturer, Department of Modern Languages and Literatures
I teach first year and second year Spanish.
I coordinate Foreign Language Week
I help advise.
I coordinate several classes as needed.

- ◆ Ruby Falls
March 2006—present
Tour Guide, manage tours in the cave and sell tickets. Give tours and speak in English and Spanish.

- ◆ Browder Veneer Works
September 2004—present
Translate safety guidelines and other necessary documents and facilitate safety meetings to Hispanic workers.

- ◆ Auburn University
Spanish Instructor-Mentor, 2003—2004
Graduate Teacher's Assistant, 2000—2003
Taught first-year Spanish and served as a leader to graduate students.

- ◆ The Tico Times
Intern, Summer 2000
Wrote soft and hard news and photographed my stories. Interviewed for stories in Spanish and updated the database.

REFERENCES

- Information upon request.
Dr. Oralia Preble-Niemi
Stacey Powell, Auburn University
Dr. Lynn Purkey, UTC

100 Crandall Avenue
Lookout Mountain, TN 37350
Phone: 423-280-3964
E-mail: Hilary-Browder@utc.edu

Mark D. Buzbee

01-530-635-2607 (mobile phone)
E-mail: mark.d.buzbee@gmail.com

Education

Florida State University, 2012-2018; M.A. Classics (Ancient History), 2014; M.A. Classics (Latin), 2018.
University of California, Los Angeles, 2010-2012, Post-Baccalaureate Certificate in Classics, 2012.
University of California, Berkeley, B.A. History (Concentration in Ancient), 2010.

Teaching Experience

University of Tennessee, Chattanooga, Lecturer of Classics, 2021-present.
Florida State University, Tallahassee, Florida: Graduate Student Instructor, 2013-2018
St. John Paul II Catholic High School, Tallahassee, Florida: Latin Teacher, 2015-2021.
Trinity Catholic School, Tallahassee, Florida: Latin Teacher, 2014, 2018-2021.
Homeschool Latin and Greek Instructor, Tallahassee, Florida, 2017-2021.

Courses Taught

Florida State University, Tallahassee, Florida (Instructor of Record):
Debates About the Past: Roman Civilization, History, & Culture (Fall 2017, Summer 2018).
Latin II: Beginning Latin (Fall 2014, Spring 2015, Spring 2018).
Debates About the Past: Greek Civilization, History, & Culture (Fall 2016).
Ancient Mythology: East and West (Fall 2013, Spring 2014, Fall 2015, Spring 2016).

Florida State University, Tallahassee, Florida (Graduate Teaching Assistant):
Gender and Society in Ancient Greece (Summer 2017).
Medical Terminology (Spring 2017).

St. John Paul II Catholic High School, Tallahassee, Florida:
Latin 1, Latin 2, Latin 3 (Honors), Latin 4 (Honors), Advanced Placement Latin.

Trinity Catholic School, Tallahassee, Florida:
Latin 1 (for high school credit), Latin 1A, Latin 1B.

Research Activities

M.A. Thesis: 'The Immortality of the Mind vs. the Body within the Imperial Biographies of Suetonius', August 2014.
Advisor: Dr. Trevor Luke, Florida State University.
Reader: Dr. John Marincola, Florida State University.
Research Assistant to Dr. Carlos Noreña: 'Mapping Urbanization in the Roman Empire' Data Project, University of California, Berkeley, 2009-2010.
B.A. Thesis: 'Portents of Power: The Role of Divination in Maintaining an Authoritative Imperial Image Over the Course of the Roman Empire', May 2009.
Advisor: Dr. Emily Mackil, University of California, Berkeley.

Conference Presentations

- ‘Fired or Retired? Reevaluating the End of Suetonius’ Career’, CAMWS Annual Meeting, Williamsburg, Virginia, March 17, 2016.
- ‘A Successor for Suetonius: Another Interpretation of *HA Hadrian*, 11.3’, *Ancient Biography: Identity through Lives*, Langford Conference, Florida State University, Tallahassee, November 7, 2015.
- ‘Linking Realms: The Apotheosis of Augustus Within Suetonius’ *Divus Augustus*’, CAMWS Annual Meeting, Boulder, Colorado, March 28, 2015.
- ‘The Immortality of the Mind vs. the Body within the Imperial Biographies of Suetonius’, CAMWS Annual Meeting, Waco, Texas, April 13, 2014.

Service in Classics/Ancient History

- Grader, CAMWS Latin Translation Exam, December 2019-present.
- Sponsor, National Junior Classical League, St. John Paul II Catholic High School Chapter, Tallahassee, 2015-present.
- Sponsor, Florida Junior Classical League, St. John Paul II Catholic High School Chapter, Tallahassee, 2015-present.
- Conference Committee, *Repetition in the Metamorphoses*, Langford Conference, Florida State University, Tallahassee, February 2013.
- Vice-President, Phi Alpha Theta (National History Honor Society), UC Berkeley Chapter, 2008-2010.

Professional Memberships

- Classical Association of the Middle West and the South (CAMWS); American Classical League (ACL); Classical Association of Florida (CAF).

Coaching Experience

- Assistant Cross Country Coach, St. John Paul II Catholic High School, Tallahassee, 2020.

References

- Dr. Trevor Luke, Florida State University, tluke@fsu.edu.
- Dr. Francis Cairns, Florida State University, fcairns@fsu.edu.
- Dr. Tim Stover, Florida State University, tstover@fsu.edu.
- Ms. Frances Baez-Arroyo, St. John Paul II Catholic High School, fbaezarrovo@jpiichs.org

Other references available upon request.

Curriculum Vitae

August 25, 2021

CHRISTIE CARL

P.O. Box 153, Monteagle, TN 37356 | 423-653-1455 | Christie-carl@utc.edu

EDUCATION

Middle Tennessee State University,
Master of Arts in Teaching with concentration in Spanish 2017

Rice University
B.A. Linguistics 1984

AWARDS

Graduate Teaching Assistantship August 2015 – May 2017
 Scholarship for study abroad program in Seville, Spain June 1981 – July 1981

TEACHING EXPERIENCE

University of Tennessee at Chattanooga August 2017 to the present
Spanish Adjunct
 Taught SPAN 1010 face to face. Taught SPAN 2130 and 2140 online

Sewanee: The University of the South Spring Semester 2018,
Visiting Instructor Fall Semester 2020
 Taught SPAN 113 and SPAN 103 face to face.

Chattanooga School of Language Fall 2018 – Spring 2019
Spanish Instructor
 Taught beginning novice and intermediate novice Spanish to adults at VW Chattanooga

Middle Tennessee State University Spring Semester, 2016
Internship Spanish 1010
 Developed lesson plans, taught all classes, administered grades

GTA Tutor August 2015 – May 2017
 Tutored Spanish students, graded assignments and substitute taught as needed.

Spanish Teacher – Chattanooga Christian High School 2012-2014, 2006-2009
 Developed syllabus and course structure for Middle School Spanish Program grades 6-8, taught TPRS and grammar based 1st, 2nd and 3rd year high school Spanish, administered National Spanish Exam to 8th grade and 1st year students, chaperoned high school students on 2 service trips to Honduras and on cultural trip to Spain

Spanish Teacher – Chattanooga School for the Arts and Sciences 2011
 Developed syllabus and selected materials for Spanish grades 6-7 and first year high school Spanish.

PROFESSIONAL DEVELOPMENT

International Forum on Language Teaching Conference – Chattanooga July 22-27, 2017
Keynote speakers – Bill VanPatten and Steve Krashen
 Attended Fluency Fast Workshop in Advanced Spanish Conversation with Jason Fritze July 19-21, 2017

RESEARCH INTERESTS

Interpreting Latin American literature through René Girard's Theory of Collective Violence
 Second Language Acquisition

LANGUAGES

English – native language
 Spanish – speak fluently and read/write with high proficiency

MEMBERSHIPS

Sigma Delta Pi

[TYPE HERE]

[TYPE HERE]

[TYPE HERE]

CURRICULUM VITAE

KAREN CASEBIER
 karen-casebier@utc.edu
 (423) 668-8929 (home)
 (414) 628-6147 (cell)

EDUCATION AND QUALIFICATIONS

- 2006 Ph.D., Major in Medieval Literature, minor in Renaissance Studies. University of Wisconsin-Madison
Ph.D. Dissertation: "The Conflation of the Sacred and the Profane in Thirteenth-Century Devotional Literature: Generic Fluidity in Old French Vernacular Hagiography and Manuscripts of La Vie des Pères." Director: Keith Busby
- 1996 M.A., French. University of North Carolina at Chapel Hill
MA Thesis: "Guinevere: Helpmate or Harlot?" Director: Sahar Amer
- 1993 Post-Baccalaureate Study, Law. Université de Paris XI, Faculté de Droit Jean Monnet à Sceaux
- 1992 B.A., *summa cum laude*, Political Science and French. University of Louisville, Kentucky.
Undergraduate Honors Thesis: "Divisive Politics and Language Law in Québec, Canada."
 Director: Mary Hawkesworth

APPOINTMENTS

- 2014- University of Tennessee at Chattanooga, Associate Professor
- 2012-14 University of Maryland, College Park, Visiting Assistant Professor
- 2011-12 St. Mary's College of Maryland, Visiting Assistant Professor
- 2007-11 Saint Francis University, Assistant Professor (French major eliminated)
- 2006-07 University of Florida, Visiting Lecturer
- 1997-98 Institut Universitaire de Technologie à Nice (France)

TEACHING EXPERIENCE

- University of Tennessee at Chattanooga
- Elementary French I
 - Elementary French II
 - Intermediate French I
 - Intermediate French II
 - Advanced Grammar & Writing I
 - Advanced Grammar & Writing II
 - Composition and Conversation I
 - Composition and Conversation II
 - Advanced Conversation (online)
 - French Cinema: Film Arts
 - French Cinema: War (online general education humanities, in English)

French Cinema: Paris (upper-level French class and online general education humanities, in English)
 Folklore and Fairy Tales
 Textual Analysis I (Medieval – 18th-century literature survey)
 French Civilization
 The Medieval Bestiary: Animals in Pre-modern Literature & Culture
 Medieval Romance: Knights on Screen & in Print
 Romance Philology
 Knights of the Round Table: Arthurian Film & Literature (online general education humanities, in English)

University of Maryland, College Park

Intermediate French II
 Advanced Composition and Style (face-to-face and online)
 French-to-English Translation
 Arthurian Film and Literature
 Occitan Poetry

St. Mary's College of Maryland

Elementary French I
 Elementary French II

Saint Francis University

Elementary French I
 Elementary French II
 Intensive French (Elementary French I and II)
 Intermediate French I
 Intermediate French II
 Advanced Conversation
 Phonetics and Phonemics
 Early Modern Literature Survey (Medieval and Renaissance)
 Classical Theatre
 French Cinema
 Fairy Tales (online, in French)
 Paris: Ville des Lumières
 Arthurian Film and Literature (general education first-year seminar, in English)
 French Civilization (general education first-year seminar, in English)
 Second Language Teaching Methodology (in English)
 Introduction to Sociolinguistics (face-to-face and online, in English)

University of Florida

Intermediate French I
 Intermediate French Conversation
 Corrective Phonetics
 Advanced Grammar and Composition
 Advanced French Conversation

University of Wisconsin-Madison (Graduate School, Teaching Assistant/Associate Lecturer, 1998-2006)

Elementary French I

Elementary French II

Intermediate French I

Intermediate French II

Intermediate Literature and Culture (5th-semester French)

French and Italian Renaissance Literature (online, in English)

Lectrice, Institut Universitaire de Technologie à Nice (Lecturer, 1997-98)

Advanced English Conversation

Business English

University of North Carolina at Chapel Hill (Graduate School, Teaching Assistant, 1994-96)

Elementary French I

Elementary French II

Intensive French (Elementary French I and II)

STUDY ABROAD EXPERIENCE

University of Tennessee at Chattanooga

UTC in Paris, July 2016 and 2017 (program organizer, curriculum development and implementation, marketing materials and student recruitment, faculty leader and tour guide)

Saint Francis University

Spring Break in Paris, February 2009 and 2011 (program organizer, curriculum development and implementation, marketing materials and student recruitment, faculty leader and tour guide)

University of North Carolina at Chapel Hill

Summer Abroad in Paris, June 1995 (graduate assistant)

RESEARCH INTERESTS

My principal research interests lie in the intersection of the sacred and profane and the contribution of individual narrative motifs to refining the contemporary definition of medieval genres of literature. Secondary research interests include manuscript studies, the *translatio studii*, hagiography, the *fabliaux*, post-Arthurian romance and neo-medieval representations of Arthurian literature.

I am currently working on a series of interpolated miracle tales within three 14th-century manuscripts of the *Vie des pères*, and will soon begin work editing an edited volume entitled "Meditations on Sin and Sanctity: The Old French *Vie des pères*," to be published with the Explorations in Medieval Culture series published by Brill. This will be followed by a critical edition of the unpublished, unedited miracle tales found only in the 14th-century manuscript branch of *La Vie des pères*.

REFERRED ARTICLES AND BOOK CHAPTERS

- "*Inventio* et la problématique du genre dans *Lancelot*, la bande dessinée," *Synérgies Espagne*, no. 13 (2020): 101-16.
- "Of Wind and Weasels: Resurrection Motifs in *Equitan*," *Le Cygne*, Journal of the International Marie de France Society, no. 6 (Fall 2019): 7-32.
- "Sanctity, Community, Apostasy: Jews in Conversion Miracles in the Old French *Vie des pères*," *Reading Medieval Studies* XLIV (2018): 199-239.
- "The Bestiary of Sin in *Ivresse* (*La Vie des pères*)," *Medieval Perspectives* 32 (2017): 7-26.
- "Immaculate Deceptions: Virginity and Society in *La Vie de Sainte Euphrosine* and Rutebeuf's *Frère Denise*," in *Rewriting Holiness: Studies in the Reconfiguration of Cult*, ed. Madeleine Gray, King's College London Medieval Series (London: Boydell & Brewer, 2017), 109-29.
- "Order, Anarchy, and Emotion in the Old French *Philomena*," in *The Inner Life of Women in Medieval Romance Literature: Grief, Guilt, and Hypocrisy*, eds. Jeff Rider and Jamie Friedman, The New Middle Ages (New York: Palgrave MacMillan, 2011), 38-71.
- "Rewriting Lucretia: Christine de Pizan's Response to Boccaccio's *De mulieribus claris*," *Fifteenth Century Studies* 32 (2007): 35-52.
- "History or Fiction? The Role of Doubt in Antoine de la Sale's *Le Paradis de la royne Sibille*," *Fifteenth Century Studies* 28 (2003): 37-50.
- "Ovid's Medieval Metamorphosis: Techniques of Persuasion in Chrétien de Troyes' *Philomena*," *Philological Quarterly* 80 (2001): 441-64.

REVIEWS AND OTHER SCHOLARLY WORK

- Old French to English translations for Chapter 3 of Anna Russakoff, *Imagining the Miraculous: Miracles of the Virgin in French Illuminated Manuscripts, ca. 1250-1450* (U of Toronto press, 2019)
- "French War Films," ACTFL Cinema Special Interest Group Newsletter. October 2015.
- Bryant, Nigel, trans. *Perceforest: The Prehistory of King Arthur's Britain*. Arthurian Studies. Cambridge: D.S. Brewer, 2011. *Arthuriana* 23, no. 3 (2013): 112-14.
- Arn, Mary Jo. *The Poet's Notebook: The Personal Manuscript of Charles d'Orléans* (Brepols, 2008). *Philological Quarterly* 88, no. 3 (2009): 337-40.
- Keith, Alison and Stephen Rupp, eds. *Metamorphosis: The Changing Face of Ovid in Medieval and Modern Europe* (Publications of the Centre for Reformation and Renaissance Studies, Essays and Studies 13) Toronto: Centre for Reformation and Renaissance Studies, 2007. *English Studies in Canada* 34, no. 4 (2008): 171-173.

PUBLICATIONS IN PROGRESS

- "Visual and Textual Authority: Reading *Chevalier* in Manuscripts of *La Vie des Pères*," book chapter accepted for *Blurred Boundaries in Pre-Modern Texts and Images: Aspects of Reception and Self-Construction*, eds. Dafna Nissim and Vered Tohar (for review by De Gruyter's Fundamentals of Medieval and Modern Culture series, De Gruyter, eds. Albrecht Classen and Marilyn Sandidge)
- "The Power of the Verb: Speech and Violence in *Une femme que Nostre Dame garda d'estre arse*," book chapter accepted for *Violence and Gender on the Premodern Stage*, eds. Melissa

Elmes and Matt Carter (under review by University of Florida Press, anticipated publication 2023)

"Judicial Authority and Marian justice in Gautier de Coinci's "D'une fame qui fu delivree a Loon dou feu" and *La Vie des pères* "Belle-Mère"," book chapter accepted for *End Game: Exile and Execution in Medieval and Early Modern Society*, eds. Gina Aloni and Larissa Tracy (under review by Boydell & Brewer, anticipated publication 2022)

CONFERENCE PAPERS, ROUND TABLES AND INVITED LECTURES

"Passion and Proclivity in the *Vie des pères* *Chevalier*," Southeastern Medieval Association Congress, Wofford College, Spartansburg, SC, October 2021.

"Intertextuality and Intratextuality in the Arthurian Graphic Novel," XXVI Triennial Congress of the International Arthurian Society, Cataneo, Italy, July 2021. **Conference Cancelled.**

"Illustrating Anger: Divine Retribution in the *Vie des pères* *Pèlerine*," International Medieval Congress 2021, University of Leeds, July 8, 2021. Virtual Conference.

"French Arthurian Comics and the Contemporary Art of *Inventio*," 55th International Congress on Medieval Studies, Western Michigan University, May 11, 2021. Virtual Conference.

"Scandalous Crimes: Women and Violence in the *Miracles de Notre Dame par personnages*," South Atlantic Modern Language Association 92, November 14, 2020. Virtual Conference.

"The Sacred and the Secular in the *Vie des pères* *Chevalier*," International Medieval Congress 2020, University of Leeds, July 8, 2020. Virtual Conference.

"Intertextuality and Intratextuality in the Arthurian Graphic Novel," XXVI Triennial Congress of the International Arthurian Society, Cataneo, Italy, July 2020. **Conference Cancelled.**

"French Arthurian Comics and the Art of *Inventio*," 55th International Congress on Medieval Studies, Western Michigan University, May 2020. **Conference Cancelled.**

"The Perils of Pilgrimage: Violence and Vengeance in the *Vie des pères* *Pèlerine*," Southeastern Medieval Association Congress, University of North Carolina-Greensboro, November 16, 2019

"The Apocryphal *Vie des pères*: Three 14th-Century Manuscripts in Context," XVIth Triennial Congress of the International Courtly Literature Society, University of Exeter, England, July 22, 2019

"Errata and the Atelier : On the Production, Ownership and Usage of 14th-century Manuscripts of The Old French *Vie des pères*" International Medieval Congress 2019, University of Leeds, July 4, 2019.

"Fair and Foul Winds in the *Lais* of Marie de France," 54th International Congress on Medieval Studies, Western Michigan University, May 9, 2019

"(Un)Explained Mysteries: The Access and Practice of Codicological Studies in the Digital Age," 54th International Congress on Medieval Studies, Western Michigan University, May 11, 2019

"Medieval Identity Politics: Jewish Converts and Good Christians in the Marian Miracle Tale," 2018 Southeastern Medieval Association Congress, Nassau, The Bahamas, November 8, 2018

"Truth, Fiction and (Un)Authorized Speech in the Marian Miracle Tale," 15^e Congrès de la Société internationale des médiévistes de Paris : Vérité et fiction, Paris, France, June 28, 2018

"Literature and Legality in the Old French Marian Miracle Tale," 53rd International Congress on Medieval Studies, Western Michigan University, May 13, 2018

- "*Belle-Mère (La Vie des pères)*: Gossip, Murder and Miracles in the City," 2017 Southeastern Medieval Association Congress, Charleston, SC, November 16, 2017
- "Et si Lancelot fut une femme": Transgendering Lancelot in the Contemporary Arthurian Graphic Novel," XXV Triennial Congress of the International Arthurian Society, Würzburg University, Germany, July 28, 2017
- "The Night is Dark and Full of Terrors: Demonic Transmogrification in *La Vie des pères' Ivresse*," 2016 Southeastern Medieval Association Congress, Knoxville, TN, October 8, 2016
- "Dragon-Slaying and the Terre Gaste motif in *Perceforest*," International Medieval Congress 2016, University of Leeds, July 7, 2016.
- "Movies, Manuscripts and Comic-Strips: A Multimedia Approach to Teaching Medieval Literature in the Post-Medieval Undergraduate Classroom, 51st International Congress on Medieval Studies, Western Michigan University, May 14, 2016
- "Adventures From Hell in Renaut de Bâgé's *Le Bel Inconnu*," 2015 Southeastern Medieval Association Congress, Little Rock, AR, October 23, 2015
- "*Juitel* and *Juive*: Liminal Characters in the Old French *Vie des pères*," 50th International Congress on Medieval Studies, Western Michigan University, May 14, 2015
- "Contemporary Arthurian Worlds: Sam Sarkar's *Caliber* and Other Arthurian Graphic Novels," XXIV Triennial Congress of the International Arthurian Society, University of Bucharest, Romania, July 21, 2014
- "Sex and the Medieval City: The Pleasures of Sin in Old French Hagiography," International Medieval Congress 2013, University of Leeds, July 4, 2013
- "The Unexamined Miracle: Manuscripts, Their Makers and Lay Piety in 14th-Century Book Culture," 48th International Congress on Medieval Studies, Western Michigan University, May 9, 2013
- "*Caliber*, or Arthur's Mystical Six-Shooter and the Gunslingers of the O.K Corral," 47th International Congress on Medieval Studies, Western Michigan University, May 12, 2012
- "The Monstrously Funny Feminine: Bestiary Symbolism and the *Guivre* in Renaut de Bâgé's *Le Bel Inconnu*," Midwest Modern Language Association, St. Louis, MS, November 5, 2011.
- "Courtly Parody in *La Vie des pères' Nièce*," XIII^e Congrès de la Société Internationale de Littérature Courtoise, Montréal, Canada, July 28, 2010.
- "Beastly Behavior: Temptation, Travel and Redemption in *La Vie des pères' Ivresse*," International Medieval Congress 2010, University of Leeds, July 12, 2010.
- "Piety, Irony and Illumination in *La Vie des pères' Ivresse*," 44th International Congress on Medieval Studies, Western Michigan University, May 11, 2008
- "Lions and Dragons and Doves! Oh, my! : Animal Symbolism in Old French Bestiaries," Fall Faculty Development Luncheon, Saint Francis University, November 20, 2008.
- "Dragon Symbolism and Narrative Difference in Old French Literature," International Medieval Congress 2008, University of Leeds, July 2008
- "Virgin Knights and Holy Transvestites: (Trans)Gender and Genre in 13th-century French Literature," 43rd International Congress on Medieval Studies, Western Michigan University, May 11, 2008
- "*Male Norreture*': Violence and Vengeance in the Old French *Philomena*," International Medieval Congress 2006, University of Leeds, July 13, 2006.
- "Preaching in Pictures: *Tituli*, Illuminations and Reader Reception in Manuscripts of the Old French *Vie des pères*," 41st International Congress on Medieval Studies, Western Michigan University, May 4, 2006.
- "From Seduction to Salvation: Romance Motifs in the *Vie des Pères' Nièce*," 40th International Congress on Medieval Studies, Western Michigan University, May 6, 2005.

- "Immaculate Deceptions: Models of Female Sexuality in Rutebeuf's *Frère Denise* and Old French Transvestite Saints," International Medieval Congress 2004, University of Leeds, July 14, 2004.
- "Saints, Sex and the Social Context: Genre-Bending in Rutebeuf's *Frère Denise*," International Medieval Society-Paris Symposium, École Nationale des Chartes, July 8-9, 2004.
- "The Treatment of Lucretia in Christine de Pizan's *Le Livre de la Cité des Dames* and Boccaccio's *De mulieribus claris*," 38th International Congress on Medieval Studies, Western Michigan University, May 8, 2003.
- "Chrétien de Troyes' *Philomena*: A Pathetic Interpretation of Ovid," Medieval Studies Brown Bag Lunch, University of Wisconsin-Madison, December 6, 2002.
- "No Good Deed Goes Unpunished: The Interaction of the Sacred and the Profane in the Old French *Fabliaux* and *La Vie des Pères*," International Medieval Congress 2002, University of Leeds, July 10, 2002.
- "Ovid's Medieval Metamorphosis: Allegorical Interpretations of Ovidian myth in Chrétien de Troyes' *Philomena* and the *Ovide Moralisé*," 17th Annual Conference of the Medieval Association of the Midwest, September 28, 2001.
- "The Rhetoric of Desire and the Interpretation of Ovidian Myth: *Impietas, Poenas* and the Dysfunctional Family in Chrétien de Troyes' *Philomena*," International Medieval Congress 2001, University of Leeds, July 9, 2001.
- "Image as Text: The Incarnation of the Word in the Duc de Berry's *Très Riches Heures*," 36th International Congress on Medieval Studies, Western Michigan University, May 4, 2001.
- "History or Fiction? The Role of Doubt in Antoine de la Salle's *Le Paradis de la royne Sibille*," 35th International Congress on Medieval Studies, Western Michigan University, May 5, 2000.

AWARDS AND HONORS

University of Tennessee at Chattanooga

- Walker Center for Teaching & Learning, Faculty Grant for Research and Creative Activity, Summer 2019 (library research)
- Arts & Sciences Supplemental Fund for Research and Creativity and the Faculty Development Committee, 2017-18 (conference presentation)
- Arts & Sciences Supplemental Fund for Research and Creativity and the Faculty Development Committee, 2016-17 (2 conference presentations)
- Arts & Sciences Supplemental Fund for Research and Creativity and the Faculty Development Committee, 2015-16 (conference presentation)
- Arts & Sciences Supplemental Fund for Research and Creativity and the Faculty Development Committee, 2014-15 (conference presentation)

University of Maryland, College Park

- Non-Tenure Track Faculty Travel Grant, School of Languages, Literatures & Cultures, 2014 (international conference presentation)

Saint Francis University

- Junior Faculty Research Grant, School of Arts & Letters, Saint Francis University, 2010 (library research)
- Special Faculty Project Grant, School of Arts & Letters, Saint Francis University, 2009

(theatrical performance)

University of Wisconsin-Madison (Graduate School)

- Bourse Chateaubriand, 2003-04 (government-sponsored dissertation research award)
- University Dissertator Fellowship, University of Wisconsin-Madison, Spring 2004 (dissertation research)
- Vilas Travel Grant, University of Wisconsin-Madison, 2005 (conference presentation)
- Vilas Travel Grant, University of Wisconsin-Madison 2002 (dissertation research)
- Vilas Travel Grant, University of Wisconsin-Madison, 2001 (conference presentation)

University of Louisville (Undergraduate)

- Fellowship, Université de Paris XI, Faculté de Droit Jean Monnet à Sceaux, 1992-93 (post-baccalaureate study)
- Outstanding Senior Award, University of Louisville, 1992 (academic award)
- Modern Language Fund Grant, University of Louisville, 1990 (internship at Société Montpellieraine des Transports Urbains)

SERVICE

University of Tennessee at Chattanooga

- Learning Environment Committee, 2021-
- Faculty Grants Committee, Chair, 2020-2021; Member, 2018-2020
- Events organizer and promoter, International Francophonie Day, 2018-
- College of Arts & Sciences Curriculum Committee, 2017-18
- University Undergraduate Petitions Committee, 2016-2018
- Departmental Honors Thesis Director, 2016-17
- Chair, MCLL Major Scholarship Committee (French), 2017-
- Advisor, Pi Delta Phi National French Honor Society, 2016-
- Chair, Sturzer Scholarship Committee, 2015-
- University Departmental Honors Committee, 2015-16
- MCLL French Social Media Advisor (Facebook and Instagram), 2015-
- MCLL Search Committee, French Search Committee, 2015-16
- MCLL Search Committee, Spanish Search Committee, 2015-16
- University Student Rating of Faculty Instruction Committee, 2015-16
- French-American Chamber of Commerce, Tennessee Branch (community outreach), 2014-
- Event organizer and promoter, National French Week, 2014-
- Event organizer and promoter, International Francophonie Day, 2018-
- French Undergraduate Advisor, 2014-2020

University of Maryland, College Park

- French Undergraduate Advisor, 2012-14
- French Undergraduate Program Committee, University of Maryland, 2012-14
- School of Languages, Literatures and Cultures Undergraduate Program Committee, 2012-14
- Co-Organizer, National Francophone Week, 2012-14

French Liaison to the Language Partners Program, University of Maryland, 2012-14
 Advisor, Cercle Français, 2012-14
 Advisor, Language House (French Cluster), 2012-14
 Reader, MA Thesis Committee, 2013

Saint Francis University

Teacher Accreditation Education Council, 2010-11
 General Education Implementation Committee, 2011
 Co-organizer, Appalachian Language Educators Foreign Language Fair, 2010 and 2011
 St. Francis Day of Reflection Committee, 2009 and 2010
 Self-Design Majors and Minors Committee, 2009 and 10
 International Education and Outreach Committee, 2008-11
 Advisor, French Club, 2007-11

Institut Universitaire de Technologie à Nice

Study Abroad Selection Committee, 1997-98

PROFESSIONAL SERVICE

Southeastern Medieval Association, Executive Council, 2019-22
 Bibliographic Contributor, *Encomia: Bibliographical Bulletin of the International Courtly Literature Society*, 2008-2020
 Medieval and Early Modern Studies Interdisciplinary Conference, University of Maryland, Moderator, 2013
 International Congress on Medieval Studies, Western Michigan University
 ICLS Session Organizer and Moderator, 2012
 IMS-Paris Session Organizer and Moderator, 2010, 2011
 International Medieval Congress, University of Leeds
 Moderator, 2006, 2008, 2010, 2013
 Session Organizer, 2006
 American Membership Associate, International Medieval Society-Paris, 2005-06
 Manuscript Review, *Philological Quarterly*, 2003
 Graduate Student Symposium, University of Wisconsin-Madison
 Paper Selection Committee, 1999, 2001, 2003, 2005
 Moderator, 2003, 2005
 Respondent, 2006

PROFESSIONAL MEMBERSHIPS

International Arthurian Society, North American Branch
 International Marie de France Society
 International Medieval Society-Paris
 International Courtly Literature Society, North American Branch
 MEARCSTAPA (Monsters: the Experimental Association for the Research of Cryptozoology through

Scholarly Theory and Practical Application)
Société Fableors
Southeastern Medieval Association

RELATED SKILLS

- Languages French: native speaking, writing and reading ability
 Spanish: intermediate speaking and reading ability
 Italian: novice speaking ability; intermediate reading ability
 Latin and German: reading knowledge only
- Translation French/English, English/French, Spanish/English
 (Birth Certificates, Driving Licenses, Certificates of Marriage and Divorce, Promissory
 Notes, Trial Transcripts, Articles of Incorporation, Web sites, instruction manuals,
 newspaper articles, music reviews, conference papers, and advertisements)
- Performance Vocalist, solos and duets (universities, high schools, festivals, private events)

J. Michael Colvin
Curriculum Vitae

CONTACT ADDRESS

615 McCallie Ave
208 Brock Hall, Dept 2152
Chattanooga, TN 37403

EMAIL justin-colvin@utc.edu

WEBSITE www.linkedin.com/in/justinmichaelcolvin

PHONE (504) 321-0852

UNIVERSITY APPOINTMENTS

- University of Tennessee, Chattanooga, *2019-present*
Lecturer, Honors College
- University of Tennessee, Chattanooga, *2017-2019*
Adjunct Professor, Departments of History and Mod. and Class. Lang. and Lit.
- University of California, Irvine, *2014-2016*
Editorial Assistant and Publication Consultant, Department of Physics and Astronomy
- University of Southern California, *2010-2013*
Teaching Fellow, Department of History
- Fordham University, *2009-2010*
Latin Tutor, Office of Disability Services

UNIVERSITY EDUCATION***University of Southern California, 2010-2013***

Coursework completed in **History**

History qualifying fields: Early Medieval Europe (Primary); British and Irish History to 1500 CE (Major Field); Women's and Gender History (Minor Field)

Advisors: Lisa Bitel, Jason Glenn, and Judith Bennett

University of Notre Dame, 2011

Coursework undertaken in **Medieval Latin** at the Medieval Institute

Medieval Latin fields included Late-antique, Ecclesiastical, and Vulgar Latin, Latin palaeography, codicology, and epigraphy, comparative subnational Latin prose, etc.

