

# APPENDIX D: COURSE REVISION FORM

BOROUGH OF MANHATTAN COMMUNITY COLLEGE  
The City University of New York

## Curriculum Proposal COURSE REVISION

1. Name of Department: Modern Language  
2. Name and Number of course: 20<sup>th</sup> Century Chinese Literature  
CHI 440

3. \_\_\_\_\_ This course is being withdrawn. (Go to 5)

4. \_\_\_\_\_ Course revised. Check appropriate items.

\_\_\_\_\_ Change course number from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course title from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course hours from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course credit from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change basic skills requirements from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change prerequisites from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change corequisites from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course description. Attach a copy of old and new description.

Other (Specify) \_\_\_\_\_

5. Reason(s) for change(s): To accommodate Pathways

6. Date effective: \_\_\_\_\_

7. Attach justification that the course revision reflects the goals for all curricula passed by Faculty Council in May, 1988

8. Attach justification that the course revision reflects the General Education goals for all curricula passed by Faculty Council in May, 2006.

9. Attach department(s) minutes approving this proposal.

Signatures

1. [Signature] 3/19/14  
Department Chairperson or Program Director Date

2. Christina Lee 3/19/14  
Scheduling Officer (Advised as to Course Code) Date

3. [Signature] 3/24/14  
Dean of Academic Affairs (Advised as to format) Date

4. \_\_\_\_\_  
Chairperson of Curriculum Committee Date  
(After the approval of the Curriculum Committee)

Borough of Manhattan Community College  
City University of New York

Minutes of the Meeting of the Modern Language Department  
Wednesday, March 12, 2014

**PRESENT:** Silvia Álvarez-Olarra, Andrés Amador, Daniel Amaranto, Hilario Barrero, Samantha Costanzo-Burrier, Danielle Carlo, Inés Carrera-Junco, Margaret Carson, Luis-Alfredo Cartagena, Patrick Colimon, Peter Consenstein, Rafael Corbalán, Rachel Corkle, Ángeles Donoso, Maria Enrico (Chair), Adela George, Eda Henao, Jianguo Ji, Safiya Maouelainin, Sophie Mariñez, Tom Means, Victor Murillo, Alessandra Peralta-Ávila, Alicia Perdomo, Patrizia C. Perry, Nidia Pullés-Linares, Alister Ramírez-Márquez, Fanny Rodríguez, Oneida Sánchez, Francisca Suárez-Coalla, Valerie Thiers-Thiam, Kristina Varade, Alejandro Varderi, Carol Wasserman

**EXCUSED:** Yufen Chang, Fay Rogg

Dr. Maria Enrico, Chair, convened the meeting at 2:15pm.

**I. APPROVAL OF DECEMBER 2013 AND FEBRUARY 2014 MINUTES**

- The minutes of the December 2013 and February 2014 meetings were unanimously approved.

**II. WELCOME NEW FACULTY**

- Profs. Patrizia C. Perry and Fanny Rodríguez were welcomed to the department.

**III. ASSESSMENT**

- Prof. Valerie Thiers-Thiam noted that the Assessment Committee is working on assessments of 210 courses in all languages, including a new tool for French assessments

**IV. VOTE ON CHINESE 440, CHINESE 476, FRENCH 476, SPANISH 476**

- Chinese 440, Chinese 476, French 476, and Spanish 476 were unanimously approved for Pathways.

**V. AA DEGREE IN MODERN LANGUAGES**

- Degrees will be offered in Spanish, French, and Italian studies. There are plans to offer degrees in Chinese and Arabic in the future.

**VI. COLLOQUIUM**

- Prof. Alejandro Varderi announced that the annual colloquium is scheduled for Tuesday, April 1<sup>st</sup>, 2014, and that the logistics, food, posters, and the schedule of panels are set up and confirmed.
- The French, Spanish, and Italian panels require two, one, and two additional speakers, respectively. A request was made for suggestions of appropriate candidates.
- A discussion commenced about methods of advertising the colloquium and ensuring good attendance.

**VII. PLACEMENT SOFTWARE**

- A trial of the Avant Placement tests is almost ready to commence in the Lab. The lab will offer a fixed schedule each week during which students can come to take the assessment.
- Technical issues with the website have been resolved; however, exactly how licenses are obtained by the department and distributed to students needs to be explained by Avant before the trial can begin.

**VIII. ANNOUNCEMENTS**

- Six members of the department volunteered to attend Commencement as Faculty Marshalls: Margaret Carson, Patrick Colimon, Ángeles Donoso, Adela George, Safiya Maouelainin, and Fanny Rodríguez.
- Web-based faculty evaluations will begin this semester with SmartEvals. Strategies to encourage student participation were discussed, including using a portion of students' lab hours for evaluations.
- The chairman requested that faculty nominate qualified students for the Honors Convocation. Nominations are requested for both native and non-native speakers.
- Prof. Sophie Mariñez announced that the French Club is running a donation drive for Haiti and will take field trips to the New Paltz Historic Huguenot Street and the French Culinary Institute of America. Additionally, the next edition of *Échos Du Tout-Monde* is being prepared.

- Prof. Eda Henao announced that there will be an E-Learning symposium on Monday, March 24<sup>th</sup> in Richard Harris Terrace from 11am-2pm. An invitation was extended to the faculty of the MLD. In addition to purely online courses, hybrid courses of online and in-class portions will be discussed. Additionally, a summer training course may be offered that focuses on hybrid learning. Prof. Corbalán offered to follow up with interested faculty, as he has experience teaching hybrid courses.
- Prof. Eda Henao also announced that Fall schedules are in place. As much as possible, efforts were made to have all sessions of each section conducted in the same location. She invited interested faculty to take the opportunity to teach higher level courses in literature, in addition to the usual 101 and 102 courses. All faculty will have an equal chance of being able to teach one of the literature sections.
- CETLS representative Prof. Margaret Carson invited faculty to submit any ideas of activities or discussions that may be endorsed by CETLS, which serves as a forum for discussing methods of improving teaching, learning, and community at the college.
- Regarding sabbaticals, the chairman noted that faculty who take them are required to submit comprehensive summaries of their activities upon returning to the college.
- A faculty lounge will open on the 2<sup>nd</sup> floor of the Fiterman building in the Fall of 2014.
- Prof. Ángeles Donoso requested that any content for the Spring Newsletter be emailed to her.
- Prof. Rafael Corbalán announced that he is still working on the Department's Annual Report, which will be submitted to the Administration at the end of the year and used as the basis of their assessment of the Department's performance. A public document is on the G-drive; all faculty are requested to review the document, and any faculty who have items that they think should be included in the report are invited to amend it. Finally, he has need of an aide to help compile the report and invited interested faculty members to volunteer.
- Prof. Rachel Corkle requested that the faculty continue to publicize the Study Abroad Program in French, as well as in the other disciplines. Many current applicants do not have GPAs high enough to recommend them.

#### IX. ADJOURNMENT

- The meeting was adjourned at 3:20pm.

Respectfully submitted,

  
Daniel Amaranto



Modern Languages

Borough of Manhattan Community College  
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New York, NY 10007-1097  
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February 11, 2014

TO WHOM IT MAY CONCERN

This is to confirm that the revised Chinese 440 course contains and reflects the goals for all curricula passed by faculty Council in May 1988 and the General Education goals passed by the Academic Senate in May 2006.

Maria Enrico, Chair  
Department of Modern Languages

## CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

<b>College</b>	BMCC
<b>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</b>	CHI 440
<b>Course Title</b>	20 <sup>th</sup> Century Chinese Literature
<b>Department(s)</b>	Modern Languages
<b>Discipline</b>	Liberal Arts
<b>Credits</b>	3
<b>Contact Hours</b>	3
<b>Pre-requisites (if none, enter N/A)</b>	CHI 210 or departmental approval or another 400 level Chinese course.
<b>Co-requisites (if none, enter N/A)</b>	N/A
<b>Catalogue Description</b>	A study of 20th century Chinese literary development, this course examines the literary writings, major authors and literary movements in cultural and historical contexts. The course also reviews the development of China's ethnic minority literature, the growth of popular literature and the evolution of regional literature. Course readings included selected writings from four historical periods: 1900-16, 1917-49, 1949-85 and 1986-2000. Written projects and oral reports are required..
<b>Special Features (e.g., linked courses)</b>	
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max recommended

**Indicate the status of this course being nominated:**

current course     revision of current course     a new course being proposed

### CUNY COMMON CORE Location

**Please check below the area of the Common Core for which the course is being submitted. (Select only one.)**

**Required**

- English Composition
- Mathematical and Quantitative Reasoning
- Life and Physical Sciences

**Flexible**

- World Cultures and Global Issues
- Individual and Society
- US Experience in its Diversity
- Scientific World
- Creative Expression

### Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.

**If you would like to request a waiver please check here:**

Waiver requested

**If waiver requested:**

Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.

**If waiver requested:**

Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.

## Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

### I. Required Core (12 credits)

#### A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>● Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>● Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>● Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>● Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>● Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.</li> </ul>   |

#### B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>● Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.</li> </ul>         |
|  | <ul style="list-style-type: none"> <li>● Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>● Represent quantitative problems expressed in natural language in a suitable mathematical format.</li> </ul>                          |
|  | <ul style="list-style-type: none"> <li>● Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.</li> </ul>              |
|  | <ul style="list-style-type: none"> <li>● Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.</li> </ul>                |
|  | <ul style="list-style-type: none"> <li>● Apply mathematical methods to problems in other fields of study.</li> </ul>  |

<b>C. Life and Physical Sciences:</b> Three credits	
A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a life or physical science.</li> </ul>
	<ul style="list-style-type: none"> <li>Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.</li> </ul>
	<ul style="list-style-type: none"> <li>Use the tools of a scientific discipline to carry out collaborative laboratory investigations.</li> </ul>
	<ul style="list-style-type: none"> <li>Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.</li> </ul>
	<ul style="list-style-type: none"> <li>Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.</li> </ul>
<b>II. Flexible Core (18 credits)</b>	
Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.	
<b>A. World Cultures and Global Issues</b>	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Students will assess and interpret literary, historical and cultural similarities and differences through class discussion, written paragraphs and small group discussions with concrete examples extracted from the texts.	<ul style="list-style-type: none"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
Students will compare and contrast the texts read during the semester with regard to the main ideas, topics, character portrayal, historical veracity and similar topics and discuss these in guided, full-class discussions, short written pieces, and more formal essays.	<ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>
Students will be able to produce an organized, cohesive text of multiple paragraphs and/or pages using evidence from each text to substantiate their ideas and mastery of the main concepts covered in the course.	<ul style="list-style-type: none"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
Students will examine 20th century Chinese writers and their characters in the specific historical, cultural, economic, geographical, political and social setting of Chinese culture. They will be required to give presentations in class and write essays that support their arguments for the socio-cultural and/or socio-linguistic relationships they have observed in their readings.	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze the historical development of one or more non-U.S. societies.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze the significance of one or more major movements that have shaped the world's societies.</li> </ul>
Using readings, guided class discussion and writing exercises specifically related to the topics covered, students will identify and evaluate the role that race, ethnicity, class, gender, language, and other forms of social differentiation play in Chinese society.	<ul style="list-style-type: none"> <li>Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</li> </ul>
Students will identify regional uses of the Chinese language reflected in different works of literature and the cultures to which these uses correspond to enhance their own command of the language and respect and comprehension of other speakers. They will do this through guided class	<ul style="list-style-type: none"> <li>Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</li> </ul>





**B. U.S. Experience in its Diversity**

A Flexible Core course must meet the three learning outcomes in the right column.

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>● Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>● Evaluate evidence and arguments critically or analytically.</li> </ul>                             |
|  | <ul style="list-style-type: none"> <li>● Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>  |

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>● Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>● Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>● Explain and evaluate the role of the United States in international relations.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>● Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>● Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.</li> </ul>   |

**C. Creative Expression**

A Flexible Core course must meet the three learning outcomes in the right column.

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>● Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>● Evaluate evidence and arguments critically or analytically.</li> </ul>                             |
|  | <ul style="list-style-type: none"> <li>● Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>  |

A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>● Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>● Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>● Demonstrate knowledge of the skills involved in the creative process.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>● Use appropriate technologies to conduct research and to communicate.</li> </ul>   |

**D. Individual and Society**

A Flexible Core course must meet the three learning outcomes in the right column.

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
- Examine how an individual's place in society affects experiences, values, or choices.
- Articulate and assess ethical views and their underlying premises.
- Articulate ethical uses of data and other information resources to respond to problems and questions.
- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

**E. Scientific World**

A Flexible Core course must meet the three learning outcomes in the right column.

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
- Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
- Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
- Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
- Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

The City University of New York  
**BOROUGH OF MANHATTAN COMMUNITY COLLEGE**  
 Department of Modern Languages

**Title of Course:** 20<sup>th</sup> CENTURY CHINESE LITERATURE  
**Course Number:** CHI 440  
**Hours per Week:** 3  
**Credits** 3

**Semester:**  
**Instructor Information:**

**Course Description:**

A study of 20<sup>th</sup> century Chinese literary development, this course examines the literary writings, major authors and literary movements in cultural and historical contexts. The course also reviews the development of China's ethnic minority literature, the growth of popular literature and the evolution of regional literature. Course readings included selected writings from four historical periods: 1900-16, 1917-49, 1949-85 and 1986-2000. Written projects and oral reports are required.

**Prerequisites:** CHI 210 and/or departmental approval, or another 400 level Chinese course.

Course Student Learning Outcomes	Measurements (means of assessment for student learning outcomes listed in first column)
1- Students will be able to define the text within specific historical and cultural contexts.	1. Formal writing assignments, oral presentations, in class discussions.
2- Students will be able to identify the literary and stylistic devices and structures used in texts.	2. Formal writing assignments, oral presentations, in class discussions.
3- - Students will be able to produce properly formatted, organized and documented essays and oral presentations.	3. Formal writing assignments, oral presentations

General Education Learning Outcomes	Measurements
<b>Communication Skills-</b> Students will be able to write, read, listen and speak critically and effectively.	Formal writing assignments, group conversation and oral presentations.
<b>Arts &amp; Humanities-</b> Students will be able to identify key elements of Chinese arts and literature through critiques of works of art, music, theatre or literature.	Midterm and final exams, and formal writing assignments.
<b>Information &amp; Technology Literacy-</b> Students will be able to collect, evaluate and interpret information and effectively use information technologies.	Compositions, group work, oral presentations.
<b>Values-</b> Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social	Compositions, class discussion, oral presentations.

### **Required Reading Texts:**

- 《中国现代文学史：1917~2000》，朱栋霖等主编，北京大学出版社 2007 年，第一版。  
“Modern Chinese Literary History,” Donglin Zhu, et al. Beijing: Beijing University Press, 2007, 1<sup>st</sup> edition.  
ISBN: 978-7-301-11203-8.

### **Supplemental Multimedia Materials:**

- 《百年中国》(大型系列纪录片)，中国国际电视总公司 1999 年出版。  
“China in the Past Century” (Documentary Series), China International TV Corporation, 1999.
- 《现代中国文学文化研讨专题》，姬建国汇编，2010（内部使用）。  
“Interesting Issues in the Study of Modern & Contemporary Chinese Culture and Literature,” by Jianguo Ji, 2010.

### **Other Resources**

- Library, Web resources, CDs and DVDs, as needed.

### **Use of Technology**

- Use of instructional technology and audio/visual aids.

### **Assessment and Requirements**

Students’ learning outcomes will be assessed through various means, such as essay writing, reading tests, oral report, and group contests. Specifically, students are expected to:

- Pass two periodic tests that focus on the general knowledge of genre, themes, features, styles, and trends of the 20<sup>th</sup> century Chinese literature;
- Pass the final exam (a 6-page writing project that is a comparative analysis of three representative writings from the 20<sup>th</sup> century Chinese literature);
- Write three acceptable 3-page essays in Chinese on selected topics covered in the course;
- Deliver two acceptable 5-minute oral reports on assigned topics.
- Contribute to successful preparation for one inter-team contest in basic concepts about 20<sup>th</sup> century Chinese literary history.