Advisor: Frank A.C. Mantello

Fordham University, 2008-2010

Magister Artium, in **Medieval History**

Medieval History Thesis title: 'Medieval Continental Penitential Literature to 829 CE: Its Irish Origins in Citation, Form, and Concept'

Advisor: Richard Gyug

Columbia University, 2005-2008

Bachelor of Arts (*magna cum laude*) in **History** (honors) and **Religion** (honors)

History Thesis title: 'The Council of Whitby, 664: A Microcosmic View of the Creation of the English Nation through the Evolution of Anglo-Saxon Politics and Religion'

Advisor: Adam Kosto

Religion Thesis title: '*Laudabiliter*, 1155: An Application of the Pre-Thomistic Concept of Heresy and the Legislated End of Celtic Christianity'

Advisors: Robert Somerville, Alan Segal

Contra Costa Community College, 2000-2005 (one semester at San Francisco State)

Intersegmental General Education Transfer Certificate

Teaching

TEACHING INTERESTS

Fields

Early-medieval Celtic Ireland, Anglo-Saxon Britain, and Barbarian Europe; later Roman Empire and Late Antiquity; ‘Celts,’ ‘Germans,’ and *alii barbari* in antiquity, late antiquity, and early middle ages.

Foci

Late antique historiography and ethnography; *romanitas*; reception; ‘North Sea’ studies and cultural exchange; identity and community; history of religions, esp. Christianity; hagiography; vernacular languages and literatures.

Methods

Cultural history; consilience (using the natural sciences to study the past); manuscript studies, e.g. paleography, codicology, and diplomatics; materiality of textuality; narratology.

Languages

Latin (classical, late-antique, ecclesiastical, medieval), Old English, Old Irish, Old Norse

PEDAGOGICAL EXPERIENCE

Courses Taught

UTC

- Co-Instructor (with Prof. Joanne Romagni, Biology, UTC), *University Honors 3510/3560: Science on the Romans and Romans on the Sciences: A Consilient Exploration of the Classical Past*, S20;
 - Upper division course on the uses of the natural sciences in history (consilience history).
- Lead Instructor, *Classics 4999: The Barbarian Tide: Transforming the Roman World in Late Antiquity*, S20;
 - Upper division course on late-antique barbarians with attention to historiographical debates.
- Lead Instructor, *University Honors 1010/1020: Western Humanities I & II*, F19-S20;
 - First-year survey course on western literature, emphasizing analytical reading and writing.
- Lead Instructor, *Classics 4999: Rome Reimagined: Classical Influence on Western European Statecraft*, S19;
 - Upper division course on the reception of Roman political ideologies in western Europe.
- Lead Instructor, *History 2100: Research and Writing in History*, F18;
 - Lower division course on research methodologies and writing conventions in history.
- Lead Instructor, *University Honors: Consilience History: The Case of the Anglo-Saxons*, F18;
 - Upper division course on the uses of the natural sciences in history (consilience history).
- Lead Instructor, *Classics 1200: Legendary Rome: Epic Founders, Wicked Emperors, Holy Martyrs*, S18, F18, S19, F19, S20;
 - First-year course on mythicization in Roman perceptions of the past.
- Lead Instructor, *Classics 1200: Legendary Rome: Epic Founders, Wicked Emperors, Holy Martyrs: online*, S18, S19;
 - Online delivery of the course above.

USC

- Teaching Assistant, Prof. Jacob Soll, *History 103g: The Emergence of Modern Europe, 1350-1800*, S13.
- Teaching Assistant, Prof. Jason Glenn, *CORE 103: A Consilient Approach to the Study of the Past, Case Study: Anglo-Saxon England, c. 400-1066*, F12.
- Teaching Assistant, Prof. Elinor Accampo, *History 104g: Modern Europe, 1783-Yesterday*, S12.
- Teaching Assistant, Prof. Jason Glenn, *History 102gm: Medieval People: Europe and Its Neighbors, 400-1500*, F11.

ACADEMIC PAPERS, LECTURES, AND TALKS

Invited Lectures

- “Old English Riddles and Anglo-Saxon Puns: Groaners from the Meadhall,” *HUM 4999: Humor*, Fall 2018, University of Tennessee, Chattanooga.
- “Old English and How It Got That Way: The Language of the Anglo-Saxons and Its Long Life,” *CORE 103: A Consilient Approach to the Study of the Past, Case Study: Anglo-Saxon England, c. 400-1066*, Spring 2013, University of Southern California.
- “The Materiality of Textuality: Anglo-Saxon Manuscript Culture and Its Context,” *CORE 103: A Consilient Approach to the Study of the Past, Case Study: Anglo-Saxon England, c. 400-1066*, November 2012, University of Southern California.
- “Old English(es): A Crash-course in the Language of the ‘Anglo-Saxons’,” *CORE 103: A Consilient Approach to the Study of the Past, Case Study: Anglo-Saxon England, c. 400-1066*, October 2012, University of Southern California.
- “The ‘Black Death’?” with Justin D. Haar, *History 102gm: Medieval People: Europe and Its Neighbors, 400-1500*, December 2011, University of Southern California.
- “How We Know What We Know: Manuscript Culture and the Auxiliary Disciplines of Medieval History,” *History 102gm: Medieval People: Europe and Its Neighbors, 400-1500*, November 2011, University of Southern California.
- “The Contours of Anglo-Irish History: A Presentation of ‘The Council of Whitby, 664’ (Department of History, Honors), and ‘Laudabiliter, 1155’ (Department of Religion, Honors)” Columbia University, Year-end Thesis Presentations, May 2008.

Papers Accepted for Presentation

- “Objectivity and Its Discontents: Scientism, Critical Theory, and the Epistemological Quandary of Medieval Studies,” International Congress on Medieval Studies, May 2013, Western Michigan University.
- “*Curavit ut nulla cicatrix... ullatenus appareret: Toward an exemplum plenum of the Salamanca Vita sancti Flannani* [BHL 3024; Kenney nr. 199 ii],” Celtic Studies Association of North America, April 2013, University of Toronto.
- “*Annála Uladh*: A Reconsideration of its Component Materials (AD 431-1050),” Graduate Association of Premodern Studies Colloquium, March 2012, University of Southern California.
- “*Fiebat Scotum*: The Invention of the *Scotus*,” International Meeting of The American Conference for Irish Studies, March 2012, New Orleans, La.
- “*Crith Gablach*: Compensation in Terms of Status in Early Irish Brehon Law,” Graduate Association of Premodern Studies Colloquium, January 2012, University of Southern California.
- “Columbus and St Brendan: The Textual History of a Moralized Geography,” Graduate Association of Premodern Studies Colloquium, November 2010, University of Southern California.
- “Chiastic Structure in Bede’s *Historia Ecclesiastica Gentis Anglorum*: A Latinate or Vernacular Contribution?” Fordham Historical Society Spring Colloquium, March 2010, Fordham University.
- “Rock the Casbah’: An Example of Essentializing Language Employed in Progressive Political Circles,” Southwest Texas Popular Culture and American Culture Association, February 2010, Albuquerque, NM.

Publications

Books

- J. Michael Colvin with Professor Michael Dennin [author of record], a yet-untitled science textbook for non-science majors (under contract with Blackwell, forthcoming, 2018).
- J. Michael Colvin with Robert Blumenfield [author of record], *The Collector's Odyssey* (Sotheby's, forthcoming).
- J. Michael Colvin with Professor Michael Dennin [author of record], *Divine Science: Finding Reason at the Heart of Faith* (Franciscan Media, 2015).

Editions

- J. Michael Colvin, ed., “*Vita sancti Flannani*: A [BIL 3024] variant from the *Magnò legendario austriaco*,” in preparation.

Translations

- J. Michael Colvin, tr., “*Vita sancti Flannani ex codice salmanticensis*,” in preparation.

Articles

Online Contributions

- J. Michael Colvin, “The Council of Whitby, 664: A Microcosmic View of the Creation of an English Nation through the Evolution of Anglo-Saxon Politics and Religion,” *Columbia University Online Resource Library*, History Department Undergraduate Honors Theses, May 2008, <http://www.columbia.edu/cu/history/resource-library/Colvin_thesis.pdf>.

Review Articles

- J. Michael Colvin, “Textualizing *Imagining the Past in France, 1200-1500*: Manuscript Display and Museology,” in *Hortulus: The Online Graduate Journal of Medieval Studies*, forthcoming.

Reviews (published)

- J. Michael Colvin, “Review: Sarah Keefer, Karen Jolly, and Catherine Karkov, eds., *Cross and Cruciform in the Anglo-Saxon World* (West Virginia, 2010),” in *Comitatus*, vol. 42 (2011), pp. 238-241.
- J. Michael Colvin, “Review: Amy Livingstone, *Out of Love for My Kin: Aristocratic Family Life in the Lands of the Loire, 1000-1200* (Cornell, 2010),” in *Comitatus*, vol. 42 (2011), pp. 263-267.
- J. Michael Colvin, “Review: Matthew Frank Stevens, *Urban Assimilation in Post-Conquest Wales: Ethnicity, Gender and Economy in Ruthin, 1282-1348* (University of Wales, 2010),” in *Comitatus*, vol. 42 (2011), pp. 290-293.
- J. Michael Colvin, “Review: Craig Williamson, ed. and trans., *Beowulf and Other Old English Poems* (University of Pennsylvania, 2011),” in *Comitatus*, vol. 43 (2012), pp. 161-162.
- J. Michael Colvin, “Review: Lynda L. Coon, *Dark Age Bodies: Gender and Monastic Practice in the Early Medieval West* (University of Pennsylvania, 2011),” in *Comitatus*, vol. 43 (2012), pp. 176-178.
- J. Michael Colvin, “Review: Rachel Koopmans, *Wonderful to Relate: Miracle Stories and Miracle Collecting in High Medieval England* (University of Pennsylvania, 2011),” in *Comitatus*, vol. 43 (2012), pp. 212-214.
- J. Michael Colvin, “Review: Elizabeth Mullins and Diarmuid Scully, eds., *Listen, O Isles, unto Me: Studies in Honour of Jennifer O'Reilly* (Cork University Press, 2011),” in *Comitatus*, vol. 43 (2012), pp. 217-220.
- J. Michael Colvin, “Review: Karen Elaine Smyth, *Imaginations of Time in Lydgate and Hoccleve's Verse* (Ashgate, 2011),” in *Comitatus*, vol. 43 (2012), pp. 284-286.

Miscellaneous

AWARDS AND FELLOWSHIPS

- 2019 Honors College Course Design Grant (University of Tennessee, Chattanooga, Summer, 2019)
Competitive Grant for Course Development [\$2,000]
- 2012 Graduate Teaching Assistantship (University of Southern California, Academic Year, 2012-2013)
Graduate Teaching Assistantship [\$22,000 + Tuition Remission]
- 2012 Researchship for Monastic Matrix (University of Southern California, Summer, 2012)
Research Assistant for the Monastic Matrix Project [\$ 653]
- 2011 Graduate Teaching Assistantship (University of Southern California, Academic Year, 2011-2012)
Graduate Teaching Assistantship [\$20,000 + Tuition Remission]
- 2011 Student, Medieval Institute Summer Program (University of Notre Dame, Summer, 2011)
Paleography and Medieval Latin Language
- 2011 Discretionary Departmental Grant (University of Southern California, Summer Session, 2011)
Summer Tuition Support for Language Training [\$4,000]
- 2010 College Graduate Merit Award (University of Southern California, Academic Year, 2010-2011)
Graduate Student Fellowship [\$21,000 + Tuition Remission]
- 2010 Fordham University Graduate Tuition Discount (Fordham University, Spring Semester, 2010)
Academic Merit Award [\$6,236]
- 2008 General Studies Senior Thesis Stipend (Columbia University, Academic Year, 2007-2008)
Academic Merit Award [\$250]
- 2007 Visiting Reader, Berkeley Library, (Trinity College Dublin, Summer, 2007)
Independent Summer Research for Undergraduate Senior Thesis
- 2007 Reader's Ticket, (Leabharlann Náisiúnta na h-Éireann, Summer, 2007)
Independent Summer Research for Undergraduate Senior Thesis
- 2007 General Studies Senior Thesis Stipend (Columbia University, Summer, 2007)
Academic Merit Award [\$250]
- 2007 Clayton A. Blaylock Memorial Scholarship (Columbia University, Academic Year, 2007-2008)
Outstanding Academic Achievement [\$14,700]
- 2006 Vidda Foundation Scholarship (Columbia University, Academic Year, 2006-2007)
Outstanding Academic Achievement [\$13,600]
- 2005 New Student Incentive Scholarship (Columbia University, Academic Year, 2005-2006)
Admission Bonus [\$7,000]

LANGUAGES

Languages (modern)	Speaking	Listening Comprehension	Reading
English	Native	Native	Native
Irish	Good	Good	Good
French	Basic	Basic	Good
German	Basic	Basic	Good
Spanish	Good	Good	Good

Languages (research)	Paleographical ability	Reading ability
Latin	Proficient	Proficient
Old and Middle Irish	Good	Good
Old and Middle English	Good	Good
Old Norse	Fair	Fair

DEPARTMENT LANGUAGE CERTIFICATIONSUniversity of Southern California

- Department of History Latin Proficiency Exam, passed 30 October 2012
- Department of History French Proficiency Exam, passed 29 November 2011
- Department of History German Proficiency Exam, passed 29 October 2010

University of Notre Dame

- Medieval Institute Latin Proficiency Exam, passed 4 August 2011

Fordham University

- Department of Medieval Studies German Proficiency Exam, passed 9 May 2010
- Department of Medieval Studies Ecclesiastical Latin Proficiency Exam, passed 6 August 2009
- Department of Classics Latin Proficiency Exam, passed 24 June 2009

PROFESSIONAL SOCIETIES

- | | |
|--|---|
| Medieval Academy of America | Celtic Studies Association of North America |
| American Historical Association | International Society of Anglo-Saxonists |
| American Catholic Historical Association | American Conference of Irish Studies |
| Phi Alpha Theta (Chi Phi Chapter) | American Society of Irish Medieval Studies |

PROFESSIONAL SERVICEIrvine, California

- Editor and Resident Latinist of *1517: The Legacy Project*, Concordia University, Irvine, (2015)
- Editorial Assistant to Professor Scott Keith, Concordia University, Irvine, Dept. of Theology, (2015)
- Senior Ghostwriter and Editor, BusinessGhost, (2014-present)
- Ghostwriter and Editorial Assistant to Professor Michael Dennin, UC Irvine, Dept. of Physics, (2014-2016)
- Freelance College Admissions Consultant, self-employed, (2014-present)
- Editorial Assistant to Doctor Kevin O'Leary, UC Irvine, Dept. of Political Science, (2013)

Los Angeles, California

- Research and Editorial Assistant to Professor Jacob Soll, USC, Dept. of History, (2013)
- Member, Editorial Board of *Comitatus: A Journal of Medieval and Renaissance Studies*, Center for Medieval and Renaissance Studies [CMRS], UC Los Angeles, (2012-2013)
- Editorial Assistant to Professor Wolf Grüner, USC, Dept. of History, (2012)
- Editorial Assistant to Professor Sandra Grüner-Domic, USC, Dept. of International Studies, (2012)
- Research Assistant to Professor Lisa Bitel, USC, Dept. of History, (2012)
- Research Assistant, *Monastic Matrix: women's religious communities, 400 to 1600 CE*, USC, (2012)
- Assistant Editor, *Hortulus: The Online Graduate Journal of Medieval Studies*, (2012)
- President, Graduate Association of Premodern Studies [GAPS], USC, (2011-2012)
- Reader and Peer-Reviewer, *Hortulus: The Online Graduate Journal of Medieval Studies*, (2011-present)

New York, New York

- Colloquia Chair, Fordham Historical Society, Fordham University, Dept. of History, (2009-2010)
- Tutor, America Reads and Counts Challenge, Fordham University, Office of Community Outreach, (2009)
- Special Assistant to the Director of Graduate Studies, Professor Pamela Smith, Columbia University, Dept. of History, (2007-2008)
- Research Assistant to Professor Mark von Hagen, Columbia University, Dept. of History, (2006-2007)
- Special Assistant to Department Chair, Professor Mark von Hagen, Columbia University, Dept. of History, (2005-2007)

MONICA GAROIU, PhD
 Modern & Classical Languages & Literatures
 Associate Professor of French
 University of Tennessee-Chattanooga
 Chattanooga, TN 37403
 Monica-Garoiu@utc.edu

EDUCATION

- PhD in French and Francophone Literature**, University of Wisconsin-Madison, 2009
 Dissertation: *Les "je"-ux de la morale et de l'écriture dans les œuvres de Montaigne, Pascal, Camus et Cioran*. Director: Dr. Thomas J. Armbrecht
- MA in French**, Portland State University, 2000
- BA in French and Romanian**, West University of Timisoara, Romania, 1991

COLLEGE LEVEL TEACHING EXPERIENCE

- Associate Professor of French, University of Tennessee-Chattanooga, 2016-present**
- MLNG 1500: World Cinema: Images of Equality in Modern French Cinema
 - FR 4998: Transcultural Writings in French (Individual Studies)
 - FR 4998: History of French Cinema (Individual Studies)
 - FR 4998: Literature and Philosophy: Camus, Sartre, and Cioran (Individual Studies)
 - FR 4010R: Women Voices in Contemporary French Literature; WWII in French Literature & Cinema
 - FR 4010: Writing the Self in 20th and 21st Century French and Francophone Literature
 - FR 3999R: Introduction to Literary Analysis (Individual Studies)
 - FR 3998: Migrant Francophone Literature (Individual Studies)
 - FR 3998: Memory and War in Contemporary French Cinema (Individual Studies)
 - FR 3998: Post-Revolutionary French Literature (Individual Studies)
 - FR 3998: Masterpieces of French Cinema (Individual Studies)
 - FR 3500: Francophone Studies: Introduction to the French-Speaking World
 - FR 3320: Introduction to French Literature II
 - FR 3240: Exile Literature in French
 - FR 3210: Advanced French Grammar and Writing
 - FR 3120: French Composition and Conversation II: Witnessing WWII in French Literature and Cinema
 - FR 2120: Intermediate French for Conversation II
 - FR 2110: Intermediate French for Conversation I
 - FR 1020: Elementary French II
 - FR 1010: Elementary French I
- Visiting Assistant Professor of French, Middlebury College, 2015-2016**
- FR 0221: From Romanticism to Modernism: 19th and 20th Century French Literature
 - FR 0205: Towards Liberated Expression
 - FR 0103: Beginning French Part Three
 - FR 0102: Beginning French Part Two
- Visiting Assistant Professor of French, Kenyon College, 2009-2015**
- FR 493: 21st Century French Literature (Independent Study)
 - FR 493: Algerian Francophone Literature & Film (Independent Study)
 - FR 391: Migrant Voices in Contemporary European Francophone Literature (Special Topics)
 - FR 391: The Holocaust in Contemporary French Literature and Film (Special Topics)
 - FR 391: 20th Century French and Francophone Autobiography (Special Topics)
 - FR 340: Identity in 20th Century Francophone Novel and Cinema
 - FR 328: Contemporary French Civilization and Film
 - FR 324: Approaches to French Literature II (Survey of 19th and 20th Century Literature)
 - FR 321: Advanced French Composition and Conversation
 - FR 213, 214: Intermediate French

FR 111, 112: Intensive Introductory French

Visiting Instructor of French, Colorado College, 2007-2009

FR 409: History of French Cinema (Senior Independent Study)

FR 409: 19th Century Poetry (Senior Independent Study)

FR 319: Pre-Revolutionary French Literature

FR 316: Contemporary French and Francophone Fiction and Film by and about Women

FR 310: Literature and Film: Post-Revolutionary French Fiction from Text to the Screen

FR 306: Introduction to Literary Analysis

FR 159: 20th Century French Civilization and Culture (in English)

FR 201: Intermediate French through Film

FR 101: Beginning French

Lecturer of French, University of Wisconsin-Madison, 2005-2007

FR 227, 228: Third-year French Language and Culture

Teaching Assistant, University of Wisconsin-Madison, 2001-2004

FR 101, 203: Beginning and Intermediate French

Lecturer of French, Lewis & Clark College and Portland State University, 2000-2001

FR 201, 202, 203: Intermediate French

Teaching Assistant, Portland State University, 1999-2000

FR 201, 202, 203: Intermediate French

PROFESSIONAL PRESENTATIONS

1. "**Je est un autre: identité et altérité chez Cioran**." Cioran International Conference, Prague, 2022 (forthcoming)
2. "**Baudelaire et Cioran: Influences et affinités électives**." The 74th Annual RMMLA Convention, October 2021 (forthcoming) (Virtual Conference)
3. "**Isabelle Eberhardt, une voix féminine retrouvée**." The 70th Mountain Interstate Foreign Language Conference, October 2021 (forthcoming) (Virtual Conference)
4. "**Le devoir de mémoire dans *Dora Bruder* de Patrick Modiano**." International Colloquium: *Communication and Culture in Romance Europe* (Ninth Edition), June 2021 (Virtual Conference)
5. "**L'image de la femme dans l'œuvre de Cioran**." The 35th Conseil International d'Études Francophones Convention, June 2021 (Virtual Conference)
6. "**Souffrance et suicide dans l'œuvre de Cioran**." Encuentro Internacional Cioran en México, Mexico City, November 2019
7. "**L'intertextualité dans l'œuvre de Cioran**." The 73rd Annual RMMLA Convention, El Paso, October 2019
8. "**Interférences médiatiques: Photographie et littérature dans *Douleur exquise* de Sophie Calle**." International Colloquium: *Communication and Culture in Romance Europe* (Eighth Edition), West University of Timisoara, June 2019
9. "**Homeric Intertextuality and Exile in Milan Kundera's *Ignorance***." 22nd Annual International Congress of the Mediterranean Studies Association, University of Crete, Rethymnon, May 2019
10. "**Exil et bilinguisme chez Cioran**." The 72nd Annual RMMLA Convention, Cheyenne, October 2018
11. "**Le voyage chez Camus**." International Colloquium: *Communication and Culture in Romance Europe* (Seventh Edition), West University of Timisoara, June 2018
12. "**The Mediterranean in the works of Albert Camus**." 21st Annual International Congress of the Mediterranean Studies Association, Sorrento, May 2018
13. "**Voyage et spiritualité dans *Connaissance de l'Est* de Paul Claudel**." International Conference: *Voyages et spiritualité dans les cultures classiques et néolatines*, Pázmány Péter Catholic University, Budapest, May 2018
14. "**Deuil et quête identitaire dans *Une mort très douce* de Simone de Beauvoir**." The 23rd Southeast Conference, Celebration, March 2018
15. "**Le suicide dans l'œuvre de Cioran**." The 71st Annual RMMLA Convention, Spokane, October 2017

16. "Les je(ux) de l'autobiographie chez Assia Djebar." International Colloquium: *Communication and Culture in Romance Europe* (Sixth Edition), West University of Timisoara, June 2017
17. "L'esthétique du trauma chez Sarah Kofman." International Conference: *Les Fables du trauma*, Pázmány Péter Catholic University, Budapest, May 2017
18. "L'entre-deux chez Cioran." The 70th Annual RMMLA Convention, Salt Lake City, October 2016
19. "Solitude et douleur dans l'œuvre de Cioran." The 21st Cioran International Colloquium, Sibiu, May 2016
20. "Maladie et souffrance chez Cioran." The 69th Annual RMMLA Convention, Santa Fe, October 2015
21. "Transculturalités. Altérité hongroise et quête identitaire dans l'œuvre de Cioran." The 68th Annual RMMLA Convention, Boise, October 2014
22. "Spatialité genrée dans *L'Amour, la fantasia* d'Assia Djebar." International Conference: *Gendered Divisions of Space*, Spiru Haret University, Bucharest, June 2014
23. "La poétique du fragment dans l'œuvre de Cioran." The 67th Annual RMMLA Convention, Vancouver, October 2013
24. "Rewriting History from a Feminine Stance in Assia Djebar's *Fantasia, an Algerian Cavalcade*." The 54th Annual Convention of the MMLA, Cincinnati, November 2012
25. "Une rencontre littéraire: Camus et Cioran." The 66th Annual RMMLA Convention, Boulder, October 2012
26. "Intratextualité et écriture de soi dans *Le premier homme* d'Albert Camus." International Colloquium: *Communication and Culture within Romance Europe*, West University of Timisoara, June 2012
27. "Intertextualités picturales dans *Femmes d'Alger dans leur appartement* d'Assia Djebar." 26^e Congrès mondial du CIEF, Thessaloniki, June 2012
28. "Monica Lovinescu: Voice of Antitotalitarian Thought." The 127th Annual MLA Convention, Seattle, January 2012
29. "E.M. Cioran et la question de l'Autre." The 65th Annual RMMLA Convention, Scottsdale, October 2011
30. "Le sacré et le profane dans *Les soleils des indépendances* d'Ahmadou Kourouma." 9^e Conférence Internationale: *Langue et littérature. Repères identitaires en contexte européen*, University of Pitesti, June 2011
31. "Albert Camus et le totalitarisme. De *L'Homme révolté* à *L'État de siège*." International Conference of Comparative Literature and Cultural Studies: *Legitimation of Literatures in Totalitarian Regimes*, Transylvania University of Brasov, June 2011
31. "Le genre à l'œuvre: l'écriture féminine chez Mariama Bâ et Calixthe Beyala." International Conference: *Gender Studies in the Age of Globalization*, Spiru Haret University, Bucharest, June 2011
33. "Trauma et témoignage dans *Rue Ordener, rue Labat* de Sarah Kofman." The 52nd Annual Convention of the MMLA, Chicago, November 2010
34. "E.M. Cioran: de l'excès à l'élégance." The 64th Annual RMMLA Convention, Albuquerque, October 2010
35. "Sur la France. Un inédit de Cioran." CNRS/Institut des Textes et Manuscrits Modernes: *Séminaire Genèse et autobiographie*, Paris, March 2009
36. "Poétique de l'exil et de l'identité dans *Lettres parisiennes* de Leïla Sebbar et Nancy Huston." The 62nd Annual RMMLA Convention, Reno, October 2008
37. "Genius linguae: le pouvoir de la langue de l'Autre dans *L'Amour, la fantasia* d'Assia Djebar." 22^e Congrès mondial du CIEF, Limoges, July 2008
38. "Cioran moraliste?" 20^e Congrès mondial du CIEF, Sinaïa, June 2006
39. "Confluence des voix: Littérature et philosophie chez Sartre et Camus." The 47th Annual Convention of the MMLA, Milwaukee, November 2005
40. "Exil linguistique: le cas de Cioran." The 10th Annual UCLA French & Francophone Studies Graduate Student Conference, UCLA, October 2005
41. "Photography and Literature in Roland Barthes's *Camera Lucida*." Comparative Literature Graduate Colloquium: *The Possibilities of the Comparative*, UW-Madison, October 2005
42. "Ecrire en exil: E.M. Cioran et l'abandon de la langue maternelle." The 17th Annual Graduate Student Symposium, UW-Madison, March 2005

43. "The Madness of Language in A. Khatibi's *Love in Two Languages*." The 9th Annual Midwest Graduate Student Conference in African Studies, Northwestern University, April 2004
44. "L'exotisme chez Camus, Claudel et Segalen." The 16th Annual Graduate Student Symposium, UW-Madison, March 2004
45. "Camus, Claudel et Segalen à la rencontre du Divers." The 13th Annual Charles Fraker Conference, UM-Ann Arbor, March 2004

OTHER SCHOLARLY WORK

Dictionary of Cioranian Terms I (A-M) (Co-author). Timișoara: Editura Universității de Vest & Milano: Criterion Editrice, 2020

REFEREED ARTICLES AND BOOK CHAPTERS

1. "Cioran et la poétique du fragment." *AYLLU Sociedad Iberoamericana de Antropología Filosófica*, 2022 (forthcoming)
2. "Mémoire de la Shoah dans *Dora Bruder* de Patrick Modiano." *Quaestiones Romanicae IX* (2022) (forthcoming)
3. "Cioran, du lyrisme au laconisme." In Aurélien Demars, Mihaela-Gentiana Enache, Eds. *Cioran, Archives paradoxales – Nouvelles approches critiques* (6). Paris: Editions Classiques Garnier, 2022 (forthcoming)
4. "Raconter l'indicible: l'esthétique du trauma dans *Rue Ordener, Rue Labat* de Sarah Kofman." In François Soulages, Aniko Adam, Eds. *Les Fables du trauma*. Paris: Editions L'Harmattan, 2022 (forthcoming)
5. "Between Exile and Nostalgia. A Reading of Milan Kundera's *Ignorance*." In *Passage: The International Journal of Writing and Mobility*, n° 4, 2021 (forthcoming)
6. "Hybridité et métamorphose dans *Une vie de boy* de Ferdinand Oyono. Une lecture postcoloniale." *Revue Roumaine d'Études Francophones*, n° 12, 2021 (forthcoming)
7. "Mettre 'en rôle' ses chimères: l'écriture chez Montaigne." *Dialogues francophones*, 2021 (forthcoming)
8. "Souffrance et suicide dans l'œuvre de Cioran." In Irma Carannante, Giovanni Rotiroli, Ciprian Valcan, Eds. *Emil Cioran Giornate di studio a Napoli / Zile de studiu la Napoli 2019-2020*. Timișoara: Editura Universității de Vest & Milano: Criterion Editrice, 2021, p. 91-106
9. "Cioran, lecteur de Baudelaire." In Aurélien Demars, Mihaela-Gentiana Enache, Eds. *Cioran, Archives paradoxales – Nouvelles approches critiques* (5). Paris: Editions Classiques Garnier, 2021, p. 125-136
10. "Poétique du voyage dans *Connaissance de l'Est* de Paul Claudel." *Verbum Analecta Neolatina* 21.1-2 (2020): 103-111
11. "Intermédialités chez Sophie Calle." *Quaestiones Romanicae VIII/1* (2020): 428-436
12. "Voyage et esthétique du lieu dans l'œuvre d'Albert Camus." *Quaestiones Romanicae VIII/1* (2019): 332-342
13. "Ambiguïté et discours pluriel dans *La Chute* d'Albert Camus." *Les Cahiers Linguaték* 3-4 (2018): 26-37
14. "Assia Djebar, une voix de l'autobiographie maghrébine." *Quaestiones Romanicae VII/1* (2018): 362-368
15. "La dichotomie de l'espace chez Assia Djebar." *Journal of Humanistic and Social Studies* 8.1 (15) (2017): 9-20
16. "E. M. Cioran. Le manuscrit inédit *De la France*." *Nouvelles Études Francophones* 29.2 (2014): 154-167 (with Dorica Lucaci)
17. "Écrire la femme africaine: le discours féminin dans *Une si longue lettre* de Mariama Bâ et *Tu l'appelleras Tanga* de Calixthe Beyala." *Journal of Research in Gender Studies* 4.2 (2014): 313-324
18. "Lire au pluriel: l'esthétique intratextuelle dans *Le premier homme* d'Albert Camus." *Quaestiones Romanicae I* (2012): 142-150

19. "Le totalitarisme dans *L'Homme révolté* et *L'État de siège* d'Albert Camus." *Journal of Humanistic and Social Studies* 5 (2012): 23-33
20. "Albert Camus et E.M. Cioran: confluence des voix." In Yun-Sun Limet, Pierre-Emmanuel Dauzat, Eds. *Cioran et ses contemporains. Essais*. Paris: Editions Pierre-Guillaume de Roux, 2011, p. 63-81
21. "Le sacré et le profane dans *Les soleils des indépendances* d'Ahmadou Kourouma." *Language and Literature – European Landmarks of Identity* 9 (2011): 218-223
22. "Victor Segalen et Paul Claudel: regards sur l'exotisme." *Etudes et recherches en philologie. Série langues romanes*. [Vol. hors série:] *Exotisme(s)* (2010): 48-54
23. "Les rites d'initiation dans *Amandine ou les deux jardins* et *La fugue du petit Poucet* de Michel Tournier." *Nasledje* 5.9 (2008): 83-93
24. "Ecrire avec le centre: L'écriture en langue française de *L'Amour, la fantasia* d'Assia Djébar." *Acta Iassyensia Comparationis* 5 (2007): 107-112
25. "L'Image de l'exode dans *Le premier homme* d'Albert Camus." *Acta Iassyensia Comparationis* 3 (2005): 69-73

TRANSLATION

Philippe Lejeune, *De la autobiographie spre jurnal [From Autobiography to Journal]*. (with Dorica Lucaci) (forthcoming)

IN PROGRESS

La morale à l'œuvre: Camus et Cioran, lecteurs de Montaigne et Pascal. (Book)
 "Le rapport mère-fille chez Colette, Simone de Beauvoir et Annie Ernaux." (Article)

HONORS AND AWARDS

UTC Service Award, UTC, 2021
 EDO Rating: *Exceeds Expectations*, UTC, 2021
 CAS Outstanding Research and Creative Achievement Award, UTC, 2021
 Faculty Research Grant, UTC, 2018
 College of Arts and Sciences Travel Grant, UTC, 2018
 Permanent Merit Increase, UTC, 2017
 Departmental Travel Grant, UTC, 2017
 Faculty Professional Development Grant, Middlebury College, 2016
 Center for Digital Storytelling & Center for Innovative Pedagogy Grant, Kenyon College, 2015
 Essentials Grant, Kenyon College, 2014
 Center for Innovative Pedagogy Grant, Kenyon College, 2014
 Faculty Development Grant, Kenyon College, 2011
 HEC Research Award, Colorado College, 2009
 Faculty Travel Grant, Colorado College, 2008
 Professional Development Grant, Colorado College, 2008
 Vilas Dissertation Fellowship, UW-Madison, 2005
 Departmental Travel Grant, UW-Madison, 2005
 Global Graduates Internship Award at *Les Fontenottes*, Saint-Julien du Sault, France, 2000

ACADEMIC SERVICE

Panel Chair at the 35th CIEF Convention, June 2021
 The Undergraduate Curriculum Committee Member, UTC, 2020-present
 CAS Curriculum Committee Member, UTC, 2020-present
 Member of the Scientific Committee of the *Journal of Humanistic and Social Studies*, 2020-present
 Faculty Search Committee Chair and Member, UTC, 2019
 Associate Department Head, UTC, 2019-2021
 North Callahan Undergraduate Essay Prize Interdisciplinary Committee Member, UTC, 2018

Women Studies Committee Member, UTC, 2018-2019
Faculty Senate Admissions Committee Member, UTC, 2017-2020
MCLL Scholarships Committee Member, UTC, 2016-present
Progetto Cioran Research Group Member, University of Naples "L'Orientale", 2016-present
International Studies Advisor, UTC, 2017-2018
French Club Faculty Sponsor, UTC, 2016-present
French Advisor, UTC, 2016-2017 & 2018-present
Chair of the panel *Cioran's Romanian and French Œuvres* at the RMMLA Convention, October 2017, 2019-2021
Chair of the *French Literature* panel at CICCCE, June 2018 & 2019
Member of the Scientific Committee and Referee for the journal *Agapes francophones*, 2012-15 & 2020
Referee for the journal *Nouvelles Études Francophones*, 2015
Chair and Organizer of the panel *Cioran's Romanian and French Œuvres* at the 66th & 68th Annual RMMLA Convention, October 2012, 2014
Reviewer for the textbook *Espaces. Rendez-vous avec le monde francophone* (3rd edition), Vista, 2013
Second Reader of Honor and Senior Thesis for twenty-two students, Kenyon College, 2009-2014
French Major Advisor and Senior Thesis Director for one student, Kenyon College, 2010-2011
Assistant Teachers Coordinator for one section of French 111-112, Kenyon College, 2009-2011, 2013-2015
Chair of the panel *Romania's Contributions to International Heritage* at the 65th Annual RMMLA Convention, Scottsdale, October 2011
Chair and Organizer of the panels *Dire la Shoah: entre nécessité et impossibilité I (Littérature)* and *II (Cinéma)* at the 52nd Annual Convention of the MMLA, Chicago, November 2010
Alternate Chair of the panel *Les femmes, le pouvoir et la littérature* at the 22^e Congrès mondial du CIEF, Limoges, July 2008
Romanian Student Association Committee Member, UW-Madison, 2004-2007
Vilas Grant Application Review Committee Member, UW-Madison, 2006
Reading Committee Member at the 16th and 17th Annual Graduate Student Symposium, UW-Madison, 2004-2005

ACADEMIC AFFILIATIONS

MLA, RMMLA, Mediterranean Studies Association, CIEF

RESEARCH INTERESTS

20th-21st century French and Francophone literatures and cultures; philosophical approaches to literature; autobiography; French and Francophone cinema; feminine writing; testimonial literature and trauma studies; literature and other media; postcolonial studies; methodologies of teaching French language and literature; teaching with technology

PEDAGOGICAL TRAINING

ACTFL Live Webinar: *Graphic Organizers: Visualize – Simplify – Connect*, May 2020
ACTFL Live Webinar: *Remote Learning: World Language Research in the Covid-19 Era. Tips, Strategies and Support*, May 2020
CSCTFL & SCOLT Live Webinar in Partnership with Avant: *Assessing for Proficiency During Uncertain Times*, May 2020
ACTFL Live Webinar: *Remote Learning: Keeping Our Learners Close*, April 2020
Quality Matters Course: *Bridges – Building a Supportive Community*, UTC, December 2017
MOPI (ACTFL) Training, UTC, May 2017
Collaboration in the Classroom Workshop, Middlebury College, April 2016
Design Thinking and the Liberal Arts Workshop, Middlebury College, March 2016
Digital Storytelling Workshop, Kenyon College, May 2015
Faculty Workshop: *Building Syllabi with Effective Writing Assignments*, Kenyon College, August 2014

Garioiu / 7

The Computer Assisted Language Instruction Consortium 2014 Conference, Ohio University, May 2014
McCoy Faculty Workshop on Teaching Writing across the Curriculum, Kenyon College, March 2013
Technology and Pedagogy Workshop, Kenyon College, December 2012
Creative Writing for Second Language Acquisition Workshop, Kenyon College, March 2011
Faculty Boot Camp on Using PROWL, Colorado College, August 2008
Faculty Instructional Technology Showcase, Colorado College, November 2007
DoIT Workshops, UW-Madison, 2005-06
Teaching with TV5 Workshop, UW-Madison, 2003
Atelier BCLE, Portland State University, April 2000

LANGUAGES

French (native-like), **Romanian** (native), **Hungarian** (native), **German** (intermediate), **Italian** (reading),
Spanish (elementary)

José Luis Gastañaga Ponce de León
1131 Stringers Ridge Road, Apt. 3A
Chattanooga, TN 37405
(423) 602 8265

CURRICULUM VITAE

Personal Information

Complete name José Luis Gastañaga Ponce de León
 e-mail address jose-luis-gastanaga@utc.edu
 Work address Department of Modern and Classical Languages and Literatures,
 208-D Brock Hall, University of Tennessee at Chattanooga, 615
 McCallie Avenue, Chattanooga, TN 37403
 Telephone 423.425.4450 (office)
 423.425.4097 (fax)
 Status U.S. Citizen

Current

University of Tennessee at Chattanooga
 2013- Associate Professor of Spanish

Previous

Bryn Mawr College
 2012-2013 Visiting Assistant Professor of Spanish

Studies

Princeton University
 Ph.D. in Spanish
 Dissertation Advisor: Ronald E. Surtz

University of Washington, Seattle

M.A. in Spanish

Pontificia Universidad Católica del Perú

B. A. in Humanities (Linguistics and Literature)

Research Interests

Early Modern Spanish literature. Transatlantic relations. First person narratives, miscellanies, early forms of autobiography. Inca Garcilaso de la Vega. *Crónicas de Indias*. Early forms of the novel (sentimental romance, picaresque). Cervantes. *Celestina*.

Book

Caballero noble desbaratado: Autobiografía e Invención en el siglo XVI. Purdue Studies in Romance Literatures (PSRL) 51. Purdue University Press (2012).

Reviews:

-Edward H. Friedman.- *Renaissance Quarterly* 65.1 (Spring 2012): 246-247.

-Fernando Rodríguez Mansilla.- Blog *Oro de Indias*

<<https://orodeindias.wordpress.com/2014/11/10/don-alonso-enriquez-de-guzman-caballero-noble-desbaratado/>>

-Robert A. Lauer.- Teatro-L Archives <<https://lists.ou.edu/cgi-bin/wa?A2=teatro-l:b02fe37c.1212>>.

-Carmen Rabell.- *Revista Iberoamericana* 251 (2015): 692-695.

Book editon

Reading and Writing Subjects in Medieval and Golden Age Spain: Essays in Honor of Ronald E. Surtz. (Co-edited with Christina H. Lee), Newark, DE: Juan de la Cuesta, 2016.

Book Chapters

“La reelaboración literaria de una experiencia real en el *Libro de la vida y costumbres* de Alonso Enriquez de Guzmán”, pp. 25-31, in *Les réélaborations de la mémoire dans le monde luso-hispanique*. Volume II. Amérique Latine et Philippines. Sous la direction de Nicole Fourtané et Michèle Guiraud. Nancy: Presses Universitaires de Nancy, 2009.

“De la agricultura a la observación de las estrellas. Los retratos de los reyes Incas en los *Comentarios reales del Inca Garcilaso de la Vega*”, in *Reading and Writing Subjects in Medieval and Golden Age Spain: Essays in Honor of Ronald E. Surtz*. Newark, DE: Juan de la Cuesta, 2016. 221-242.

“El villano del Danubio en los Andes: Sujetos coloniales en el *Libro de la vida y costumbres* de Alonso Enriquez de Guzmán”, en *Sujetos coloniales: Escritura, identidad y negociación en Hispanoamérica (siglos XVI-XVIII)*. Ed. Carlos F. Cabanillas Cárdenas. New York: Instituto de Estudios Auriseculares (IDEA), 2017. 159-170.

“*Celestina* in the Context of 15th Century Castilian Vernacular Humanism” in *A Companion to Celestina*, edited by Enrique Fernández. The Renaissance Society of America Vol. 9. Leiden & Boston: Brill, 2017. 94-107.

"Sobre la diversidad de saberes en la *Celestina*", in *Literature, Science & Religion: Textual Transmission and Translation in Medieval Europe*. Co] Problemata Literaria. Reichenberger, 2020. [Forthcoming].

Essays and Journal Articles

- "La *Respuesta a Sor Filotea* como carta deprecatoria". *Lexis* (Lima, Perú), 24.1 (2000): 127-149.
- "Roberto González Echevarría. *Love and the Law in Cervantes*. Yale University Press: New Haven & London, 2005" [Review-Article]. *Dissidences* 1.2, Article 14.
- "Diego de San Pedro y el descontento en la corte de los Reyes Católicos. Una lectura de *Cárcel de amor*". *Bulletin of Hispanic Studies* 85 (2008): 809-820.
- "El Inca Garcilaso, José de Acosta, la injuria y el sarcasmo". *Hispanic Journal* 31.2 (Fall 2010): 53-65.
- "Silencio o blasón. Escribir la *Celestina* entre dos extremos". *Celestinesca* 36 (2012): 143-160.
- "Barbarians in their language, but Greek in their manners. Empathizing with the Andeans in the 16th century". *Hispanófila* 173 (2015): 53-67.
- "La *Celestina*, el humanismo vernáculo y la invención literaria". *Celestinesca* 39 (2015): 7-26.

Reviews:

- "Victor Infantes. *La trama impresa de Celestina. Ediciones, libros y autógrafos de Fernando de Rojas*. Biblioteca Filológica Hispana 121. Madrid: Visor Libros, 2010". *eHumanista* 19 (2011): 548-552.
- "E. Michael Gerli. *Celestina and the Ends of Desire*. Toronto: University of Toronto Press, 2011". *Celestinesca* 36 (2012): 239-246.
- "José Alejandro Cárdenas Bunsen. *Escritura y derecho canónico en la obra de Bartolomé de Las Casas*. Madrid: Iberoamericana Vervuert, 2011". *Revista Apuntes* 71 (2012): 253-255.
- "Mallorquí-Ruscalleda, Enric (Editor). Saavedra Fajardo". Un número especial de *Crítica Hispánica* 32.2 (2010). 340 pp. *Dissidences* 5.9 (2013), Article 5.
- "Lauren Beck. *Transforming the Enemy in Spanish Culture. The Conquest through the Lens of Textual and Visual Multiplicity*. Amherst, NY: Cambria Press, 2013". *Bulletin of Hispanic Studies* 92.6 (2015): 723-724.
- "Susan Byrne. *Law and History in Cervantes' Don Quixote*. Toronto: University of Toronto Press, 2012". *Dissidences* 6.11 (2015), Article 15.
- "Carol Salus. *Picasso and Celestina. The Artist's Vision of the Procuress*". Newark, DE: Juan de la Cuesta, 2015". *Dissidences* 7.12 (2016), Article 3.
- "La *Celestina* de Carolina Calema (Teatro del Arte)". *Celestinesca* 40 (2016): 201-204.
- "*Celestina. La Tragicomedia del grupo Atalaya*". *Celestinesca* 41 (2017): 181-184.
- "Christina H. Lee. *The anxiety of sameness in early modern Spain*. Manchester: Manchester University Press, 2016". *Dissidences* 8.13 (2018), Article 7.

- “Rachel Scott. *Celestina and the Human Condition in Early Modern Spain and Italy*. Woodbridge, UK: Tamesis, 2017”. *Celestinesca* 42 (2018): 299-302.
- “La *Celestina* de la compañía Bambalina Teatro Practicable”. *Celestinesca* 43 (2019): 289-292.
- “Exposición *La Celestina* (1499) y *Picasso* (1968)”. *Celestinesca* 43 (2019): 293-296.

Papers Read In Conferences

- “La vida como anécdota. Las biografías en la *Silva de varia lección* de Pedro Mexía.” The 14th Colloquium on Hispanic and Luso-Brazilian Literatures and Romance Linguistics, Department of Spanish and Portuguese, University of Texas, Austin, April 10, 2004.
- “Hybridity in Antonio de Guevara’s Epistolary Writing: The Letters on the *Comunidades*.” 51st Renaissance Society of America Annual Meeting, Cambridge, UK, April 7-9, 2005.
- “Inca Garcilaso, Boccaccio, Acosta: A Reading of Royal Commentaries, Book VIII.” 10th Mediterranean Studies Association Conference, Evora, Portugal, May 30-June 2, 2007.
- “The Reading of Literature and the Re-elaboration of Memory.” Colloque International “Les réélaborations de la mémoire dans le monde luso-hispanophone”, Université de Nancy 2, Nancy, France, May 29-30, 2008.
- “Suma de las cosas que acontecieron a Diego García de Paredes. Entre la historia y la autobiografía.” 12th Mediterranean Studies Association Conference, Cagliari (Sardinia), Italy, May 27-30, 2009.
- “El Villano del Danubio en los Andes”. Seminario Sujetos coloniales: homogenización, negociación y subversión en los textos hispanoamericanos (siglos XVI-XVIII). Pontificia Universidad Católica del Perú. Lima, Perú (May 31 – June 1, 2012).
- “Melibea’s Old and New Books”. 2013 NeMLA Convention. Boston, March 21-24, 2013.
- “A Poetic of Fear in *Celestina*”. The Fortieth Sewanee Medieval Colloquium: Medieval Emotions. Sewanee, The University of the South, Sewanee, TN, April 4-5, 2014.
- “The *Studia Humanitatis* and the Creation of *Celestina*”. 17th Mediterranean Studies Association Conference, Málaga, Spain, May 28-31, 2014.
- “The Characters in *Don Quixote*: A Community of Readers”. 18th Mediterranean Studies Association Conference, Athens, Greece, May 27-31, 2015.
- “¿Por qué Calisto y Melibea no se escriben cartas?”. XIX Congreso Internacional de la Asociación Internacional de Hispanistas (AIH), Münster, Germany, July 11-16, 2016.
- “*Celestina*’s 15th Century Castile: No Country for Old Fashioned Lovers”. Southeastern Medieval Association Conference (SEMA 2016). The Marco Institute for Medieval and Renaissance Studies. University of Tennessee, Knoxville. October 6-8, 2016.
- “Calisto’s Options”. 20th Mediterranean Studies Association Conference, La Valletta, Malta, May 31 - June 3, 2017.

- "Cartas transatlánticas: La transmisión de noticias americanas en el *Libro de la vida* de Alonso Enriquez de Guzmán". Congreso "En los bordes del archivo: escrituras periféricas, escrituras efímeras en los Virreinos de Indias", Universidad Complutense de Madrid (UCM) & Consejo Superior de Investigaciones Científicas (CSIC), Madrid, Spain, July 5-7, 2017.
- "Sobre la brecha generacional en la *Celestina*". XII Jornadas Internacionales de Literatura Medieval Española UCA 2017: "La Celestina y lo celestinesco". Pontificia Universidad Católica Argentina, Buenos Aires, Argentina. August 23-25, 2017.
- "Autobiography as a Passport to Court: The Case of Alonso Enriquez de Guzmán". The Renaissance Society of America (RSA) Annual Meeting, New Orleans, LA. March 22-24, 2018.
- "Rereading Celestina's Epistolary Prologue". 21st Mediterranean Studies Association Conference. Sant'Anna Institute, Sorrento, Italy. May 30 - June 2, 2018.
- "El catálogo de conocimientos en *Celestina*". Grup de Recerca d'Estudis Medievals Interdisciplinaris (GREMI): "*Traductio et Traditio Mediaevales: science, knowledge and ideology*". Universitat Jaume I, Castellón (Valencia, Spain). March 14-16, 2019.
- "Celestina and Greek Culture". 22nd Mediterranean Studies Association Conference. University of Crete, Rethymon, Greece. May 29 - June 1, 2019.
- "Calisto and Melibea: Love and Melancholia in Late Fifteenth-Century Castile". The Renaissance Society of America (RSA) Annual Meeting. Philadelphia, PA. April 2-4, 2020. [Forthcoming].
- "Los personajes del *Quijote* como una comunidad de lectores. El caso de Dorotea". Congreso Asociación Internacional Siglo de Oro (AISO). Neuchâtel (Switzerland). July 20-24, 2020. [Forthcoming].

Invited Lectures

- "*Siglo de Oro, A round table*." Graduate Center, CUNY, New York, December 7, 2006.
- "El Inca Garcilaso, los *Comentarios reales* y la historiografía de Indias". Spanish Cultural Series, Bryn Mawr College, Pennsylvania, March 19, 2007.
- "Midaq Alley". Invited by the Center for Arab and Islamic Studies to be the guest speaker in the screening of the Mexican film "El callejón de los Milagros" (Midaq Alley) as part of Celebrating Egypt's Nobel Laureate Naguib Mahfouz, whose novel inspired the film. Villanova University, April 24, 2007.
- "Behind the sun". Invited by the Cultural Film & Lecture Series to be the guest speaker in the screening of "Behind the Sun", a Brazilian film by Walter Salles. Villanova University, September 27, 2010.
- "Cuzco School of Painting: The Basics." Hispanic Cultural Heritage Month Lecture, Falvey Memorial Library, Villanova University, September 15, 2011.

- “De la agricultura a la observación de las estrellas. Una nota sobre el providencialismo del Inca Garcilaso”. A Symposium in Honor of Ronald Surtz. Princeton University, October 12, 2013.
- “La caracterización humanista de los reyes Incas en los *Comentarios reales* del Inca Garcilaso de la Vega”, Department of Spanish and Portuguese, Vanderbilt University, April 7, 2015.
- “*Buen hortelano, pastor y príncipe prudente*. El retrato de la *Cápac cuna* en Inca Garcilaso de la Vega”, Seminario Escrituras Virreinales, Universidad Complutense de Madrid, May 20, 2015.
- “Don Alonso Enriquez de Guzmán”. Ciclo de Conferencias 3-4-20. Santa Eularia des Riu (Ibiza, Spain). June 18, 2020. [Forthcoming].

Academic Awards

National Endowment for the Humanities (NEH) Award, 2009: Seminar “*Celestina* and the Threshold of Modernity”, directed by professor E. Michael Gerli. University of Virginia (Charlottesville, VA).

Other Awards

Library Enhancement Initiative Grant Academic Years 2013-2014, 2016-2017 & 2019-2020.

Office of Equity and Diversity Grant Summer 2015

CAS Supplemental Travel Grant Summer 2015 & Fall 2016

EDO [Evaluation by Development and Objectives] Rating of “Exceeds Expectations” 2015-2016 Academic Year

Ruth S. Holmberg Grant for Faculty Excellence Year 2017-2018

Faculty Grant Summer 2017, Spring 2018, Spring 2019 & Spring 2020.

Language Skills

Spanish, English, Portuguese and French. Reading knowledge of Latin and most Romance languages.

Courses Taught in Villanova University

SPA 1131 Conversation and Composition I

SPA 1132 Conversation and Composition II

SPA 2142 Spanish Culture: The Transatlantic Frame of Hispanic Culture

SPA 2212 Literary and Cultural Experience of Latin America: The Colonial Times

SPA 3412 Spanish Picaresque Novels

SPA 3412 Chronicles of the Indies

SPA 3612 Cervantes
 SPA 7440 Spanish Picaresque & Other First Person Narratives [Graduate Seminar]
 SPA 7440 A Mask Made of Words. First Person Narratives from Pre-Modern Times
 [Graduate Seminar]
 SPA 7440 History in Garcilaso Inca de la Vega [Graduate Seminar]
 SPA 7440 Celestina [Graduate Seminar]
 SPA 9580 Utopy and Denunciation: The Chronicles of the New World in Context
 [Graduate Seminar]

Courses Taught in Bryn Mawr College

SPAN 101 Intermediate Spanish I
 SPAN 102 Intermediate Spanish II
 SPAN 270 Literatura y delincuencia. Explorando la novela picaresca
 Emily Balch Seminar "A Mask Made of Words" (An intensive, campus wide reading and
 writing seminar for first-year students around the topic of Autobiography).

Courses at the University of Tennessee at Chattanooga (UTC)

MLNG 1500 World Cinema
 SPAN 1010 Elementary Spanish I
 SPAN 1020 Elementary Spanish II
 SPAN 2110 Intermediate Spanish for Conversation I
 SPAN 2120 Intermediate Spanish for Conversation II
 SPAN 2140 Intermediate Spanish for Reading II
 SPAN 3110 Composition and Conversation I
 SPAN 3120 Composition and Conversation II
 SPAN 3130 Introduction to Textual Analysis and Composition
 SPAN 3230 Spanish Culture
 SPAN 3310 Masterpieces of Spanish Literature
 SPAN 3400 Spanish Internship
 SPAN 3450 Advanced Conversation
 SPAN 3999 Love & Conquest: A Transatlantic Approach to Literature in Spanish
 SPAN 4010 *Celestina* and the End of the Middle Ages
 SPAN 4030 Cervantes: *Don Quixote*
 SPAN 4050 Romance Philology

Faculty Development Activities

Seminar, *Uniqueness of Brazilian History*, Latin American Studies, Villanova University
 Faculty development seminar by Dr. Marshall Eakin, Professor of History, Vanderbilt
 University. (October 18, 2010).

Workshop. *Portuguese Language / Brazilian Culture*. Latin American Studies, Villanova University (May 9-12, 2011).

Syllabus Development Workshop. The Andrew H. Mellon Teaching and Learning Institute at Bryn Mawr College (Summer 2012).

Workshop. *Linking literary-cultural content and second language learning: Recovering Foreign Language study for the Humanities*. Curriculum workshop by Dr. Heidi Byrnes, German Department, Georgetown University. Haverford College (November 2, 2012).

Workshop. *Collections and the Ordering of Knowledge in Medieval and Early Modern Iberia*. Directed by Marina S. Brownlee. Department of Spanish and Portuguese, Princeton University. May 5, 2012.

Workshop. American Council on the Teaching of Foreign Languages (ACTFL): *Modified Oral Proficiency Interview Assessment Workshop*. Directed by Dr. Jim Wilkins. University of Tennessee at Chattanooga. May 3-4, 2017.

Applying the QM (Quality Matters) Rubric. December 2017.

Service to the Profession

Dissidences, Hispanic Journal of Theory and Criticism. Member of the Editorial Board and Editor of the Book Review section.

External grant proposal reviewer for David Miralles's "A partir de Parra o sobre la imaginación poética en el Chile finisecular". Facultad de Lenguas y Letras, Universidad Autónoma de Querétaro (México). October 19 – November 3, 2010.

External reader in the Dissertation Examination Committee for Alberto Sandro Chiri's doctoral thesis "El imaginario nacional en las *Tradiciones peruanas* de Ricardo Palma". Department of Spanish and Portuguese, Temple University. April 23, 2012.

External reader for *Hispanófila*. (Summer 2016).

Membership in Professional Organizations

Modern Languages Association (MLA)
 Renaissance Society of America (RSA)
 Mediterranean Studies Association (MSA)
 Asociación Internacional de Hispanistas (AIH)
 Southeastern Mediaval Association (SEMA)

Carmen J. Jiménez, PhD
 (423) 280-4172
carmen-jimenez@utc.edu

EDUCATION

Ph.D., Spanish American Literature. Pennsylvania State University, Spring 2002
 M.A. Spanish American Literature University of Utah, 1994
 B.A. Hispanic Studies University of Puerto Rico, *Magna Cum Laude*, 1987
 Study Abroad Experience: France, Campus Adventiste du Salève, Collonges, France, 2008
 Study Abroad Experience: Portuguese, University of Oporto, Oporto, Portugal, 1994
 Study Abroad Experience: Hispanic Studies Certificate, Fundación José Ortega y Gasset, Toledo, Spain, 1985.

APPOINTMENTS AND TEACHING EXPERIENCE

University of Tennessee at Chattanooga	
Assistant Professor of Spanish	2016-Present
Lecturer/Adjunct Instructor	2011-2016
Elementary Spanish I, II (F2F, Online)	
Intermediate Spanish for Reading I, II	
Intermediate Spanish for Conversation I, II (F2F, Online)	
Spanish Composition and Conversation I, II	
Advanced Grammar and Writing I, II (F2F, Online)	
Introduction to Textual Analysis	
Spanish Internship	
Afro-Hispanic Literature	
Honor Thesis	
Chattanooga State Community College	2010-2012
Adjunct instructor	
Elementary Spanish I, II (Online)	
Southern Adventist University	2004-2009
Associate Professor of Spanish	
Elementary Spanish I, II	
Comp & Conv	
Survey of Spanish Literature	
Survey of Spanish-American Literature	
University of Puerto Rico at Cayey	2003-2004
Assistant Professor of Spanish	
Basic Spanish I, II	
Literary Genres I, II	
Salisbury University	2001-2003
Assistant Professor of Spanish	
Elementary Spanish I, II	
Conversation	
Oral and Written Composition	
Hispanic Literature in Translation	

Updated: 10/24/2021

University of Utah Lecturer of Spanish Advanced Grammar and Compo Latin American Culture and Society	2000-2001
Pennsylvania State University Teaching Assistant Elementary Spanish I, II Intermediate Grammar and Composition Conversation	1994-1998
University of Utah Teaching Assistant Beginning Spanish I, II	1992-1994

PUBLICATIONS

- Translation and Introduction. "Dos narrativas de esclavos del Caribe angloparlante: una traducción." *Modern Language Open*, Liverpool University Press. (In Press)
- "Ambivalencia encubierta en *Pobre Negro* de Rómulo Gallegos." *Chasqui*, vol. 50, no. 2. (In Press)
- "Una lectura de *Memorias póstumas de Blas Cubas* a través del *Elogio de la Locura*." *Latin American Literary Review*, vol. 48, no. 95, 2021. DOI: <http://doi.org/10.26824/lalr.186>.
- "Sexualidad y raza en la poesía de Luis Llorens Torres." *Hispanic Studies Review*, vol. 4., no. 2, 2020, pp. 69-81.
- Construcción racial y de género en la poesía de la Revolución cubana, 1959–1980: Georgina Herrera, Excilia Saldaña y Soleida Ríos* by Lidice Alcán. *Journal of Gender and Sexuality Studies / Revista de Estudios de Género y Sexualidades*, vol. 46, no. 1-2, 2020, pp. 305–307. JSTOR, www.jstor.org/stable/10.14321/jgendsexustud.46.1-2.0305 (Book Review)
- "Digital Story Telling." Adventist Colleges Abroad Conference, Florence, Italy, June 2004.
- "Falocentrismo y nacionalidad: Machismo y afeminamiento como estrategias de resistencia cultural en los discursos literarios de Luis Llorens Torres y Pedro Mir." *Revista Diáspora*, vol.14, 2004, pp. 39-47.
- "Resistencia a la marginación: Colón Echavarría." *Crítica Hispánica*, vol. 22, no. 1, 2001, pp. 78-92.

TEXTBOOKS AND PEDAGOGICAL PUBLICATIONS

- Stiegler, Brian, and Carmen J. Jiménez. *Hacia niveles avanzados: composición por proceso y en contexto*. Thomson Heinle, 2006.
- Study Guides for the Human Pursuits, Salt Lake City, Utah: Rosario Ferré y *La casa de la laguna*; Clorinda Matto de Turner y *Aves sin nido*; Gabriel García Márquez y *Noticia de un secuestro*, December, 2000.

CONFERENCE PAPERS AND INVITED TALKS

- "Lydia Prideaux y los emancipados cubanos," XXX Annual Meeting of the Association of Gender and Sexuality Studies, Santo Domingo, November 17, 2021. Upcoming
- "A Reading in Spanish of Lydia Prideaux's Manuscript about Cuban Emancipados," April 6-8, 2020, XII Coloquio y Festival Internacional de Música y Poesía Nicolás Guillén, Havana, Cuba (Cancelled due to COVID)
- "Masculinidad en la poesía de Pedro Mir," 28th Annual Meeting of the Association of Gender and Sexuality Studies, Chicago, September 2018
- "La autorepresentación de dos esclavos del Caribe angloparlante: Mary Prince y Ashton Warner," International Conference on Caribbean Literature, Nassau, Bahamas, November 1, 2017
- "La sexualidad femenina como criterio para establecer un paradigma racial de identidad nacional puertorriqueña en la obra de Luis Llorens Torres," XIX CILH, Buenos Aires, Argentina, March 9, 2017
- "Book/Paint Discussion," March 19, 2017, Hunter Museum
- "Digital Story Telling," Adventist Colleges Abroad Conference, Florence, Italy, June 2004
- "Falocentrismo y nacionalidad: machismo y afeminamiento como estrategias de resistencia cultural en los discursos literarios de Luis Llorens Torres y Pedro Mir," 13th Annual Afro-Hispanic Literature and Culture Conference, Santo Domingo, December 2003
- "Nicolás Guillén y el papel de la mujer en la nación," Mountain Interstate Foreign Language Conference, Furman University, South Carolina, October 2002

SERVICE TO THE UNIVERSITY

First Gen Mocs Mentor	Spring 2021
UT Promise Mentor	Fall 2020-Present
Honor Court Board	2020-Present
Africana Studies Advisory Board	2019-Present
CAS Diversity Committee	2019-Present
Faculty Search Committee	Fall 2019
Faculty Grants Committee	2018-2019
Undergraduate Petitions Committee	2017-2018
Student Rating of Faculty Instruction Committee	2016-2017
University Senate, Southern Adventist University	2006-2008
Coordinator for First-year Spanish, Southern Adventist University	2004-2009
Advisor, Alpha Mu Gamma, Southern Adventist University	2004-2009
Advisor for Spanish Majors/Minors, UTC	2016-2019
Advisor for Spanish Majors/Minor, Southern Adventist University	2004-2009
Advisor for Spanish Majors/Minors, Salisbury University	2001-2003
Advisor, OLAS (Organización de Latinos Alumnos de Salisbury)	2001-2003
Advisor for Minors, University of Utah	2000-2001

Updated: 10/24/2021

SERVICE TO THE PROFESSION**Textbook Reviewer**

Amores, Maria, Anne Wendel, and José Luis Suárez-García. *Experience Spanish*. 3rd ed., New York: McGraw-Hill, 2020 (Revision Review)

Espirales: Intermediate Spanish Textbook, (chapter review) 2015.

Knorre, Marty, et al. *Puntos de partida: An invitation to Spanish*. 8th ed. Boston: McGraw-Hill, 2007.

Borras Álvarez, Guiomar, and James M. Hendrickson. *Intercambios: Spanish for Global Communication*. 5th ed. Boston: Thomson Heinle, 2007.