The final grade will be based on the following criteria:

- |                        |     |
|------------------------|-----|
| • Active attendance    | 10% |
| • Periodic tests (x 2) | 20% |
| • Final project (x 1)  | 20% |
| • Essay writing (x 3)  | 30% |
| • Oral reports (x 2)   | 10% |
| • Team contest (x 1)   | 10% |

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100 %

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### **College Attendance Policy**

**College Attendance Policy:** At BMCC, the maximum number of absence hours is limited to one more class hour than the contact hours as indicated in the BMCC college catalog. For example, you may be enrolled in a four hour class that meets

four times a week. You are allowed five hours of absence, not five days. In the case of excessive absence, the instructor has the option to lower the grade or assign an “F” or “WU” grade.

**Academic Adjustments for Students with Disabilities:** Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Services for Students with Disabilities. BMCC is committed to providing equal access to all programs and curricula to all students.

**BMCC Policy on Plagiarism and Academic Integrity Statement:** Plagiarism is the presentation of someone else’s ideas, words or artistic, scientific, or technical work as one’s own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC’s website, [www.bmcc.cuny.edu](http://www.bmcc.cuny.edu). For further information on integrity and behavior, please consult the college bulletin (also available online).

**Cell Phones:** The use of cell phones is prohibited in classrooms, labs, the library, all theatres, and any other areas where instruction or an organized function is taking place. Audio devices are permitted in public areas, but not in any classrooms.

# 20<sup>th</sup> Century Chinese Literature

## CHI 440 Syllabus

	Weekly Themes and Topics	Readings / Assignments / Assessment
Week 1	<input type="checkbox"/> Pre-May 4 <sup>th</sup> Period (1900—1916) <input type="checkbox"/> Focal Points: <ul style="list-style-type: none"> <li>• Social change and literary change</li> <li>• Moving toward literary modernization</li> </ul>	<input type="checkbox"/> Readings: Chapter 1 <input type="checkbox"/> Assignments: Note taking and question listing
Week 2	<input type="checkbox"/> From Enlightenment to New National Identity (1917—1949) <input type="checkbox"/> Focal Points: <ul style="list-style-type: none"> <li>• May 4<sup>th</sup> revolution in Chinese literature</li> <li>• Success of revolution in literary style and form</li> <li>• From "human literature" to "class literature"</li> <li>• The dazzling literature and art development in 1930s</li> <li>• Salvation literature and Anti-Imperialist Invasion Literature</li> <li>• The budding of New China Literature</li> </ul>	<input type="checkbox"/> Readings: Chapter 2 <input type="checkbox"/> Assignments: Note taking and question listing <input type="checkbox"/> Preparation: Oral report 1 - Topic: Relations between the main thrust of Chinese literature and the dynamics in the Chinese society during the first half of the 20 <sup>th</sup> century
Week 3	<input type="checkbox"/> Representative Writer: Lu Xun (1881—1936) <input type="checkbox"/> Focal Points: <ul style="list-style-type: none"> <li>• Lu Xun's philosophical and intellectual journey</li> <li>• Lu Xun and his fictional writings</li> <li>• Lu Xun's essays as literary monument</li> <li>• Lu Xun and his "Wild Grass"</li> </ul>	<input type="checkbox"/> Readings: Chapter 3 <input type="checkbox"/> Assignments: Note taking and question listing <input type="checkbox"/> Oral report 1: Presentations <input type="checkbox"/> Preparation: Essay 1 - Topic: The trends of Chinese literature in the first half of 20 <sup>th</sup> century
Week 4	<input type="checkbox"/> New Style Poetry Movement and their representatives (1917-1949) <input type="checkbox"/> Focal Points: <ul style="list-style-type: none"> <li>• Guo Moruo and his "Godess"</li> <li>• Wen Yiduo and Xu Zhimou</li> <li>• Li Jinfan and Dai Wangshu</li> <li>• Ai Qing and his poems</li> <li>• Fengzhi and Mu Dan</li> </ul>	<input type="checkbox"/> Readings: Chapter 4 <input type="checkbox"/> Assignments: Note taking and question listing <input type="checkbox"/> Preparation: Essay 1 (continued)
Week 5	<input type="checkbox"/> Schools of Fiction and their representatives (1) (1917-1949) <input type="checkbox"/> Focal Points: <ul style="list-style-type: none"> <li>• The Livelihood School and the Problem Novels</li> <li>• The Provincialist novels</li> <li>• Yu Dafu and his Youthfulness novels</li> <li>• Mao Dun and his "The Night is Young"</li> <li>• Zhang Tianyi and Sha Ting</li> <li>• Li Kouren and his "Ripples in the Backwater"</li> </ul>	<input type="checkbox"/> Readings: Chapter 5 <input type="checkbox"/> Assignments: Note taking and question listing <input type="checkbox"/> Essay 1 due
Week 6	<input type="checkbox"/> Schools of Fiction (2) (1917-1949) <ul style="list-style-type: none"> <li>• Ba Jin and his trilogy "Preposterous Current"</li> <li>• Lao She and his "Camel Xiangzi"</li> <li>• Shen Congwen and West Hunan genre fictions</li> <li>• Modernist novels</li> </ul>	<input type="checkbox"/> Readings: Chapter 6 <input type="checkbox"/> Assignments: Note taking and question listing

	<ul style="list-style-type: none"> <li>• Ding Ling, Xiao Hong, and Zhang Ailing</li> <li>• Qian Zhongshu, Lu Ling, and Zhao Shuli</li> <li>• Xu Yu and the Anonymous</li> </ul>	
<b>Week 7</b>	<input type="checkbox"/> Development of Prose Writing and Drama Writing (1917-1949) <input type="checkbox"/> Focal Points: <ul style="list-style-type: none"> <li>• Prose writing by Zhou Zuoren</li> <li>• Prose writing by Bing Xin and Zhu Ziqing</li> <li>• Prose writing by Lin Yutang and Liang Shiqiu</li> <li>• Prose writing by Feng Zikai and He Qifnag</li> <li>• Cao Yu and his stage plays, e.g. "The Thunderstorm"</li> <li>• Xia Yan and his stage play "Under the Roof in Shanghai"</li> <li>• Historical Drama, e.g. "Qu Yuan"</li> </ul>	<input type="checkbox"/> Readings: Chapter 7 <input type="checkbox"/> Assignments: Note taking and question listing <input type="checkbox"/> Periodic Test 1 <input type="checkbox"/> Preparation: Essay 2 - Topic: Varied styles of Chinese literary writing in the first half of 20 <sup>th</sup> century
<b>Week 8</b>	<input type="checkbox"/> Literature Construction in the New China Era (1949-1985) <input type="checkbox"/> Focal Points: <ul style="list-style-type: none"> <li>• National spirit and idealism in Chinese literature</li> <li>• Literary criticism movement in the initial years of the People's Republic</li> <li>• Twisted literary developments during Cultural Revolution</li> <li>• Re-vitalization</li> </ul>	<input type="checkbox"/> Readings: Chapter 8 <input type="checkbox"/> Assignments: Note taking and question listing <input type="checkbox"/> Preparation: Essay 2 (continued)
<b>Week 9</b>	<input type="checkbox"/> Formulation of New Literary Genres (1949-1965) <input type="checkbox"/> Focal Points: <ul style="list-style-type: none"> <li>• New poetry during the new era</li> <li>• Booming of short story writing</li> <li>• Novels of historical themes on Chinese revolution</li> <li>• Novels of themes on China's social change and reconstruct</li> <li>• New styles of prose writing</li> <li>• Stage plays, e.g. "The Tea House" and "Guan Hanqing"</li> </ul>	<input type="checkbox"/> Readings: Chapter 9 <input type="checkbox"/> Assignments: Note taking and question listing <input type="checkbox"/> Essay 2 due
<b>Week 10</b>	<input type="checkbox"/> Literary Development in the Mind-Opening Period (1980-1990) <input type="checkbox"/> Focal Points: <ul style="list-style-type: none"> <li>• Creation of "Obscure Poetry" and Post-Obscure Poetry</li> <li>• Novels of "trauma literature"</li> <li>• New developments in the art of fiction writing</li> <li>• "Pioneer Novels" and "Cultural Root-searching"</li> <li>• Diversified styles of prose writing</li> <li>• New creations of stage play</li> </ul>	<input type="checkbox"/> Readings: Chapter 10 <input type="checkbox"/> Assignments: Note taking and question listing <input type="checkbox"/> Preparation: Oral report 2 - Topic: Characteristics of literary development between 1949-1985
<b>Week 11</b>	<input type="checkbox"/> Literary Development during China's Market Economy Experimentation (1986-2000) <input type="checkbox"/> Focal Points: <ul style="list-style-type: none"> <li>• Literary phenomena during China's transition to market economy</li> <li>• Impact of foreign culture and literary trends</li> <li>• Ideological debates in China's literary circles</li> <li>• Tendency of marginalization</li> </ul>	<input type="checkbox"/> Readings: Chapter 11 <input type="checkbox"/> Assignments: Note taking and question listing <input type="checkbox"/> Oral report 2: Presentations <input type="checkbox"/> Preparation: Team contest – Guidelines provided by the instructor
<b>Week 12</b>	<input type="checkbox"/> Literary Genres Development during the Social-Economic Transition to Market Economy (1986-2000) <input type="checkbox"/> Focal Points: <ul style="list-style-type: none"> <li>• Boom and prosper of novels</li> </ul>	<input type="checkbox"/> Readings: Chapter 12 <input type="checkbox"/> Assignments: Note taking and question listing <input type="checkbox"/> Team contest <input type="checkbox"/> Preparation: Essay 3 – Topic: Social and economic impact on the development of Chinese literature

	<ul style="list-style-type: none"> <li>• Upsurge of "un-orthodoxed "novels</li> <li>• Women writers in fiction writing</li> <li>• Upsurge of urban themes</li> <li>• Prosperity of prose writing</li> <li>• New forms of realism in stage play</li> </ul>	<p style="text-align: center;">during the reform era</p>
Week <b>13</b>	<input type="checkbox"/> 20 <sup>th</sup> Century Chinese Popular Literature (1900-2000) <input type="checkbox"/> Focal Points: <ul style="list-style-type: none"> <li>• Review of China's popular literature in the 20<sup>th</sup> century</li> <li>• Changes in the aesthetic forms for popular fictions</li> <li>• Major representatives in China's popular literary writing</li> <li>• Zhang Henshui and his fiction writing</li> <li>• Jin Yong and his knight-errant fiction writing</li> </ul>	<input type="checkbox"/> Readings: Chapter 13 <input type="checkbox"/> Assignments: Note taking and question listing <input type="checkbox"/> Final project guidelines: Provided by the instructor
Week <b>14</b>	<input type="checkbox"/> 20 <sup>th</sup> Century Chinese Ethnic Minority Literature (1900-2000) <input type="checkbox"/> Focal Points: <ul style="list-style-type: none"> <li>• Review of China's minority literature in the 20<sup>th</sup> century</li> <li>• China's minority literature in the beginning of 20<sup>th</sup> century</li> <li>• China's minority literature in the post-1911 Revolution</li> <li>• China's minority literature as an important component of literature in the People's Republic</li> </ul>	<input type="checkbox"/> Readings: Chapter 14 <input type="checkbox"/> Assignments: Note taking and question listing <input type="checkbox"/> Essay 3 due
Week <b>15</b>	<input type="checkbox"/> Post-WWII Taiwan Literature (1945-2000) <ul style="list-style-type: none"> <li>• An outline of literature in Taiwan</li> <li>• The writers group associated with the "Modern Literature" journal</li> <li>• The writers group associated with the "Literature Quarterly"</li> <li>• Upsurge of new poetry in Taiwan</li> <li>• Prose writing in Taiwan</li> <li>• New era of literary writing in Taiwan</li> </ul> <input type="checkbox"/> 20 <sup>th</sup> Century Hong Kong Literature <ul style="list-style-type: none"> <li>• An outline of literature in Hong Kong</li> <li>• Representative writers of experimental fictions</li> <li>• Fiction writing during the Transition Period</li> <li>• Poetry and prose in Hong Kong</li> </ul> <input type="checkbox"/> 20 <sup>th</sup> Century Ao Men (Macao) Literature <ul style="list-style-type: none"> <li>• Review of Chinese literature in Ao Men</li> </ul>	<input type="checkbox"/> Readings: Chapter 15 <input type="checkbox"/> Assignments: Note taking and question listing <input type="checkbox"/> Periodic Test 2 <input type="checkbox"/> Final writing project paper due
	<input type="checkbox"/> Final Exam	





# APPENDIX D: COURSE REVISION FORM

BOROUGH OF MANHATTAN COMMUNITY COLLEGE  
The City University of New York

## Curriculum Proposal COURSE REVISION

1. Name of Department: Modern Languages  
2. Name and Number of course: Chinese Heritage CHI 476

3. \_\_\_\_\_ This course is being withdrawn. (Go to 5)

4. \_\_\_\_\_ Course revised. Check appropriate items.

\_\_\_\_\_ Change course number from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course title from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course hours from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course credit from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change basic skills requirements from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change prerequisites from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change corequisites from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course description. Attach a copy of old and new description.

Other (Specify)

5. Reason(s) for change(s): to accommodate Pathways

6. Date effective: \_\_\_\_\_

7. Attach justification that the course revision reflects the goals for all curricula passed by Faculty Council in May, 1988

8. Attach justification that the course revision reflects the General Education goals for all curricula passed by Faculty Council in May, 2006.

9. Attach department(s) minutes approving this proposal.

Signatures

1. [Signature] Date 3/19/14  
Department Chairperson or Program Director

2. Christina Lu Date 3/19/14  
Scheduling Officer (Advised as to Course Code)

3. [Signature] Date 3/24/14  
Dean of Academic Affairs (Advised as to format)

4. \_\_\_\_\_ Date \_\_\_\_\_  
Chairperson of Curriculum Committee  
(After the approval of the Curriculum Committee)

Borough of Manhattan Community College  
City University of New York

Minutes of the Meeting of the Modern Language Department  
Wednesday, March 12, 2014

**PRESENT:** Silvia Álvarez-Olarrá, Andrés Amador, Daniel Amaranto, Hilario Barrero, Samantha Costanzo-Burrier, Danielle Carlo, Inés Carrera-Junco, Margaret Carson, Luis-Alfredo Cartagena, Patrick Colimon, Peter Consenstein, Rafael Corbalán, Rachel Corkle, Ángeles Donoso, Maria Enrico (Chair), Adela George, Éda Henao, Jianguo Ji, Safiya Maouelainin, Sophie Mariñez, Tom Means, Victor Murillo, Alessandra Peralta-Ávila, Alicia Perdomo, Patrizia C. Perry, Nidia Pullés-Linares, Alister Ramírez-Márquez, Fanny Rodríguez, Oneida Sánchez, Francisca Suárez-Coalla, Valerie Thiers-Thiam, Kristina Varade, Alejandro Varderí, Carol Wasserman

**EXCUSED:** Yufen Chang, Fay Rogg

Dr. Maria Enrico, Chair, convened the meeting at 2:15pm.

**I. APPROVAL OF DECEMBER 2013 AND FEBRUARY 2014 MINUTES**

- The minutes of the December 2013 and February 2014 meetings were unanimously approved.

**II. WELCOME NEW FACULTY**

- Profs. Patrizia C. Perry and Fanny Rodríguez were welcomed to the department.