SERVICE TO COMMUNITY

Contact Tracer for the Department of Health	2020
Translator for Mission SONlight (Seventh Adventist Day Church)	2012-2017
Translator for Mission Trip to Peru (Seventh Adventist Day Church)	2010
Translation Services for Children for Discipleship (Seventh Day Adventist Church)	2008
Translation Services for EDGE (Seventh Adventist Day Church)	2007
Foster Parent	2005-2012
Interpretation Services for La Paz Annual Health Fair	2004-2008
Interpretation Services for Tri-Lower County Clinic	2003
HONORS AND AWARDS	
La Paz's Latino Leadership Award	2019
Faculty Grant for Conference Presentation	2018
2 Faculty Grants for Conference Presentations	2017
The Office of Equity and Diversity, Grant for Book Publishing, UTC	2014
Sparks Dissertation Fellowship Spring Semester	1998
The Department of Spanish, Italian and Portuguese Research Grant	1997
Certificate of Recognition for Academic Performance, Puerto Rican Student Association, Pennsylvania State University	1995-1998
Phi Sigma Iota Foreign Language Honor Society	1995
NONACADEMIC WORK EXPERIENCE	
Freelance Translator, Editor, and Proofer	2009-Present

LANGUAGES

Spanish: Native Speaker

French: Reading Knowledge

Portuguese: Reading Knowledge

January 24, 2020

Academic Vitae

1. PERSONAL INFORMATION:

Elven Phillip Jones Jr.
4405 Shadow Way
Cohutta, GA 30710
(706) 264.2965 (cell)

2. EDUCATION:

Ed.D, Educational Administration, University of Alabama, Tuscaloosa, May 2008. Dissertation: Understanding Hispanic parents' perceptions of the education their children receive using Critical Race Theory

Ed.S. Educational Administration, University of Alabama, Tuscaloosa, May 2005.

M.A. Secondary Education - Spanish, University of Alabama, Tuscaloosa, May 1997

B.S. Secondary Education, English-Spanish, Jacksonville State University, May 1983

Additional graduate level Spanish coursework (6 hours), Georgia State University and University of Alabama, 2009 - 2010

Additional coursework for ESOL endorsement, Berry College, summer 2000.

3. ACADEMIC APPOINTMENTS AND OTHER SIGNIFICANT WORK EXPERIENCE:

Spanish Teacher, Dalton High School, August 2019 - present. I currently teach Spanish for Native Speakers I and II and Spanish II to non-native speakers.

Spanish Teacher for Dalton Public School Educators, August 2019 - present. I teach a 3 semester evening intensive Spanish class to district educators. I taught the sequence of courses once before (spring 2016 – spring 2017, with a culminating class trip to three cities in Cuba).

Principal, Dalton Public Schools (Four Schools, including International Newcomer School), August 2001 - 2019. Lead schools in all instructional and non-instructional aspects, including opening a brand new elementary school in 2005 and direct involvement in overseeing construction.

Adjunct Spanish Instructor, Dalton State College, January 2010 - 2016. Taught levels I and II evening Spanish classes to undergraduate students.

Adjunct Spanish Instructor, University of Tennessee, Chattanooga, August 2017 - present (Prior: August 2009 - December 2009. I currently teach Intermediate Spanish for Reading. (Prior: I taught levels I and II evening Spanish classes to undergraduate students).

January 24, 2020

Adjunct Professor of Multicultural Education, Berry College, Maymesters only, May 2007 - May 2009. Co-taught class and planned Dalton cultural experiences including host Hispanic families for education majors.

Consultant for Multicultural Education Class, Berry College, April 2010 and April 2011. Presented and led cultural experiences for education majors – topics included cultural sensitivity and education in Dalton.

Language Academy Teacher, Dalton Middle School, August 2000 - May 2001. Taught English through academic content to non-English speaker newcomers in Dalton Public Schools.

Interpreter/Translator, Dalton Public Schools, August 2001 – present. I provide academic translations (curriculum and legal) for the school district on a contractual basis. I also serve as interpreter in delicate and highly confidential situations.

Spanish Teacher, Chattooga High School, August 1999 - May 2000. Taught Spanish I, II, and III to high school students.

Principal, Mazapán School, La Ceiba, Honduras August 1997 - June 1999. Led school in all instructional and non- instructional aspects.

Teacher, Mazapán School, La Ceiba, Honduras February 1988 – June 1997. Taught a variety of courses to middle school and high school students, including English, social studies and Hispanic literature.

Spanish Teacher, Shelby County Schools – Alabama, August 1983 - June 1986. Taught Spanish I and II to high school students

4. SPECIAL AWARDS, FELLOWSHIPS AND OTHER HONORS:

- Amigo Award, presented by Dalton’s Latin American Community Alliance, 2009
- Dalton Public Schools -Tom Jones Educator of the Year, 2006
- Selected Grand Marshall – Central American/Mexican Independence Day Parade, Dalton 2007
- Nominee, Dissertation of the Year, University of Alabama 2008

5. PROFESSIONAL ACTIVITIES:

Publications

Pushing Over the Barriers to Learning: A Racial Perspective on Curriculum, Schools and Latino Students in the USA in *Snapshots, Specialist Schools Trust*, 3, 1 (2005); 15-19

January 24, 2020

Presentations

Cultural presentations (ongoing annually) to Dalton Public Schools new staff, July 2008 – present.

Cultural presentations (multiple and ongoing) to Dalton State College Education majors, January 2009 – present.

Co-Presentation, “Case Study: Supporting Latino Students at Dalton Public Schools” at Latin American Association, State of Latinos Conference, Atlanta, GA, January 30, 2018.

Panelist, Kennesaw State University ESOL Conference (Leadership Luncheon), Kennesaw, GA, February 3, 2014.

Talk is Cheap - Conversation is Priceless (Co Presenter in PAGE Summer Conference in Atlanta, GA, June 9, 2012)

Dissertation Research, Presentation at Southeastern TESOL Conference, Birmingham, AL, September 2008

Dissertation Research, Presentation at CLILA (Coalición de Líderes Latinos) event, June 2008

The Search for Data to Meet the Needs of Non-English speaking Newcomer Students, Presentation at PAGE Conference, Augusta, GA, July 2004.

Meeting the Needs of Beginning Non-English Speakers through Newcomer Centers, Presentation at ESOL Conference Kennesaw State University, February 2003

6. OTHER PROFESSIONAL GROWTH AND DEVELOPMENT ACTIVITIES:

Lived and worked for twelve years in La Ceiba, Honduras.

Extensive travel through Mexico, Central America, The Caribbean, and Spain, including Honduras, Guatemala, Nicaragua, El Salvador, Costa Rica, Panama, Puerto Rico and Cuba.

Extensive work with Hispanic students, parents, and community in Dalton, GA through my role as principal and teacher. (Dalton Public Schools is 73% Hispanic)

7. SERVICE TO THE CAMPUS/COMMUNITY/PROFESSION:

CLILA (Coalición de Líderes Latinos) board member, 2007-2008

ACLA (Alianza Comunitaria Latinoamericana) member, 2001- 2006.

Hispanic Big Brother-Big Sister board member, 2006-2008

8. MAJOR COMMITTEES:

January 24, 2020

Co-Leader, DPS World Language Department curriculum mapping and alignment initiative (August 2018 – May 2019).

Committee Member, Professional Association of GA Educators Community Based Accountability System Study Group, August 2016 – May 2018.

Co-Leader (with Curriculum Director) District Evidence and Assessment Team, August 2016 – 2018.

Co-Leader (with Superintendent) District Design Team, Dalton Public Schools, August 2011 – 2018.

Common Core Roll-Out Team, Dalton Public Schools August 2010 – December 2010.

Literacy Collaborative and Reading Recovery Analysis Committee, Dalton Public Schools, January 2010 – May 2010.

Partners in Public Education Committee, representing Blue Ridge School at Dalton State College, 2006 - 2007

9. MEMBERSHIPS:

Professional Association of Georgia Educators

10. References:

Mary Nielsen (former supervisor), Dean of School of Liberal Arts, Dalton State College. Email: mn Nielsen@daltonstate.edu Phone: 706-272-4436

Jim Hawkins (former supervisor), Retired Superintendent Dalton Public Schools. Email: jhawk4520@gmail.com Phone: 706-537-6187

Craig Harper (former colleague/friend), Executive Director Professional Association of Georgia Educators, Email: charper@pageinc.org Phone: 706-537-4391

Updated: August 27, 2021

Kristen Knopick250 Running Bear Dr. · Smiths Station, AL 36877 · kristen-knopick@utc.edu · 770-298-6133**EDUCATION**

University of Georgia, Athens, GA; Master of Arts in Classical Languages December 2014
Emory University, Atlanta, GA; Bachelor of Arts in Classics, Minor in Arabic May 2011
 Major GPA: 3.74/4.00; Cumulative GPA: 3.78/4.00; Summa Cum Laude
American School of Classical Studies, Athens, Greece Summer 2009
 Summer Program; travelled to many archeological sites in Greece

RELEVANT EXPERIENCE

University of Tennessee at Chattanooga Chattanooga, Tennessee

Lecturer August 2014 - May 2020; *Adjunct Lecturer* August 2020 - Present

- Taught beginning level Latin from various courses including Pearson and Cambridge.
- Taught various classical culture courses including those on the topics of ancient comedy and tragedy, and the legends and myths of ancient Rome.
- Took on duties in the department, including organizing the end of year gathering for the department
- Became faculty adviser for the newly established Classics Club
- Developed and taught online courses including one on legendary Rome and one on beginning year Latin

University of Georgia

Athens, Georgia

Latin Teacher, Instructor of Record

August 2013 - May 2014

- Taught Latin 1001 for two semesters; completed chapters 1-22 in Wheelock's Latin each semester
- Each chapter took two days to cover. The first day began with a quiz over that chapter's vocabulary. Then, I presented the day's lesson, usually via PowerPoint, which was followed by doing practice sentences together as a class. Homework consists of more practice sentences. The second day of the chapter begins with a quiz over the grammar learned the day before. The rest of the class time is devoted to reading the respective story from *Thirty-Eight Latin Stories* by Groton and May, usually in pairs.
- Wrote four tests each semester along with the other Latin T.A.s; each test consists of a passage of original Latin for translation to English, parsing charts and reading comprehension questions.
- Held multiple online classes via Blackboard Collaborate along with face-to-face tutoring hours as supplements to class time

Lanier Technical College

Oakwood, Georgia

Adjunct Instructor

Summer 2012

- Taught two sections of Fundamentals of English (business English) and one section of English II (basic grammatical concepts); Fundamentals of English covered how to write appropriately and professionally; used Business English: Writing in the Workplace
- English II was mostly computer-based through Pearson's MyWritingLab program, but I presented a lesson for each chapter before the students did their computer work.
- Taught based on an established syllabus, but made original lesson plans and assignments

ACTIVITIES/HONORS

Wrote Exam for the Georgia Junior Classical League Mottoes, Abbreviations and Famous Quotations Spring 2013

Finalist for Fulbright English Teaching Assistantship, but due to the turmoil in Egypt, the country Spring 2011 applied for, was not accepted.

Ancient Greek Tutor, helped to teach beginning level students Fall 2010-May 2011

S.H.I.N.E. – Students Helping in the Naturalization of Elders; assisted teachers with international Fall 2007-Spring 2011 students at various English as a Second Language programs in Atlanta

Eta Sigma Phi – Classics honor society Fall 2007 – Spring 2011

ADDITIONAL

Computer skills: Proficient in MS Suite; online research; MAC OS X and Windows; SmartBoard; iPad

Language skills: Beginner-Intermediate spoken and written Modern Standard Arabic

Interests: Foreign travel (Middle East, Greece), yoga, baking

Edwin Murillo

~Curriculum Vitae~

Associate Professor of Spanish
University of Tennessee-Chattanooga
edwin-murillo@utc.edu
(423) 425-4273

EDUCATION

- Ph.D., Romance Studies-Spanish, University of Miami (2009)

ACADEMIC APPOINTMENTS

Associate Professor of Spanish

2016-Current University of TN-Chattanooga

Assistant Professor of Spanish

2010-2016 Penn State University-Berks
(Tenured 05/2016)

PUBLICATIONS

Scholarly

1. "Contemptuous Being in María Luisa Bombal's *La última niebla*," *L'Érudit franco-espagnol* 15 Spring 2021.
2. "Existential Poetics in 19th Century Latin America," *Revista de Filología y Lingüística de la Universidad de Costa Rica* 45.1 (2019).
3. "Irresoluciones en la poesía de Manuel Gutiérrez Nájera," *Estudios hispánicos* 26 (2018).
4. "Hostile Anxieties: In-house Prejudices in Latino Literature," *Bilingual Review* 31.3 (2016).
5. "Towards an Inclusive History of Existentialism: Agustini and Cortines as Specters of Malcontent," *Iberoromania* 80.1 (2014).
6. "Profeta herido: José Martí y su desazón antropocéntrica," *Bulletin of Hispanic Studies* 91.7 (2014).
7. "¿Los periféricos?: Latin American Philosophers on the Margins of the Existentialism Canon," *Hispanic Journal* 35.1 (2014).
8. "Unamuno y Jiménez: emisarios del descontento peninsular hispano," *Crítica hispánica* 35.2 (2013).
9. "*América Libre* and *Latinidades* as Contestation to 'The Hispanic Challenge,'" *Confluencia* 28.2 (2013).
10. "Existentialism *avant la lettre*: The Case of Enrique Labrador Ruiz's *El laberinto de sí mismo*," *Hispanófila* 162 (2011).
11. "Orfeu Carioca: Reassessing Orphic Mythology in Rio de Janeiro," *Hispanet Journal* 3 (2010).
12. "Existential(ist) Echoes: Bad Faith Poetics in *Pascual Duarte and His Family*," *Neophilologus* 93 (2009).
13. "El soliloquio sobre el cadáver: vitalidad existencial en *Trilce LXXV* y *España, aparta de mí este cáliz* IX," *Divergencias* 6 (2008).

Creative Writing

1. *Midnight Vallenato*, (Floriscanto Press, 2019).
2. Prose- "La isla California," *Label Me Latina/o* 8 (2018).
3. Prose- "Trompé," *Diálogo* 21.1 (2018).
4. Prose- "Sunset Gardens," *Inti* 85-86 (2017).

5. Prose- "Sirenas," *Futures Trading* 4.4 (2017).
6. Prose- "Vedado," *Confluencia* 30.1 (2014).
7. Prose- "Lightfoot," *Diálogo* 16.1 (2013).
8. Poetry- "Efímera sonrisa," *Revista Arena y Cal* 196 (2012).
9. Poetry- "Ahasuerus," *The Acentos Review*, June (2010).
10. Poetry- "El soneto"; "Tu voz," *Líneas desde el golfo*. Santiago: LACASA (2005).

TEACHING

University of Tennessee-Chattanooga

- SPAN 1010/1020 (Elementary Spanish I & II)
- SPAN 2110/2120 (Intermediate Spanish I & II)
- SPAN 3110/3120 (Spanish Composition and Conversation I & II)
- SPAN 3250 (Latin American Cultures)
- SPAN 3400 (Spanish Internship)
- UHON 3590r (Hispanic Cultures in the Americas)
- SPAN 4020 (Latin American Existentialisms)
- SPAN 4995r (Departmental Thesis)
- SPAN 4999 (Spanish Creative Writing)

Penn State University-Berks

- SPAN 003 (Intermediate Spanish)
- InART 100H (Intro to U.S. Latino Cultures)
- SPAN 110 (Intermediate Conversation)
- SPAN 200 (Intensive Grammar & Composition)
- SPAN 253W (Intro to Hispanic Literatures)
- SPAN 297 (20th and 21st Century Latin American Cinema)
- SPAN 301 (Advanced Stylistics for Spanish Speakers)
- SPAN 497A (20th Century Latin American Literatures)

ACADEMIC AWARDS

- *Diversity, Equity, Inclusion Advancement Award*, UT-Chattanooga, 2021
- *Leadership Academy Fellow*, Hispanic Association of Colleges and Universities (HACU), 2020-2021
- *Faculty Grant*, UT-Chattanooga, 2018
- *Faculty Grant*, UT-Chattanooga, 2017
- *Access and Diversity Grant*, UT-Chattanooga, 2017
- *Research Development Grant*, Penn State-Berks, 2014-2015
- *Individual Faculty Grant*, Institute for the Arts and Humanities, Penn State University, 2012-2013
- *Teaching and Learning Innovation Grant*, Penn State-Berks, 2011-2013
- *Outstanding Graduate Student*, University of Miami, 2009
- *Center for Latin American Studies Doctoral Research Grant*, University of Miami, 2008
- *Outstanding Spanish Teaching Assistant*, University of Miami, 2008
- *Modern Languages and Literatures Travel Grant*, University of Miami, 2008
- *Provost Travel Funding Award*, University of Miami, 2008
- *Max and Peggy Kriloff Travel Scholarship*, 2008
- *Teaching Assistantship*, University of Miami, 2003-2009
- *Teaching Fellowship*, University of Houston, 2001-2003
- *Houston Junior Chamber of Commerce Scholarship*, 2002
- *Study Abroad Scholarship*, Office of International Programs, University of Houston, 2002

CONFERENCE PAPERS (Abridged)

- "Salvando mi circunstancia: Quehacer en *La última niebla*," Association of Hispanists of Great Britain and Ireland (AHGBI) Conference, Dublin, Ireland (Virtual: March 2021)
- "Lost Cause," 117th Pacific MLA Conference, San Diego, CA, 2019
- "Trompé," 50th NeMLA Conference, Washington, DC, 2019
- "Diario errante: la peregrinación escrita de José Fernández," 56^o Congreso Internacional de Americanistas (ICA), Salamanca, Spain, 2018
- "¿Un mastín de lujo?: Listening to *De sobremesa* today," MLA Conference (Modern Language Association), Austin, TX, 2016
- "En la periferia del canon existencialista," JALLA Conference (Jornadas Andinas de Literatura Latinoamericana), Heredia, Costa Rica, 2014
- "Contestations to 'The Hispanic Challenge'," LASA Conference, Washington, DC, 2013
- "Passive Aggressive Cainism in U.S. Latino Literature," 25th MELUS Conference (Multi-Ethnic Literature of the United States), Boca Raton, FL, 2011
- "El soliloquio sobre el cadáver: *Trilce* LXXV y *España, aparta de mí este cáliz* IX," 16th National Association of Hispanic and Latino Studies, Baton Rouge, LA, 2008
- "Rhetorical Hybridization in José Martí's *Nuestra América*," 12th International Conference on Romance Studies, Boston, MA, 2004
- "Oralidad y función en la poesía de Tato Laviera," 12th Colloquium on Hispanic and Luso-Brazilian Literatures and Romance Linguistics, Austin, TX, 2002

PROFESSIONAL SERVICE

University

- Member, Bias and Education Support Team (BEST), 2020-Present
- Member, Diversity, Inclusion, and Culture Subcommittee, UT-Chattanooga, 2020
- Member, Undergraduate Academic Standards Committee, UT-Chattanooga, 2018-2021
- Coordinator, Spanish Language Program, Penn State-Berks, 2012-2016
- Chair, Faculty Committee on New Student Orientation, Penn State-Berks, 2014-2016
- United Way Volunteer, Penn State-Berks Campaign, 2010-2016
- Faculty Advisor, Latino Unity Club, Penn State-Berks, 2012-2013
- Member, Teaching Innovation Grant Selection Committee, Penn State-Berks, 2013-2015
- Member, Various Faculty Search Committees, 2012-2015

Editorial

- Reviewer, *Hispanófila*, 2018
- Reviewer, *Bulletin of Hispanic Studies*, 2014-2015
- Volume Advisor, *Twentieth-Century Literary Criticism* 296, 2013

LANGUAGES

- Spanish: Native Speaker
- English: Native Speaker
- Portuguese: Conversant

LYNN C. PURKEY
CURRICULUM VITAE

233E Lupton Hall/308E Brock Hall/441 540 McCallie Ave
 Department of Social, Cultural, and Justice Studies/
 Department of Modern and Classical Languages and Literatures
 University of Tennessee, Chattanooga
 Chattanooga, TN 37403
 423-316-1512
lynn-purkey@utc.edu

EDUCATION

Ph.D. Hispanic Languages and Literatures, University of California, Berkeley, 2006
 Dissertation: *Nuevo Romanticismo and the Reception of Russian Literature: Integrating Dehumanized and Social Art.*
 Director: Dru Dougherty, Committee members: Michael Iarocci and Anne Nesbit
 M.H.S. Auburn University, 1999
 B.A. University of Maryland, 1990

ACADEMIC POSITIONS

University of Tennessee at Chattanooga, 2006-Present
 Promotion to Professor 2015
 Tenure/Promotion to Associate Professor 2012

ADMINISTRATIVE POSITIONS

Associate Department Head, Modern and Classical Languages and Literatures, 2014-2019, 2021-Present
 Interim Head, Department of Social, Cultural, and Justice Studies, 2019-2021
 Executive Intern for the Provost, 2017-2018
 Spanish Section Coordinator, 2013-Present
 Director, Study Abroad Spain, Summer 2008, 2010, 2012, 2015, 2018
 Coordinator of First-Year Spanish, 2007-2011

RESEARCH INTERESTS

Comparative Literature: European/American Variants of Modernism
 Literary Relations between Spain and Russia
 Hispanic Women Writers
 20th and 21st-Century Spanish Theater and Film
 The Exiles of 1939
 Ramón María del Valle-Inclán
 Federico García Lorca
 El Nuevo Romanticismo

PUBLICATIONS**Book**

Purkey, Lynn C. *Spanish Reception of Russian Narratives 1905-1939: Transcultural Dialogics*. Monografías, Tamesis (Boydell and Brewer), 2013.

Reviews

Margaret Tejerizo. *Bulletin of Spanish Studies*, vol. 93, no. 6 (2016): 1087.

Ivan García Sala. *Anuari Trilcat*, no. 6 (2016): 161-63.

Laurent Boetsch. *Hispanic Review*, vol. 82, no. 4 (Fall 2014): 508-11.

Refereed Journal Articles

Purkey, Lynn C. "María Teresa León: Recuperating the Past, Refashioning the Present." *Revista de Estudios de Género y de Sexualidades*, vol. 47, no. 2, fall 2021, pp. 21-40 (forthcoming).

---. "Una visión trágica: La novela comprometida de vanguardia". Huellas de lo trágico en la cultura española moderna. Ed. Luis M. González y Rakhel Villamil-Acera. *Hispanic Issues On Line* 27, Spring 2021, pp. 73-88. Web

---. "A Popular Death: Russia's Reception of Federico García Lorca." *Anales de la Literatura Española Contemporánea*, vol. 42, no. 4, 2017, pp. 365-84.

---. "Migration and Crossing Borders in *Zahra, favorita de Al-Andalus*." *Teatro: Revista de Estudios Culturales / A Journal of Cultural Studies*, vol. 30, no. 30, 2016, pp. 109-27.

---. "Luces de Bohemia expresionista: Valle y Káiser." *Bulletin of Hispanic Studies* vol. 90, no. 05, 2013, pp. 557-80.

---. "Alberti and Mayakovsky: Subverting the Medieval Mystery Play." *The Comparatist*, vol. 35, May 2011, pp. 107-32.

---. "Time and Space in Chekhov's and García Lorca's Rural Theater." *España Contemporánea*. vol. 23, no. 2, 2010, pp. 7-28.

---. "Spanish Pacifist and Soviet Civil War Prose." *Bulletin of Hispanic Studies*, vol. 85, no. 5, 2008, pp. 659-78.

---. "Anarchists as Ethical Models in Valle-Inclán's *Ruedo ibérico*." *España Contemporánea*, vol. 20, no. 2, Spring 2007, pp. 77-96.

Peer-Reviewed Book Chapters

Purkey, Lynn C. "Disarming Prince Charming: *Los Principes iguales* as Subversive Fairy Tale." *The Challenge of Modernity: Avant-Garde Cultural Practices in Spain (1914-1936)*, edited by Eduardo Grigori and Juan Herrero-Senés. Brill/Rodopi, 2016, pp. 200-17.

---. "Nuevo Romanticismo and Futurism: Responses to Machine Culture." *International Yearbook of Futurism Studies*, vol. 3. Special Issue on Iberian Futurisms, edited by Günter Berghaus, De Gruyter, 2013, pp. 181-207.

Peer-Reviewed Conference Proceedings

Purkey, Lynn C. "César Arconada: Intermediario entre dos culturas y escritor frustrado." *Destinos del Exilio Republicano: Actas del Congreso III de Cantabria*, coordinated by Miguel Ángel Sánchez Gómez. Fundación Bruno Alonso y Centro de Estudios Montañeses, 2020, pp. 411-430.

Interview

Arce, Christina, Lynn Purkey, and Nelson Ramírez. "Entrevista a Edmundo Paz Soldán: Conversación en la Méditerranée." *Lucero, Graduate Journal of the Department of Spanish and Portuguese*, vol. 13, 2002, pp. 6-27.

Book Reviews

- Purkey, Lynn C. Review of *Ophelia: Shakespeare and Gender in Contemporary Spain* by Sharon Keefe Ugalde. *Revista de Estudios de Género y Sexualidades*, vol. 47, no. 1, 2021, pp. 205-207.
- . Review of *'La bella España': el teatro de Lope de Vega en la Rusia soviética y postsoviética* by Veronika Ryjik. *Bulletin of Spanish Studies*, vol. 98, no. 6, 2020, pp. 5-6.
- . Review of *Gynocine: Teoría de género, filmología y praxis cinematográfica* by Barbara Zecchi et al. *Letras femeninas*, vol. 41, no.1, Summer 2015, pp. 359-62.
- . Review of *Salirse del tiesto. Ensayistas españolas, feminismo y emancipación (1861-1923)* by Ana María Díaz Marcos. *Letras femeninas*, vol. 39, no. 02, Winter 2013, pp. 273-75.
- . Review of *The Pursuit of Solidarity in Post-Transition Spain* by Haley Rabanal. *Letras femeninas*, vol. 38, no. 02, Winter 2012, pp. 297-99.
- . Review of *El nuevo teatro español y latinoamericano. Un estudio transatlántico 1960-1980* by Manuel Sosa-Ramírez. *ALEC*, vol. 31, no. 2, 2006, pp. 321-25.
- . Review of *Juan Carlos: Steering Spain to Democracy* by Paul Preston. *Lucero, Graduate Journal of the Department of Spanish and Portuguese*, vol. 15, 2004, pp. 127-30.
- . Review of *Perfiles críticos* by María Teresa García Abad. *Lucero, Graduate Journal of the Department of Spanish and Portuguese*, vol. 13, 2002, pp. 188-89.
- . Review of *Circa* by Pablo Baler. *Lucero, Graduate Journal of the Department of Spanish and Portuguese*, vol. 12, 2001, pp. 131-32.

CONFERENCES & PANELS**Peer-Reviewed Conference Papers**

1. "Social Networking through Translations: Catalan and Spanish Translations of Soviet Letters." South Atlantic Modern Language Association, virtual, Nov. 6-8, 2021.
2. "A Hauntology of the Fallen: *El Valle de los Caídos*." Mountain Interstate Foreign Language Conference, Oct. 7-9, 2021.
3. "Rafael Alberti and María Teresa León: The Prado in Peace and War." Kentucky Foreign Language Conference, virtual, Apr. 22-24, 2021.
4. "Scandalous Desire in the Poetry of Ana María Martínez Sagi." South Atlantic Modern Language Association, virtual, Nov. 13-14, 2020.
5. "Andrés Nin: *Portavoz* of Russian Culture." Mountain Interstate Foreign Language Conference, Auburn, AL, Oct. 10-12, 2019.
6. "César Arconada: Intermediario entre dos culturas." Destinos del exilio republicano, Santander, Spain, June 20-21, 2019.

7. "Fighting from the Margins: Max Aub's *From One Time to This Place*," The Holocaust in Literature and Film. South Atlantic Modern Language Association, Birmingham, AL, Nov. 2-4, 2018.
8. "Translating Spain." Mountain Interstate Foreign Language Conference, Knoxville, TN, Oct. 4-6, 2018.
9. "Famously Forgotten: The Russian Reception of Dos Passos." The Third Biennial Conference of the John Dos Passos Society, Lisbon, Portugal, June 20-22, 2018.
10. "A Grimm Fairy Tale: Pablo Berger's *Blancanieves*: Between Surrealism and Expressionism." Kentucky Foreign Language Conference, Lexington, KY, Apr. 20-22, 2017.
11. "Decadence and Destruction: The City under Siege," War, Literature, and the Arts. South Central Modern Language Association, Dallas, TX, Nov. 3-5, 2016.
12. Power, Politics, and Polyphony in María Teresa León Doña Jimena Díaz de Vivar," Medievalisms II. Southeastern Medieval Association, Knoxville, TN, Oct. 6-8, 2016.
13. "Una visión trágica: La novela comprometida de vanguardia," Representaciones de lo trágico en el siglo XX español. North East Modern Language Association, Hartford, CT, Mar. 17-20, 2016.
14. "Performance and Theatricality in Two Films by Carlos Saura," Performance on Film. South Atlantic Modern Language Association, Nov. 13-15, 2015.
15. "A Popular Death: Russia's Reception of Federico Garcia Lorca." The Mountain Interstate Foreign Language Conference, Charleston, SC, Oct. 15-17, 2015.
16. "Coixet on Crisis," Narratives of Crisis, Women Writers of Spain and Latin America. South Atlantic Modern Language Association, Atlanta, GA, Nov. 7-9, 2014.
17. "Dos Passos and Sender: Cinematography and the City." First Biannual Meeting of the John Dos Passos Society, UTC, Chattanooga, TN, Oct. 10-11, 2014.
18. "Carnavalesque Humor and Social Satire: *Nuevo retablo de las maravillas*," Humor on Stage. International Society of Lusophone and Hispanic Humor Studies, Kansas City, MO, Oct. 17-19, 2013.
19. "Popular Culture and Politics: María Teresa León's *La bella del mal amor*," Frivolous Cultures, Serious Politics: Women in Spanish Cultural Arena 1900-1936. Northeast Modern Language Association, Mar. 21-24, 2013.
20. "Text as Memoir: María Teresa León's *Doña Jimena Díaz de Vivar, señora de todos los deberes*," Women Writers of Spain and Latin America. South Atlantic Modern Language Association, Nov. 9-11, 2012.
21. "Fantasy, Myth, and Metaphor: The Gendered Prose of José Díaz Fernández and the Spanish Avant-Garde," Gender, Politics and the Spanish Avant-Garde. Kentucky Foreign Language Conference, Lexington, KY, Apr. 19-22, 2012.
22. "*Luces de Bohemia* expresionista: Valle y Káiser." 61st Mountain Interstate Foreign Language Conference, Auburn, AL, Sept. 29-Oct. 1, 2011.
23. "Disarming Prince Charming," The Second Republic: Tradition and Innovation as Recycled Modernity. Kentucky Foreign Language Conference, Lexington, KY, Apr. 2011.

24. "Re-inscribing the Feminine: Antonia Bueno Mingallón's *Zahra*," *Feministas Unidas*. Northeast Modern Language Association, New Brunswick, NJ, Apr. 7-10, 2011.
25. "Cultural Imaginings: Spain and Russia," Revolution and Nationhood in Contemporary Peninsular and Latin American Literature. Word/Image/Culture, Carrollton, GA, Nov. 11-13, 2010.
26. "Utopia and Dystopia: Spanish and Soviet Factory Narratives." Southeast Coastal Conference on Languages and Literatures, Statesborough, GA, Apr. 1-2, 2010.
27. "History as Fiction: The Civil War in Alberti's *Noche de guerra en el Museo del Prado* and 'Mi última visita al Museo del Prado.'" History and Fiction Conference, Carrollton, GA, Nov. 12-14, 2009.
28. "El tiempo chejoviano en García Lorca." XXXV Congreso Anual de Literaturas Hispánicas, Indiana, PA, Oct. 16-17, 2009.
29. "Mothers and Daughters in the Social Prose of the Second Republic." 18th Conference of the International Association of Hispanic Women Writers, Atlanta, GA, Oct. 16-18, 2008.
30. "Alberti and Mayakovsky: Subverting Religious Emblems of the Medieval Mystery Play," Comparative Literature and World Literature: Textual, Visual, Aural Interconnections and Interfaces. Southern Comparative Literature Association Conference, Auburn, AL, Oct. 2-4, 2008.
31. "Transculturation in the Second Republic: Nuevo Romanticismo and the Reception of Soviet Literature." Siglo XX/XXI: Diálogos en el hispanismo peninsular, University of Ottawa, Canada, Mar. 27-29, 2008.
32. "The New Woman and the Second Republic." Second International Conference on "Spanishness, University of North Texas, Mar. 13-14, 2008.
33. "Republican Spain and the Reception of Russian Feminists," Talking Back, Moving Forward: Gender, Power, and Culture. South East Women's Association, Chattanooga, TN, Mar. 23, 2007.
34. "Anarchists as Ethical Models in Valle-Inclán's *El ruedo ibérico*," Anarchism in Hispanic Literature and Film. Modern Language Association, Philadelphia, PA, Dec. 27-30, 2006.
35. "María Teresa León: Feminist and Social Dramatist." The Eighth National Symposium of Theater in Academe, Washington and Lee University, Lexington, VA, Mar. 9-11, 2006.
36. "*La caballería roja* and *El bloqueo*: Soviet Civil War Prose and the Spanish Pacifist Novel." The 8th Annual Ohio State University Symposium on Hispanic and Luso-Brazilian Literatures, Linguistics, and Cultures, Ohio State University, Cleveland, OH, Apr. 29, 2005.
37. "Carlos Arniches: Readings and Misreadings of Leonid Andreev and Russian Theater of the Grotesque." Comparative Drama Conference, Department of Theatre, California State University, Northridge, CA, Mar. 31-Apr. 2, 2005.
38. "Russian Travelogues in the *República de Trabajadores*." Transparent Borders: Movement, Migration and Globalization in the Romance World, 2004 Romance Language Graduate Student Conference, University of Oregon, Eugene, OR, Nov. 4-6, 2004.

39. "The Polemics of the Avant-Garde vs. (Proto-) Socialist Realism: Spain's Reception of Pre-Revolutionary Russian Theater." The Seventh National Symposium of Theater in Academe, Washington and Lee University, Lexington, VA, Oct. 28-30, 2004.

Round Tables/Invited Talks

1. (Coauthored with Casebier, Karen, Hilary Browder, Matthew Stuckwisch) "Coordinating Language Programs." Mountain Interstate Foreign Language Conference, Auburn, AL, Oct. 10-12, 2019.
2. "Julia Álvarez's *How the García Girls Lost Their Accents*," Multiethnic American Literature. Take Five, University of Tennessee at Chattanooga, Feb. 9, 2016.
3. "Domestic Violence as Portrayed in Spanish Cinema," Domestic Violence and Spanish Film Analysis: Invigorating the Critical Skills through Societal Issues. Film Special Interest Group, American Council on Teaching Foreign Languages, San Diego, Nov. 18-22, 2015.
4. Mesa Redonda (Round Table): "Experiences in Study Abroad Programs." I Congreso Internacional sobre el Español en los programas de *Study Abroad*, Instituto Franklin, Universidad de Alcalá de Henares, Spain, June 18, 2015.
5. "To Russia with Love: The Soviet Reception of Valle-Inclán." Symposium in Honor of Dru Dougherty, UC Berkeley, CA, Feb. 13, 2015.
6. "Maiming and Mayhem: Prosthetics and Disfigurement in Spanish War Films" Narrating War: Prosthetics and Mutilation. Modern and Classical Languages and Literatures Colloquium on Narrative, UTC, Chattanooga, TN, Sept. 25, 2014.

Panels Organized, Moderated, etc.

1. Panel President, "Cultural Venues and Artifacts." Kentucky Foreign Language Conference, April 22-24, 2021.
2. Panel President, "Prostitution, Eroticism, Love in Spain." South Eastern Medieval Association, Knoxville, TN, Oct. 6-8, 2016.
3. Panel President, "Narratives of Crisis," Women Writers of Spain and Latin America. South Atlantic Modern Language Association, Atlanta, GA, Nov. 7-9, 2014.
4. Panel Secretary, "Female Hispanic Authors and New Medias," Women Writers of Spain and Latin America. South Atlantic Modern Language Association, Atlanta, GA, Nov. 8-10, 2013.
5. Panel Organizer/Moderator, "The Second Republic: Tradition and Innovation as Recycled Modernity." Kentucky Foreign Language Conference, Lexington, KY, Apr. 2011.
6. Panel Moderator, "Revolution and Nationhood in Contemporary Peninsular and Latin American Literature." Word/Image/Culture, Carrollton, GA, Nov. 11-13, 2010.

WORKSHOPS/CONFERENCE ATTENDANCE

AAC&U Calibration Training for Written Communication, Certified Grader for Written Communication, 2019
 Leadership in Higher Education Conference, 2017
 Quality Matters Workshop, 2017
 Modified Oral Proficiency Interview Workshop, ACTFL, 2017
 SACSCOC, 2015, 2017
 American Council on Teaching Foreign Languages (ACTFL), 2014, 2015, 2016, 2017, 2018, 2020, 2021

AWARDS, HONORS, GRANTS AND FELLOWSHIPS**University of Tennessee at Chattanooga**

College of Arts and Sciences Above and Beyond Person of the Year Award, 2019-20
 Sabbatical, Spring 2016
 College of Arts and Sciences Travel Grant, 2015, 2016
 Think Achieve Award, 2015
 College of Arts and Sciences Outstanding Service Award, 2015
 UC Foundation Professorship, 2011-16
 Diversity Grant for Hispanic Outreach Association, 2011
 Faculty Development Grant, 2009
 Exceeds Expectations/Exceptional Merit, 2007-08, 2008-09, 2009-10, 2010-11, 2012-13, 2014-15, 2016-17, 2017-18, 2018-19

University of California, Berkeley

Department of Spanish Dissertation Year Fellowship, 2005-06
 Townsend Center for the Humanities Grant for Graduate Student Colloquium, 2005
 Department of Spanish and Portuguese Summer Grant for Research Abroad, 2005
 Outstanding Graduate Student Instructor, 2004-05
 Dean's Normative Time Fellowship, 2003-04
 Webber Travel Fellowship, 2003

Auburn University

Phi Kappa Phi, National Honor Society, Chapter #13
 Sigma Delta Pi, Spanish Honor Society

TEACHING**University of Tennessee at Chattanooga, 2006-Present**

Images of Civil Strife in Spain
 Spanish Avant-Gardes
 Imagining Hispanic Women (co-listed with Women, Gender, and Sexuality Studies)
 20th Century Spanish Literature: From Modernism to Postmodernism
 Masterpieces of Spanish Literature (Introduction to Spanish Literature)
 Introduction to Textual Analysis and Composition (Introduction to Hispanic Literature)
 Cinema, Culture, and History: Spain's Civil War
 All About Almodóvar and Spanish Cinema

19th and 20th Century Spanish and Latin American Theater
 Intersection of Word, Art, and History: Rafael Alberti and María Teresa León
 Spanish Culture and Civilization
 Latin American Culture and Civilization
 Introduction to Latin American Literature
 Advanced Conversation
 Advanced Grammar I and II
 Advanced Composition and Conversation I and II
 Intermediate Spanish I and II
 Elementary Spanish I and II
 Freshman Seminar: Gold, God, and Glory (The Spanish Conquest of the Americas)
 World Cinema (freshman-level general education course)
 Spanish Internship (certified for Experiential Learning)
 Spanish Internship for Teachers (certified for Experiential Learning)

University of California, Berkeley, Graduate Student Instructor, 2000-2006

Introduction to Hispanic Literature
 Elementary and Intermediate Spanish
 Assistant Director of Lower Division Spanish, 2002-03, 2004-05

Auburn University, 1998-2000

Lecturer, Elementary Spanish
 Teaching Assistant, Elementary Spanish
 Assistant Director of Study Abroad, 1999

SERVICE

Professional Service

American Council on Education Reviewer, 2020-Present
 Vice-Chair, Film Special Interest Group, ACTFL, 2014-16
 Reviewer for Film Panels for ACTFL 2015, 2016 Convention
 External Tenure and Promotion Reviewer, 2021

Editorial Work

Reviewer, *Revista de Estudios de Género y Sexualidades*, 2021
 Reviewer, *Bulletin of Hispanic Studies*, 2014
 Reviewer, *Letras Hispanas*, 2013, 2018
 Editor in Chief, of *Lucero, Graduate Journal of the Department of Spanish and Portuguese*, 2002
 Assistant Editor of *Lucero, Graduate Journal of the Department of Spanish and Portuguese*, 2001, 2003

National/State/Community Service

Committee Member, Tennessee Teacher Licensure Standards Revision, Foreign Languages, 2012-13.
 Participant, Tennessee Dept. of Educ. Foreign Language Licensure Revision, 2009-10.
 Participant (Representing Tennessee Higher Education), Startalk Certification. National Language Certification. National Foreign Language Center, Washington D.C., Dec. 8-11, 2009.

College/University Service

Grade Appeals Committee, 2021-22
 Research Dialogues, 2021-2022
 QEP Committee, 2021-2022
 Women, Gender, and Sexuality Studies Advisory Committee, 2021-2022
 Related Areas Committee (Foreign Language Representative and Student Advisor for Foreign Language Education Majors), 2021-Present
 Subcommittee Chair for General Education Elective, 2021
 Student Programming Allocations Committee, Spring 2019
 College of Arts and Science Rank and Tenure Committee, 2018-21
 Chair, General Education Committee, 2018-19
 General Education Committee Member, 2016-18
 Reviewer for Ruth Holmberg Awards, 2018
 Pedagogy Group for New Faculty, 2017
 UT President's Award Review Committee, 2016
 Subcommittee for SACSCOC Accreditation, 2015-17
 Women's Studies Advisory Board, 2014-Present
 Women's History Month Advisory Board, 2015-16
 Scholarship Committee, 2014-15
 College of Arts and Sciences Curriculum Committee, 2013-15
 Graduate Council, Faculty Senate Representative, 2012-13
 Petition Committee Chair, 2011-14
 Consultant, Hispanic Outreach, for WUTC, 2011
 Advisor for Hispanic Outreach Leadership Association, 2010-13
 Graduation Marshall, 2010-15
 Honor Court, 2010-13, 2021-22
 Faculty and Staff Campaign Representative for MCLL, 2010-13
 Member of Faculty Evaluation of Administration Committee, 2010-11
 Member Faculty Research Committee, 2009-10
 Faculty Development Committee, 2008-09
 Faculty Senate, 2008-10, 2012-14
 Faculty Senate Secretary, 2008-09
 Committee on Committees, 2008-10
 International Task Force on Study Abroad at UTC, 2008-09
 Petitions Committee, 2007-08

Departmental Service

Chair, Rank and Tenure Committee, 2015-Present

Rank and Tenure Committee Member, 2014-Present
 Chair, Search Committee for Lecturer in Spanish, 2018-19
 Chair, Search Committee for French and Spanish Professors, 2015-16
 Search Committee, German Lecturer, 2014
 Chair, Search Committee, Spanish Professor, 2012-13
 Search Committee Member, Department Chair, 2012-13
 Search Committee Member, Spanish Professor, 2010-11
 Chair, Search Committee, German Professor, 2008-09
 Advisor for Sigma Delta Pi, the Spanish Honor Society, 2008-15
 Advisor for Spanish Majors and Postgraduate and Graduate Students in Spanish Education, 2007-19
 Search Committee for Spanish Lecturers, UTC, 2007, 2008, 2011, 2012, 2016
 Spanish Club Advisor, UTC, 2006-09

LANGUAGES

Spanish – Near Native
 Russian – Near Native
 German – Advanced
 French – Reading Knowledge
 Portuguese – Reading Knowledge

AFFILIATIONS

Modern Language Association	2004-Present
Asociación de Estudios de Género y Sexualidades	2008-Present
Feministas Unidas	2010-Present
South Atlantic Modern Language Association	2012-Present
American Council on Teaching Foreign Languages	2014-Present
Society for Comparative Literature and the Arts	2020-Present
	2008-14
American Association of Teachers of Spanish and Portuguese	2015-18
South Central Modern Language Association	2016-18
International Society of Lusophone and Hispanic Humor Studies	2014-15
John Dos Passos Society	2017-18, 2014-15
Northeast Modern Language Association	2010-15

REFERENCES

Dru Dougherty, Professor Emeritus of Spanish Literature and Theater and former Chair
 The Department of Spanish and Portuguese
 The University of California, Berkeley
 Berkeley, CA 94720
 Phone: 508-486-1910
enigma@berkeley.edu

Joshua Davies, Associate Professor of Classics and Department Head
The Department of Modern and Classical Languages and Literatures
The University of Tennessee at Chattanooga
233 Lupton Hall / Dept. 2152
Phone: 423-425-4267
Joshua-Davies@utc.edu

Felicia Sturzer, Professor Emerita of French and former Department Head
The Department of Modern and Classical Languages and Literatures
The University of Tennessee at Chattanooga
4305 Cogenbury Ct.
Montclair, VA 22025
Phone: 703-680-6968
Feliciafb@verizon.com

Pedro Campa, Professor Emeritus of Spanish
The Department of Modern and Classical Languages and Literatures
The University of Tennessee at Chattanooga
233 Lupton Hall/Dept. 2152
Phone: 423-838-1456
Rocelmare@gmail.com

CURRICULUM VITAE

Carl P. E. Springer, SunTrust Chair of Excellence in the Humanities; Department of Modern and Classical Languages; University of Tennessee Chattanooga; 208B Brock Hall, Dept. 2152; 615 McCallie Avenue; Chattanooga, TN 37403; office phone: 423-425-4114; cell phone: 314-359-9587; professional e-mail: carl-springer@utc.edu; website: <https://www.utc.edu/suntrust-chair-excellence-humanities/>

Education

University of Wisconsin-Madison 1979-84 PhD (Classics; Latin).
 University of Wisconsin-Madison 1978-79 MA (Biblical Languages).
 Northwestern College 1973-77 BA (emphases in Classics, German, and Theology).

Academic Positions

SunTrust Chair of Excellence in the Humanities; Professor, Department of Modern and Classical Languages and Literatures, University of Tennessee Chattanooga, 2015-present.
 Coordinator: Interdisciplinary Humanities Program (International Studies and Liberal Arts), University of Tennessee Chattanooga, 2016-2019.
 Professor: Department of English Language and Literature, Southern Illinois University Edwardsville, 2010-15 (Professor Emeritus since 2017).
 Director: Liberal Studies Program, College of Arts and Sciences, Southern Illinois University Edwardsville, 2006-10.
 Coordinator: Interdisciplinary Classical Studies Minor Program, Southern Illinois University Edwardsville, 2002-15.
 Associate Dean: College of Arts and Sciences, Southern Illinois University Edwardsville, 2000-10.
 Chair: Department of Foreign Languages, Illinois State University, 1996-2000.
 Professor: Department of Foreign Languages, Illinois State University, 1996-2000.
 Alexander von Humboldt-Research Fellow: University of Regensburg, Institut für klassische Philologie, 1993-4.
 Associate Professor: Department of Foreign Languages, Illinois State University, 1990-6.
 Fulbright Research Fellow: *Corpus Christianorum*; St. Peter's Abbey, Brugge, Belgium, 1990.
 Visiting Assistant Professor: Department of Classics, University of Wisconsin-Madison, 1986.
 Assistant Professor: Department of Foreign Languages, Illinois State University, 1984-90.
 Graduate Research Fellow: Department of Classics, University of Wisconsin-Madison, 1982-4.
 Graduate Teaching Assistant: Department of Classics, University of Wisconsin-Madison, 1979-82.

SCHOLARLY PUBLICATIONS

Books and Monographs

Cicero in Heaven: The Roman Rhetor and Luther's Reformation. In the series "St Andrews Studies in Reformation History" (Leiden and Boston: E.J. Brill, 2017), xxi and 291. Received "Award of Commendation for Major Publication" from the Concordia Historical Institute in 2018. Reviewed in *Lutheran Quarterly* 33.2 (2019), 231-33; *Renaissance Quarterly* 72 (2019), 712-4; *Classical Review* 69 (2019), 451-3; *Bryn Mawr*

Classical Review (July, 2018): <http://bmc.brynmawr.edu/2018/2018-07-03.html>; *Logia: A Journal of Lutheran Theology* 28.2 (2019), 52; *Journal of Ecclesiastical History* 70 (2019), 616-18; and *Liturgy, Hymnody, and Pulpit Quarterly Book Review* (May, 2018): <http://lhpqbr.blogspot.com/>

Sedulius: The Paschal Song and Hymns (translation with introduction and notes) = Society of Biblical Literature's *Writings from the Greco-Roman World* 35, Michael Roberts, editor (Atlanta: Society of Biblical Literature, 2013), xliii + 279. Reviewed in *Bryn Mawr Classical Review* (January 28, 2014) and *Review of Biblical Literature* (08/2015): http://bookreviews.org/pdf/9242_10195.pdf

Luther's Aesop = *Early Modern Studies* 8 (Kirksville, MO: Truman State University Press, 2011), xiv + 240. Nominated by the publisher for the Roland H. Bainton Book Prize. Reviewed in *Renaissance Quarterly* 65 (2012): 958-9; *Classical Review* 63 (2013): 265-6; *Lutheran Quarterly* 27 (2013): 119-20; *Sixteenth Century Journal* 44 (2013): 228-230; *Concordia Theological Quarterly* 78.1-2 (2014): 171-2; and *Logia: A Journal of Lutheran Theology* 24.1 (2015): 52-3.

The Manuscripts of Sedulius. A Provisional Handlist = *Transactions of the American Philosophical Society*, Vol. 85, pt. 5 (Philadelphia: American Philosophical Society, 1995), xxii + 244. Nominated by publisher for the American Philological Association's Goodwin Award of Merit. Reviewed in *Revue des Études Augustiniennes* 42 (1996): 355-6; *Scriptorium* 51 (1997): 69; *Deutsches Archiv für Erforschung des Mittelalters* 53.1 (1997): 197; *Medioevo Latino* 18 (1997): 391; *Classical Review* 48 (1998): 198.

The Gospel as Epic in Late Antiquity: The Paschale Carmen of Sedulius = *Supplements to Vigiliae Christianae: Texts and Studies of Early Christian Life and Language* II, eds. A.F.J. Klijn, Christine Mohrmann, G. Quispel, J.H. Waszink, J.C.M. van Winden (Leiden, New York, Copenhagen, and Cologne: E.J. Brill, 1988), xii + 168. Reviewed in *Jahrbuch für Antike und Christentum* 32 (1989): 197-203; *Classical Review* 40 (1990): 159; *Revue des études latines* 67 (1989): 416-7; *Patristics* 19 (1990): 9; *Helmantica* 41 (1990): 411-3; *Religious Studies Review* 17 (1991): 166-7; *Deutsches Archiv für Erforschung des Mittelalters* 48.1 (1992): 271-2.

Edited Volumes and Special Issues

Ad Fontes Witebergenses: Select Proceedings of "Lutheranism and the Classics II: Reading the Church Fathers," a conference held at Concordia Theological Seminary, September 28-29, 2012; co-editor with James Kellerman (Fort Wayne: Lutheran Legacy Press, 2014), 358 pp.

"Lutheranism and the Classics," special issue of *Logia: A Journal of Lutheran Theology* (coedited with Jon Bruss) 21.2 (2012), 76 pp.

"Wittenberg and Athens," special issue of *Logia: A Journal of Lutheran Theology* (I served as guest editor and also wrote the introduction to the issue) 17.4 (2008), 68 pp.

Scholarly Articles, Conference Proceedings, and Book Chapters

- “*Kirche und Kultur: J.P. Koehler’s Lutheran Historiography*,” pp. 293-312 in *Ad Fontes Witebergenses. Select Proceedings of “Lutheranism and the Classics III: Lutherans Read History”* (Minneapolis: Lutheran Press, 2017).
- “The Uses of *Tentatio*: Satan, Luther, and Theological Maturation,” pp. 27-46 in *The Hermeneutics of Hell: Devilish Visions and Visions of the Devil in World Literature* (Cham: Palgrave Macmillan, 2017).
- “Of Triumphs and Triumphalism: Etymological and Poetological Considerations,” *Logia: A Journal of Lutheran Theology* 26.1 (2017): 5-13.
- “To Forget Latin: Reflections on the Fading of a European Sign.” In the proceedings of the 40th Annual European Studies Conference at the University of Nebraska at Omaha, October, 2015: <http://www.unomaha.edu/college-of-arts-and-sciences/european-studies-conference/esc-proceedings/index.php>
- Bach’s Latin,” in *Ad Fontes Witebergenses: Select Proceedings of “Lutheranism and the Classics II: Reading the Church Fathers*,” co-editor with James Kellerman (Fort Wayne: Lutheran Legacy Press, 2014), pp. 293-307.
- “Of Roosters and *Repetitio*: Ambrose’s *Aeterne Rerum Conditor*,” *Vigiliae Christianae* 68 (2014): 155-77.
- “*Parrhesia*, Confession, and Confessionalism,” *Faith-Life* 86.3 (2013): 11-15.
- “Pious Mirth: Poetry and Theology in Luke 2:13-14,” *Faith-Life* 86.4 (2013): 2-10.
- “Wise, Steadfast, and Magnanimous: Patrons of the Classics in Luther’s Wittenberg,” *Logia: A Journal of Lutheran Theology* 21.2 (2012): 27-32.
- “Death and Life after Death in Martin Luther’s Latin Elegies,” in the *Acta Conventus Neo-Latini Upsaliensis*, ed. Astrid Steiner-Weber (Leiden: E.J. Brill, 2012), pp. 1049-1059.
- “Martin Luther and the *Vita Aesopi*,” in *Fictional Traces: Receptions of the Ancient Novel*, eds. Marilia P. Futre Pinheiro and Stephen J. Harrison = *Ancient Narrative Supplementum* 14 (Groningen: Barkhuis Publishing, 2011), vol. 1, pp. 95-106.
- “Ovid, Christianity, and Etiquette: The Uses of Latin Poetry in Colonial Mexico City,” *The Annals of Ovidius University Constanta-Philology* 21 (2010): 145-157.
- “*De Profundis*: Research Adventures in the Roman Catacombs,” in *Adventures in the Academy: Professors in the Land of Lincoln and Beyond* (Edwardsville: SIUE, 2010), pp. 13-22.
- “Luther’s Latin Poetry and Scatology,” *Lutheran Quarterly* 23 (2009):373-87. See reference at: <http://tobingrant.religionnews.com/2013/12/06/improve-public-discourse-follow-luthers->

[advice-tell-opponents-eat-s-t-lots/](#)

- “Luther’s Aesop,” *Logia: A Journal of Lutheran Theology* 17 (2008): 17-24. Abridged version published in *Luther Digest* 19 (2011): 85-8.
- “Martin’s Martial: Reconsidering Luther’s Relationship with the Classics,” *The International Journal of the Classical Tradition* 14 (2007): 23-50.
- “Arms and the Theologian: Martin Luther’s *Adversus Armatum Virum Cochlaeum*,” *The International Journal of the Classical Tradition* 10 (2003): 38-53.
- “The Biblical Epic in Late Antiquity and the Early Modern Period: The Poetics of Tradition,” in *Antiquity Renewed: Late Classical and Early Modern Themes*, eds. Zweder von Martels and Victor M. Schmidt (Leuven, Paris, and Dudley, MA: Peeters, 2003), pp. 103-26.
- “Martin Luther, the Oreads of Wittenberg, and *Sola Gratia*,” in *Acta Conventus Neo-Latini Abulensis. Proceedings of the Tenth International Congress of Neo-Latin Studies Avila 4-9 August 1997*, eds. Rhoda Schnur, J. Costas, R. Green, A. Iurilli, E. McCutcheon, A. Moreno, M. Mund-Dopchie, H. Wiegand = *Medieval & Renaissance Texts & Studies* 207 (Tempe, Arizona: University of Arizona Press, 2000), pp. 611-618.
- “The Hymns of Ambrose,” chapter in *Religions of Late Antiquity in Practice*, ed. Richard Valantasis, in *Princeton Readings in Religion* (Princeton and Oxford: Princeton University Press, 2000), pp. 347-56.
- “The Hermeneutics of Innocence: Literary Criticism from a Christian Perspective.” Presented at conference on “Christian Scholarship: Knowledge, Reality, and Method,” University of Colorado, 1997 and published electronically at <http://www.leaderu.com/aip/docs/springer.html>
- “Nicetas and the Authorship of the *Te Deum*,” *Studia Patristica. Vol. XXX: Biblica et Apocrypha, Ascetica, Liturgica*, ed. Elizabeth A. Livingstone (Leuven, Paris, and Dudley, MA: Peeters, 1997), pp. 325-31.
- “Reflections on Lutheran Worship, Classics and the *Te Deum*,” *Logia: A Journal of Lutheran Theology* 5 (1996): 29-41 [reprinted in *CrossAccent: Journal of the Association of Lutheran Church Musicians* 7 (1999): 28-37.]
- “The Concinnity of Ambrose’s *Iluminans Altissimus*,” in *Panchaia. Festschrift für Professor Klaus Thraede = Jahrbuch für Antike und Christentum Ergänzungsband 22*, ed. Manfred Wacht (Münster Westfalen: Aschendorffsche Verlagsbuchhandlung, 1995), pp. 228-237.
- “Fannius and Scaevola in Cicero’s *De Amicitia*,” in *Studies in Latin Literature and Roman History. VII = Collection Latomus 227*, ed. Carl Deroux (Brussels: *Latomus. Revue des études latines* 227 (1994), pp. 267-78.

- "Jerome and the Cento of Proba," *Studia Patristica. Vol. XXVIII: Other Latin Authors, Nachleben of the Fathers*, ed. Elizabeth A. Livingstone (Leuven, Paris, and Dudley, MA: Peeters, 1993), pp. 96-105.
- "The Foolishness of God and the Wisdom of Man: An Essay on Luther and Aristotle," *Faith-Life* 66.5 (1992): 4-11.
- "Macarius Mutius' *De Triumpho Christi*: Christian Epic Theory and Practice in the Late Quattrocento," *Acta Conventus Neo-Latini Torontonensis. Proceedings of the Seventh International Congress of Neo-Latin Studies, Toronto 8 August to 13 August 1988*, eds. Alex. Dalzell, Ch. Fantazzi, R.J. Schoeck = *Medieval and Renaissance Texts and Studies* 86 (Binghamton, NY: SUNY-Binghamton Press, 1991), pp. 739-746.
- "On Church Growth, Lutheran Style, and Wittenberg Beer," *Faith-Life* 65.4 (1991): 1, 5-14.
- "Ambrose's *Veni Redemptor Gentium*: The Aesthetics of Antiphony," *Jahrbuch für Antike und Christentum* 34 (1991): 76-87.
- "Augustine and Vergil: The Poet as *Mendax Vates*," *Studia Patristica, Vol. XXII: Cappadocian Fathers, Chrysostom and his Greek Contemporaries, Augustine, Donatism and Pelagianism*, ed. Elizabeth A. Livingstone (Leuven, Paris, and Dudley, MA: Peeters, 1989), pp. 337-43.
- "Horace's Soracte Ode: Location, Dislocation, and the Reader," *Classical World* 82 (1988): 1-9.
- "The Prosopopeia of the Church as Mother in Augustine's *Psalmus contra Partem Donati*," *Augustinian Studies* 18 (1987): 52-65.
- "The Last Line of the *Aeneid*," *The Classical Journal* 82 (1987): 310-13.
- "Sedulius' *A Solis Ortus Cardine*: The Hymn and Its Tradition," *Ephemerides Liturgicae* 101 (1987): 69-75.
- "The Artistry of Augustine's *Psalmus contra Partem Donati*," *Augustinian Studies* 16 (1985): 65-74.
- "Aratus and the Cups of Menalca: A Note on *Eclogue* 3. 42," *The Classical Journal* 79 (1984): 131-4.
- "*Christum wir sollen loben schon*: Luther's 'Sweetest Ancient Cradle Song,'" *Faith-Life* 56.6 (1983): 14-22.

Translations (from Latin and German)

- Translation of Martin Luther's "Sermon on St. Anthony, on Spiritual Joy, Sunday after Easter, April 27, 1522," in *Luther's Works* 56 (Sermons III), ed. Benjamin T. Mayes (St. Louis: Concordia Publishing House, 2018), pp. 13-21.

- Translation of Martin Luther's "Sermon for Saturday after the Twenty-Second Sunday after Trinity, Phil. 1:7, November 3, 1526," in *Luther's Works* 56 (Sermons III), ed. Benjamin T. Mayes (St. Louis: Concordia Publishing House, 2018), pp. 178-180.
- Translation of "Liturgics" by J.P. Koehler in *Theologische Quartalschrift* 10 (1913) with an "Afterword," *Faith-Life* 86.1 (2013): 2-13.
- Translation of Martin Luther's "Preface to a Complaint Concerning Good Faith by a Pious and Spiritual Parson (as It Appears) from before Our Own Age, Recently Discovered," in *Luther's Works* 60 (Prefaces II), ed. Christopher Boyd Brown (St. Louis: Concordia Publishing House, 2011), pp. 95-102.
- Translation of Martin Luther's Preface to John Hus, "Some Very Godly and Erudite Letters, Sufficient Themselves to Show That the Godliness of the Papists is Satanic Madness," in *Luther's Works* 60 (Prefaces II), ed. Christopher Boyd Brown (St. Louis: Concordia Publishing House, 2011), pp. 152-8.
- Translation of Martin Luther's Preface to George Major, "Lives of the Fathers," in *Luther's Works* 60 (Prefaces II), ed. Christopher Boyd Brown (St. Louis: Concordia Publishing House, 2011), pp. 315-23.
- Translation of Martin Luther's "Sermon for the First Sunday in Lent, 2 Cor. 6:1-10; Admonition Concerning the Ban or Excommunication; Exhortation to the Jurists, February 23, 1539," *Luther's Works* (St. Louis: Concordia Publishing House, 2010), vol. 58 (ed. Christopher Boyd Brown), pp. 3-15.
- Translation of "Was ist Wahrheit?" by J.P. Koehler, *Theologische Quartalschrift* 19 (1922), 225-235, in *Faith-Life* 82.3 (2009): 1, 15-20.
- Translation of J.P. Koehler's "Retrospective," *Faith-Life* 75.4 (2002): 33-6; 75.5: 30-1; 75.6: 16-18 and 23-4, continued in vol. 76.2 (2003): 13-20; 76.3: 15-24; 76.4: 16-25; 76.5: 33-40, and 76.6: 16-28 (first installment is "Translator's Preface").
- "Koehler on Bach's St. Matthew's Passion," *Faith-Life* 74.1 (2001): 20-27.
- Translation of C.P. Koehler's letters, begun in *Faith-Life* 73.2 (2000): 10-12 and continued through subsequent volumes until volume 81.2 (2008): 21-24.
- "*Etwas vom Antichrist und dem Kampf gegen ihn.*" translation of article by J.P. Koehler in *Theologische Quartalschrift* 13 (1916), *Faith-Life* 71.3 (1997): 1, 26-31.
- "*Menschenherrschaft in der Kirche.*" transl. of article by August Pieper in *Theologische Quartalschrift* 8 (1911) with introduction, *Faith-Life* 59.5 (1986): 4-10, 19-20; 59.6: 1, 4-6; and continued in 60.1 (1987): 18-20; 60.2:14-24; and 60.4:6-8.

“Die kulturelle Bedeutung des lutherischen Gemeindeliedes,” transl. of article by J.P. Koehler in *Theologische Quartalschrift* 10 (1913), *Faith-Life* 51.4 (1977): 1, 12-18. Reprinted in *The Wauwatosa Theology: J. P. Koehler, August Pieper, John Schaller*. Ed. Curtis A. Jahn. 3 vols. (Milwaukee: Northwestern Publishing House, 1997), vol. 3, pp. 447-464.