**III. ASSESSMENT**

- Prof. Valerie Thiers-Thiam noted that the Assessment Committee is working on assessments of 210 courses in all languages, including a new tool for French assessments

**IV. VOTE ON CHINESE 440, CHINESE 476, FRENCH 476, SPANISH 476**

- Chinese 440, Chinese 476, French 476, and Spanish 476 were unanimously approved for Pathways.

**V. AA DEGREE IN MODERN LANGUAGES**

- Degrees will be offered in Spanish, French, and Italian studies. There are plans to offer degrees in Chinese and Arabic in the future.

**VI. COLLOQUIUM**

- Prof. Alejandro Varderí announced that the annual colloquium is scheduled for Tuesday, April 1<sup>st</sup>, 2014, and that the logistics, food, posters, and the schedule of panels are set up and confirmed.
- The French, Spanish, and Italian panels require two, one, and two additional speakers, respectively. A request was made for suggestions of appropriate candidates.
- A discussion commenced about methods of advertising the colloquium and ensuring good attendance.

**VII. PLACEMENT SOFTWARE**

- A trial of the Avant Placement tests is almost ready to commence in the Lab. The lab will offer a fixed schedule each week during which students can come to take the assessment.
- Technical issues with the website have been resolved; however, exactly how licenses are obtained by the department and distributed to students needs to be explained by Avant before the trial can begin.

**VIII. ANNOUNCEMENTS**

- Six members of the department volunteered to attend Commencement as Faculty Marshalls: Margaret Carson, Patrick Colimon, Ángeles Donoso, Adela George, Safiya Maouelainin, and Fanny Rodríguez.
- Web-based faculty evaluations will begin this semester with SmartEvals. Strategies to encourage student participation were discussed, including using a portion of students' lab hours for evaluations.
- The chairman requested that faculty nominate qualified students for the Honors Convocation. Nominations are requested for both native and non-native speakers.
- Prof. Sophie Mariñez announced that the French Club is running a donation drive for Haiti and will take field trips to the New Paltz Historic Huguenot Street and the French Culinary Institute of America. Additionally, the next edition of *Échos Du Tout-Monde* is being prepared.

- Prof. Eda Henao announced that there will be an E-Learning symposium on Monday, March 24<sup>th</sup> in Richard Harris Terrace from 11am-2pm. An invitation was extended to the faculty of the MLD. In addition to purely online courses, hybrid courses of online and in-class portions will be discussed. Additionally, a summer training course may be offered that focuses on hybrid learning. Prof. Corbalán offered to follow up with interested faculty, as he has experience teaching hybrid courses.
- Prof. Eda Henao also announced that Fall schedules are in place. As much as possible, efforts were made to have all sessions of each section conducted in the same location. She invited interested faculty to take the opportunity to teach higher level courses in literature, in addition to the usual 101 and 102 courses. All faculty will have an equal chance of being able to teach one of the literature sections.
- CETLS representative Prof. Margaret Carson invited faculty to submit any ideas of activities or discussions that may be endorsed by CETLS, which serves as a forum for discussing methods of improving teaching, learning, and community at the college.
- Regarding sabbaticals, the chairman noted that faculty who take them are required to submit comprehensive summaries of their activities upon returning to the college.
- A faculty lounge will open on the 2<sup>nd</sup> floor of the Fiterman building in the Fall of 2014.
- Prof. Ángeles Donoso requested that any content for the Spring Newsletter be emailed to her.
- Prof. Rafael Corbalán announced that he is still working on the Department's Annual Report, which will be submitted to the Administration at the end of the year and used as the basis of their assessment of the Department's performance. A public document is on the G-drive; all faculty are requested to review the document, and any faculty who have items that they think should be included in the report are invited to amend it. Finally, he has need of an aide to help compile the report and invited interested faculty members to volunteer.
- Prof. Rachel Corkle requested that the faculty continue to publicize the Study Abroad Program in French, as well as in the other disciplines. Many current applicants do not have GPAs high enough to recommend them.

#### IX. ADJOURNMENT

- The meeting was adjourned at 3:20pm.

Respectfully submitted,

  
Daniel Amaranto



Modern Languages

Borough of Manhattan Community College  
www.bmcc.cuny.edu

199 Chambers Street  
New York, NY 10007-1097  
(212) 220-8105 – Fax (212) 748-7461

February 11, 2014

TO WHOM IT MAY CONCERN

This is to confirm that the revised Chinese 476 course contains and reflects the goals for all curricula passed by faculty Council in May 1988 and the General Education goals passed by the Academic Senate in May 2006.



Maria Enrico, Chair  
Department of Modern Languages

<b>College</b>	BMCC
<b>Course Number</b>	476
<b>Course Title</b>	Chinese Heritage
<b>Department(s)</b>	Modern Languages
<b>Discipline</b>	Liberal Arts
<b>Subject Area</b>	Chinese
<b>Credits</b>	3
<b>Contact Hours</b>	A total of 45 hours
<b>Pre-requisites</b>	CHI 101/105 or above, or proficiency in CHI 101/105 as determined by the Modern Languages Department placement test and at least 3 credits in a foreign language taught at CUNY.
<b>Mode of Instruction</b>	Select only one:  <input checked="" type="checkbox"/> In-person <input type="checkbox"/> Hybrid <input type="checkbox"/> Fully on-line
<b>Course Attribute</b>	Select from the following:  <input type="checkbox"/> Freshman Seminar <input type="checkbox"/> Honors College <input type="checkbox"/> Quantitative Reasoning <input type="checkbox"/> Writing Intensive <input checked="" type="checkbox"/> Other (specify): _____ Open to all students _____
<b>Catalogue Description</b>	This is a study abroad course that further sharpens students' Chinese language skills and extends their knowledge of Chinese culture and social development. The course is offered as the major part of the Study-Abroad-in-China Program, which includes a combination of class meetings, seminars and field trips to places of historic interest and cultural importance. The course provides opportunities for students to gain first-hand experience about contemporary Chinese cultural life. While participating in skill-based language learning activities that improve students' competence in listening, speaking, reading and writing, the course gives students opportunities to attend lectures that provide information about Chinese cultural patterns, customs, literature, history, social development and traditions of art and music. The course adopts a unique transcultural-linguistic approach to instruction that efficiently facilitates and enhances the learning of Chinese language and culture.
<b>Syllabus</b>	Syllabus must be included with submission, 5 pages max
<b>Waivers for 4-credit Math and Science Courses</b>  All Common Core courses must be 3 credits and 3 hours.  Waivers for 4-credit courses will only be accepted in the required areas of Mathematical and Quantitative Reasoning and Life and Physical Sciences. Such waivers will only be approved after a sufficient number of 3-credit/3-hour math and science courses are approved for these areas.	
<b>If you would like to request a waiver please check here:</b>	<input type="checkbox"/> Waiver requested
<b>If waiver requested:</b> Please provide a brief explanation for why the course will be 4 credits.	
<b>If waiver requested:</b> Please indicate whether this course will satisfy a major requirement, and if so, which major	

requirement(s) the course will fulfill.	
---	--

**Indicate the status of this course being nominated:**

current course   
  revision of current course   
  a new course being proposed

**CUNY COMMON CORE Location**

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

<b>Required</b> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	<b>Flexible</b> <input checked="" type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Scientific World <input type="checkbox"/> Creative Expression
--	--

**Learning Outcomes**

In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.

**I. Required Core (12 credits)**

**A. English Composition: Six credits**

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> <li>• Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.</li> </ul>
	<ul style="list-style-type: none"> <li>• Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.</li> </ul>
	<ul style="list-style-type: none"> <li>• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.</li> </ul>
	<ul style="list-style-type: none"> <li>• Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.</li> </ul>

**B. Mathematical and Quantitative Reasoning: Three credits**

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> <li>• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.</li> </ul>

	<ul style="list-style-type: none"><li>• Represent quantitative problems expressed in natural language in a suitable mathematical format.</li></ul>
	<ul style="list-style-type: none"><li>• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.</li></ul>
	<ul style="list-style-type: none"><li>• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.</li></ul>
	<ul style="list-style-type: none"><li>• Apply mathematical methods to problems in other fields of study.</li></ul>

**C. Life and Physical Sciences: Three credits**

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a life or physical science.</li> </ul>
	<ul style="list-style-type: none"> <li>Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.</li> </ul>
	<ul style="list-style-type: none"> <li>Use the tools of a scientific discipline to carry out collaborative laboratory investigations.</li> </ul>
	<ul style="list-style-type: none"> <li>Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.</li> </ul>
	<ul style="list-style-type: none"> <li>Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.</li> </ul>

**II. Flexible Core (18 credits)**

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

**A. World Cultures and Global Issues**

A Flexible Core course must meet the three learning outcomes in the right column.

<p>Students will use a focused discovery process to access and analyze, on a contextual basis, information they have compiled from a wide variety of sources such as literary texts, class discussions, oral presentations, websites and museum visits.</p>	<ul style="list-style-type: none"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
<p>Students will be guided in scaffolded activities leading to compare/contrast and reaction written discourse in <i>Chinese 476</i> with regard to main issues of topics covered on the development of the culture and literature of China.</p>	<ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>
<p>By means of writing assignments, oral presentations and exams, students will produce properly formatted, organized and well documented evidence in <i>Chinese</i> of having mastered the main concepts of the issues covered in class.</p>	<ul style="list-style-type: none"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>

A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:

<p>Students will be able to identify key elements of Chinese art and literature through critiques of works of art, theatre, or literature.</p>	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</li> </ul>
<p>Students will be able to analyze possible implied meanings, deconstruct literary strategies, structures, and interpret meanings. They will be able to take a stand on different issues, offer opinions, and justify them based on the different value systems of the characters, and the historical, and socio-political situations they are presented with.</p>	<ul style="list-style-type: none"> <li>Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze the historical development of one or more non-U.S. societies.</li> </ul>



	<ul style="list-style-type: none"> <li>Analyze the significance of one or more major movements that have shaped the world's societies.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</li> </ul>
<p><b>Students will be able to produce properly formatted, organized and documented written assignments, and oral presentations. The assignments and presentations will require them to compare and contrast the US culture, their home culture, and the Chinese culture.</b></p>	<ul style="list-style-type: none"> <li>Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</li> </ul>

**B. U.S. Experience in its Diversity**

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none"> <li>● Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>● Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>● Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> <li>● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.</li> </ul>
	<ul style="list-style-type: none"> <li>● Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</li> </ul>
	<ul style="list-style-type: none"> <li>● Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</li> </ul>
	<ul style="list-style-type: none"> <li>● Explain and evaluate the role of the United States in international relations.</li> </ul>
	<ul style="list-style-type: none"> <li>● Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</li> </ul>
	<ul style="list-style-type: none"> <li>● Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.</li> </ul>

**C. Creative Expression**

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none"> <li>● Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>● Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>● Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>

A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> <li>● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.</li> </ul>
	<ul style="list-style-type: none"> <li>● Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.</li> </ul>
	<ul style="list-style-type: none"> <li>● Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</li> </ul>
	<ul style="list-style-type: none"> <li>● Demonstrate knowledge of the skills involved in the creative process.</li> </ul>
	<ul style="list-style-type: none"> <li>● Use appropriate technologies to conduct research and to communicate.</li> </ul>

**D. Individual and Society**

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none"> <li>● Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>● Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>● Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>

A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> <li>● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.</li> </ul>
	<ul style="list-style-type: none"> <li>● Examine how an individual's place in society affects experiences, values, or choices.</li> </ul>
	<ul style="list-style-type: none"> <li>● Articulate and assess ethical views and their underlying premises.</li> </ul>
	<ul style="list-style-type: none"> <li>● Articulate ethical uses of data and other information resources to respond to problems and questions.</li> </ul>
	<ul style="list-style-type: none"> <li>● Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</li> </ul>

**E. Scientific World**

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none"> <li>● Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>● Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>● Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>

A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> <li>● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.</li> </ul>
	<ul style="list-style-type: none"> <li>● Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</li> </ul>
	<ul style="list-style-type: none"> <li>● Articulate and evaluate the empirical evidence supporting a scientific or formal theory.</li> </ul>
	<ul style="list-style-type: none"> <li>● Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.</li> </ul>
	<ul style="list-style-type: none"> <li>● Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</li> </ul>

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## SYLLABUS AND COURSE OUTLINE

<b>Title of Course: Chinese Heritage</b>	<b>Course Number: CHI 476</b>
<b>Instructor:</b>	<b>Lecture hours per week: 15 (total: 45)</b>
<b>Office:</b>	<b>Credits: 3</b>
<b>Telephone:</b>	

### A. Course Description

This is a study abroad course that further sharpens students' Chinese language skills and extends their knowledge of Chinese culture and social development. The course is offered as the major part of the Study-Abroad-in-China Program, which includes a combination of class meetings, seminars and field trips to places of historic interest and cultural importance. The course provides opportunities for students to gain first-hand experience about contemporary Chinese cultural life. While participating in skill-based language learning activities that improve students' competence in listening, speaking, reading and writing, the course gives students opportunities to attend lectures that provide information about Chinese cultural patterns, customs, literature, history, social development and traditions of art and music. The course adopts a unique transcultural-linguistic approach to instruction that efficiently facilitates and enhances the learning of Chinese language and culture.

### B. Prerequisites and/or Corequisites

Prerequisite: CHI 101/105 or above, or proficiency in CHI 101/105 as determined by the Modern Languages Department placement test and at least 3 credits in a foreign language taught at CUNY.

### C. Student Learning Outcomes

<b>STUDENT LEARNING OUTCOMES</b> <b>At the end of this course, students will be able to:</b>	<b>MEASUREMENTS</b>
1. Students will be able to define the text within specific historical and cultural contexts.	Daily reading assignments, a group project, class discussions, and class participation.
2. Students will be able to identify the literary and stylistic devices and structures used in literary texts.	Homework assignments, class participation, and class discussions.
3. Students will be able to produce explanations of the reading assignments.	Essay, oral presentations, and class participation.
4. Students will be able to produce properly formatted, organized and documented essays.	Homework assignments, class participation, and class discussions.

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**D. General Education Outcomes**

GENERAL EDUCATION OUTCOMES	MEASUREMENTS
Communication Skills- Students will be able to read, write, listen and speak critically and effectively.	Formal writing assignments, oral presentations, class participation, class discussions, a group project, and a formal essay.
Arts & Humanities- Students will be able to express their knowledge and understanding of the arts and literature through critiques of works of art, theatre, or literature.	Final exam, class discussions, class participation, and formal writing assignments.
Critical Thinking Skills- Students will be able to analyze possible implied meanings, deconstruct literary strategies and structures, and interpret meanings. They will be able to judge issues and express opinions based on a comparison of differing literary characteristics and historical and socio-political value systems.	Essay, a group project, analysis of texts in the final exam, and class discussions.

**E. Required Texts and/or Supplementary Materials**

1. Spence, Jonathan D (2013). The Search for Modern China. 3<sup>rd</sup> Edition. NY: Norton. (ISBN 978-0-393-93451-9)
2. Supplementary readings: Short poems and narratives will be made handouts and given to students as reading assignments.

**F. Use of Technology**

Student may need to use the Internet resources for their presentations, group project, and writing assignments. Blackboard will be used to post assignments.

**G. Evaluation and Requirements of Students**

You will be assigned reading and writing to do on a daily basis. In order to stay current with class discussion and writing, you must complete the assigned reading and writing assignments.

One formal essay with accompanying drafts will be assigned during the semester. There will be additional instructions for the essay. In addition, you will have a final exam and a group project. The instructions on the group project will be released during the first week of class.

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**H. Final grade:**

Your final grade will be based on the following framework:

Attendance, daily preparation, class assignments, worksheets, and class participation	40%
Essay (1) (serves as the Midterm)	20%
Group project	20%
Final examination	20%

Policy on late papers and make-up exams: Absolutely no late essay, no late assignments, and no make-up exams.