Encyclopedia and Reference Book Entries

- “Hark a Thrilling Voice is Sounding” (*Vox clara ecce intonat*) in *Lutheran Service Book: Companion to the Hymnal* (St. Louis: Concordia Publishing House, 2019), vol. 1, 39-40.
- “Of the Father’s Love Begotten” (*Corde natus ex parentis*) in *Lutheran Service Book: Companion to the Hymnal* (St. Louis: Concordia Publishing House, 2019), vol. 1, 148-9.
- “From East to West, From Shore to Shore” (*A solis ortus cardine*) in *Lutheran Service Book: Companion to the Hymnal* (St. Louis: Concordia Publishing House, 2019), vol. 1, 152-3.
- “The Star Proclaims the King is Here” (*Hostis Herodes impie*) in *Lutheran Service Book: Companion to the Hymnal* (St. Louis: Concordia Publishing House, 2019), vol. 1, 192-3.
- “O Splendor of God’s Glory Bright” (*Splendor paternae gloriae*) in *Lutheran Service Book: Companion to the Hymnal* (St. Louis: Concordia Publishing House, 2019), vol. 1, 1363-4.
- “You Are God; We Praise You” (*Te Deum Laudamus*) in *Lutheran Service Book: Companion to the Hymnal* (St. Louis: Concordia Publishing House, 2019), vol. 1, 1515-7.
- “Sedulius, Coelius” (co-authored with Kent A. Heimbigner in *Lutheran Service Book: Companion to the Hymnal* (St. Louis: Concordia Publishing House, 2019), vol. 2, 656-7.
- “Arator,” in *The Virgil Encyclopedia*, eds. Jan Ziolkowski and Richard Thomas (Oxford: Wiley-Blackwell, 2014). See <http://onlinelibrary.wiley.com/book/10.1002/9781118351352>
- “Church Fathers,” in *The Virgil Encyclopedia*, eds. Jan Ziolkowski and Richard Thomas (Oxford: Wiley-Blackwell, 2014). See <http://onlinelibrary.wiley.com/book/10.1002/9781118351352>
- “The Reformation,” *Encyclopedia of Neo-Latin Studies* (Leiden: E.J. Brill, 2014), eds. Philip Ford, Jan Bloemendal, Charles Fantazzi), pp. 747-58.
- “Martin Luther,” entry for *Encyclopedia of Neo-Latin Studies* (Leiden: E.J. Brill, 2014; eds. Philip Ford, Jan Bloemendal, Charles Fantazzi), pp. 1040-1.
- “Philipp Melancthon,” entry for *Encyclopedia of Neo-Latin Studies* (Leiden: E.J. Brill, 2014; eds. Philip Ford, Jan Bloemendal, Charles Fantazzi), pp. 1046-7.
- “John Calvin,” entry for *Encyclopedia of Neo-Latin Studies* (Leiden: E.J. Brill, 2014; eds. Philip Ford, Jan Bloemendal, Charles Fantazzi), pp. 939-40.
- “Erasmus’ Theological Writings,” entry for *Encyclopedia of Neo-Latin Studies* (Leiden: E.J.

- Brill, 2014; eds. Philip Ford, Jan Bloemendal, Charles Fantazzi), pp. 975-6.
- “Lutheran Latin Education,” entry for *Encyclopedia of Neo-Latin Studies* (Leiden: E.J. Brill, 2014; eds. Philip Ford, Jan Bloemendal, Charles Fantazzi), pp. 1041-2.
- “Sedulius,” *The Canterbury Dictionary of Hymnology*; ed. J.R. Watson; on-line publication, 2013: www.hymnology.co.uk/.
- “Abecedaries,” *The Canterbury Dictionary of Hymnology*, ed. J.R. Watson; on-line publication, 2013: www.hymnology.co.uk/.
- “Hilary of Poitiers,” in *Encyclopedia of Christian Literature*, eds. George Thomas Kurian and James D. Smith III (Lanham, Toronto, and Plymouth: The Scarecrow Press, 2010), vol. II, pp. 364-5.
- “Valentin Weigel,” in *Encyclopedia of Christian Literature*, eds. George Thomas Kurian and James D. Smith III (Lanham, Toronto, and Plymouth: The Scarecrow Press, 2010), vol. II, pp. 633-4.
- “C.F.W. Walther,” in *Encyclopedia of Christian Literature*, eds. George Thomas Kurian and James D. Smith III (Lanham, Toronto, and Plymouth: The Scarecrow Press, 2010), vol. II, pp. 624-5.
- “*Carmen ad quendam senatorem*,” in *Reallexikon für Antike und Christentum: Sachwörterbuch zur Auseinandersetzung des Christentums mit der antiken Welt*, eds. Heinzgerd Brakmann, Albrecht Dihle, Josef Engemann, Karl Hoheisel, Wolfgang Speyer, and Klaus Thraede, *Supplement-Band* (Stuttgart: Anton Hiersemann, 2004), vol. II, pp. 319-23.
- “*Carmen contra Paganos*,” in *Reallexikon für Antike und Christentum: Sachwörterbuch zur Auseinandersetzung des Christentums mit der antiken Welt*, eds. Heinzgerd Brakmann, Albrecht Dihle, Josef Engemann, Karl Hoheisel, Wolfgang Speyer, and Klaus Thraede, *Supplement-Band* (Stuttgart: Anton Hiersemann, 2004), vol. II, pp. 323-31.
- “Hilary of Poitiers,” *Encyclopedia of the Ancient World* (Pasadena: Salem Press, 2002), ed. Thomas J. Sienkewicz, vol. II, pp. 617-8.
- “Paulinus of Nola,” *Encyclopedia of the Ancient World* (Pasadena: Salem Press, 2002), ed. Thomas J. Sienkewicz, vol. II, pp. 877.
- “Salvian,” *Encyclopedia of the Ancient World* (Pasadena: Salem Press, 2002), ed. Thomas J. Sienkewicz, vol. III, p. 978.
- “*Te Deum*,” *Theologische Realenzyklopädie*, eds. Stuart Hall, et al. (Berlin and New York: Walter de Gruyter, 2001), vol. XXXIII, pp. 23-28.

Reviews

- Review of Mark C. Mattes, *Martin Luther's Theology of Beauty* (Grand Rapids: Baker, 2017), in *Lutheran Quarterly* 32 (2018): 210-12.
- Review of Brian P. Dunkle, *Enchantment and Creed in the Hymns of Ambrose of Milan* (Oxford: Oxford University Press, 2016), in *Church History* 86.3 (2017): 812-13.
- Review of Vincenzo Merolle, *Mommsen and Cicero: Vindiciae Ciceronianae, with a section on Ciceronianism, Newtonianism and Eighteenth-Century Cosmology* (Berlin: Logos Verlag Berlin, 2015). Published in *Classical Journal-Online*, 2016.05.01.
- Review of Peter von Moos, *Heiden im Himmel? Geschichte einer Aporie zwischen Mittelalter und früher Neuzeit* (Heidelberg: Winter, 2014), in *Renaissance Quarterly* 68 (2015): 1438-9.
- Review of Asaph Ben-Tov, *Lutheran Humanists and Greek Antiquity: Melancthonian Scholarship Between Universal History and Pedagogy* (Leiden and Boston: Brill, 2009), in *Lutheran Quarterly* 28 (2014): 86-8.
- Review of Robert Shorrock, *The Myth of Paganism: Nonnus, Dionysus and the World of Late Antiquity* (London: Bristol Classical Press, 2011) in *Journal of Late Antiquity* 5 (2012): 218-20.
- Review of Josef Eskhult, *Andreas Norrelius' Latin translation of Johan Kemper's Hebrew commentary on Matthew. Edited with introduction and philological commentary*, Acta Universitatis Upsaliensis. *Studia Latina Upsaliensia* 32 (Uppsala: Uppsala University, 2007) in *Sjuttonhundratalet, Nordic Yearbook for Eighteenth-Century Studies*, annual journal of *Sällskapet för 1700-talsstudier* (2010), pp. 191-3.
- Review of Richard M. Gamble, *The Great Tradition: Classic Readings on What It Means to be an Educated Human Being* (Wilmington: ISI Books, 2007), in *International Journal of the Classical Tradition* 16 (2009): 625-8.
- Review of Andrew Weeks, *Valentin Weigel (1533-88): German Religious Dissenter, Speculative Theorist, and Advocate of Tolerance* (Binghamton, NY: SUNY Press, 2000), in *Journal of English and German Philology* 101 (2002): 597-9.
- Review of Carolinne White, *Early Christian Latin Poets in The Early Church Fathers*, ed. C. Harrison (London and New York: Routledge, 2000), in *Journal of Early Christian Studies* 10 (2002): 299-300.
- Review of Birgit Stolt, *Martin Luthers Rhetorik des Herzens* (Tübingen: J.C.B. Mohr, 2000), in *Journal of English and German Philology* 101 (2002): 105-7.
- Review of August Suellflow, *Servant of the Word: The Life and Ministry of C.F.W. Walther* (St. Louis: Concordia Publishing House, 2000), in *Faith-Life* 74.6 (2001): 10-16.

- Review of Philip Melancthon, *Orations on Philosophy and Education*, ed. Sachiko Kusukawa in *Cambridge Texts in the History of Philosophy* (Cambridge: University Press, 1999), in *Seventeenth-Century News* 58 (2000): 307-9.
- Review of Joyce L. Irwin, *Neither Voice nor Heart Alone: German Lutheran Theology of Music in the Age of the Baroque in American University Studies, Series VII: Theology and Religion*, Vol. 132 (New York: Peter Lang, 1993), in *CrossAccent: Journal of the Association of Lutheran Church Musicians* 6 (1998): 56.
- Review of Philip Melancthon, *Annotations on First Corinthians*, introduced, translated, and edited by John Patrick Donnelly S.J., in series *Reformation Texts with Translation (1350-1650)*, ed. Kenneth Hagen (Milwaukee: Marquette University Press, 1995), in *Seventeenth-Century News* 56 (1998): 158-9.
- Review of Carl Schalk, *God's Song in a New Land: Lutheran Hymnals in America* (St. Louis: Concordia Publishing House, 1995) and *Source Documents in American Lutheran Hymnody* (St. Louis: Concordia Publishing House, 1996), in *CrossAccents: Journal of the Association of Lutheran Church Musicians* 5 (1997): 57.
- Review of Frank Senn, *The Witness of the Worshipping Community: Liturgy and the Practice of Evangelism* (New York: Paulist Press, 1993) in *CrossAccents: Journal of the Association of Lutheran Church Musicians* 5 (1997): 58.
- Review of J. den Boeft and A. Hillhorst, eds., *Early Christian Poetry = Supplements to Vigiliae Christianae: Texts and Studies of Early Christian Life and Language* 22 (Leiden, New York, and Cologne: E.J. Brill, 1994), in *Journal of Early Christian Studies* 4 (1996): 392-4.
- Review of G.M.A. Grube, *Longinus, On Great Writing* (Indianapolis/Cambridge: Hackett Publishing), in *Patristics* (Newsletter of the North American Patristics Society) 20 (1992): 8-9.
- Review of Anne-Marie Palmer, *Prudentius on the Martyrs* in the Oxford Classical Monograph Series (Oxford: Clarendon Press, 1989), in *Patristics* 18 (1990): 5.
- In press or in process (manuscript submitted; awaiting page proofs or publication)*
- Review of *Cicero in der Frühen Neuzeit = Melancthon-Schriften der Stadt Bretten* 13, ed. A. Eusterschulte and G. Frank (Stuttgart-Bad Cannstatt: Frommann-Holzboog, 2018, for *Gnomon*.
- Entry on "Sedulius" for *Traditio Patrum*, to be published by Brepols (Turnhout, Belgium).
- "Sedulius' Peter: Intention and Authority in the *Paschale Carmen*." Chapter for forthcoming volume to be published by Brill entitled: *The Early Reception and Appropriation of the Apostle Peter (60-800): the Anchors of the Fisherman*.
- Article on "Turcius Rufius Asterius" for *Brill's Encyclopedia of Early Christianity*.

Translations of selected Latin works by Luther for expanded edition of *Luther's Works* (Concordia Publishing House, St. Louis).

Article on "Sedulius" for *Brill's Encyclopedia of Early Christianity*.

"The Old Testament in the Poetry of Sedulius: Typological and Rhetorical Considerations."

Revised version of paper presented at a conference on "Das Alte Testament in der christlichen Dichtung der Antike, Paraphrase, Exegese, Intertextualität und Figurenzeichnung," held at the University of Wuppertal, 2019. Submitted for publication in the proceedings of the conference.

"Pious Mirth: Listening to Martin Luther's Latin Poetry." Presented at the fourth conference on "Lutheranism and the Classics," Concordia Theological Seminary, 2016. Submitted for publication in the proceedings of the conference.

"Luther between Stoics and Epicureans." Presented at the fifth conference on "Lutheranism and the Classics," Concordia Theological Seminary, 2018. Submitted for publication in the proceedings of the conference.

Commissioned for publication and work in progress

Review of Philip Hardie, *Classicism and Christianity in Late Antique Latin Poetry for Religion & Literature* (in preparation).

Luther in Rome/Rome in Luther (first draft in preparation).

Sedulii Opera Omnia. New critical edition commissioned by *Corpus Christianorum: Series Latina* (Turnhout: Brepols).

"Sedulius." Article for *Catalogus Translationum et Commentariorum: Medieval and Renaissance Latin Translations and Commentaries*. Eds. Paul Oskar Kristeller, Virginia Brown, James Hankins, Robert Kaster (Washington, D.C.: Catholic University of America Press).

Translations of Chrysostom's sermons for a series of volumes containing Chrysostom's exegetical homilies on the New Testament, eds. Wendy Mayer, Margaret Mitchell, Judith Kovacs, in *Writings from the Greco-Roman World*, to be published by the Society of Biblical Literature.

The Latin Poetry of Martin Luther (book proposal in preparation).

Awards and grants

"Award of Commendation for Major Publication" (*Cicero in Heaven: The Roman Rhetor and Luther's Reformation*) from the Concordia Historical Institute in 2018.

Andrew W. Mellon Foundation grant for article on Sedulius to be published in *Catalogus*

Translationum et Commentariorum: Medieval and Renaissance Latin Translations and Commentaries, 2006-8.

Illinois Humanities Council Grant, "Thinking about Religion: Engaging the Community," in support of the College of Arts and Sciences' Third Annual Spring Colloquium (in collaboration with Professor Greg Fields and SIUE's Religious Center), 2006.

"Outstanding University Researcher Award," Illinois State University, 1997.

Alexander von Humboldt Research Fellowship for Experienced Researchers, sponsored by the Institute of Classical Philology, University of Regensburg, under the aegis of Prof. Dr. Klaus Thraede, 1993-4.

American Philosophical Society for Promoting Useful Knowledge, Travel Grant, Bibliothèque Nationale, Paris and Biblioteca Apostolica Vaticana, Rome, 1992.

American Council on Education Grant: "Spreading the Word: Improving Graduate Assistant Instruction of Introductory Foreign Languages," 1992-1996.

Travel Grants, "Center for Renaissance Studies," Consortium Program of The Newberry Library, in partnership with Illinois State University, several in the early 1990s.

Fulbright-Hays Research Grant, sponsored by Dom Eligius Dekkers, founding Director of *Corpus Christianorum*, St. Peter's Abbey in Brugge, Belgium, 1990.

"Outstanding College Researcher Award," College of Arts and Sciences at Illinois State University, 1990.

Andrew W. Mellon Fellowship, Knights of Columbus Vatican Microfilm Library, Charles Ermatinger, Director, St. Louis University, 1989.

Travel Grant, Social Sciences and Humanities Research Council of Canada (administered by the University of Toronto), 1988.

National Endowment for the Humanities Travel to Collections Grant (Hill Monastic Microfilm Library at St. John's University, Collegeville, Minnesota), 1988.

Illinois State University Research Initiative Award, 1987.

Novus Prize, Committee for the Advancement of Early Studies, Ball State University, 1985.

National Endowment for the Humanities Summer Institute, "Neo-Latin Archival Sciences" (conducted by Professor Jean-Claude Margolin, Director of the Centre d'Etudes Supérieures de la Renaissance at the University of Tours), Folger Shakespeare Library, Washington, D. C., 1985.

Scholarly presentations

- “Martin Luther’s Rome.” To be presented at conference, “Early Modern Rome 4,” sponsored by the University of California, Rome, in collaboration with the Istituto storico italiano per il Medioevo, the Biblioteca Vallicelliana, the Archivio Storico Capitolino, the Casa delle Letterature, and the Castello Orsini-Odescalchi di Bracciano, 2020.
- “Luther and the Visual Arts.” To be presented at Lutheranism and the Classics VI: Beauty” at Concordia Theological Seminary, 2020.
- “Sigerson’s Sedulius.” To be presented at the International Medieval Congress, Leeds, 2020.
- “Rhyming Rome: Luther’s *In Clementem Papam VII*.” Presented at the annual meeting of the Society for Classical Studies, Washington D.C., 2020.
- “Luther in Rome/Rome in Luther.” Presented at the 50th annual meeting of the Sixteenth Century Society Conference, St. Louis, 2019.
- “The Poetics of Typology: Sedulius’ Use of the Old Testament in the *Paschale carmen* and *Cantemus, socii, Domino*.” Presented at a conference on “Das Alte Testament in der christlichen Dichtung der Antike, Paraphrase, Exegese, Intertextualität und Figurenzeichnung,” University of Wuppertal, 2019.
- “Luther between Stoics and Epicureans.” Presented at the fifth conference on “Lutheranism and the Classics: Arguing with the Philosophers.” Concordia Theological Seminary, 2018.
- “A Neo-Latin Theological Bestiary of the Seventeenth Century” (with Alex Spanjer). Presented (by Alex Spanjer) at session on “The World of Neo-Latin: Current Research,” annual meeting of Society for Classical Studies, Boston, 2018.
- “Cicero in Heaven.” Presented at the International Congress on Luther Research, Wittenberg, Germany, 2017, where I also gave a presentation on Birgit Stolt and her rhetorical analyses of Luther’s writings to a seminar on “Luther’s Theology of Beauty and Desire.”
- “*Cicero Americanus*.” Presented to the St. Louis Classical Club, February, 2017.
- “Martin Luther and the History of Rhetoric.” Presented at the Modern Language Association’s annual meeting, Philadelphia, 2017.
- “C.S. Lewis’s Latin Letters.” Presented at the Classical Association of the Midwest and South’s Southern Section meeting, Emory University, 2016.
- “Pious Mirth: Listening to Martin Luther’s Latin Poetry.” Presented at the fourth conference on “Lutheranism and the Classics,” Concordia Theological Seminary, 2016.
- “Martin Luther’s Anti-Ciceronianism.” Presented at the 16th Century Society and Conference in Bruges, Belgium, 2016.

- "Calvin's Latin." Presented at the annual meeting of the Society for Classical Studies, San Francisco, 2016.
- "Luther's Cicero: The Roman Rhetor and the German Reformer." Presented at the International Society for the History of Rhetoric, University of Tübingen, 2015.
- "To Forget Latin: Reflections on the Fading of a European Sign." Presented at "European Studies Symposium," Illinois State University, 2015. Revised version presented at the 40th Annual European Studies Conference at the University of Nebraska at Omaha, October, 2015.
- "Luther and the Letters of Cicero." Presented at the Classical Association of the Midwest and South, University of Colorado, 2015.
- "*Kirche und Kultur: J.P. Koehler's Sacred Historiography.*" Presented at the third conference on "Lutheranism and the Classics," Concordia Theological Seminary, 2014.
- "The Artful Exegete: Johann Albrecht Bengel and his *Gnomon Novi Testamenti.*" Presented at the Kentucky Foreign Language Conference, University of Kentucky, 2014.
- "Pious Mirth: Poetry and Pleasure in the Biblical Epics of Late Antiquity and the Early Middle Ages." Presented at the International Medieval Congress in Leeds, 2013.
- "Bach the Latin Teacher." Presented at annual meeting of the Classical Association of the Midwest and South, University of Iowa, 2013.
- "Reformation Neo-Latin: Towards an Aesthetics of Theological Prose in the Sixteenth Century." Presented at annual meeting of the Renaissance Society of America, San Diego, 2013.
- "Unwinged Words: Orality, Literacy, and the Book in Ancient Greece." Presented at the CAS Colloquium, "Thinking about the Book," 2013.
- "Cicero in Heaven? The Roman Rhetor and the Protestant Reformation." Presented at the Illinois Classical Conference, University of Chicago, 2012.
- "Bach's Latin." Presented at "Lutheranism and the Classics II," Concordia Theological Seminary (Fort Wayne, Indiana), 2012 (plenary address).
- "Cicero in Heaven? Reading Luther's Latin Letters." Presented at XVth International Congress of the International Association for Neo-Latin Studies in Muenster, 2012.
- "Wonder, Delight, and 'the Ludic Impulse' in the Biblical Epics of Late Antiquity." Presented at "The Classics Renewed: The Latin Poetry of Late Antiquity," Rice University, 2011.
- "Wise, Steadfast, and Magnanimous: Patrons of the Classics in Luther's Wittenberg." Presented

- as banquet address at "Lutheranism and the Classics," Concordia Theological Seminary (Fort Wayne, Indiana), 2010.
- "Myths of Progress and Decline in Ancient Greece." Presented at Sixth Annual CAS Colloquium: "Thinking about Evolution," Southern Illinois University Edwardsville, 2010.
- "Death and Immortality in Martin Luther's Latin Elegies." Presented at the XIVth International Congress of the International Association for Neo-Latin Studies, Uppsala, 2009.
- "Aesop, Martin Luther, and the Fable of the Fable." Presented to the St. Louis Classical Club, 2009.
- "Barbaric Humanism: Martin Luther and the Classics." Presented at the Sixteenth Century Society and Conference Annual Meeting in Geneva, 2009.
- "Scatology and Eschatology: Reading Martin Luther's Latin Verse." Presented at the Classical Association of the Midwest and South's annual meeting, University of Minnesota, 2009 (Presidential Panel on Neo-Latin Studies).
- "Bridging the Empire: Religion and Engineering in Roman Mérida." Presented at joint meeting of the Illinois Classical Conference and the Iowa Association of Classicists, Augustana College, 2008.
- "Christ the Giant." Presented at meeting of the Southeastern Medieval Association, "Bodies, Embodiments, Becomings," St. Louis University, 2008.
- "Martin Luther and the *Vita Aesopi*." Presented at IVth International Conference on the Ancient Novel, Gulbenkian Foundation, Lisbon, 2008.
- "Ovid, Etiquette, and the Uses of Latin Poetry in Colonial Mexico." Presented at annual meeting of the Classical Association of the Midwest and South, University of Arizona, 2008.
- "The Not-So-Trivial Trivium." Website presentation at Council of the Colleges of Arts and Sciences annual meeting, Portland, 2008. See www.siu.edu/CAS/trivium
- "The Angers Manuscript of Sedulius." Presented at symposium, "Late Antiquity in Illinois IV," University of Illinois, 2008.
- "Farming and the Development of Cultural Identity in Republican Rome." Presented at 4th Annual CAS Colloquium, "Thinking about the Environment," Southern Illinois University Edwardsville, 2007.
- "Romans on the Danube: The Traces of Empire." Plenary presentation (with Avery R. Springer) at annual meeting of the Illinois Classical Conference (joint meeting with the Chicago Classical Club), Loyola University, Chicago, 2007.

- “Martin’s Martial: Luther’s Latin Epigrams on the Blessed Life.” Presented at XIIIth International Congress of the International Association for Neo-Latin Studies, Budapest, 2006.
- “Luther’s Aesop.” Presented at “The Word in the World: Christianity’s Encounter with Other Cultures,” Conference on Christianity and Literature, Pepperdine University, 2006.
- “Of Roosters and *Repetitio*: Ambrose’s *Aeterne Rerum Conditor*.” Presented at symposium “Late Antiquity in Illinois III,” University of Illinois, 2006.
- “Moses, Socrates, and Leo Strauss.” Presented at Third Annual CAS Colloquium, “Thinking about Religion,” SIUE, 2004.
- “*Religio* and Religion.” Presented at Third Annual CAS Colloquium, “Thinking about Religion,” SIUE, 2004.
- “Arms and the Theologian: Martin Luther and the *Aeneid*.” Presented to St. Louis Classical Club, 2004.
- “Untrammelled Eclecticism: Toward a New Text of Sedulius.” Presented at colloquium on “Editing from Antiquity to the Enlightenment” at The Ohio State University, 2003.
- “The Biblical Epic in Late Antiquity and the Renaissance.” Presented at symposium on “Late Antiquity and the Renaissance Compared” at the University of Groningen, 2001.
- “Arms and the Theologian: Martin Luther’s *Adversus armatum virum Cochlaeum*.” Presented at XIth International Congress International Association for Neo-Latin Studies, Cambridge University, 2000.
- “Anaphora in the Hymns of Ambrose.” Presented at the XIIIth International Conference on Patristic Studies, University of Oxford, 1999.
- “Vergil in the Mind of Luther.” Plenary address at annual meeting of the Illinois Classical Conference, University of Illinois, 1999.
- “*Musa Witebergensis*: The Latin Verse of Martin Luther.” Presented at annual meeting of American Philological Association, Chicago, 1997.
- “Martin Luther’s *De Fonte Oreadum Witebergensium*.” Presented at Xth International Congress of the International Association for Neo-Latin Studies, Avila, 1997.
- “Martin Luther, the Oreads of Wittenberg, and *Sola Gratia*.” Presented at annual meeting of the Classical Association of the Midwest and South, University of Colorado, 1997.
- “In the Beauty of the Lilies: Prophecy, Exegesis, and the Nativity in Late Antiquity.” Presented at seminar on “The Late Antique Bible and its Impact,” Rutgers University, 1997 and at North American Patristics Society’s annual meeting, Loyola University, Chicago, 1996.

- “Sedulius’ *Paschale Opus*: The Manuscript Witnesses.” Presented at St. Louis Conference on Manuscript Studies, St. Louis University, 1995.
- “Nicetas and the Authorship of the *Te Deum*.” Presented at XIIth International Conference on Patristic Studies, University of Oxford, 1995.
- “Touching the Stars: Theme and Variations in Pagan and Christian Antiquity.” Presented at meeting of the International Society of the Classical Tradition, Boston University, 1995.
- “The Ambrosian Hymn: Structure, Artistry, and Meaning.” Presented at Xth Congress of the International Federation of the Societies of Classical Studies, Université Laval, Quebec, 1994.
- “Scriptural Truth and Poetic Imagination in the Biblical Epics of Late Antiquity.” Presented at Leeds International Latin Seminar, University of Leeds, 1994.
- “The Dating and Authorship of Proba’s Cento.” Presented at North American Patristics Society’s annual meeting, Loyola University, Chicago, 1993.
- “The Theology of Proba’s Cento.” Presented at North American Patristics Society’s annual meeting, Loyola University, Chicago, 1992.
- “Jerome and the Cento of Proba.” Presented at XIth International Conference on Patristic Studies, University of Oxford, 1991.
- “A New Critical Edition of Sedulius: Prolegomena.” Presented at Saint Louis Conference on Manuscript Studies, sponsored by *Manuscripta*, St. Louis University, 1989.
- “Ambrose’s *Veni Redemptor Gentium*: The Aesthetics of Antiphony.” Presented at North American Patristics Society’s annual meeting, Loyola University, Chicago, 1989.
- “Proba’s Vergilian Cento in the Middle Ages: Reception, Aesthetics, and the Canon.” Presented at 24th International Congress on Medieval Studies, Western Michigan University, 1989.
- “The Living and the Dead in the *Cena Trimalchionis*.” Presented at Classical Association of the Midwest and South’s annual meeting, University of Kentucky, 1989.
- “Macarius Mutius’ *De Triumpho Christi*: Christian Epic Theory and Practice in the Late Quattrocento.” Presented at VIIIth International Congress of the International Association for Neo-Latin Studies, University of Toronto, 1988.
- “Augustine and Vergil: The Poet as *Mendax Vates*.” Presented at North American Patristics Society’s annual meeting, Loyola University, Chicago, 1988.
- “The Descent from Heaven in the Biblical Epics of Late Antiquity.” Presented at 23rd International

Congress on Medieval Studies, Western Michigan University, 1988.

“The Prefaces to Macarius Mutius’ *De Triumpho Christi*: Christian Epic Theory in the Late Quattrocento.” Presented at annual meeting of the American Philological Association, New York, 1987.

“Friends and Rivals in Cicero’s *De Amicitia*.” Presentation at Illinois Humanities Council Summer Institute: “Teaching Roman Civilization in High Schools,” Rockford College, 1987.

“Milton and the Early Biblical Epic.” Presented at 21st International Congress on Medieval Studies, Western Michigan University, 1986.

“The Church as Mother in Augustine’s *Psalmus contra Partem Donati*.” Presented at “International Congress on the Conversion of St. Augustine,” sponsored by the Istituto Patristico Augustiniano, Rome, 1986.

“Sedulius’ *A Solis Ortus Cardine*: A Reexamination.” Presented at annual meeting of Committee for the Advancement of Early Studies, Ball State University and at the International Congress on Medieval Studies, Western Michigan University, 1985.

“The Artistry of Augustine’s *Psalmus contra Partem Donati*.” Presented at Xth International Conference of Patristic, Medieval, and Renaissance Studies at Villanova University, 1985.

“The Family Curse in Greek Tragedy and Hebrew Prophecy.” Presented at symposium on “Literature and Family,” Marquette University, 1985.

“The Jewish-Hellenistic Epic: Forms and Transformations.” Presented at annual meeting of the American Philological Association, Toronto, 1984.

“Sedulius’ *Paschale Carmen*: Text and Context.” Presented at seminar on “Cultural Change in the Mediterranean World and the Near East in Late Antiquity,” University of Chicago, 1984.

“The Sedulous Editor: Turcius Rufius Asterius and His Edition of the *Paschale Carmen*.” Presented at 19th International Congress on Medieval Studies, Western Michigan University, 1984.

“Character Enhancement in Juvencus’ *Evangeliorum Libri Quattuor*.” Presented at 18th International Congress on Medieval Studies, Western Michigan University, 1983.

“Sedulius’ *Paschale carmen* as Literary Rival of the *Aeneid*.” Presented at symposium on “The Western Literary Tradition: The Christian Perspective,” Marquette University, 1983.

Courses Taught

Latin language courses at all levels, from the elementary (Wheelock, *Latin via Ovid*, Jenney, *Latin for the New Millennium*) to intermediate and advanced.

Greek language courses at all levels, from the elementary (New Testament, Homeric, Classical) to intermediate and advanced.

- “Classical Mythology” (large lecture class taught with the help of graduate assistants at UW-Madison and ISU).
- “Introduction to Western Civilization” (Integrated Liberal Studies program at UW-Madison).
- “Texts and Contexts” (intensive writing course developed for general education program at ISU).
- “History of the Latin Language” (upper level undergraduate course at ISU and UTC).
- “Latin Prose Composition” (upper level undergraduate course at ISU).
- “Interpretation of Classical Mythology” (honors seminar at ISU)
- “The Classical Tradition” (graduate seminar at ISU).
- “Myth and Meaning” (World Mythology course at ISU, team-taught with Professor of Chinese).
- “Classical Mythology and Its Influence” (300-level English class at SIUE).
- “Rome: Culture, Ideas, and Values” (freshman seminar; team-taught with History professor at SIUE).
- “Searching for Excellence in Ancient Greece” (study-abroad course, team-taught with SIUE and SIUC faculty in Greece and western Turkey.)
- “World Mythology” (Interdisciplinary Studies course, team-taught on-line with Geography professor at SIUE.)
- “History of the English Language” (400-level English class at SIUE).
- “Tragedy: Violence, Entertainment, and Education in Ancient Greece” (Interdisciplinary Studies course, team-taught with Philosophy professor at SIUE).
- “Cicero, Ciceronianism, and the Development of Prose Style” (Graduate seminar at SIUE).
- “Introduction to the Bible” (300-level English class at SIUE).
- “The Hobbit: Myth and Meaning (Interdisciplinary Studies course, team-taught with German professor at SIUE).
- “Death and Dying” (Interdisciplinary Studies course, team-taught with Philosophy professor at SIUE).
- “The Rhetoric of Humor” (Graduate Seminar at SIUE).
- “Humor” (Honors Freshman Seminar at SIUE and Humanities Seminar at UTC).
- “Comedy” (English Senior Assignment Seminar at SIUE).
- “Pain” (Honors Junior Seminar at SIUE, team-taught with Pharmacy professor).
- “Legendary Rome: Epic Founders; Wicked Emperors, Sainly Martyrs” (freshman general education course, UTC).
- “Greek and Roman Comedy in Translation” (upper-level course for Classics majors and minors at UTC).
- “The Good Place” (Honors seminar, team-taught with historian/political theorist, Fall 2020, UTC).

Authors and texts taught in Latin and Greek in advanced courses and independent studies

Aelred, *De spiritali amicitia*; Aesop’s fables (Babrius and Phaedrus); Apuleius, *The Golden Ass*; Aristotle, *Poetics*; Augustine, *Confessions* and *City of God*; Bede, *Historia ecclesiastica gentis Anglorum*; Benedict, *Regula*; Boccaccio, *De claris mulieribus*; Caesar, *Galic Wars* and *Civil War*; *Carmina Burana*; Catullus, *Carmina*; Cicero: letters, selected speeches, *De Amicitia*, *De Officiis*, *De oratore*, *De Senectute*; Erasmus, *Ciceronianus*; Homer, *Iliad* and *Odyssey*; Horace, *Odes* and *Sermones*; Juvenal, *Satires*; Livy, *Ab urbe condita*; Lysias, *The Murder of Erasthenes*, Juvenal, *Satires*, Martin Luther, “Lectures on Genesis” and *De servo arbitrio*; Menander, *Dyskolos*; Ovid, *Metamorphoses*, *Amores*, and *Ars Amatoria*; Petronius, *Cena Trimalchionis*; Plato, *Apology*, *Crito*, *Lysis*, *Philebus*; Plautus, *Amphitryo*, *Miles Gloriosus*, and *Menaechmi*; Pliny the Younger’s epistles; Quintilian, *Institutio Oratoria*; Sallust, *Bellum Catilinae*; Sedulius, *Paschale Carmen*; Seneca,

Apocolocyntosis Claudii, Medea; the Septuagint; Sophocles, Oedipus the King; Suetonius, Lives of the Caesars; Tacitus, Annales and Germania; Terence, Andria, Eunuchus, Phormio; Thomas Aquinas, Summa Theologica; Vergil's Georgics and Aeneid; the Vulgate; Xenophon, Anabasis and Apology.