Attendance: Daily attendance is mandatory. Missing class will have a direct impact on your ability to succeed in this course and will result in a lower grade and possible failure

Lateness: Classes begin promptly at the times indicated in the Schedule of Classes. Arrival in class after the scheduled starting time constitutes lateness. Latecomers may, at the discretion of the instructor, incur an official absence

**COURSE OUTLINE**

	<b>READINGS</b>
<b>ORIENTATION</b>	<ul style="list-style-type: none"><li>• <b>Chinese Culture &amp; History Topic: The Ming and Qing Dynasties</b><ol style="list-style-type: none"><li>1. The Glory of the Ming</li><li>2. The Collapse of Ming: Corruption and Hardship</li><li>3. The Rise of the Qing</li><li>4. Conquering the Ming</li></ol></li></ul>
<b>WEEK ONE</b>	<ul style="list-style-type: none"><li>• <b>Chinese Culture &amp; History Topic: The Tang Dynasty</b><ol style="list-style-type: none"><li>1. The Political Situation of the Ming</li><li>2. The life of the Empress Wu Zetian</li><li>3. The Cultural Development under the Reign of the Empress Wu Zetian</li></ol></li><li>• <b>Field Trip Topic: Buddhism and the female empress of China ‘Wu Zetian’</b></li></ul>
<b>WEEK TWO</b>	<ul style="list-style-type: none"><li>• <b>Chinese Culture &amp; History Topic: The Qin Dynasty</b><ol style="list-style-type: none"><li>1. The First Empire in China</li><li>2. The Political Situation of the Qin</li><li>3. The Contribution of the First Emperor</li></ol></li><li>• <b>Field Trip Topic: Terracotta Army and the First Emperor of China</b></li></ul>
<b>WEEK THREE</b>	<ul style="list-style-type: none"><li>• <b>Chinese Literature Topic: Poems in the Tang Dynasty</b><ol style="list-style-type: none"><li>1. The Literature in the Ming Dynasty</li><li>2. The Poets: Li Bai and Bai Juyi</li><li>3. Song of Eternal Sorrow</li></ol></li><li>• <b>Chinese Culture &amp; History Topic: War and Revolutions</b></li></ul>

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	<ol style="list-style-type: none"><li>1. Qing Fall</li><li>2. The New Republic</li><li>3. World War II</li></ol> <ul style="list-style-type: none"><li>• <b>Field Trip Topic 4: The Images of Suzhou and Hangzhou Depicted in the Poems of the Tang Dynasty</b></li></ul>
<b>WEEK FOUR</b>	<ul style="list-style-type: none"><li>• <b>Chinese Culture &amp; History Topic: Re-entering the world</b><ol style="list-style-type: none"><li>1. The US and the Nixon Visit</li><li>2. Redefining Revolution</li><li>3. Levels of Power and Social Strains</li></ol></li><li>• <b>Field Trip Topic 5: The Old and New Shanghai</b></li></ul>

## College Attendance Policy

At BMCC, the maximum number of absence hours is limited to one more class hour than the contact hours as indicated in the BMCC college catalog. For example, you may be enrolled in a four-hour class that meets four times a week. You are allowed five hours of absence, *not five days*. In the case of excessive absence, the instructor has the option to lower the grade or assign an "F" or "WU" grade.

## Academic Adjustments for Students with Disabilities

Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the *Office of Accessibility* at phone# (212) 220-8180, room N-320. BMCC is committed to providing equal access to all programs and curricula to all students.

## BMCC Policy on Plagiarism and Academic Integrity Statement

Plagiarism is the presentation of someone else's words, ideas, or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citation to the original source. Plagiarism may be intention or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

Students who are unsure how and when to provide documentation, are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's website, [www.bmcc.cuny.edu](http://www.bmcc.cuny.edu). For further information on integrity and behavior, please consult the college bulletin (also available online).

## Cell Phones & Audio Devices

The use of cell phones is prohibited in classrooms, labs, the library, all theatres, and any other areas where instruction or an organized function is taking place. Audio devices are permitted in public areas, but not in any classrooms.

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**ITINERARY**

Include a detailed itinerary listing all **class sessions, travel and excursions** here. A complete program itinerary can also be submitted as a separate attachment to this page.

**ITINERARY-OVERSEAS SCHEDULE** *(Please modify the starting day as needed.)*

<b>DAY</b>	<b>CLASS SESSIONS, TRAVEL AND EXCURSIONS</b>
<b>5/14/2014 WEDNESDAY</b>	Workshop at BMCC (I) <ul style="list-style-type: none"> <li>• Information on China in general and the three major cities— Xi'an, Beijing, and Shanghai.</li> <li>• Cultural differences between China and the US will be presented as well.</li> <li>• Introduction to the course— CHI 476.</li> </ul> (2 Contact Hours)
<b>5/28/2014 WEDNESDAY</b>	Workshop at BMCC (II) <ul style="list-style-type: none"> <li>• Discussions of the assigned readings</li> <li>• Cultural importance of the capital of China, Beijing</li> <li>• Historical background of the Great Wall, the Forbidden City, the Ming Tombs, and Tian'anmen Square</li> </ul> (2 Contact Hours)
<b>6/4/2014 WEDNESDAY</b>	Departure from Newark Airport at 11:55am Flight: UA 89
<b>6/5/2014 THURSDAY</b>	Arrival in Beijing at 1:45pm. Picked up by the CITS travel agency. Check in the hotel. Dinner at the restaurant arranged by the travel agency. Stay in Beijing: North Garden Hotel ( <a href="http://www.north-garden.com">www.north-garden.com</a> )
<b>6/6/2014 FRIDAY</b>	Beijing City Tour: including Tian'anmen Square, the Forbidden City, & the Summer Palace. Students are required to finish the worksheet (on the history of the Forbidden City & Tian'anmen Square) distributed in the morning. Stay in Beijing: North Garden Hotel ( <a href="http://www.north-garden.com">www.north-garden.com</a> ) Breakfast in the hotel. Lunch & Dinner arranged by the CITS travel agency.
<b>6/7/2014 SATURDAY</b>	Tour the Great Wall, the Ming Tombs, & the Olympic Stadium. Students are required to finish the worksheet (on the history of the Great Wall & Ming Tombs) distributed in the morning. Stay in Beijing: North Garden Hotel ( <a href="http://www.north-garden.com">www.north-garden.com</a> ) Breakfast in the hotel. Lunch & Dinner arranged by the CITS travel agency.
<b>6/8/2014 SUNDAY</b>	Take the high-speed train (G653 or G655) to Xi'an. Arrive in Xi'an, check in the dorm for international students, campus tour. Breakfast in the hotel. Lunch on the train. Dinner arranged by the host university. Students stay overnight at the university dorm (West 13 Building). Prof. Chang stays overnight at the university hotel (Cambridge Hotel).
<b>6/9/2014 MONDAY</b>	First Day of Classes: 8:00— 8:50    Opening Ceremony 9:00— 12:00   Prof. Chang's class 14:00—15:50   Chinese Culture Lecture I Breakfast, lunch, & dinner at the university's student cafeteria.



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	<p>Students stay overnight at the university dorm (West 13 Building). Prof. Chang stays overnight at the university hotel (Cambridge Hotel). (2.75 Contact Hours)</p>
<p>6/10/2014 <b>TUESDAY</b></p>	<p>9:00— 12:00 Prof. Chang's class 14:00—15:50 Chinese lesson 16:10—17:00 Chinese culture activity: Taiji Evening: Meeting students at Xi'an JiaoTong University Breakfast, lunch, &amp; dinner at the university's student cafeteria. Students stay overnight at the university dorm (West 13 Building). Prof. Chang stays overnight at the university hotel (Cambridge Hotel). (2.75 Contact Hours)</p>
<p>6/11/2014 <b>WEDNESDAY</b></p>	<p>9:00— 12:00 Prof. Chang's class 14:00—15:50 Chinese lesson 16:10—17:00 Chinese culture activity: Songs Breakfast, lunch, &amp; dinner at the university's student cafeteria. Students stay overnight at the university dorm (West 13 Building). Prof. Chang stays overnight at the university hotel (Cambridge Hotel). (2.75 Contact Hours)</p>
<p>6/12/2014 <b>THURSDAY</b></p>	<p>9:00— 12:00 Prof. Chang's class 14:00—15:50 Chinese lesson 16:10—17:00 Chinese culture activity: Calligraphy Breakfast, lunch, &amp; dinner at the university's student cafeteria. Students stay overnight at the university dorm (West 13 Building). Prof. Chang stays overnight at the university hotel (Cambridge Hotel). (2.75 Contact Hours)</p>
<p>6/13/2014 <b>FRIDAY</b></p>	<p>9:00— 12:00 Prof. Chang's class 14:00—15:50 Chinese lesson 16:10—17:00 Chinese culture activity: Hulusi (a Chinese instrument) Breakfast &amp; lunch at the university's student cafeteria. Evening: Dinner at a restaurant with Tang Style Dancing performance Students stay overnight at the university dorm (West 13 Building). Prof. Chang stays overnight at the university hotel (Cambridge Hotel). (2.75 Contact Hours)</p>
<p>6/14/2014 <b>SATURDAY</b></p>	<p>Tour the Big Wild Goose Pagoda, the City Wall, the Bell Tower, the museum of Stone Tablets, the Muslim quarter, and the music fountain. Tour arranged by the host university.  Breakfast &amp; dinner at the university's student cafeteria. Lunch arranged by the host university. Students stay overnight at the university dorm (West 13 Building). Prof. Chang stays overnight at the university hotel (Cambridge Hotel).</p>

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<p align="center"><b>6/15/2014 SUNDAY</b></p>	<p>Free time: Students can make their own arrangement.</p> <p>Breakfast, lunch, &amp; dinner at the university's student cafeteria. Students stay overnight at the university dorm (West 13 Building). Prof. Chang stays overnight at the university hotel (Cambridge Hotel).</p>
<p align="center"><b>6/16/2014 MONDAY</b></p>	<p>9:00— 12:00 Prof. Chang's class 14:00—15:50 Chinese Culture Lecture II with instructors at the Xi'an Jiaotong University Breakfast, lunch, &amp; dinner at the university's student cafeteria. Students stay overnight at the university dorm (West 13 Building). Prof. Chang stays overnight at the university hotel (Cambridge Hotel). (2.75 Contact Hours)</p>
<p align="center"><b>6/17/2014 TUESDAY</b></p>	<p>9:00— 12:00 Prof. Chang's class 14:00—15:50 Chinese lesson with instructors at the Xi'an Jiaotong University 16:10—17:00 Chinese culture activity: Taiji Breakfast, lunch, &amp; dinner at the university's student cafeteria. Students stay overnight at the university dorm (West 13 Building). Prof. Chang stays overnight at the university hotel (Cambridge Hotel). (2.75 Contact Hours)</p>
<p align="center"><b>6/18/2014 WEDNESDAY</b></p>	<p>9:00— 12:00 Prof. Chang's class 14:00—15:50 Chinese lesson with instructors at the Xi'an Jiaotong University 16:10—17:00 Chinese culture activity: Songs Breakfast, lunch, &amp; dinner at the university's student cafeteria. Students stay overnight at the university dorm (West 13 Building). Prof. Chang stays overnight at the university hotel (Cambridge Hotel). (2.75 Contact Hours)</p>
<p align="center"><b>6/19/2014 THURSDAY</b></p>	<p>9:00— 12:00 Prof. Chang's class 14:00—15:50 Chinese lesson with instructors at the Xi'an Jiaotong University 16:10—17:00 Chinese culture activity: Calligraphy Breakfast, lunch, &amp; dinner at the university's student cafeteria. Students stay overnight at the university dorm (West 13 Building). Prof. Chang stays overnight at the university hotel (Cambridge Hotel). (2.75 Contact Hours)</p>
<p align="center"><b>6/20/2014 FRIDAY</b></p>	<p>9:00— 12:00 Prof. Chang's class 14:00—15:50 Chinese lesson with instructors at the Xi'an Jiaotong University 16:10—17:00 Chinese culture activity: Hulusi (a Chinese instrument) Breakfast &amp; lunch at the university's student cafeteria. Evening: Dumpling Banquet Students stay overnight at the university dorm (West 13 Building). Prof. Chang stays overnight at the university hotel (Cambridge Hotel). (2.75 Contact Hours)</p>

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<p align="center"><b>6/21/2014 SATURDAY</b></p>	<p>Free Time: Students can make their own arrangement.</p> <p>Breakfast, lunch, &amp; dinner at the university's student cafeteria. Students stay overnight at the university dorm (West 13 Building). Prof. Chang stays overnight at the university hotel (Cambridge Hotel).</p>
<p align="center"><b>6/22/2014 SUNDAY</b></p>	<p>Tour the Terra Cotta Warriors Museum, Huaqing Pool, &amp; The Banpo Museum. Tour arranged by the host university. Breakfast &amp; dinner at the university's student cafeteria. Lunch arranged by the host university. Students stay overnight at the university dorm (West 13 Building). Prof. Chang stays overnight at the university hotel (Cambridge Hotel).</p>
<p align="center"><b>6/23/2014 MONDAY</b></p>	<p>9:00— 12:00 Prof. Chang's class (Break: 10:25-10:40) 14:00—15:50 Chinese Culture Lecture III with instructors at the Xi'an Jiaotong University Breakfast, lunch, &amp; dinner at the university's student cafeteria. Students stay overnight at the university dorm (West 13 Building). Prof. Chang stays overnight at the university hotel (Cambridge Hotel). (2.75 Contact Hours)</p>
<p align="center"><b>6/24/2014 TUESDAY</b></p>	<p>9:00— 12:00 Prof. Chang's class (Break: 10:25-10:40) 14:00—15:50 Chinese lesson with instructors at the Xi'an Jiaotong University 16:10—17:00 Chinese culture activity: Taiji Breakfast, lunch, &amp; dinner at the university's student cafeteria. Students stay overnight at the university dorm (West 13 Building). Prof. Chang stays overnight at the university hotel (Cambridge Hotel). (2.75 Contact Hours)</p>
<p align="center"><b>6/25/2014 WEDNESDAY</b></p>	<p>9:00— 12:00 Prof. Chang's class (Break: 10:25-10:40) 14:00—15:50 Chinese lesson with instructors at the Xi'an Jiaotong University 16:10—17:00 Chinese culture activity: Songs with instructors at the Xi'an Jiaotong University Breakfast, lunch, &amp; dinner at the university's student cafeteria. Students stay overnight at the university dorm (West 13 Building). Prof. Chang stays overnight at the university hotel (Cambridge Hotel). (2.75 Contact Hours)</p>
<p align="center"><b>6/26/2014 THURSDAY</b></p>	<p>9:00— 12:00 Prof. Chang's class (Break: 10:25-10:40) 14:00—15:50 Chinese lesson with instructors at the Xi'an Jiaotong University 16:10—17:00 Chinese culture activity: Calligraphy, with instructors at the Xi'an Jiaotong University Breakfast, lunch, &amp; dinner at the university's student cafeteria. Students stay overnight at the university dorm (West 13 Building). Prof. Chang stays overnight at the university hotel (Cambridge Hotel). (2.75 Contact Hours)</p>