Student research projects

- Faculty mentor for student research assistantship on Latin poetry of Martin Luther, UTC, 2015 and 2019.
- Member of MA committees, Department of English and Department of Historical Studies, SIUE, 2010-15.
- Faculty mentor for Undergraduate Research and Creative Activities Academy, SIUE: "Erasmus' Ciceronianism," 2012.
- Chair of MA thesis committee for Department of English, SIUE, 2010-11, study of Robert Graves' *I, Claudius*.
- Faculty mentor for Undergraduate Research and Creative Activities Academy, SIUE: "Translating Sedulius' *Paschale Carmen V*," 2010.
- Faculty mentor for Bachelor of Liberal Studies Senior Assignment, study of the history of the doctrine of predestination, 2009.
- Member of doctoral committee for Michael Albrecht, Luther Theological Seminary, PhD dissertation on J.P. Koehler and the Wauwatosa Theology, 2008.
- Faculty mentor for SIUE Undergraduate Research Academy: "A Translation of Sedulius' *Paschale Carmen*, Books 1 and 3," 2007-8.
- Faculty mentor for Bachelor of Liberal Studies Senior Assignment, study of 16th century Latin manual on fighting with broad swords, 2006.
- Member of doctoral committee for Rick Phillips ("Blindness Spells in the Egyptian Magical Papyri," University of Illinois, Champaign-Urbana), 2000-1.

Scholarly and Professional Service (selected)

- Chair, Classics Lecturer Search Committee, UTC, 2020.
- Discussion leader of "Antigone," for *Take Five*, reading group sponsored by Department of English, UTC, 2020.
- Chair, Post-Tenure Review Committee (Humanities), UTC, 2019.
- Co-organizer of "Luther and the Classics VI: Beauty" (with Professor John Nordling), 2019-20.
- Wrote endorsement for Steven Paulson, *Luther's Outlaw God*, volume 2 (Fortress Press), 2019.
- Received Service Award from the College of Arts and Sciences, UTC, 2019.
- Wrote self-study of Humanities Program at UTC for five-year program review, 2018-19.
- Participant in panel on "Dollars and Sense: The Value of a Liberal Arts Education," UTC, 2018.
- Presented paper entitled "The Old Lie: WWI Poetry and the Classics," as part of a 2018 panel presentation for UTC's commemoration of WWI: <https://allevents.in/tennessee/of-prairies-poets-and-parapets-literary-responses-to-ww1/20002510402114>
- Sponsored campus visits by poet Ed Hirsch and *Tres Vidas*, UTC, 2018.
- Wrote endorsement for translation of *Magnalia Dei: de Iesu Christo, Scripturae nucleo et medulla* by Matthew Carver for Emmanuel Press, 2018.
- Reviewed Classical Mythology textbook proposal for Thames and Hudson, 2018.
- Presentation on "Luther and Rome" to UTC Classics Club, 2018.
- Presentation on "Cicero amongst the Americans" to Chattanooga Institute of Noetic Science,

- 2018.
- Discussion leader of Andrew Pettegree, *Brand Luther*, for "Take Five," reading group sponsored by English Department, UTC, 2018.
- Organized and chaired interdisciplinary discussion for Humanities and Foreign Language Majors: "Foreign Languages, the World, and You," 2018.
- Presentation on "Martin Luther and the Rhetoric of Anti-Rhetoric" to Chattanooga Phi Beta Kappa Society, 2018.
- Co-organizer of "Lutheranism and the Classics V," Concordia Theological Seminary (with Professor John Nordling), 2017-18.
- Sponsored production of "Measure for Measure" ("Actors from the London Stage"), UTC, 2017.
- Member of panel discussion, "The Reformation: 500 Years and Counting," UTC, 2017.
- Reviewed book proposal for Routledge Press, 2017.
- Participated in seminar on "Virgil and the Modern Christian Literary Imagination." Samford University, 2017. See <https://www.samford.edu/news/2017/07/Samford-Hosts-Faculty-for-Unique-Humanities-Experience>
- Reviewed book manuscript for Bloomsbury Press, 2017.
- Reviewed applications for North Callahan Essay Prize, UTC, 2017-19.
- Organized and chaired interdisciplinary discussion for Humanities Majors: "International Studies, the Liberal Arts, and Jobs," UTC, 2017.
- Member of search committee for Lyndhurst Chair of Excellence in Art Education at UTC, 2016-8.
- Member of committee to select George Connor Professorship of English at UTC, 2016-7.
- Member of review committee for LeRoy Martin Professorship, UTC, 2016.
- Wrote summary/blurb of book manuscript for Oxford University Press, 2016.
- "Teaching Pain." Presentation with Jeff Skoblow for the 2nd Interdisciplinary Humanities Colloquium, UTC, 2016.
- Member of CS Lewis Annual Lecture Committee, Chattanooga, Tennessee, 2015-present.
- Member of search committee for French and Spanish Assistant Professor positions, 2015-16.
- Member of department tenure and promotion committee, 2015-present.
- Interviewed for article in UTC student newspaper, *The Echo*, November, 2015: <http://www.theutcecho.com/?p=17681>
- Co-organizer of "Lutheranism and the Classics IV," Concordia Theological Seminary (with Professor John Nordling and Dr. James Kellerman), 2015-16.
- Reviewer for *Classical Receptions Journal*, 2015-6.
- Vice-President and Member of the Executive Board of the Institute of Lutheranism and the Classics (*Institutum Lutheranicum Classicumque*), 2014-present.
- Copy editor of J.P. Koehler's *Kirchengeschichte* (English translation), 2014-18.
- Outside evaluator for promotion decision for Department of Classics, Brown University, 2014.
- Reviewer for *Oral Tradition*, 2014.
- Member of Board of Regents for Concordia University Chicago, 2013-15.
- Judge for Illinois Junior Classical League South, Collinsville High School, 2013. (I served as judge for IJCL a number of times at high schools across Illinois.)
- Co-organizer of "Lutheranism and the Classics III," Concordia Theological Seminary (Fort Wayne, Indiana), September, 2014 (with Professor John Nordling and Dr. James Kellerman), 2013-14.
- Interviewed for article on *Sedulius, The Paschal Song and Hymns* in "This Week in CAS,"

- October 6, 2013. See: <http://thisweekincas.com/2013/10/06/springers-unprecedented-translations-of-latin-poet-published-by-the-society-of-biblical-literature/>
- Guest speaker on "Greek Poetry" (with Philip Barnes) at concert of the St. Louis Chamber Chorus, Ethical Society of St. Louis, 2013.
- Chair of session on "Reception and Tradition" for annual meeting of the Illinois Classical Conference, SIU Carbondale, 2013.
- Interviewed for radio show "Book Talk" with Rodney Zwonitzer on KFUO, 2013. See <http://www.kfuoaam.org/tag/luthers-aesop/>
- Coordinating Editor, *Faith-Life* (a journal of Lutheran history, theology, and culture), 2013-14; Contributing Editor, 2015-present.
- Guest lecture at Newberry Library, Center for Renaissance Studies, graduate seminar on "Asceticism, Eroticism, and the Premodern Foucault: Revisiting Foucault's *History of Sexuality* through Medieval and Early Modern Sources," 2013.
- Co-editor of *Te Laudamus* (with Daniel Reuning and Joel Hensel), a Lutheran hymnal to be published by Emmanuel Press, 2013 to present.
- Co-organizer of "Lutheranism and the Classics II," Concordia Theological Seminary (with Professor John Nordling and Dr. James Kellerman).
- Member of awards committee for Concordia Historical Institute, 2012-present.
- Consultant for Art and Design Department, SIUE, 2011-13.
- Interviewed for article on *Luther's Aesop* in "This Week in CAS," Jan. 16, 2012. See <http://thisweekincas.com/2012/01/16/springers-book-looks-to-luther-and-aesop/>
- Featured in article in *Edwardsville Intelligencer*: "Springer Studies Links Between Religions," 2011. See <http://www.siu.edu/artsandsciences/CTarticle11.pdf> Also interviewed on radio show "Segue" at WSIE, 2011.
- Participant in presentation on "Why Teachers Teach," at the Edwardsville Public Library, May, 2011.
- Chair of Phi Kappa Phi Undergraduate Paper Competition, 2004-2006 and again in 2011-13; I served as a member of the committee from Fall 2006 onward. I was a member of the Phi Kappa Phi Executive Board at the SIUE Chapter, 2003-2006, and served as a judge in the Phi Kappa Phi Graduate Paper Competition, 2011.
- Named member of editorial board of *Ovid, Myth, and (Literary) Exile*, a journal to be published by the Ovidius University of Constanta, 2011. See <http://www.univ-ovidius.ro/litere/ovidius/board.html>
- Organizer and chair of roundtable on "Louis Sullivan and the Battle for American Architecture" for CAS Annual Colloquium, "Thinking about America," 2011.
- Co-organizer, with Professor John Nordling and Dr. Jon Bruss, of conference on "Lutheranism and the Classics," Concordia Theological Seminary (Fort Wayne, Indiana), October 2010.
- Reviewed sixth edition of Barry Powell, *Classical Myth*, for publisher, Pearson/Longman, 2010.
- Organized and led College of Arts and Sciences Interdisciplinary Roundtable on "Premodern Studies," Spring 2010, and "Promoting the Louis Sullivan Collection at SIUE," in Fall 2010.
- Organized Sixth Annual CAS Colloquium: "Thinking about Evolution," with Jonah Lehrer, author of "Proust was a Neuro-Scientist," as plenary speaker, April, 2010. Organized session entitled "The Evolution of Evolution." See <http://www.siu.edu/artsandsciences/colloquia>
- Interviewed on "Issues, Etc.," web-based talk radio show: "Luther and the Fables of Aesop," 2010.
- Invited reader in a marathon reading of Ovid's *Metamorphoses* sponsored by the Pulitzer

- Foundation of the Arts, St. Louis, 2009 and repeated at John Burroughs School in 2010.
See You Tube interview at <http://www.youtube.com/watch?v=L.PqEzIOgFio>
- Chaired CAS Committee to review the University Museum, 2009-10.
- Organized 5th Annual CAS Colloquium, "Thinking about the University" (24 sessions with over 70 presenters), 2008. Served as moderator of panel I organized on "Plating the University: Heavy on the Humanities."
- "Conversation with Lee Presser." A TV interview on the influence of Classical Mythology, first aired on Charter Cable Channel 18, August 4, 2008.
- Member of panel on "Implementing First Year Experiences in Different College/University Settings" at the annual meeting of the Council of Colleges of Arts and Sciences, Chicago, 2007.
- "Give Me that Old-Time Erudition: Instances of Scholarship and Pedagogy from Yesteryear." *Oculus: The Newsletter of the Classical Association of the Midwest and South* 17 (2007):12.
- Organized 4th Annual CAS Colloquium, "Thinking about the Environment," including a special session I organized and chaired entitled "Poetry and Plumbing: Exploring the Relationship between the Romans and their Natural Environment," SIUE, 2007.
- Member of the Newberry Library's Center for Renaissance Studies Executive Committee, 2006-11, and program subcommittee. See <http://www.newberry.org/renaissance/consortium/exec.html>
- "First Year Seminars: CAS Perspectives." Panel that I organized and moderated for the annual meeting of the Illinois Deans of Colleges of Arts and Sciences, hosted by SIUE, 2006.
- Organized Third Annual CAS Colloquium, "Thinking about Religion," co-sponsored by the Illinois Humanities Council with Stanley Fish as the plenary speaker (over 100 participants and approximately 700 attendees). Organized and chaired two panels: "Jerusalem and Athens" and "Sacrifice: A Dialogue with the Ancient World."
- "Gospels." Talk given for "Dialogue with Senior Citizens" series, SIUE's Office of Continuing Education, 2006.
- "Teaching the Ancient Greeks in Modern Greece." Talk given to high school teachers from southwestern Illinois at a reception organized by SIUE's School of Education, 2006.
- Member of a panel to discuss advising issues and strategies for improvement of undergraduate advisement at annual meeting of Illinois College of Arts and Sciences Deans, Western Illinois University, 2005.
- Launched new colloquium series for CAS designed to have broad appeal for both faculty and students at SIUE and the surrounding communities. We had over 40 presentations at our first colloquium, "Thinking about Empire" for which I delivered the opening address, "Thinking about the *Pax Americana*," and over 50 presentations for the second colloquium, "Thinking about Masculinity" in 2005.
- Member of Classical Association of the Middle West and South's Committee on the Manson A. Stewart Education and Travel Awards, 2004-2007. I served as Chair of the Committee from 2005 to 2007 and also was a member of the CAMWS Steering Committee on Awards and Scholarships from 2005 to 2007.
- Member of local committee for the 100th anniversary meeting of the Classical Association of the Midwest and South (over 800 in attendance) in St. Louis, 2004.
- Speaker at workshop for high school teachers of Geography held at SIUE, "Exploring the Aegean," 2002.
- Supervised WSIE, SIUE's radio station, 2000-2006.

- Member of International Studies Advisory Committee for the Deputy Governor of Illinois, 2000-2002.
- Organized and chaired session on "The Future of Interdisciplinary Studies" for the annual meeting of the Illinois College of Arts and Sciences Deans at SIUE, 2000.
- Speaker at banquet reception for Presidential Scholars: "Mythical Monsters: The Comforts of the Grotesque," Illinois State University, 2000.
- Member of American Philological Association's Committee on the Classical Tradition, 1998-2000. I also was a member of American Philological Association's Joint Committee on the Classics in American Education, 1993-1996 and served as Chair of the committee from 1995 to 1996.
- Consultant for National Mythology Exam, 1998.
- Consultant for *Insular, Anglo-Saxon, and Early Anglo-Norman Manuscript Art at Corpus Christi College, Cambridge* (Kalamazoo: Medieval Institute Publications, 1998).
- Outside evaluator for tenure decision in the Department of Foreign Languages, University of North Carolina-Charlotte, 1997.
- Referee for *Transactions of the American Philological Association*, 1996.
- Outside evaluator for review of Classics Department at Rockford College, 1996.
- Reviewed for publisher (Mayfield): S. Harris and G. Platzner, *Classical Mythology: Images and Insights* (Mountain View: Mayfield Publishing, 1995), 1996.
- Host of Illinois State Latin Tournament (c. 200 students), Illinois State University, 1993 and 1988. I also helped to write and grade for the Illinois State Latin Examination, 1986-1987.
- Co-authored article surveying placement in Latin at colleges and universities in Illinois, published in *The Augur*, bulletin of the Illinois Classical Conference, 1993.
- President of the Illinois Classical Conference (state organization founded in 1938, with membership of over 100 high school and college teachers of Latin and Classics), 1992-1993; Vice-President, 1990-1992. I served as Program Chair for annual meetings of the Illinois Classical Conference in 1991-1992. I also organized and chaired a session, "Teaching Women in Antiquity," Illinois Classical Conference, Western Illinois University, 1991, as well as a session on "The Classical Tradition," Illinois Classical Conference annual meeting, Loyola University, Chicago, 1992. I chaired the Illinois Classical Conference Liaison Committee and served on the ICC Committee for the Teaching of Latin in Illinois, 1988-1992.
- Grant reviewer for National Endowment for the Humanities Translations Program and Reference Materials Program, 1992-1995.
- "Outstanding Teacher Award," Illinois State Red Tassel/Mortar Board Honor Society, 1992.
- Guest speaker at "Latin Olympics," University of Illinois-Chicago ("Classical Mythology and Popular Music"), 1992.
- Visiting Woodward Scholar, Loyola Academy, Wilmette, IL, 1992.
- Associate in Research Group on Manuscript Evidence: Cambridge University, Corpus Christi College, and Princeton, New Jersey, 1991-present. See <http://manuscriptevidence.org/data/node/8>
- Referee for *Mediaevalia et Humanistica: Studies in Medieval and Renaissance Culture*, 1991.
- Contributing editor for *Logia: A Journal of Lutheran Theology*, 1991-present.
- Outside evaluator for tenure decision at Catholic University of America, Classics Department, 1991
- Guest speaker at annual meeting of Illinois Junior Classical League, St. Ignatius Preparatory School, Chicago, "Mythological Monsters," 1991.

Illinois Council on the Teaching of Foreign Languages, Executive Board and Leadership Council, 1990-1993.

Invited speaker at “Workshop for Social Studies and Latin Teachers: Teaching Ancient Civilizations in High School,” sponsored by the Illinois Classical Conference and Western Illinois University (“Trimalchio's Dinner as a Microcosm of Roman Civilization”), 1989.

Participant on Illinois Classical Conference panel on “The State of Latin in the State of Illinois,” University of Chicago, 1988.

Guest speaker, Illinois Junior Classical League, Illinois State University (“Monsters as Images of Chaos”), 1986.

Referee for *Classical Journal*, 1985-1988.

Organizer and Chair of session on the Medieval Latin hymn at 19th International Congress on Medieval Studies, Western Michigan University, 1985.

Languages

Other languages besides English in which I am fluent, or read with some degree of facility, include (in descending order of ability): Latin, Greek, German, Italian, French, Dutch, and Biblical Hebrew.

Membership in Learned and Professional Societies (not all current)

American Association of Neo-Latin Studies, Archeological Institute of America, American Philological Association (Society of Classical Studies), Classical Association of Midwest and South, Conference on Christianity and Literature, Council of Colleges of Arts and Sciences, Illinois Classical Conference, International Association for Neo-Latin Studies, International History of Rhetoric Society, International Society for the Classical Tradition, Medieval Association of the Midwest, Modern Language Association, North American Patristics Society, Phi Kappa Phi, Renaissance Society of America, Sixteenth Century Studies Conference, Vergilian Society.

Dr. Brandee Marie Strickland

Current: 615 McCallie Avenue, 207 Brock Hall, Chattanooga, TN 37403 · 919-665-7511

EDUCATION

- 2010-2014** **University of Calgary**, Calgary, Alberta, Canada
PhD in Spanish awarded September 2014
- 2007-2009** **University of Calgary**, Calgary, Alberta, Canada
M.A. in Spanish awarded June 2009.
- 1998-2002** **Bowdoin College**, Brunswick, Maine, United States
B.A. Majors: Spanish, Psychology. Summa Cum Laude, Phi Beta Kappa

AWARDS AND COMMENDATIONS

- 2014** **Eyes High International Doctoral Scholarship**, University of Calgary
- 2011-2014** **Vanier Canada Graduate Scholarship**, Government of Canada
- 2012-2014** **Vanier Scholarship Mentor and Coordinator**, Faculty of Graduate Studies,
University of Calgary, Calgary, Alberta, Canada
- 2010-2013** **President of Vox Condiscipulum**, Departmental Graduate Association,
Department of French, Italian & Spanish, University of Calgary

PROFESSIONAL APPOINTMENTS

- Jan 2020-Now** **Lecturer of Spanish**, Dept. of Modern and Classical Languages and Literatures,
University of Tennessee at Chattanooga
- 2015-2019** **Assistant Professor of English/EFL**, Dpto de Idiomas Extranjeros, Facultad de
Humanidades y Arte, Universidad de Concepción, Chile
- 2005-2015** **Academic Professional/Permanent Instructor of English**, UdeC English
Online, Universidad de Concepción, Chile
- 2007-2014** **Sessional Instructor of Spanish**, Dept. of French, Italian & Spanish (now
School of Languages, Linguistics and Cultures), Faculty of Arts, University of
Calgary, Canada

ACADEMIC TEACHING EXPERIENCE

- University of Tennessee at Chattanooga**, Dept. of Modern and Classical Languages and Literatures
Lecturer of:
--**Elementary Spanish II**
- Universidad de Concepción, Chile**, Idiomas Extranjeros, Facultad de Humanidades y Arte
Professor for undergraduate students of *Traducción/Interpretación en Idiomas Extranjeros*:
--**Lengua Inglesa II/ English Language II**
--**Lengua Inglesa III/ English Language III**

- Escritura Académica/Academic Writing**
- Professor for undergraduate students of *Pedagogía en Inglés*:
- Taller de Vocabulario**
- Aspectos Básicos de la Comunicación en Inglés**
- Aplicación de Competencias Comunicativas Iniciales en Inglés**
- Comunicación en Registros Formales de la Lengua Inglesa**
- Comunicación Escrita Avanzada**
- Comunicación Creativa en Lengua Inglesa**
- Lingüística Aplicada**

Universidad de Concepción, Chile, Dirección de Postgrado, Facultad de Educación
 Instructor for master's students enrolled in the *Magister en Innovación de la Enseñanza, Aprendizaje y Evaluación de Inglés*:

- Inglés Mediado por Tecnologías: Enseñanza, Aprendizaje y Evaluación del Inglés**
- Diseño y Evaluación de Materiales y Recursos Didácticos**

UdeC English Online, Dirección de Docencia, Universidad de Concepción, Chile
 Instructor for undergraduate students enrolled in a variety of major fields

- Inglés Comunicativo Nivel Básico (A1 and A2 level)**
- Inglés Comunicativo Nivel Intermedio (B1 and B2 level)**

University of Calgary, Canada, French, Italian & Spanish, Faculty of Arts
 Sessional Instructor of:

- Introduction to Textual Analysis and Composition in Spanish**
- Intermediate Spanish II**
- Beginning Spanish I**

PUBLICATIONS

- Strickland, B. (2019). Writing for the (virtual) other: Bakhtinian intertextuality within online L2 writing exchanges. *The Language Learning Journal* 47, 1-18.
- Strickland, B. (2016). Writing for the (virtual) other: The presence and impact of Intertextual relationships on online L2 exchanges using CMC. In *Utilizando tecnologías en la educación para fortalecer la práctica docente en América Latina* (pp. 15-24). Bogotá: UNAD-IDEA-USACH. ISBN: 978-958-651-603-7.
- Strickland, B. (2014). Writing for the (virtual) other: Bakhtin and the pragmatics of writing in the foreign language classroom. Dissertation, University of Calgary, Canada.
- Strickland, B. and O'Brien, M. (2013). A review of the literature on technology in second and foreign language learning. Alberta Board of Education, Canada. Calgary: University of Calgary.
- Abello Riquelme, R., Díaz Mujica, A., González Puentes, J., Pérez Villalobos, M. and Strickland, B. (2012). Vivencias e implicación académica en estudiantes universitarios: adaptación y validación de escalas para su evaluación. *Estudios pedagógicos (Valdivia)*, 38, pp. 7-19.
- Strickland, B. (2012). Communities of practice in the language classroom: Theory and reality. *ETAS Journal*.
- Strickland, B. (2009). De Gardner a Bajtín: La comunicación mediada por ordenador y su impacto en la clase de lenguas. M.A. thesis, University of Calgary, Canada.
- Strickland, B. (2009). El mito de Narciso en la poesía española de los Siglos de Oro. *Espéculos: Revista de estudios literarios*, 40.

PRESENTED PAPERS

Valdés, N. & Strickland, B. (2019). Real World English in Chile: Bridging Chilean Students' Everyday English Exposure within EFL Classrooms. In *Beyond language proficiency: Teaching and Learning English in Times of Inequity in Chile*, June 7 2019, RICELT Committee, Universidad Andrés Bello, Santiago.

Pereira, Y. & Strickland, B. (2019). Language Attrition in Teachers of English: The Perception of English Vowels. In: *Series of English Talks de Pedagogía en Inglés*, Universidad de Concepción, April 2019.

Strickland, B. (2018) Using new technology in the EFL classroom: Theories, examples and practical approaches. In *Taller de Inglés AIEF-Fulbright*, January 2018, Instituto Norteamericano, Chile.

Strickland, B. & M.J. Inostroza. (2017) Non-conventional Teaching Experiences: Opening Up Opportunities in Teaching Education. In *Jornada para Profesores de Inglés en UCSM: Keeping Track of Chilean Experiences and Research in TEFL Practicum*. January 13, 2017. UCSC, Concepción, Chile.

Strickland, B. (2016). Writing for the (Virtual) Other: Exploring Bakhtinian Intertextuality within Online Language Exchanges. In *IATEFL Chile*, July 21-22 2016, Universidad de San Sebastián, Santiago de Chile.

Strickland, B. & A. Wolf Hernandez. (2016). Bringing High School to Campus: A Bridging Activity between University English Teaching Students and High School Seniors. In *TESOL Chile*, November 4 and 5, 2016, Universidad Católica de Chile, Temuco.

Strickland, B. (2015). Escribirle al otro (virtual): Presencia e impacto de las relaciones intertextuales en los intercambios virtuales en L2 a través de la CMO. In *Ciencias, tecnologías y culturas. Diálogos entre las disciplinas del Conocimiento*. October 9-12, 2015, Universidad de Santiago, Santiago de Chile.

Matthew Stephen Stuckwisch
Curriculum Vitæ
334-559-0580, Matthew-Stuckwisch@utc.edu

Education

Ph.D.	Spanish & Portuguese	University of Tennessee, Knoxville	2020
	Dissertation: “El ilustrísimo maestro Pedro Ximénez de Préxamo’s <i>Luzero de la vida cristiana</i> : A Digital Edition” (dir. Dr. Gregory Kaplan; digital humanities, medieval literature)		
M.S.	Computer Science	University of Tennessee at Chattanooga	2022 (<i>expected</i>)
M.A.	Spanish	Auburn University	2008
	Thesis: “María de Zayas y Sotomayor: Egalitarian Poetic Justice in the Spanish Golden Age” (dir. Dr. Tim McVay, Jr.)		
B.A.	Spanish, Digital Media	University of Alabama	2005

Professional Employment

2021 - present	University of Tennessee at Chattanooga Modern & Classical Languages & Literatures (Senior Lecturer of Spanish)
2018 - 2021	University of Tennessee at Chattanooga Modern & Classical Languages & Literatures (Associate Lecturer of Spanish)
2011 - 2018	University of Tennessee at Chattanooga Modern & Classical Languages & Literatures (Lecturer of Spanish)
2009 - 2011	Macon County Schools Booker T. Washington High School, Notasulga High School (Spanish Teacher)
2007 - 2009	Comunidad de Madrid, Consejería de Educación CEIP Rayuela, CEIP San Ignacio de Loyola (English Teacher)

Publications

- 2021 “Una perspectiva del asturiano vistu dende’l foriatu” (essay), “Voz perdida” (narrative)
Formientu, nos. 18–19
- 2020 “Corretor ortográfico e corpus lingüístico: matar dois coelhos com uma só cajadada” *Linguas Minoritárias e Variação Lingüística* (U. de Aveiro Editora)
- 2019 “From Islam to Christianity: Preaching, Conversion and Religious Practice of Muslim Slaves (after the Lateran Council). Barcelona, 13th–15th Centuries”.
Jews and Muslims Under the Fourth Lateran Council: Papers Commemorating the Octocentenary of the Fourth Lateran Council (1215) (Brepols)
A translation from the Spanish of Josep Hernando’s article
- 2017 “La nomada xaronca saltadora’l condáu Calavera”. *Presente: VII Xunta d’Escritores Asturianos*, special issue of *Formientu*, nos. 15–16, pp 104–109.
Translation to Asturian of Mark Twain’s “The Celebrated Jumping Frog of Calavera County”

Invited Talks

- 2021 “Creating a Digital Edition of a 15th Century Spanish Text”

Updated September 22, 2021

University of Alabama, Department of Modern Languages & Classics (September 13)
 2020 “L’asturianu dende los Estaos Xunios”
Formientu: Festival Formientu en casa (April 30)

Conference Papers

- 2021 “Vidas de hoje, vidas de amanhã: Víctor Lopes’s Vision of Portuguese” (panel chair)
 70th Annual Mountain Interstate Foreign Language Conference
 (October 7-9)
- 2021 “Surprisingly Unsurprising: The joy of unexpected simplicity”
 Free and Open Source Developer’s European Meeting 2021
 (FOSDEM, February 6-7)
- 2020 “Going International in Raku”
 The Perl and Raku Conference 2020 (June 23-27)
(conference cancelled due to COVID-19, presented virtually at “Conference in the Cloud”)
- 2019 “Correitor ortográfico e corpus linguístico: matar dois coelhos com uma só cajadada”
 I Jornadas em Línguas Minoritárias (December 6)
- 2019 “Textual Recovery from Transcriptions: A Case Study with Pedro Ximénez de Préxano’s *Luzero de la vida Christiana*”
 69th Annual Mountain Interstate Foreign Language Conference
 (October 10-12)
- 2016 “Euthanasia and Eugenics: Nazi Germany and Minority Languages in Xurde Álvarez’s *Si’l temblor niega’l fríu*”
 Sixth Annual University of Alabama Languages Conference (February 12-13)
- 2014 “Suitable for All Audiences: Guamán Poma’s Quest to Be Heard”
 MCLL Colloquium in the Humanities (November 24)
- 2014 “La gallina vieja y el castizo asturiano: las lecciones de Enriqueta González Rubín”
 20th Annual Carolina Conference on Romance Literatures (April 3-5)
- 2014 “*Arrugas*: un reflejo moderno del *Quijote*”
 32nd Cincinnati Conference on Romance Languages and Linguistics (March 27-29)
- 2013 “Blackness Is No Barrier: María de Zayas’ Négritude”
 College Language Association Convention (April 11-13)

Other Conference Talks

- 2019 “Building Consensus” (Language Coordinator Panel)
 69th Annual Mountain Interstate Foreign Language Conference
 (October 10-12)
- 2017 Reading from “La nomada xaronca saltadora’l condáu Calavera” and “Familia”
 VII Xunta d’Escritores Asturianos (October 28-29)
- 2016 “Diccionariu asturianu: Desendolcu ya presentación”
 VII Universidá Asturiana del Branu (August 1-12)

Teaching Experience

Introductory Spanish I and II (2011–present)
 Intermediate Spanish for Reading I* (2011–present) and II (2012–2014)
 Intermediate Spanish for Conversation I (2012–2019) and II (2021–present)
 Advanced Spanish Grammar I (2015–present)

Updated September 22, 2021

Advanced Spanish Conversation (2020–present)
 Spanish Composition and Conversation (2021–present)
 Business Language and Culture / Business Spanish (2016–present)
 Spanish Interpreting (2017–present)
 Encountering Global Cultures* (2019–present)
 World Cinema (2021–present)

* (Re)designed under college grant

University Service

Student Conduct Board (2019–present)
 Search Committees (French & Spanish lecturer 2019, Spanish lecturer 2019–2020)
 Honor Court (2019–2020)
 Petitions Committee (2021–present)
 Classroom Technology Committee (2012–2014, 2013–2014 as Chair)

Extension Work

Raku's Intl namespace

Primary maintainer for an extensive internationalization ecosystem for the Raku language, including access to the Common Linguistic Data Repository (CLDR) with features paralleling those of the International Components for Unicode library (ICU), including support BCP47 language tag with filtering according to relevant RFC standards, IANA-compliant timezone manipulation, localization engines (including a port of Mozilla's JS- and Rust-based Fluent), and spell checking.

Diccionariu & Asturian Spell Checker

An Android application written in Java with a PHP/SQL backend for Android offering access to the *Diccionariu de la llingua asturiana*. The spell checker was initially created as a Hunspell data file but ultimately a custom engine for processing it was written in Java (for interfacing with Android's spell checking service) and Raku (Perl 6).

Water Polo Scoreboard(.js)

Scoreboard system created with HTML, CSS; and JS; currently used in high school water polo leagues in Tennessee with an optional coordinating server (written in Perl).

Other Education

Cultura Mirandesa	2020 Curso de Lhéngua i Assoc. Lhéng. i Cult. Mirandesa
taller d'escritura creativa	2019 De la lletra al testu: Universidá d'Uviéu
traducción al asturiano	2018 Capacitación pa la Universidá d'Uviéu
Llingua Asturiana	2017 Cursu Avanzáu de Universidá d'Uviéu
Língua e Cultura Portuguesas	2017 93.º Curso de Férias de Universidade de Coimbra
Llingua Asturiana	2016 Cursu Elemental de Universidá d'Uviéu

Languages

English: native

Spanish: native-level (C2) reading, writing, and speaking.

Portuguese: advanced (C1) speaking, superior reading and writing.

Asturian: superior (C2) speaking, reading and writing

Mirandese: elementary (A2) speaking, intermediate writing, and advanced reading

<http://orcid.org/0000-0003-4856-2574>

I
Curriculum Vitae

Valerie Michelle Wilhite

VALERIE MICHELLE WILHITE
Curriculum Vitae

vwilhite@hotmail.com

EDUCATION

Ph.D in Comparative Literature, University of Illinois Urbana-Champaign, 2010
D.E.A. (Diplôme d'études approfondies) in Etudes médiévales, Université Paris IV - Sorbonne, 2000
M.A. in Comparative Literature, University of Illinois, Urbana-Champaign, 1997
B.A. in French, Middle Tennessee State University, Murfreesboro, TN, 1994

OTHER EDUCATIONAL PROGRAMS

2018-2019 Escuela Colombiana de Alta y Fina Joyería, Bogotá, Colombia
2018 Colour Printing, London Rare Book School, University of London, Summer I
2015 Auditor, Early Music Besalú, Catalonia
2014 Auditor, Post-Biblical Hebrew Literature
2008 National Endowment for the Humanities Summer Institute on the Medieval Mediterranean held in Barcelona, Catalonia
2001 Intensive Hebrew Study at the Jewish Theological Seminary, Summer
1998-2000 Auditor, Ecole pratique des Hautes Etudes Section V: Religion, Paris, France & Centre Sèvres, Institut de Philosophie et Théologie, Paris, France
1993-1994 Exchange student in Film and Medieval Literature at the Université de Franche-Comté

TEACHING ASSIGNMENTS

2021- University of Tennessee-Chattanooga
Adjunct in Department of Modern & Classical Languages
2020 spring Universidad del Quindío, Colombia
Profesora Catedratica, French Instructor
French I
French IV, Advanced Grammar
L'histoire et politique de la France à travers les textes
2019- Open English
Online English Instructor
2014- 2018 The University of the Virgin Islands,
Assistant Professor of Modern Languages
Spanish I and II
Spanish for Heritage Speakers
French I, II, and III

- 2012-2014 The University of Oregon**
Visiting Assistant Professor of Romance Languages
Ars Amatoria: The Implicit & Explicit Theories of Love
 Literature of the *Corona d'Aragó* and the Catalano-Occitan State
 Survey of French Literature of the Middle Ages and the Renaissance
 Culture et Langage: La France contemporaine
 Old French
 Troubadours: Musicians Wandering the Medieval Romance-Speaking
 Mediterranean
 Introduction to Spanish Poetry
 Introduction to Spanish Narrative
- 2008-2012 Miami University**
Visiting Assistant Professor of Spanish
 Intermediate Spanish
 Introducción a la literatura hispánica
 Advanced Spanish Grammar Review
 Spanish Composition
 Historia cultural de España, Part I: Prehistory to the Baroque
 Historia cultural de España, Part II: XVIIIth c. to the Present
 Medieval Iberia Seminar: Amor, sexo, lengua en la península Ibérica
 medieval
- 2007-2008 Middle Tennessee State University**
Visiting Assistant Professor of French
 Medieval French Seminar: *Cortezia* et la littérature courtoise
 Survey of French Literature from the Middle Ages to the XVIIIth c.
 Introduction to French Literary Studies
 Advanced French Composition
 Intermediate French
- 2006-2007 University of South Carolina-Aiken**
Instructor in Foreign Languages, Literatures, and Cultures
 Beginning Spanish
 Intermediate Spanish
- 1996-1998; 2000-2002; 2004-2006**
University of Illinois Urbana-Champaign
Teaching Assistant in Comparative Literature

3
Curriculum Vitae

Valerie Michelle Wilhite

Masterpieces of Western Literature: The Ancient World through the Renaissance
Masterpieces of Western Literature: From Neo-classicism to Modern Literature

The Grimms' Fairy Tales in their European Context

Instructor in Comparative Literature

Phil(m)osophy: Philosophy through Film

Instructor in Language

Intermediate French

Intensive French for Beginners

Intensive Spanish for Beginners

Teaching Assistant in Religious Studies

The Bible as Literature

Introduction to Islam

- 2002-2004 **Universitat de Barcelona**
Profesora lectora visitante in Division de filologia anglesà i alemany
Producció textual
Literatura anglesà dels orogens
- 1999-2000 **Lycée Eugène Delacroix in Maisons-Alfort, France**
Assistante d'Anglais
English, all levels
- 1999 **Lycée Edouard Branly in Nogent-sur-Marne, France**
Locutrice Native
English, all levels

OTHER TEACHING EXPERIENCE, VISITING APPOINTMENTS OR WORKSHOPS

- 2019 **Formativo Nativo Extranjero, September, October**
Quindío Bilingue English Immersion Camp
Foreign Language Acquisition Pedagogy workshops
- 2017 **Visiting Scholar, October-December**
University of Florida,
Department of Languages, Literatures, and Cultures
- Visiting Honorary Professor, November, December**
Universidad del Sagrado Corazon, Puerto Rico
Géneros literarios 2
- 2016 **Medieval Music Besalú**

4
Curriculum Vitae

Valerie Michelle Wilhite

Introduction to Medieval Latin for Performers
Gathering the Medieval Song: Poetic Text, Melody, and Song
Construction

- 2015 Virgin Islands Literary Festival & Book Fair
Fort Frederik Archival Workshop: The Basics of Paleography and
Archival Research, March 29th.

Thesis Director:

M.A. Melanie Hyers, Romance Languages, University of Oregon, 2013

Degree Committee Member:

M.A. Renee Marshall, French & Spanish, University of Oregon, 2014
M.A. Elliott Kennedy, French, University of Oregon, 2014
M.A. Caitlin Bradley, French, University of Oregon, 2013
B.A. Honors thesis, Stephen Hopkins, English, Miami University, 2010
M.A. Johannes Tokarski, Spanish, Miami University, 2008

AWARDS

- 2018 Funding from the Islands of the North Atlantic: Seafaring
Conference, Simon Fraser University, Vancouver, British Columbia.
2014-17 Professional Development Grants for conference and research travel, The University
of the Virgin Islands
2009-12 The Humanities Center of Miami University Grant for The Averroes Project.
2011 International Conference Travel Assistance, College of Arts & Sciences, Miami
University.
2010 Funding from Hathi Trust (University of Michigan) and The Perseus Project (Tufts
University) for meetings in Michigan and Tufts, June & August
2008 National Endowment funding for the Humanities Summer Institute, "The Medieval
Mediterranean and the Origins of the West," participant, directors Brian A. Catlos
and Sharon Kinoshita, Summer.
2005 University of Illinois Travel Grants.
2005 Newberry Travel and Research Grants to attend workshops and conduct research.
2005 Foreign Language Enhancement Program grant for Occitan Study at the University
of Wisconsin, Summer.
2004-06 Illinois Program for Research in the Humanities Grant to organize an
interdisciplinary reading group, "The Signifying Body: Dismemberment, Body
Parts and Embodiment."
2001 Drobvny grant for Hebrew study at the Jewish Theological Seminary, NY, Summer.

PUBLICATIONS

5
Curriculum Vitae

Valerie Michelle Wilhite

Book

In progress:

"Ars Amatoria-Ars Grammatica: the Linguistic, Literary, and Amatory Theories of Raimon Vidal de Besalú"

Articles

In Progress:

"The Language Arts in the Twelfth Century Romance Mediterranean,"

"Mutable Identities in the Romance-Speaking Mediterranean."

2011 "A/Esperar: The Lost Sigh of the Troubadour Tradition." *Glossator: Practice and Theory of the Commentary* 4(2011): 1-8.

"La metamorfosis de un hada: Melusina en las versiones medievales de Jean d'Arras y Coudrette y en *El unicornio* de Mujica Láinez." *FORMA: Revista d'estudis comparatius. Art, literatura, pensament*. 3 (2011): 23-31.

Essays in Conference Proceedings

2008 "Language for Lovers: Lessons from the Troubadours and Mystics." *Words of Love and Love of Words in the Middle Ages and the Renaissance*. Ed. Albrecht Classen. ACMRS, Turnhout, Belgium: Brepols, 169-190.

2006 "Instructing the Court: Raimon Vidal's Pedagogy for the Courtly *Joglar*." *Courtly Arts and the Arts of Courtliness*. Ed. Christopher Kleinhenz and Keith Busby. London: Boydell & Brewer, 755-770.

2005 "The Loss of Love's Emotions: The Urban Consistori and the Reconceptualization of Love Lyric." *Les Emotions au coeur de la ville*. Ed. Elodie Lecuppre-Desjardin et Anne-Laure Van Bruaene. Studies in European Urban History. Turnhout, Belgium: Brepols, 203-22.

Translations

In progress With Kevin Regan-Maglione, Del Giudice, Giuseppe. *Canti della Sorgente*.

Forthcoming "Narcissus," for *Selected Tales of the Ovide moralisé*, Ed. Sarah-Jane Murray, Waco, TX: Baylor UP. [Translation of Book III, vv. 1292-1463]

2019-2020 Select transcribing and translating of portions of medieval manuscripts for Long, Sarah. *Music, Liturgy, and Confraternity Devotions in Paris and Tournai, 1300-1550*.

6
Curriculum Vitae

Valerie Michelle Wilhite

Editorial Projects

- 2020 Editing and formatting for publication of Long, Sarah. *Music, Liturgy, and Confraternity Devotions in Paris and Tournai, 1300-1550*.
- 2011 (Co-editor with Anna Klosowska) Occitan Poetry, special volume of *Glossator: Practice and Theory of Commentary*, vol. 4. May.

Book Reviews

- 2012 Mōlk, Ulrich. *Les débuts d'une théorie littéraire en France: Anthologie critique*. Book Review for *The Medieval Review*, September.
- Harvey, Ruth and Linda Patterson in collaboration with Anna Radaelli. *The Troubadour Tensos and Partimens: A Critical Edition*. Book Review for *Tenso: Bulletin of the Société Guilhem IX*, (27)1, Spring, 109-113.
- 2010 Beech, George T. *The Brief eminence and doomed fall of Islamic Saragossa*. Book Review for *The Medieval Review*, March.
- 2005 Monson, Don A. *Andreas Capellanus, Scholasticism, and the Courtly Tradition*. Book Review for *Encomia*.

Encyclopedia Entries

- 2000 Contributor to *Who's Who of Twentieth Century Poetry*. Ed. Mark Willhardt. London: Routledge Press. Entries on: Adelia Prado, Blanca Varela, Alfonsina Storni, Clementina Suarez, Ramon López Velarde, Angel Cruchaga Santa Maria.

Necrology:

- 2015 Martí de Riquer, *Tenso: Journal of the Société Guilhem IX* (30)1, Spring, 233-241.

PRESENTATIONS:

Invited Talks:

- 2021 "Surviving and Thriving" panel discussant for the annual meeting of the Committee on Centers and Regional Associations of the Medieval Academy of America, April.
- 2015 "Songs and Wisdom from Sefarad and Provintzia." Roundtable *Medieval Jewries in*

7
Curriculum Vitae

Valerie Michelle Wilhite

Latin Europe: Alienated Minorities? Department of History, College of Idaho, April.

- 2014 "Mutable Identities: Pledging Allegiance in the Medieval Catalano-Occitan State." Minorities in the Mediterranean. *The Mediterranean Seminar and the University of California Multi-Campus Research Project in Mediterranean Studies*. San Francisco State University, March.
- 2013 "Identity of Jews in the Wider Mediterranean Context." *Research Seminar on the History and Cultures of Italian Jews in conjunction with the American Association of Italian Studies*, sponsored by the The Harold Schnitzer Family Program in Judaic Studies. University of Oregon, April.
- "Remapping Identity in the Medieval Mediterranean." *The Early Romance Studies Symposium*. University of British Columbia, March.
- 2007 "The Razos of Reading: A Medieval Author's Theories of Language, Literature, and Learning." *Berkeley & Stanford Colloquium on Medieval Studies*, October.
- 2002 "La Imagen en el pensamiento místico de la edad media." Guest lecture for the lecture series: *La Filosofía de la Imagen* at the Pontificia Universidad Javeriana, Facultad de Filosofía, Santafe de Bogotá, Colombia May 7.

Conference Presentations

- 2017 "Marguerite Porete's Mirror in City, Square, and University." Southeastern Medieval Association. Charleston, SC, November.
- "Regional Identity between Courts in the Romance Mediterranean." The International Courtly Literature Society Session at the 52nd International Congress on Medieval Studies. Western Michigan University, Kalamazoo, May.
- "Traces of Medieval Trobar in the Caribbean." Roundtable. Société Guilhem IX Session. at the 52nd International Congress on Medieval Studies. Western Michigan University, Kalamazoo, May.
- 2016 "Gems of the Seas: Turning to the Medieval Mediterranean 'Ornament of the World' for a Theoretical Frame and Methodology for the Study of Maritime Multicultural Centers." International Conference on Caribbean Literature, St. Maarten, November 2.
- 2016 "The Ars in Medieval Catalonia: An Amalgam of Mediterranean Language Theories." *19th Annual Mediterranean Studies Association Congress*. Palermo, Sicily,

May 25 – 28.

- 2014 "The Life of Letters in Jewish *Provintzia*." *International Congress on Medieval Studies*. Western Michigan University, Kalamazoo, May.
- 2013 "Remapping Lemosi Linguistic Identity." *Medieval Francophone Literary Culture Outside of France*. Organized by the Medieval Francophone Project, London, June.
- 2012 "Modes of Interpretation in the Narcissus Translation and Commentary of the *Ovide Moralisé*." *Sixty-ninth Annual Meeting of the South Central Modern Language Association*. San Antonio, November.
- "Who is Better: The Catalan or the French? PC 16.17" The 47th *International Congress on Medieval Studies*. Western Michigan University, Kalamazoo, May.
- 2011 "Entrè l'amour et l'éthique: Le rôle de la langue Occitane selon les premiers grammariens." *Xe Congrès de l'Association Internationale des Etudes Occitanes*. Beziers, France, June.
- "Medieval Commentary as Vestiges of a Lost Pedagogy: The Love of Learning and the Love of Reading." *International Congress on Medieval Studies*. Western Michigan University, Kalamazoo, May.
- 2010 "Language Theories of Late Troubadours." *Triennial Meeting of the International Courtly Literature Society*. Montreal, Quebec, July.
- "The Averroes Project: Arabic, Latin, and Greek Research Collaboration." *International Congress on Medieval Studies*. Western Michigan University, Kalamazoo, May.
- 2009 "The Semantic Constellation of *Saber* or the Movement from Love to *Cortezia* in the Troubadour Tradition." *Southeastern Medieval Association*. Vanderbilt University, Nashville, October.
- "Raimon Vidal and Other Late Troubadours: Re-mapping the Linguistic Identity of Lemosi." *International Congress on Medieval Studies*. Western Michigan University, Kalamazoo, May.
- 2008 "E si ben en aissò gardatz, lo drech d'amor poirès seguir": The Troubadour Quotations of Raimon Vidal's *So fo e-l'tems*." *The Modern Languages Association meeting*. San Francisco, December.

- "Transplanting the Troubadour Tradition after the Albigensian Crusade: The *Trobar* and *Cortezia* in the Courts of the Crown of Aragon." *International Congress on Medieval Studies*. Western Michigan University, Kalamazoo, May.
- 2007 "The Linguistic and Social Translation of the Urban *Joglar* to the Courtly Troubadour in the work of Guiraut de Riquier." The International Courtly Literature Society Session at *The 42nd International Congress on Medieval Studies*. Western Michigan University, Kalamazoo, May.
- 2006 "The Mad Troubadours: From *Canço* to *Razo*." *The Sixty-Third Annual Meeting of the South Central Modern Language Association*, Dallas, Texas, October.
- "Memorializing and Perverting Troubadour Lyric and Performance in the Fourteenth Century." *International Congress on Medieval Studies*. Western Michigan University, Kalamazoo, May.
- "The *Speculum*: Between the Image and the Word in Marguerite d'Oingt." Meeting of the *Society for French Historical Studies*, University of Illinois, Urbana, April.
- 2005 "The Function of the Visual in the Troubadour Love *Canço*: Dreaming and Envisioning the *Domna*." *The 2005 Graduate Student Conference*. The Newberry Library Center for Renaissance Studies, Chicago, June.
- "*Pel doutz chan*: Troubadours Theorizing the Psychological Effects of Song." *International Congress on Medieval Studies*. Western Michigan University, Kalamazoo, May.
- "Instructing the Court: Raimon Vidal's Pedagogy for the Courtly *Joglar*." *The 11th Congress of the International Courtly Literature Society*. University of Wisconsin- Madison, Wisconsin, July-August.
- 2004 "Of Sound and Sense: The Notion of Lyric and the Methods of Lyrical Insertion in Raimon Vidal and Jean Renart." *The 39th International Congress on Medieval Studies*. Western Michigan University, Kalamazoo, May.
- 2003 "La Metamorfosis de un hada: Melusina en las versiones medievales y en *El Unicornio* de Mujica Láinez." *Lo Fantástico en el Espejo: IV Coloquio Internacional de Literatura Fantástica*. Universitat Basel, Switzerland, September.
- "The Loss of Love's Emotions: The Urban Consistori and the Reconceptualization of Love Lyric." *A Corps et à cris: Manifestation et représentation des émotions en Milieu*

Urbain (XIVe –XVIe siècle) Organized by the Pole d'attraction Interuniversitaire V-10, at Universiteit Gent, Belgium, August.

"The *Imaginaire* as Model of Mystical Experience: The Case of Sainte Thérèse de Lisieux." *Language, Literature, and the Imaginaire*. An Scoil Teanga agus Litríochta XII UCC School of Languages and Literature Annual Conference on Cross-Currents in Literature, Film and the Visual Arts. University of Cork, Ireland, May.

2001 "Parladura natural e drecha: The Essence of Language in the Work of Raimon Vidal de Besalú." Presented at *The Late Middle Ages Graduate Student Conference at Princeton*. Princeton University, New Jersey, March.

1997 "Shifts in Space: From the Diabolical to the Asylum in Tayeb Salih's *Season of Migration to the North*." Presented at *The 2nd Annual Midwest Conference on African Studies*. University of Illinois Urbana-Champaign, Illinois, March.

RESEARCH GROUP PARTICIPATION

- 2018- *Centros Etnoeducativos Culturales* (partner), with architect and professor Luis Díaz we create ethnically-guided cultural-educational infrastructures for minority communities from the physical space to coherent, complete curriculum and programming using the indigenous communities' techniques, theories, and knowledge base.
- 2014- 2017 *Faculty Development Research & Writing Group*, University of the Virgin Islands.
- 2011-2015 *The Ovide moralisé Project* (original member), National Endowment for the Humanities translation and editing project involving annual meetings with a budget over \$200,00 managed by SJ Murray and Baylor U; individual budget \$3,000 annually over three year period
- 2008- *Mediterranean Seminar* (affiliated scholar), Multi-campus Project a collaborative group of scholars working on the literature and culture of the Mediterranean and their role in World History through numerous conferences, workshops, and panels and an NEH Summer Institute held biannually as well as a book series with Palgrave Macmillan. In 2008 I received NEH funding to join fewer than 20 scholars for the first NEH Summer Institute on the Medieval Mediterranean held in Barcelona. I remain an affiliated scholar with the group most recently having been invited to participate in the Winter 2014 symposium and workshop at San Francisco State.

- 2008-2010** *The Averroes Project* (member)
inspired by the Medieval Mediterranean NEH Summer Institute in Barcelona in 2008 *The Averroes Project* was created to study the transfer of Classical texts and culture to the West via the Arabic with scholars of various disciplines. I co-wrote the successful grant applications to the Humanities Center of Miami University. I organized invitations, budget, and logistics to bring top scholars in the field to Oxford, Ohio for a weekend-long workshop once a year.
- 2004-2006** *Signifying Body* (Founder), Illinois Program for Research in the Humanities
I created a study group on the topic of the body after a successful grant application to the IPRH and a subsequent renewal. I acquired readings and distributed copies to members with a budget of \$2,000 per year for two years. I set a reading list with important texts on the theme but including participants' works-in-progress on occasion. My role involved organizing the monthly meetings with faculty and graduate students from various departments and colleges with receptions I catered to follow. We also invited Peggy McCracken for a full weekend Work-in-Progress workshop with \$150 honorarium and budget of \$300. Visits were also arranged with University of Illinois Medieval Studies' guests Bruce Holsinger, Andrew Knapp, Cynthia Hahn, Carolyn Walker-Bynum.

Community Outreach:**In progress:**

An adaptation of Marguerite Porete's *Mirror of Simple Souls* for the stage.

- 2017** "Introduction to the Infrastructure of St. Croix and the Virgin Islands." Guest lecture, Sustainability, Design, Architecture, course of Dr. Martha Kohen, University of Florida, Gainesville, December 1.
- 2017** with King Derby, "Culture, Language and Identity in Calypso with King Derby, King of Calypso." Radio Program. WUVI. April 27.
- 2015** with French 132 students. "The French Curriculum at UVI." Radio Program. WUVI, August 31.
- 2015** "Fort Frederik Archival Workshop: The Basics of Paleography and Archival Research," *Virgin Islands Literary Festival & Book Fair*, March 29th.
- 2014** with Brian Barnett. "Caribbean Francophonies" Radio Program. WUVI, November.
- 2002** *Fin' Amor: the Dissemination (and Evolution) of an Ideology of Love through*

12
Curriculum Vitae

Valerie Michelle Wilhite

Literature." Guest lecture for Filologia Anglesà, Universitat de Barcelona, Spain, October.

2002 "El arte y el pensamiento medieval a través su literatura," Guest speaker for radio program series on the Middle Ages for *Charlas en la biblioteca*, Radio Difusora 2, Colombia, May and June.

UNIVERSITY ENGAGEMENT

2015- 2018 University of the Virgin Islands Committees membership:
National Student Exchange Advisory Committee
University General Education Committee
University Curriculum Committee
College of Liberal Arts & Social Sciences Curriculum Committee

spring 2017 Member of 2 Spanish searches, 1 Communication, 1 Journalism Search

fall 2015 Chair of Spanish Search Committee, member of Diplomacy Search Committee

2014-2015 Member of VI Literary Festival & Book Fair Committee

2010-2011 Member of the Departmental Curriculum Committee, Miami University

2004-2006 Creator and administrator of "The Signifying Body: Dismemberment, Body Parts, and Embodiment," funded by the *Illinois Program for Research in the Humanities*

2001 Organizer of Medieval colloquia at the University of Illinois, Spring

2000-2001 Treasurer of the Colombian Student Association

2000-2001 for students interested in exchanges with Francophones

1998 Co-organizer of "The Texts of Spiritual and Devotional Practice in Late Medieval Hispania." An exhibit of manuscripts and Incunabula, Rare Book Room, University of Illinois Urbana-Champaign

1996-1997 Resident of French house and instructor representative of weekly Pause Café

2000-2001

EDITORIAL ROLES

2017-pres Co-editor of the Blog *Public Discourse*, MedievalistsofColor.com.

2012-2015 Review editor for *The Medieval Review*

2009-pres Member on the editorial board of *Glossator: Practice and Theory of the Commentary*.

2009-pres Member of the *Comité scientifique* for the journal *FORMA: Revista d'estudis comparatius*.

SERVICE TO THE PROFESSION

2019 Co-organizer of a cluster of sessions and workshops by Medievalists of Color, Islands of the North Atlantic: Seafaring Conference, Simon Fraser University, Vancouver, British Columbia.

13
Curriculum Vitae

Valerie Michelle Wilhite

- 2018 Co-organizer (membre comité scientifique) of the Annual Symposium of the International Medieval Society -Paris, July.
- 2016-pres Americas Director of the International Medieval Society of Paris
- 2016-pres Executive Board of the Société Guilhem IX
- 2012 -2016 Vice President of the Société Guilhem IX
- 2010-pres Member of Advisory Board of the International Courtly Literature Society, North American Branch
- 2008-2013 Executive Board of the Provençal Language and Literature Discussion Group of the Modern Languages Association
- 2009 Panel Reviewer for the National Endowment of the Humanities Summer Programs
- 2008 Presider, International Courtly Literature Society session, "Troubadours in the 21st Century," *International Congress on Medieval Studies*. Western Michigan University, Kalamazoo, May
- 2007-2011 Chair or Secretary for panels: "French before 1500," "Literary Theory and Criticism," and "International Courtly Literature Society." *Annual meeting of the South Central Modern Language Association*
- 2007 Panel co-organizer with Michelle Bolduc, "Performing Texts" a session at *The 42nd International Congress on Medieval Studies*. Western Michigan University, Kalamazoo, May
- 2006 Panel co-organizer with Carolin Esser, "The Arts of Meditation" a session sponsored by the Worldwide University Network (WUN) at *The 41st International Congress on Medieval Studies*. Western Michigan University, Kalamazoo, May

PROFESSIONAL MEMBERSHIPS

The Société Guilhem IX, (former) Vice-President, Executive Board Member
 The International Courtly Literature Society, North American Branch Executive Board Member
 Modern Language Association (former) President of Provençal Discussion Group
 International Medieval Society of Paris, Americas Director
Association internationale d'études occitanes
 Academy of Research Historians of Medieval Spain
 Mediterranean Seminar
 Mediterranean Studies Association

LANGUAGES

French, English, Spanish: Fluent reading, speaking, writing
 Italian, Hebrew, Catalan: Reading knowledge; Elementary speaking proficiency
 Old French, Old Occitan, Latin: Reading knowledge

REFERENCES

14
Curriculum Vitae

Valerie Michelle Wilhite

Wendy Pfeffer
Visiting Scholar
University of Pennsylvania
Emerita Professor of French
University of Louisville
pfeffer@louisville.edu

F. R. P. Akehurst, Emeritus
Department of French
University of Minnesota
314 Folwell Hall
9 Pleasant St SE
Minneapolis, MN 55455
akehurstfrp@hotmail.com

Gina Psaki, Emerita
Department of Romance Languages
University of Oregon
102 Friendly Hall,
Eugene, OR 97403-1253
rpsaki@uoregon.edu

Luis Diaz Chevel
Profesor investigador
Departamento de Arquitectura y diseño
Universidad del Norte
Barranquilla, COLOMBIA
luisdch02@yahoo.co.uk

Sarah Long
Associate Professor
Department of Music
Michigan State University
College of Music
Music Practice Building
345 West Circle Drive, Room 416
East Lansing, MI 48824
longsar5@msu.edu

VITA

STEPHEN THOMAS WALDEN

456 Mason Drive
Ringgold, Georgia 30736

Phones: C: (423) 834-5657
W: (706) 935-2254

EDUCATION

Ph.D., Romance Languages (Spanish/Portuguese), University of Georgia, December, 1996.

Major Field: Brazilian Literature and Cultural Studies

Minor Field: Spanish Linguistics

Dissertation: "*Brasilidade: Brazilian Rock Nacional in the Context of National Cultural Identity*" (Anna Klobucka, Director)

M.A., Romance Languages (Portuguese/Spanish), University of Georgia, June, 1990.

Thesis: "*A Evolução da Modernização Autoritária e a Função da Música em Opera do Malandro de Chico Buarque*" (M. Elizabeth Ginway, Director)

B.A., Economics/Portuguese, University of Georgia, March, 1988

Autumn Study, Economics (Brazilian Economy), Federal University of Pernambuco, Brazil, 1986

Summer Study, Portuguese Language/Brazilian Culture, Federal University of Pernambuco, Brazil, 1985

LANGUAGES

Spanish -- fluent

Portuguese -- fluent

PROFESSIONAL EXPERIENCE

2018-present – Teacher of Spanish, Catoosa County Schools, Ringgold, GA

High School Spanish Language, all levels

1998-present – Adjunct Professor of Spanish and Portuguese, UT-Chattanooga

2 classes/semester - Developed the Portuguese sequence

2004-2018 – Teacher of Spanish, Dade County Schools, Trenton, GA

High School Spanish Language, all levels

2008-2019 – Adjunct Professor of Spanish, Covenant College

1-2 classes/semester

1997-2004 – Teacher of Spanish, Dalton Public Schools, Dalton, GA

High School and K-5 Spanish Language

1996-97 – Instructor of Romance Languages, University of Georgia.

Beginning, intermediate language – 3 classes/qtr.

1995-97 – Instructor of Spanish, Truett-McConnell College,

Beginning, intermediate language – 2 classes/qtr.

1992-96 – Graduate Teaching Assistant (Portuguese, Spanish), University of Georgia.

Beginning, intermediate language – 2 classes/qtr.

1988-90 – Graduate Teaching Assistant (Portuguese), University of Georgia,
Beginning, intermediate language – 2 classes/qtr.

RELATED EXPERIENCE

1999-2006 – developed and taught Survival Spanish courses for North Georgia
RESA (2-3 per year), UTC Education Department (1-2 per year), and also freelance.
2000-2004 – Consultant, Mountainbrook School (K-12) – Taught two courses per week:
Spanish, art, computer skills
Spring, 2000 – taught Survival Spanish to faculty of Mountainbrook School, Dalton
1998, 2000-2002 – Scholars' Camp Faculty (Dalton, GA) - Taught "To Brazil with Dr.
Steve" (culture/Portuguese language) to rising 4th and 5th graders (week-long
Summer course)
1998 – Consultant to Shaw Industries – interviewed Hispanic workers and created report
showing trends in thought and attitudes (an effort to better serve the Company's
Hispanic work force)

HONORS

First Volunteer Bank Teacher Personality Award, Ringgold High School, 2018
Nominee, Dade County Chamber of Commerce Educator of the Year, 2017
RT3 Exemplary Teaching Bonus, Dade County High School, 2015
Ph.D. dissertation included in Rock & Roll Hall of Fame Library, 2013
Exemplary Teaching Bonus, Dade County High School, 2013
Outstanding Adjunct Teaching Award, UT-Chattanooga, 2007
Graduate Research/Teaching Stipend (Enhancement Award), University of Georgia, 1995-96
Outstanding Graduate Teaching Award, University of Georgia, 1995
Phi Lambda Beta (Portuguese Honors Society), 1992
Sigma Delta Pi (Spanish Honors Society), 1990
Enhancement Award, University of Georgia, 1989-90
Academic Scholarship (Economics), Dean of Cultural Exchange, Federal University of
Pernambuco, Brazil, 1986

ACADEMIC RESEARCH

Publications

"Hacia una liberación: La problematización del desarrollismo en *Opera do Malandro* de
Chico Buarque." *Teología y pensamiento de la liberación en la literatura
Iberoamericana*. Ed. José Luis Gómez-Martínez. Madrid: Milenio, 1996,
129-142
"Grande Sertão: Veredas: De dragão a brasilidade." *Luso-Brazilian Review* 33:1 (1996): 131-
140.

About my research

Pacheco, Emilio. "Doutor do rock brasileiro." *International Magazine* VII: 35 (1997): 12-13
_____. "Americano prepara tese sobre o rock brasileiro." *International Magazine* VI: 27
(1996): 18.

Papers Presented

- "Brasilidade, Marginalidade e Rock Nacional," American Association of Teachers of Spanish and Portuguese, Orlando, August, 1996.
- "Feijóo and Twentieth-Century Latin American Thought: Points of Contact," Southeastern American Society for Eighteenth Century Studies, Mobile, February, 1995.
- "*Grande Sertão: Veredas*: De Dragão a Brasilidade," American Association of Teachers of Spanish and Portuguese, Philadelphia, August, 1994.
- "O Desejo Mediado em *Triste Fim de Policarpo Quaresma* de Lima Barreto," Mountain Interstate Foreign Language Conference, Clemson University, October, 1993.
- "The Myth of the Phoenix in Aluisio Azevedo's *O Cortiço*," Kentucky Foreign Language Conference, Lexington, April, 1993.

PROFESSIONAL ORGANIZATIONS

Professional Association of Georgia Educators

PROFESSIONAL ACTIVITIES/COMMITTEES (with DCS and DPS)

School Spirit Committee, 2014-2018
 School Culture Committee, 2008-2013
 Mentor and Literacy Committee, 2005-2008
 Project Winning Team, 2001-2004
 K-5 Spanish Curriculum Committee, 2000-2004
 Y-Club Sponsor, 1999-2000
 National Honors Society Sponsor, 1998-2000

PROFESSIONAL ACTIVITIES/COMMITTEES (at UGA)

Graduate Student Representative, Dept. of Romance Languages, 1994-95
 Ad-hoc Ph.D. Program Committee member, 1992-93

REFERENCES

Available on request

Updated - January 23, 2020