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<p align="center"><b>6/27/2014</b> <b>FRIDAY</b></p>	<p>9:00— 12:00 Prof. Chang's class (Break: 10:25-10:40) 14:00—15:50 Chinese lesson with instructors at the Xi'an Jiaotong University 16:10—17:00 Chinese culture activity: Hulusi (a Chinese instrument), with instructors at the Xi'an Jiaotong University Breakfast &amp; lunch at the university's student cafeteria. Evening: Farewell Banquet &amp; Graduation Ceremony Students stay overnight at the university dorm (West 13 Building). Prof. Chang stays overnight at the university hotel (Cambridge Hotel). (2.75 Contact Hours)</p>
<p align="center"><b>6/28/2014</b> <b>SATURDAY</b></p>	<p>Free Time: Students can make their own arrangement. In the evening, we will leave for Suzhou City by train. Sleep on the train (soft sleeper; Train #: T140/T137, or T118/115, or T54/54, or T114/111).  Breakfast, lunch, &amp; dinner at the university's student cafeteria.</p>
<p align="center"><b>6/29/2014</b> <b>SUNDAY</b></p>	<p>Arrive in Suzhou, Picked up by the CITS travel agency, check in the hotel. In the afternoon, the students will visit the master-of-nets garden, which is a world cultural heritage site. Breakfast on the train. Lunch &amp; dinner arranged by the travel agency. Stay in Suzhou: Le Xiang Hotel (<a href="http://www.lx-hotel.com">www.lx-hotel.com</a>)</p>
<p align="center"><b>6/30/2014</b> <b>MONDAY</b></p>	<p>Visit Zhuozheng Yuan, Yangzi River, and Pan Men Gate. Head for Hangzhou by the tour bus. Breakfast at the hotel. Lunch &amp; dinner arranged by the travel agency. Stay in Hangzhou: Media Hotel (<a href="http://www.zjmediahotel.com">www.zjmediahotel.com</a>)</p>
<p align="center"><b>7/1/2014</b> <b>TUESDAY</b></p>	<p>Tour Linying Temple, West Lake, Flying Peak, and Leifeng Tower. Breakfast at the hotel. Lunch &amp; dinner arranged by the travel agency. Stay in Hangzhou: Media Hotel (<a href="http://www.zjmediahotel.com">www.zjmediahotel.com</a>)</p>
<p align="center"><b>7/8/2014</b> <b>WEDNESDAY</b></p>	<p>Visit an ancient town, Wuzhen. In the afternoon, we will head for Shanghai. Check in the hotel. Shanghai city tour: the Bund, &amp; Huangpu River Cruise. Breakfast at the hotel. Lunch &amp; dinner arranged by the travel agency. Stay in Shanghai: Jiulong Hotel (<a href="http://www.jiulonghotel.net">www.jiulonghotel.net</a>)</p>
<p align="center"><b>7/3/2014</b> <b>THURSDAY</b></p>	<p>Visit Jade Buddha temple, the Oriental Pearl Tower, and Chenghuang Temple. Breakfast at the hotel. Lunch &amp; dinner arranged by the travel agency. Stay in Shanghai: Jiulong Hotel (<a href="http://www.jiulonghotel.net">www.jiulonghotel.net</a>)</p>
<p align="center"><b>7/4/2014</b> <b>FRIDAY</b></p>	<p>In the morning, tour Shanghai Museum, People's Square, and Xin Tian Di. In the afternoon, we depart from Shanghai at 3:55pm. Arrival in Newark Airport at 6:30pm. Flight: UA 87 Breakfast at the hotel. Lunch arranged by the travel agency. Dinner on the plane.</p>

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# APPENDIX D: COURSE REVISION FORM

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Curriculum Proposal  
**COURSE REVISION**

1. Name of Department: Modern Languages  
2. Name and Number of course: French Heritage FRN 476

3. \_\_\_\_\_ This course is being withdrawn. (Go to 5)

4. \_\_\_\_\_ Course revised. Check appropriate items.

\_\_\_\_\_ Change course number from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course title from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course hours from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course credit from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change basic skills requirements from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change prerequisites from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change corequisites from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course description. Attach a copy of old and new description.

\_\_\_\_\_ Other (Specify) to accommodate Pathways

5. Reason(s) for change(s):

6. Date effective: \_\_\_\_\_

7. Attach justification that the course revision reflects the goals for all curricula passed by Faculty Council in May, 1988

8. Attach justification that the course revision reflects the General Education goals for all curricula passed by Faculty Council in May, 2006.

9. Attach department(s) minutes approving this proposal.

Signatures

1. [Signature] Date 3/19/14  
Department Chairperson or Program Director

2. Christina Per Date 3/19/14  
Scheduling Officer (Advised as to Course Code)

3. [Signature] Date 3/24/14  
Dean of Academic Affairs (Advised as to format)

4. \_\_\_\_\_ Date \_\_\_\_\_  
Chairperson of Curriculum Committee  
(After the approval of the Curriculum Committee)

Borough of Manhattan Community College  
City University of New York

Minutes of the Meeting of the Modern Language Department  
Wednesday, March 12, 2014

**PRESENT:** Silvia Álvarez-Olarrá, Andrés Amador, Daniel Amaranto, Hilario Barrero, Samantha Costanzo-Burrier, Danielle Carlo, Inés Carrera-Junco, Margaret Carson, Luis-Alfredo Cartagena, Patrick Colimon, Peter Consenstein, Rafael Corbalán, Rachel Corkle, Ángeles Donoso, Maria Enrico (Chair), Adela George, Eda Henao, Jianguo Ji, Safiya Maouelainin, Sophie Mariñez, Tom Means, Victor Murillo, Alessandra Peralta-Ávila, Alicia Perdomo, Patrizia C. Perry, Nidia Pullés-Linares, Alister Ramírez-Márquez, Fanny Rodríguez, Oneida Sánchez, Francisca Suárez-Coalla, Valerie Thiers-Thiam, Kristina Varade, Alejandro Varderi, Carol Wasserman

**EXCUSED:** Yufen Chang, Fay Rogg

Dr. Maria Enrico, Chair, convened the meeting at 2:15pm.

**I. APPROVAL OF DECEMBER 2013 AND FEBRUARY 2014 MINUTES**

- The minutes of the December 2013 and February 2014 meetings were unanimously approved.

**II. WELCOME NEW FACULTY**

- Profs. Patrizia C. Perry and Fanny Rodríguez were welcomed to the department.

**III. ASSESSMENT**

- Prof. Valerie Thiers-Thiam noted that the Assessment Committee is working on assessments of 210 courses in all languages, including a new tool for French assessments

**IV. VOTE ON CHINESE 440, CHINESE 476, FRENCH 476, SPANISH 476**

- Chinese 440, Chinese 476, French 476, and Spanish 476 were unanimously approved for Pathways.

**V. AA DEGREE IN MODERN LANGUAGES**

- Degrees will be offered in Spanish, French, and Italian studies. There are plans to offer degrees in Chinese and Arabic in the future.

**VI. COLLOQUIUM**

- Prof. Alejandro Varderi announced that the annual colloquium is scheduled for Tuesday, April 1<sup>st</sup>, 2014, and that the logistics, food, posters, and the schedule of panels are set up and confirmed.
- The French, Spanish, and Italian panels require two, one, and two additional speakers, respectively. A request was made for suggestions of appropriate candidates.
- A discussion commenced about methods of advertising the colloquium and ensuring good attendance.

**VII. PLACEMENT SOFTWARE**

- A trial of the Avant Placement tests is almost ready to commence in the Lab. The lab will offer a fixed schedule each week during which students can come to take the assessment.
- Technical issues with the website have been resolved; however, exactly how licenses are obtained by the department and distributed to students needs to be explained by Avant before the trial can begin.

**VIII. ANNOUNCEMENTS**

- Six members of the department volunteered to attend Commencement as Faculty Marshalls: Margaret Carson, Patrick Colimon, Ángeles Donoso, Adela George, Safiya Maouelainin, and Fanny Rodríguez.
- Web-based faculty evaluations will begin this semester with SmartEvals. Strategies to encourage student participation were discussed, including using a portion of students' lab hours for evaluations.
- The chairman requested that faculty nominate qualified students for the Honors Convocation. Nominations are requested for both native and non-native speakers.
- Prof. Sophie Mariñez announced that the French Club is running a donation drive for Haiti and will take field trips to the New Paltz Historic Huguenot Street and the French Culinary Institute of America. Additionally, the next edition of *Échos Du Tout-Monde* is being prepared.

- Prof. Eda Henao announced that there will be an E-Learning symposium on Monday, March 24<sup>th</sup> in Richard Harris Terrace from 11am-2pm. An invitation was extended to the faculty of the MLD. In addition to purely online courses, hybrid courses of online and in-class portions will be discussed. Additionally, a summer training course may be offered that focuses on hybrid learning. Prof. Corbalán offered to follow up with interested faculty, as he has experience teaching hybrid courses.
- Prof. Eda Henao also announced that Fall schedules are in place. As much as possible, efforts were made to have all sessions of each section conducted in the same location. She invited interested faculty to take the opportunity to teach higher level courses in literature, in addition to the usual 101 and 102 courses. All faculty will have an equal chance of being able to teach one of the literature sections.
- CETLS representative Prof. Margaret Carson invited faculty to submit any ideas of activities or discussions that may be endorsed by CETLS, which serves as a forum for discussing methods of improving teaching, learning, and community at the college.
- Regarding sabbaticals, the chairman noted that faculty who take them are required to submit comprehensive summaries of their activities upon returning to the college.
- A faculty lounge will open on the 2<sup>nd</sup> floor of the Fiterman building in the Fall of 2014.
- Prof. Ángeles Donoso requested that any content for the Spring Newsletter be emailed to her.
- Prof. Rafael Corbalán announced that he is still working on the Department's Annual Report, which will be submitted to the Administration at the end of the year and used as the basis of their assessment of the Department's performance. A public document is on the G-drive; all faculty are requested to review the document, and any faculty who have items that they think should be included in the report are invited to amend it. Finally, he has need of an aide to help compile the report and invited interested faculty members to volunteer.
- Prof. Rachel Corkle requested that the faculty continue to publicize the Study Abroad Program in French, as well as in the other disciplines. Many current applicants do not have GPAs high enough to recommend them.

#### IX. ADJOURNMENT

- The meeting was adjourned at 3:20pm.

Respectfully submitted,

  
Daniel Amaranto



Modern Languages

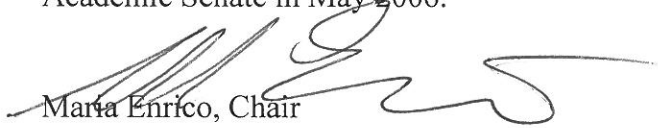
Borough of Manhattan Community College  
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New York, NY 10007-1097  
(212) 220-8105 – Fax (212) 748-7461

February 11, 2014

TO WHOM IT MAY CONCERN

This is to confirm that the revised French 476 course contains and reflects the goals for all curricula passed by faculty Council in May 1988 and the General Education goals passed by the Academic Senate in May 2006.

  
Maria Enrico, Chair  
Department of Modern Languages



<b>College</b>	BMCC
<b>Course Number</b>	476
<b>Course Title</b>	French Heritage
<b>Department(s)</b>	Modern Languages
<b>Discipline</b>	Liberal Arts
<b>Subject Area</b>	French
<b>Credits</b>	3
<b>Contact Hours</b>	A total of 45 hours
<b>Pre-requisites</b>	FRN 102/FRNI106 or above, or proficiency in FRN 102/FRN 106 as determined by the Modern Languages Department placement test and at least 3 credits in a foreign language taught at CUNY.
<b>Mode of Instruction</b>	Select only one: <input checked="" type="checkbox"/> In-person <input type="checkbox"/> Hybrid <input type="checkbox"/> Fully on-line
<b>Course Attribute</b>	Select from the following: <input type="checkbox"/> Freshman Seminar <input type="checkbox"/> Honors College <input type="checkbox"/> Quantitative Reasoning <input type="checkbox"/> Writing Intensive <input checked="" type="checkbox"/> Other (specify): _____ Open to all students _____
<b>Catalogue Description</b>	This is a study abroad course that will further develop students' four skills of listening, speaking, reading and writing in French. Students will consolidate their knowledge of grammar through contextualized analysis. Students will also do further work on selected contemporary themes related to French speaking society and institutions (e.g., the press, cinema, food, etc.)
<b>Syllabus</b>	Syllabus must be included with submission, 5 pages max
<b>Waivers for 4-credit Math and Science Courses</b>  All Common Core courses must be 3 credits and 3 hours.  Waivers for 4-credit courses will only be accepted in the required areas of Mathematical and Quantitative Reasoning and Life and Physical Sciences. Such waivers will only be approved after a sufficient number of 3-credit/3-hour math and science courses are approved for these areas.	
<b>If you would like to request a waiver please check here:</b>	<input type="checkbox"/> Waiver requested
<b>If waiver requested:</b> Please provide a brief explanation for why the course will be 4 credits.	
<b>If waiver requested:</b> Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	

--

**Indicate the status of this course being nominated:**

current course   x  revision of current course    a new course being proposed

**CUNY COMMON CORE Location**

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

**Required**

- English Composition
- Mathematical and Quantitative Reasoning
- Life and Physical Sciences

**Flexible**

- x  World Cultures and Global Issues
- US Experience in its Diversity
- Creative Expression
- Individual and Society
- Scientific World

**Learning Outcomes**

In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.

**I. Required Core (12 credits)**

**A. English Composition: Six credits**

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> <li>• Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.</li> </ul>
	<ul style="list-style-type: none"> <li>• Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.</li> </ul>
	<ul style="list-style-type: none"> <li>• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.</li> </ul>
	<ul style="list-style-type: none"> <li>• Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.</li> </ul>

**B. Mathematical and Quantitative Reasoning: Three credits**

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> <li>• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.</li> </ul>
	<ul style="list-style-type: none"> <li>• Represent quantitative problems expressed in natural language in a suitable mathematical format.</li> </ul>
	<ul style="list-style-type: none"> <li>• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.</li> </ul>

	<ul style="list-style-type: none"> <li>Apply mathematical methods to problems in other fields of study.</li> </ul>
<b>C. Life and Physical Sciences: Three credits</b> A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a life or physical science.</li> </ul>
	<ul style="list-style-type: none"> <li>Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.</li> </ul>
	<ul style="list-style-type: none"> <li>Use the tools of a scientific discipline to carry out collaborative laboratory investigations.</li> </ul>
	<ul style="list-style-type: none"> <li>Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.</li> </ul>
	<ul style="list-style-type: none"> <li>Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.</li> </ul>
<b>II. Flexible Core (18 credits)</b> Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.	
<b>A. World Cultures and Global Issues</b>	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Students will use a focused discovery process to access and analyze, on a contextual basis, information they have compiled from a wide variety of sources such as literary texts, class discussions, oral presentations, websites and museum visits.	<ul style="list-style-type: none"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
Students will be guided in scaffolded activities leading to compare/contrast and reaction written discourse in <i>French 476</i> with regard to main issues of topics covered on the development of the culture and literature of France or Francophone countries.	<ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>
By means of writing assignments, oral presentations and exams, students will produce properly formatted, organized and well documented evidence in <i>French</i> of having mastered the main concepts of the issues covered in class.	<ul style="list-style-type: none"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
Students will be able to identify key elements of French/Francophone arts and literature through critiques of works of art, theatre, or literature.	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</li> </ul>
Students will be able to analyze possible implied meanings, deconstruct literary strategies, structures, and interpret meanings. They will be able to take a stand on different issues, offer opinions, and justify them based on the different value systems of the characters, and the historical, and socio-political situations they are	<ul style="list-style-type: none"> <li>Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</li> </ul>

presented with.	
	<ul style="list-style-type: none"> <li>Analyze the historical development of one or more non-U.S. societies.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze the significance of one or more major movements that have shaped the world's societies.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</li> </ul>
<p>Students will be able to produce properly formatted, organized and documented written assignments, and oral presentations. The assignments and presentations will require them to compare and contrast the US culture, their home culture, and French/Francophone culture.</p>	<ul style="list-style-type: none"> <li>Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</li> </ul>
<p><b>B. U.S. Experience in its Diversity</b></p>	
<p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
	<ul style="list-style-type: none"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
<p>A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</li> </ul>
	<ul style="list-style-type: none"> <li>Explain and evaluate the role of the United States in international relations.</li> </ul>
	<ul style="list-style-type: none"> <li>Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.</li> </ul>
<p><b>C. Creative Expression</b></p>	
<p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
	<ul style="list-style-type: none"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
<p>A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a</li> </ul>

	discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
	<ul style="list-style-type: none"> <li>Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.</li> </ul>
	<ul style="list-style-type: none"> <li>Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrate knowledge of the skills involved in the creative process.</li> </ul>
	<ul style="list-style-type: none"> <li>Use appropriate technologies to conduct research and to communicate.</li> </ul>
<b>D. Individual and Society</b>	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.</li> </ul>
	<ul style="list-style-type: none"> <li>Examine how an individual's place in society affects experiences, values, or choices.</li> </ul>
	<ul style="list-style-type: none"> <li>Articulate and assess ethical views and their underlying premises.</li> </ul>
	<ul style="list-style-type: none"> <li>Articulate ethical uses of data and other information resources to respond to problems and questions.</li> </ul>
	<ul style="list-style-type: none"> <li>Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</li> </ul>
<b>E. Scientific World</b>	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</li> </ul>
	<ul style="list-style-type: none"> <li>Articulate and evaluate the empirical evidence supporting a scientific</li> </ul>

	or formal theory.
	<ul style="list-style-type: none"><li>• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.</li></ul>
	<ul style="list-style-type: none"><li>• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</li></ul>

**BOROUGH OF MANHATTAN COMMUNITY COLLEGE**

The City University of New York

Department of Modern Languages

**SYLLABUS AND COURSE OUTLINE**

<b>Title of Course: FRENCH HERITAGE</b>	<b>Course Number: FRN 476</b>
<b>Instructor:</b>	<b>Lecture hours per week: 45 total</b>
<b>Office:</b>	<b>Credits: 3</b>
<b>Telephone:</b>	

**Course Description**

This is a study abroad course that will further develop students' four skills of listening, speaking, reading and writing in French. Students will consolidate their knowledge of grammar through contextualized analysis. Students will also do further work on selected contemporary themes related to French speaking society and institutions (e.g., the press, cinema, food, etc.)

**Prerequisites and/or Corequisites**

FRN 102/106 (or above) or proficiency in FRN 102/106 or above (as determined by the MLD placement test) plus at least 3 credits in any foreign language taught at CUNY.

**C. Student Learning Outcomes**

<b>STUDENT LEARNING OUTCOMES</b> At the end of this course, students will be able to:	<b>MEASUREMENTS</b>
1. Demonstrate verbal and written skills from low to high intermediate level in French.	Homework assignments, quizzes, class discussion, short compositions and a final essay.
2. Identify main cultural, literary, and historical aspects of French/Francophone heritage.	Individual presentations, tests, class discussion, homework assignments.
3. Demonstrate analytical skills by interpreting literary and cultural artifacts.	Tests, essays, class discussions, homework assignments.

**D. General Education Outcomes**

<b>GENERAL EDUCATION OUTCOMES</b>	<b>MEASUREMENTS</b>
1. <b>Communication Skills-</b> Students will write, read and listen critically and effectively.	1. Tests, homework exercises, and class participation.
2. <b>Arts &amp; Humanities</b> – Students will be able to identify key elements of French/Francophone arts, literature and history.	2. Homework assignments, class discussions, individual presentations

**E. Required Texts and/or Supplementary Materials**

Muyskens, J. et al. *Bravo*. Sixth edition. Boston: Heinle Cengage Learning, 2009.

Course pack with selected texts in French and Francophone literature, history, and culture, and relevant grammar components.

**F. Use of Technology**

PowerPoint presentations, films and videos, use of relevant websites, access to a language lab.

**G. Evaluation and Requirements of Students**

Active participation in classes and activities, journal entries, quizzes, class presentations, homework targeting specific French grammar mastery

**BOROUGH OF MANHATTAN COMMUNITY COLLEGE**  
The City University of New York  
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**H. Final grade:**

Your final grade will be based on the following guidelines: *(Please modify as appropriate)*

▶ Participation in the class discussion and trips	20%
▶ Journal entries	10%
▶ Participation and performance in guest course	20%
▶ Quizzes	10%
▶ Presentation outlines	10%
▶ Presentations	20%



## BOROUGH OF MANHATTAN COMMUNITY COLLEGE

The City University of New York

Department of Modern Languages

### COURSE OUTLINE

	<b>READINGS (ALSO SYLLABUS)</b>
<b>WEEK ONE</b>	<p><u>Grammar component</u>: review of the past tenses</p> <p><u>Reading component</u>: reading and discussion of texts on Québécois/French History</p> <p><u>Cultural component</u>: overview of French Canadian History; visit Québec City (les fortifications de Québec, les Plaines d'Abraham, le Musée de la Civilisation)</p> <p><u>Writing/Assessment components</u>: journal entry: write a short narrative about our excursion using the past tenses covered in class; quiz</p>
<b>WEEK TWO</b>	<p><u>Grammar component</u>: review of relative pronouns and present participle</p> <p><u>Reading component</u>: reading and discussion of selected writings on Québécois independence movements</p> <p><u>Cultural component</u>: overview of la Révolution Tranquille; walking tour of Plateau Montréal and selections from the film <i>Octobre</i></p> <p><u>Writing/Assessment component</u>: quiz; outline for presentation; presentation on marks of Québécois independence in Montréal</p>
<b>WEEK THREE</b>	<p><u>Grammar component</u>: review of articles</p> <p><u>Reading component</u>: reading and discussion of popular press concerning québécois food</p> <p><u>Cultural component</u>: Québécois food: Agro-tourism visit to <i>Canard Gouteux</i> (a duck farm) and <i>Fromagerie Victoria</i> (production of cheese and tasting). Walking tour of Marché Jean Talon</p> <p><u>Writing/Assessment component</u>: quiz; journal entry concerning typical food in Québec</p>
<b>WEEK FOUR</b>	<p><u>Grammar component</u>: review of the subjunctive mode</p> <p><u>Reading component</u>: reading and discussion of selected texts on immigration and the Haitian Diaspora in Montréal</p> <p><u>Cultural component</u>: presentation on multiculturalism and multilingualism in Montréal</p> <p><u>Writing/Assessment component</u>: presentation outline, final quiz/examination; reflection paper on study abroad experience</p>

### Tentative Calendar

DAY	CLASS SESSIONS, TRAVEL AND EXCURSIONS
FRIDAY MAY 16  ORIENTATION SESSION (1) IN NY	<p>2:00-4:00</p> <p>- <b>Orientation</b>: Introduction to the program; itinerary; passport and visa requirements, health and safety issues; emergency contact cards; health insurance, use of email or phones abroad, intercultural communication, and cultural adjustment.</p> <p>- <b>Course</b>: Syllabus handout; course materials. Overview of historical and cultural content of the course. Reading/writing/discussion activity.</p> <p><b><u>HOMEWORK</u></b>: complete assigned exercises to review past tenses; read selection on French Canada and response sheet.</p>

**BOROUGH OF MANHATTAN COMMUNITY COLLEGE**

The City University of New York

Department of Modern Languages

<p><b>FRIDAY JUNE 13</b>  ORIENTATION SESSION (2) IN NY</p>	<p>9:00-11:00 - <b>Orientation:</b> cultural adjustment; rules / guidelines; crisis management protocol; expectations; departure information; air travel tips; useful city information handout; checklist. - <b>Course:</b> Review passé composé and imparfait; Discussion of French Canada and colonialisms. <b>HOMEWORK:</b> complete additional assigned exercises on past tenses</p>
<p><b>MONDAY JUNE 16</b></p>	<p>9:00-11:00 Université de Montréal Language Course  French Heritage (476):  2:00-3:00 Tour of the University Quarter  3:00-4:00 Continue review of passé composé and imparfait. Continue discussion of French heritage in Canada.  <b>HOMEWORK:</b> complete additional assigned exercises on past tenses. <b>STUDY FOR QUIZ</b></p>
<p><b>WEDNESDAY JUNE 18</b></p>	<p>9:00-11:00 Université de Montréal Language Course  2:00-3:00 Phonetic Workshop</p>
<p><b>THURSDAY JUNE 19</b></p>	<p>9:00-11:00 Université de Montréal Language Course  4:00-7:00 French Heritage (476): Review of homework and <b>Quiz</b> on the past tenses. Continued Discussion on the French in Québec. Visit to Old Montréal.</p>
<p><b>SATURDAY JUNE 21</b></p>	<p>7:30 am--7:30 pm: French Heritage (476): French Canadian culture and history in the Ville de Québec. Visit les Fortifications de Québec (<a href="http://www.pc.gc.ca/lhn-nhs/qc/fortifications/index.aspx">http://www.pc.gc.ca/lhn-nhs/qc/fortifications/index.aspx</a>), les plaines d'Abraham, Musée de la Civilisation (<a href="http://www.mcq.org/index_fr.php">http://www.mcq.org/index_fr.php</a>) <b>HOMEWORK:</b> 1) write a short narrative about this trip that demonstrates mastery of past tenses and understanding of cultural material covered in class 2) Read selected texts on the Québécois independence movements.</p>
<p><b>MONDAY JUNE 23</b></p>	<p>9:00-11:00 Université de Montréal Language Course  4:00-6:00 French Heritage (476): Relative pronouns: overview of La Révolution Tranquille and the Québécois independence movement. <b>HOMEWORK:</b> complete exercises on relative pronouns, read selected historical material and answer response sheet. Discussion of presentations.</p>

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<b>TUESDAY JUNE 24</b>	<p>4:00-7:00 French Heritage (476): Relative pronouns (cont.) + present participle. Visit of sites in <i>Le Plateau Mont Royal</i> of historical importance to La Révolution Tranquille.</p> <p><b>HOMEWORK:</b> complete additional exercises on relative pronouns (with prepositions); study for quiz. Prepare outline for presentation.</p>
<b>WEDNESDAY JUNE 25</b>	<p>9:00-11:00 Université de Montréal Language Course</p> <p>2:00-3:00 Phonetic Workshop</p> <p>Evening: Film at the Université de Montréal</p>
<b>THURSDAY JUNE 26</b>	<p>9:00-11:00 Université de Montréal Language Course</p> <p>4:00-6:00 French Heritage (476): Review of homework and <b>Quiz</b> on relative pronouns. Student Presentations.</p> <p><b>HOMEWORK:</b> Prepare grammar component on articles and complete assigned exercises. Prepare for <b>quiz</b>.</p>
<b>MONDAY JUNE 30</b>	<p>9:00-11:00 Université de Montréal Language Course</p> <p>4:00-6:00 French Heritage (476): Articles. Discussion of food in Québec as concerns French heritage. <b>Quiz</b> on articles.</p> <p><b>HOMEWORK:</b> Read selected material from the popular press. Discussion of presentations</p>
<b>TUESDAY JULY 1</b>	<p>2:00-5:00 French Heritage (476): Short presentations on reading. Introduction to the subjunctive. Visit Marché Jean-Talon.</p> <p><b>HOMEWORK:</b> Write journal entry on québécois food. Complete exercises on the subjunctive vs. the infinitive.</p>
<b>WEDNESDAY JULY 2</b>	<p>9:00-11:00 Université de Montréal Language Course</p> <p>2:00-3:00 Phonetic Workshop</p>

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<b>THURSDAY JULY 3</b>	9:00-11:00 Université de Montréal Language Course
<b>SATURDAY JULY 5</b>	8:00-6:00: French Heritage (476): visits to Victoriaville region. Visit duck farm ( <i>Le Canard Gouteux</i> : <a href="http://www.canardgouteux.com/agro.html">http://www.canardgouteux.com/agro.html</a> ) and cheese production facility ( <a href="http://www.fromagerievictoria.com/">http://www.fromagerievictoria.com/</a> ). <b>HOMEWORK:</b> Study the subjunctive and complete assigned exercises. Read material on multiculturalism in Montréal. Prepare outline for final presentation.
<b>MONDAY JULY 7</b>	9:00-11:00 Université de Montréal Language Course
<b>TUESDAY JULY 8</b>	4:00-6:00 French Heritage (476): continued work on the subjunctive; discussion of immigration and multilingualism in Montréal; discussion of outlines. Assignment: complete additional exercises on the subjunctive. Read selected material (Haitian Diaspora)
<b>WEDNESDAY JULY 9</b>	9:00-11:00 Université de Montréal Language Course  2:00-3:00 Phonetic Workshop
<b>THURSDAY JULY 10</b>	9:00-11:00 Université de Montréal Language Course
<b>FRIDAY JULY 11</b>	9:00-11:00 French Heritage (476). quiz; class presentations; final remarks on the Study Abroad experience

**FRENCH 476 FRENCH HERITAGE SYLLABUS**

<b>Title of Course: French Heritage</b>	<b>Course Number: 476</b>
<b>Instructor:</b>	<b>Lecture hours per week:</b>
<b>Office:</b>	<b>Credits: 3</b>
<b>Telephone:</b>	

**A. Course Description:** This is a study abroad course that will further develop student's four skills of listening, speaking, reading and writing in French. Students will consolidate their knowledge of grammar through contextualized analysis. Students will also do further work on selected contemporary themes related to French society and institutions (e.g. the press in France, cinema, food, etc.). **ADDITIONAL DESCRIPTION:** Students will enhance their knowledge of the French literature and culture through class meetings, seminars, and on-site visits to places of historic and cultural importance such as the Mont St-Michel, Saint-Malo, the castles of the Dukes of Brittany in Nantes, Chenonceau, Amboise and Clos Lucé in the Loire Valley, and the memorial of slavery abolition in Nantes.

**B. Prerequisites and/or Corequisites:** FRN 102 or above or departmental approval

**C. Student Learning Outcomes**

<b>STUDENT LEARNING OUTCOMES</b> At the end of this course, students will be able to:	<b>MEASUREMENTS</b>
1. Develop verbal and written skills from low to high intermediate level in French.	Tests, class discussion, individual presentations, short compositions and a final essay.
2. Identify main cultural, literary, and historical aspects of France.	Tests, class discussion, homework assignments.
3. Develop analytical skills by interpreting literary and visual artifacts.	Tests, essays, class discussions, homework assignments.

**D. General Education Outcomes**

<b>GENERAL EDUCATION OUTCOMES</b>	<b>MEASUREMENTS</b>
<b>1. Communication Skills-</b> Students will write, read and listen critically and effectively.	1. Tests, homework exercises, and class participation.
<b>2. Arts &amp; Humanities –</b> Students will develop knowledge and understanding of the arts, literature, and history of France.	2. Homework assignments, class discussions, individual presentations

**E. Required Texts and/or Supplementary Materials**

Course pack with selected texts in French literature, history, and culture, and relevant grammar components.

**F. Use of Technology:** PowerPoint presentations, films and videos, use of relevant websites.

**G. Evaluation and Requirements of Students:** reading response sheets, tests, essays, class presentations

**H. Final grade:**

Your final grade will be based on the following guidelines:

▶ Participation in class discussions and trips	20%
▶ Homework assignments (readings and response sheets)	20%
▶ Tests, quizzes, and short papers	20%
▶ Final presentation	10%
▶ Language class final grade (see Guest Speaker information page below)	30%

**Attendance/ Participation/ Homework**

- Daily attendance is mandatory. **The maximum number of absence hours is limited to one more class hour than the contact hours as indicated in the BMCC college catalog.** For this class, the maximum number of absence hours is 4 (2 classes). After the second non-excused absence, I WILL TAKE TWO POINTS OUT PER ABSENCE FROM YOUR FINAL GRADE. A total of **eight** absences or more will result in an automatic "F." PLEASE NOTE THAT YOUR LANGUAGE CLASSES WITH PROF. ANGELINA ORAIN ARE EQUALLY MANDATORY.

- Punctuality is also essential. Late arrivals disrupt the entire class. Classes begin promptly at the times indicated in the Schedule of Classes. Arrival in class after the scheduled starting time constitutes a lateness. If you arrive after the professor has called your name, it is your responsibility to mark yourself late (L) on the roster otherwise you will still be marked as absent (A). After 15 minutes, no one can mark him/herself late. If you are more than **15** minutes late, you **cannot** be marked as present. Three lateness count for one absence.

- Refrain from going out and coming back during class; this is disruptive and shows a lack of consideration for your fellow students and for the professor.

- **You are responsible to do the homework even if you missed the class!** Take the phone numbers and/or emails of 2 or 3 students in the class and ask them for the assigned homework. The day following an absence, you will be responsible for the work done in class and the homework. (i.e. it is your responsibility to catch up and be ready for the next class).

**Tests:** THERE ARE NO MAKE-UP TESTS in case of an unexcused absence AND THE LOWEST GRADE IS NOT DROPPED. If you miss a quiz a "0" is averaged into your quiz average. If you do miss a test and have a documented reason, please make sure you email me in advance.

**Papers:** They must be typed in Times 12, double-spaced, and duly revised using the "Erreurs faciles à éviter" guidelines, and proofread with Word spellchecking tools in French. **No late assignments will be accepted.**

<b>Academic Adjustments for Students with Disabilities</b>
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Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Services for Students with Disabilities. BMCC is committed to providing equal access to all programs and curricula to all students.

**BMCC Policy on Plagiarism and Academic Integrity Statement**

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's website, [www.bmcc.cuny.edu](http://www.bmcc.cuny.edu). For further information on integrity and behavior, please consult the college bulletin (also available online).

**Cell Phones**

The use of cell phones is prohibited in classrooms, labs, the library, all theatres, and any other areas where instruction or an organized function is taking place. Audio devices are permitted in public areas, but not in any classroom

**COURSEWORK**

- Selected lessons in grammar + relevant exercises
- Short readings in history, culture and literature + comprehension & discussion questions
- One quiz and one test on grammar
- Two 2-page essays
- A final 3-page essay
- Informal journal writing (at least 4 entries, one per week)
- One informal class presentation on your study abroad experience

**NOTE:** The writing components of this course can all be tied up into **one personal project** about your trip to France. Students will be encouraged to take photographs and videos, and share them with their classmates in their final class presentations. Students will also be encouraged to submit their writing to the French magazine *Échos du Tout-Monde*.

**TENTATIVE CALENDAR**

<b>DAY</b>	<b>CLASS SESSIONS, TRAVEL AND EXCURSIONS</b>	<b>HOMEWORK</b>
ORIENTATION SESSION IN NY	<p>- <b>Orientation:</b> Introduction to the program; itinerary; passport and visa requirements, health and safety issues; emergency contact cards; health insurance, use of email or phones abroad, intercultural communication, and cultural adjustment.</p> <p>- <b>Course:</b> Syllabus handout; course materials. Overview of historical and cultural content of the course.</p>	<p><u>Culture and History:</u> read “Panorama de la France” (P1-P7) and “Le Moyen-Âge” (p.17-18). Use a dictionary for new vocabulary.</p> <p><u>Grammar:</u> “Les temps du passé” Leçon 2A and complete exercises.</p>
ORIENTATION SESSION (2) IN NY	<p>- <b>Orientation:</b> cultural adjustment; rules / guidelines; crisis management protocol; expectations; departure Information; air travel tips; useful city information handout; checklist.</p> <p>- <b>Course:</b> Discussion on the medieval period; Review past tenses.</p>	<p><u>Literature and history:</u> “Marie de France” p. 19-23; “Charlemagne” p.60-62; “Jeanne d’Arc” (p. 66-67) and answer questions.</p> <p><u>Grammar:</u> “Les temps du passé” Leçon 2B and complete exercises</p>
Week 1	Continue review of passé composé and imparfait. Discuss Marie de France; Charlemagne and Jeanne d’Arc.	<p><u>Grammar:</u> prepare for quiz on past tenses.</p> <p><u>Culture:</u> Le Moyen-Age: Cathédrales gothiques” and answer questions, p. 13-16.</p>
	<b>Quiz</b> on the past tenses. Overview of medieval art and architecture; Introduction on Anne of Brittany.	
	Guided tour: the chateau of the Dukes of Brittany (Nantes), from the Middle Ages to the eighteenth century.	<p><u>Writing:</u> Write on your <b>journal</b> at least 2 pages in French on your first week in France, the visits to Nantes, and the Castle of the Dukes of Brittany.</p>
	All Day Excursion: medieval art, architecture and history at the Mont Saint-Michel and Saint-Malo.	<p><u>Writing:</u> Write a 2-page narrative (<b>essay 1</b>) about your trip that demonstrates mastery of past tenses and understanding of cultural material covered in class.</p> <p><u>History and culture:</u> “Le Seizième siècle” p. 39-40; “Rabelais”, p. 41-43; “Ronsard” p.50-52 + answer</p>



		the questions.
<b>Week 2</b>	Le Seizième siècle, Rabelais, Ronsard. <b>Essay 1 due.</b>	<u>Grammar</u> : Leçon 3 “Le conditionnel” and complete exercises. <u>History</u> : “Henri IV” p. 71-73
	Le conditionnel. Discussion of Henri IV; women and castles in the Renaissance: Diane de Poitiers, Catherine de Médicis, and the castles of Anet, Chenonceau and Tuileries.	<u>Grammar</u> : “Les verbes pronominaux et réciproques” <u>Culture and history</u> : “Le Dix-septième siècle” p. 59-60”, “Louis XIV”, p. 77-81.
	French Heritage Excursion: visits to the castles of Amboise, Clos Luce, and Chenonceau in the Loire Valley.	<u>Writing</u> : write 2-page essay ( <b>essay 2</b> ) on this visit and its connection to the material covered in class.
<b>Week 3</b>	French Heritage. Les verbes pronominaux. Le dix-septième siècle, Louis XIV. Classic art and architecture. <b>Essay 2 due</b>	<u>Grammar</u> : “Le pronom relatif” <u>Literature</u> : “La Rochefoucauld” p. 61-63; “La Fontaine” p. 77-81
	French Heritage. Le pronom relatif. La Rochefoucauld and La Fontaine. <i>SUGGESTIONS FOR TRIP TO PARIS: Luxembourg, Versailles, Fontainebleau, Louvre, Musée d’Orsay.</i>	<u>Grammar</u> : Le subjonctif; <u>Writing</u> : write a 2-page <b>journal entry</b> on trip to Paris <u>Final Presentation</u> : start thinking about your class presentation.
<b>Week 4</b>	French Heritage. The subjunctive. Discussion of visits in Paris. Liberty, slave trade and colonialism in the 18 <sup>th</sup> century.	<u>History</u> : “Le dix-huitième siècle” p. 91-92
	French Heritage guided tour: Slave abolition memorial (Nantes).	<u>Grammar</u> : review for the test. <u>Writing</u> : Write a 1-page <b>journal entry</b> on this visit
	French Heritage class. <b>Grammar test covering the conditional, pronominal verbs and the subjunctive.</b> “Le dix-huitième siècle”. Discussion of visit to the Memorial of the abolition of slavery.	<u>Writing</u> : write a 3-page paper ( <b>Final essay</b> ) reflecting on your study abroad experience. Prepare your class presentations.
	French Heritage. <b>Class presentations.</b> Final remarks on the Study Abroad experience. <b>Final essay due.</b>	

# APPENDIX D: COURSE REVISION FORM

BOROUGH OF MANHATTAN COMMUNITY COLLEGE  
The City University of New York

Curriculum Proposal  
**COURSE REVISION**

1. Name of Department: Modern Languages  
2. Name and Number of course: Hispanic Heritage SPN 476

3. \_\_\_\_\_ This course is being withdrawn. (Go to 5)

4. \_\_\_\_\_ Course revised. Check appropriate items.

\_\_\_\_\_ Change course number from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course title from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course hours from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course credit from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change basic skills requirements from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change prerequisites from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change corequisites from \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_ Change course description. Attach a copy of old and new description.

Other (Specify)

5. Reason(s) for change(s): To accommodate Pathways

6. Date effective: \_\_\_\_\_

7. Attach justification that the course revision reflects the goals for all curricula passed by Faculty Council in May, 1988

8. Attach justification that the course revision reflects the General Education goals for all curricula passed by Faculty Council in May, 2006.

9. Attach department(s) minutes approving this proposal.

Signatures

1. [Signature] 3/19/14  
Department Chairperson or Program Director Date

2. Christina Lv 3/19/14  
Scheduling Officer (Advised as to Course Code) Date

3. [Signature] 3/24/14  
Dean of Academic Affairs (Advised as to format) Date

4. \_\_\_\_\_  
Chairperson of Curriculum Committee Date  
(After the approval of the Curriculum Committee)

Borough of Manhattan Community College  
City University of New York

Minutes of the Meeting of the Modern Language Department  
Wednesday, March 12, 2014

**PRESENT:** Silvia Álvarez-Olarrá, Andrés Amador, Daniel Amaranto, Hilario Barrero, Samantha Costanzo-Burrier, Danielle Carlo, Inés Carrera-Junco, Margaret Carson, Luis-Alfredo Cartagena, Patrick Colimon, Peter Consenstein, Rafael Corbalán, Rachel Corkle, Ángeles Donoso, Maria Enrico (Chair), Adela George, Eda Henao, Jianguo Ji, Safiya Maouelainin, Sophie Mariñez, Tom Means, Victor Murillo, Alessandra Peralta-Ávila, Alicia Perdomo, Patrizia C. Perry, Nidia Pullés-Linares, Alister Ramírez-Márquez, Fanny Rodríguez, Oneida Sánchez, Francisca Suárez-Coalla, Valerie Thiers-Thiam, Kristina Varade, Alejandro Varderi, Carol Wasserman

**EXCUSED:** Yufen Chang, Fay Rogg

Dr. Maria Enrico, Chair, convened the meeting at 2:15pm.

**I. APPROVAL OF DECEMBER 2013 AND FEBRUARY 2014 MINUTES**

- The minutes of the December 2013 and February 2014 meetings were unanimously approved.

**II. WELCOME NEW FACULTY**

- Profs. Patrizia C. Perry and Fanny Rodríguez were welcomed to the department.

**III. ASSESSMENT**

- Prof. Valerie Thiers-Thiam noted that the Assessment Committee is working on assessments of 210 courses in all languages, including a new tool for French assessments

**IV. VOTE ON CHINESE 440, CHINESE 476, FRENCH 476, SPANISH 476**

- Chinese 440, Chinese 476, French 476, and Spanish 476 were unanimously approved for Pathways.

**V. AA DEGREE IN MODERN LANGUAGES**

- Degrees will be offered in Spanish, French, and Italian studies. There are plans to offer degrees in Chinese and Arabic in the future.

**VI. COLLOQUIUM**

- Prof. Alejandro Varderi announced that the annual colloquium is scheduled for Tuesday, April 1<sup>st</sup>, 2014, and that the logistics, food, posters, and the schedule of panels are set up and confirmed.
- The French, Spanish, and Italian panels require two, one, and two additional speakers, respectively. A request was made for suggestions of appropriate candidates.
- A discussion commenced about methods of advertising the colloquium and ensuring good attendance.

**VII. PLACEMENT SOFTWARE**

- A trial of the Avant Placement tests is almost ready to commence in the Lab. The lab will offer a fixed schedule each week during which students can come to take the assessment.
- Technical issues with the website have been resolved; however, exactly how licenses are obtained by the department and distributed to students needs to be explained by Avant before the trial can begin.

**VIII. ANNOUNCEMENTS**

- Six members of the department volunteered to attend Commencement as Faculty Marshalls: Margaret Carson, Patrick Colimon, Ángeles Donoso, Adela George, Safiya Maouelainin, and Fanny Rodríguez.
- Web-based faculty evaluations will begin this semester with SmartEvals. Strategies to encourage student participation were discussed, including using a portion of students' lab hours for evaluations.
- The chairman requested that faculty nominate qualified students for the Honors Convocation. Nominations are requested for both native and non-native speakers.
- Prof. Sophie Mariñez announced that the French Club is running a donation drive for Haiti and will take field trips to the New Paltz Historic Huguenot Street and the French Culinary Institute of America. Additionally, the next edition of *Échos Du Tout-Monde* is being prepared.

- Prof. Eda Henao announced that there will be an E-Learning symposium on Monday, March 24<sup>th</sup> in Richard Harris Terrace from 11am-2pm. An invitation was extended to the faculty of the MLD. In addition to purely online courses, hybrid courses of online and in-class portions will be discussed. Additionally, a summer training course may be offered that focuses on hybrid learning. Prof. Corbalán offered to follow up with interested faculty, as he has experience teaching hybrid courses.
- Prof. Eda Henao also announced that Fall schedules are in place. As much as possible, efforts were made to have all sessions of each section conducted in the same location. She invited interested faculty to take the opportunity to teach higher level courses in literature, in addition to the usual 101 and 102 courses. All faculty will have an equal chance of being able to teach one of the literature sections.
- CETLS representative Prof. Margaret Carson invited faculty to submit any ideas of activities or discussions that may be endorsed by CETLS, which serves as a forum for discussing methods of improving teaching, learning, and community at the college.
- Regarding sabbaticals, the chairman noted that faculty who take them are required to submit comprehensive summaries of their activities upon returning to the college.
- A faculty lounge will open on the 2<sup>nd</sup> floor of the Fiterman building in the Fall of 2014.
- Prof. Ángeles Donoso requested that any content for the Spring Newsletter be emailed to her.
- Prof. Rafael Corbalán announced that he is still working on the Department's Annual Report, which will be submitted to the Administration at the end of the year and used as the basis of their assessment of the Department's performance. A public document is on the G-drive; all faculty are requested to review the document, and any faculty who have items that they think should be included in the report are invited to amend it. Finally, he has need of an aide to help compile the report and invited interested faculty members to volunteer.
- Prof. Rachel Corkle requested that the faculty continue to publicize the Study Abroad Program in French, as well as in the other disciplines. Many current applicants do not have GPAs high enough to recommend them.

#### IX. ADJOURNMENT

- The meeting was adjourned at 3:20pm.

Respectfully submitted,

  
Daniel Amaranto



Modern Languages

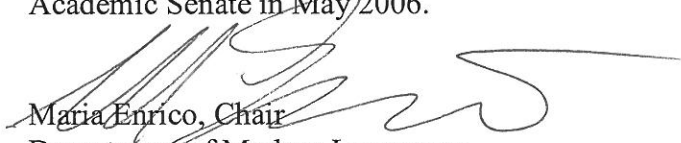
Borough of Manhattan Community College  
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199 Chambers Street  
New York, NY 10007-1097  
(212) 220-8105 – Fax (212) 748-7461

February 11, 2014

TO WHOM IT MAY CONCERN

This is to confirm that the revised Spanish 476 course contains and reflects the goals for all curricula passed by faculty Council in May 1988 and the General Education goals passed by the Academic Senate in May 2006.

  
Maria Enrico, Chair  
Department of Modern Languages

<b>College</b>	BMCC
<b>Course Number</b>	476
<b>Course Title</b>	Hispanic Heritage
<b>Department(s)</b>	Modern Languages
<b>Discipline</b>	Liberal Arts
<b>Subject Area</b>	Spanish
<b>Credits</b>	3
<b>Contact Hours</b>	A total of 45 hours
<b>Pre-requisites</b>	Spanish 102/106, or Spanish 103/107, or above. OR proficiency in SPN 102/106 or SPN 103/107 as determined by the MLD placement test plus at least three credits in a foreign language taught at CUNY.
<b>Mode of Instruction</b>	Select only one:  x <input type="checkbox"/> In-person <input type="checkbox"/> Hybrid <input type="checkbox"/> Fully on-line
<b>Course Attribute</b>	Select from the following:  <input type="checkbox"/> Freshman Seminar <input type="checkbox"/> Honors College <input type="checkbox"/> Quantitative Reasoning <input type="checkbox"/> Writing Intensive x <input type="checkbox"/> Other (specify): _____ Open to all students _____
<b>Catalogue Description</b>	This is a study abroad course in which students will enhance their language skills and knowledge of a foreign culture through class meetings, seminars and on-site visits to places of historic and cultural importance. They will be immersed in the language of the country and attend language and literature courses.
<b>Syllabus</b>	Syllabus must be included with submission, 5 pages max
<b>Waivers for 4-credit Math and Science Courses</b>  All Common Core courses must be 3 credits and 3 hours.  Waivers for 4-credit courses will only be accepted in the required areas of Mathematical and Quantitative Reasoning and Life and Physical Sciences. Such waivers will only be approved after a sufficient number of 3-credit/3-hour math and science courses are approved for these areas.	
<b>If you would like to request a waiver please check here:</b>	<input type="checkbox"/> Waiver requested
<b>If waiver requested:</b> Please provide a brief explanation for why the course will be 4 credits.	
<b>If waiver requested:</b> Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	

**Indicate the status of this course being nominated:**

current course   x  revision of current course    a new course being proposed

**CUNY COMMON CORE Location**

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

**Required**

- English Composition
- Mathematical and Quantitative Reasoning
- Life and Physical Sciences

**Flexible**

- x  World Cultures and Global Issues
- US Experience in its Diversity
- Creative Expression
- Individual and Society
- Scientific World

**Learning Outcomes**

In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.

**I. Required Core (12 credits)**

**A. English Composition: Six credits**

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> <li>• Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.</li> </ul>
	<ul style="list-style-type: none"> <li>• Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.</li> </ul>
	<ul style="list-style-type: none"> <li>• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.</li> </ul>
	<ul style="list-style-type: none"> <li>• Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.</li> </ul>

**B. Mathematical and Quantitative Reasoning: Three credits**

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> <li>• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.</li> </ul>
	<ul style="list-style-type: none"> <li>• Represent quantitative problems expressed in natural language in a suitable mathematical format.</li> </ul>
	<ul style="list-style-type: none"> <li>• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.</li> </ul>

	<ul style="list-style-type: none"> <li>Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.</li> </ul>
	<ul style="list-style-type: none"> <li>Apply mathematical methods to problems in other fields of study.</li> </ul>
<p><b>C. Life and Physical Sciences: Three credits</b></p> <p>A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a life or physical science.</li> </ul>
	<ul style="list-style-type: none"> <li>Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.</li> </ul>
	<ul style="list-style-type: none"> <li>Use the tools of a scientific discipline to carry out collaborative laboratory investigations.</li> </ul>
	<ul style="list-style-type: none"> <li>Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.</li> </ul>
	<ul style="list-style-type: none"> <li>Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.</li> </ul>
<p><b>II. Flexible Core (18 credits)</b></p> <p>Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.</p>	
<p><b>A. World Cultures and Global Issues</b></p>	
<p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
<p>Students will use a focused discovery process to access and analyze, on a contextual basis, information they have compiled from a wide variety of sources such as literary texts, class discussions, oral presentations, websites and museum visits.</p>	<ul style="list-style-type: none"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
<p>Students will be guided in scaffolded activities leading to compare/contrast and reaction written discourse in <i>Spanish</i> 476 with regard to main issues of topics covered on the development of the culture and literature of Spain.</p>	<ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>
<p>By means of writing assignments, oral presentations and exams, students will produce properly formatted, organized and well documented evidence in <i>Spanish</i> of having mastered the main concepts of the issues covered in class.</p>	<ul style="list-style-type: none"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
<p>A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>Students will be able to identify key elements of Spanish arts and literature through critiques of works of art, theatre, or literature.</p>	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</li> </ul>
<p>Students will be able to analyze possible implied meanings, deconstruct literary strategies, structures, and interpret meanings. They will be able to take a stand on different issues, offer opinions, and justify them based on the different value systems of the characters,</p>	<ul style="list-style-type: none"> <li>Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</li> </ul>



and the historical, and socio-political situations they are presented with.	
	<ul style="list-style-type: none"> <li>Analyze the historical development of one or more non-U.S. societies.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze the significance of one or more major movements that have shaped the world's societies.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</li> </ul>
Students will be able to produce properly formatted, organized and documented written assignments, and oral presentations. The assignments and presentations will require them to compare and contrast the US culture, their home culture, and the Spanish culture.	<ul style="list-style-type: none"> <li>Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</li> </ul>
<b>B. U.S. Experience in its Diversity</b>	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</li> </ul>
	<ul style="list-style-type: none"> <li>Explain and evaluate the role of the United States in international relations.</li> </ul>
	<ul style="list-style-type: none"> <li>Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.</li> </ul>
<b>C. Creative Expression</b>	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	

	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.</li> </ul>
	<ul style="list-style-type: none"> <li>Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrate knowledge of the skills involved in the creative process.</li> </ul>
	<ul style="list-style-type: none"> <li>Use appropriate technologies to conduct research and to communicate.</li> </ul>

**D. Individual and Society**

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>

A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.</li> </ul>
	<ul style="list-style-type: none"> <li>Examine how an individual's place in society affects experiences, values, or choices.</li> </ul>
	<ul style="list-style-type: none"> <li>Articulate and assess ethical views and their underlying premises.</li> </ul>
	<ul style="list-style-type: none"> <li>Articulate ethical uses of data and other information resources to respond to problems and questions.</li> </ul>
	<ul style="list-style-type: none"> <li>Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</li> </ul>

**E. Scientific World**

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>

A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> <li>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</li> </ul>

## SYLLABUS AND COURSE OUTLINE

<b>Title of Course: SPN 476 – HISPANIC HERITAGE</b>	<b>Course Number: SPN 476</b>
<b>Instructor:</b>	<b>Lecture hours per week: 3 (total: 45)</b>
<b>Office:</b>	<b>Credits: 3</b>
<b>Telephone:</b>	

### Course Description

This is a study abroad course in which students will enhance their language skills and knowledge of a foreign culture through class meetings, seminars and on-site visits to places of historic and cultural importance. They will be immersed in the language of the country and attend language and literature courses.

### Prerequisites and/or Corequisites

Either:

- a) Spanish 102/106, or Spanish 103/107, or above.
- b) or proficiency in SPN 102/SPN 103 as determined by the MLD placement test plus at least three credits in a foreign language taught at CUNY.

No Corequisites.

### C. Student Learning Outcomes

<b>STUDENT LEARNING OUTCOMES</b> At the end of this course, students will be able to:	<b>MEASUREMENTS</b>
1. Students will be able to identify texts within specific historical and cultural contexts.	1. Class discussion of weekly reading assignments, class participation, short essays, and exams.
2. Students will be able to identify literary, stylistic devices, and structures used in literary texts.	2. Formal essay assignments, class participation, exams, and class discussions.
3. Students will be able to produce basic critical analysis of assigned readings.	3. Essays, oral presentations, exams, and class participation.
4. Students will be able to produce properly formatted, organized and documented essays	4. Formal essay assignments, response papers, and Blackboard discussions.

### D. General Education Outcomes

<b>GENERAL EDUCATION OUTCOMES</b>	<b>MEASUREMENTS</b>
1. <b>Communication Skills</b> – Students will be able to write, read, listen and speak critically and effectively during class participation and on their written work.	1. Formal writing assignments, oral presentations, class participation, class discussions, Blackboard discussions and formal writing assignments.

<p><b>2. Arts &amp; Humanities</b> – Students will be able to develop knowledge and understanding of the arts and literature through critiques of works of art, music, theatre, architecture, or literature.</p>	<p><b>2.</b> Midterm and final exams, class discussions, class participation, Blackboard discussions and formal writing assignments.</p>
<p><b>3. Critical Thinking Skills</b> – Students will be able to analyze possible implied meanings, deconstruct literary strategies, structures, and interpret meaning. They will be able to take a stand on different issues, offer opinions, and justify them based on the different value systems of the characters, and the historical, and socio-political situations they are presented with.</p>	<p><b>3.</b> Short essays, final paper, analysis of texts in exams, class discussion.</p>

### **E. Required Texts and/or Supplementary Materials**

#### **Required Texts :**

ALAS, Leopoldo (Clarín). La Regenta. Prólogo de Benito Pérez Galdóa. Madrid, Librería de Fernando Fé, 1900. (Online Edition available under Course Documents in Blackboard)

SUÁREZ-COALLA, Paquita. Para que no se me olvide. New York: Editorial Campana. 2007.

**The rest is available for download online.**

**Other Resources: Xeroxed copies provided by instructor or uploaded on BlackBoard if conditions are favorable.**

### **F. Use of Technology**

**Internet for research, discussion boards on BlackBoard, word processing for typing papers, software for presentations (optional)**

### **G. Evaluation and Requirements of Students**

You will be assigned reading and writing to do each week. In order to stay current with class discussion and writing, you must complete the assigned reading, writing and Discussion Board assignments.

Two formal essays with accompanying drafts will be assigned during the semester. There will be additional instructions for these essays. (NOTE: Failure to hand in your draft for any formal essay will result in an automatic 20-point reduction in your grade). In addition, you will have a Midterm and a Final exam.

### **H. Final grade:**

Your final grade will be based on the following guidelines:

▶ Attendance, daily preparations, class assignments and class participation	40%
▶ Essays (2)	25%
▶ Final examination	35%

**Policy on late papers and make up exams: Absolutely no late papers, no late assignments, and no make-up exams.**

**Attendance: Daily attendance is mandatory. Missing has direct impact on your ability to succeed in this course and can modify the percentage of your "Participation" grade. No absence is permitted.**

**Lateness: Classes begin promptly at the times indicated in the Schedule of Classes. Arrival in classes after the scheduled starting time constitutes lateness. Latecomers may, at the discretion of the instructor, incur an official absence.**

## COURSE OUTLINE

Weeks	Content	List of Topics	Tasks and Readings
<p><b>Week 1</b></p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> <li>- Approach to the most relevant 19th century Spanish Novels</li> <li>- Introduction to Spanish Literature</li> <li>- In-depth analysis of some authors and their most famous works.</li> </ul> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <li>- Short writings that apply the main objectives of the week.</li> </ul>	<p>Introduction to the course:</p> <p>This course is an introduction to the nineteenth-century novels, with an emphasis on <i>La Regenta</i>.</p> <p>Students will study the history of the city of Oviedo through the characters' testimonies.</p> <p>This course will also cover other canonical works of this period.</p> <p>This summer course will have a very accelerated rhythm.</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- "<u>Contexto histórico de <i>La Regenta</i></u>"</li> <li>- "<u>Realismo y naturalismo español</u>"</li> <li>- "<u>Realismo y naturalismo</u>"</li> <li>- "<u>Características del realismo en los personajes de <i>La Regenta</i></u>"</li> <li>- "<u>Clarín</u>"</li> </ul> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> <li>. When did the Naturalism start in France?</li> <li>. Did Leopoldo Alas participate in the polemics about the Naturalism in Spain?</li> <li>. Was he in favor or against the movement?</li> <li>. What is the main pattern followed in this novel? Does it belong to Naturalism?</li> <li>. Are there any naturalist or romantic aspects in <i>La Regenta</i> and its characters?</li> </ul>	<p><u>Research:</u></p> <p>Historical context behind <i>La Regenta</i>'s storyline:</p> <ol style="list-style-type: none"> <li>1, <i>La Regenta</i></li> <li>2, <i>Vetusta</i>. The city and society of Oviedo in the 19<sup>th</sup> century.</li> </ol> <p><u>Documents:</u></p> <p>Homework 1</p>
<p><b>Week 2</b></p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> <li>- To reach an adequate level of texts' comprehension,</li> </ul>	<p>The crisis of the Realist fiction.</p> <p>From the periphery: The provincial "<i>Vetusta</i>" (Oviedo) of Clarín.</p> <p>"Historical</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>- "<u><i>La Regenta: argumento y estudio</i></u>"</li> <li>- "<u>Fragmentos y antología de <i>La Regenta</i></u>"</li> <li>- "<u>Personajes de <i>La</i></u></li> </ul>	<p><b><u>MIDTERM</u></b></p> <p>Homework 2</p> <p>Homework 3</p>

<p>analysis and reviews.</p> <ul style="list-style-type: none"> <li>- To differentiate the literary characteristics in each work specific to its period and author.</li> <li>- To understand the relation between the socio-historical context, the author and the literary work.</li> </ul> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <li>- Short writings that apply the main objectives of the week.</li> </ul>	<p>introduction: a society in transition”</p> <p>The interruption of the narrative language.</p> <p>The Realist representation and its interruptions.</p> <p>The philosophical universe of <i>La Regenta</i> and the theme of education.</p> <p><i>La Regenta</i> and the narrator.</p> <p><i>La Regenta</i> and the characters</p> <p>.(introduction)</p>	<p><u><i>Regenta</i></u>”</p> <p><u>Comprehension:</u></p> <p>Introduction.</p> <p>The intellectual training of Leopoldo Alas.</p> <p>Education in <i>La Regenta</i>.</p> <p>Nature and unauthentic existence.</p> <p>The ethical ideal of Clarín.</p>	
<p><b>Week 3</b></p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> <li>- Interpretation of the literary and historical contexts of a work to understand its importance in the nineteenth-century society.</li> </ul> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <li>- Short writings that apply the main objectives of the week.</li> </ul>	<p><i>La Regenta</i> and the characters (continued)</p> <p>We will focus on the representation of Ana Ozores.</p> <p>Woman and Language.</p> <p>Discourse and language.</p> <p>The feminine image in <i>La Regenta</i> and the European novel in the second half of the 19<sup>th</sup> century.</p>	<p><u>Readings:</u></p> <p>“<u>Fragmentos y antología de <i>La Regenta</i></u>”</p> <p>“<u>Personajes de <i>La Regenta</i></u>”</p>	<p><u>Research:</u></p> <p>Historical walk through <i>La Regenta</i> storyline</p> <p>1, <i>La Regenta</i></p> <p>2, <i>Vetusta</i>. The city and society of Oviedo of the 19<sup>th</sup> century</p> <p>3, The characters</p> <p>Homework 4</p> <p>Homework 5</p>
<p><b>Week 4</b></p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> <li>- Interpretation of the feminine image in <i>La</i></li> </ul>	<p><i>La Regenta</i> and the characters (continued)</p> <p>The representation of the masculinity.</p> <p>The relation mother-</p>	<p><u>Readings:</u></p> <p>“<u>Fragmentos y antología de <i>La Regenta</i></u>”</p> <p>“<u>Personajes de <i>La Regenta</i></u>”</p> <p>“<u>Histeria</u>”</p>	<p><u>Research:</u></p> <p>Historical walk through <i>La Regenta</i> storyline</p> <p>1, <i>La Regenta</i></p> <p>2, <i>Vetusta</i>. The</p>

<p><i>Regenta</i>, by Leopoldo Alas 'Clarín.'</p> <ul style="list-style-type: none"> <li>- Analysis of the discourse and language in <i>La Regenta</i>.</li> </ul> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <li>- A short writing based on the theme of <i>La Regenta</i>.</li> </ul>	<p>son. Masculinity, power and social control. Relation between the Magistral (religious world) and Don Alvaro (political world). We will also comment the relation between the narrator and the characters.</p>	<p><u>"El deseo en La Regenta"</u></p>	<p>city and society of Oviedo of the 19<sup>th</sup> century 3, The characters</p> <p>Homework 6 Homework 7</p> <p><b><u>FINAL EXAM</u></b></p>
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## ITINERARY

Include a detailed itinerary listing all **class sessions, travel and excursions** here. A complete program itinerary can also be submitted as a separate attachment to this page.

### ITINERARY-OVERSEAS SCHEDULE

DAY	CLASS SESSIONS, TRAVEL AND EXCURSIONS
<b>WEDNESDAY, JUNE 11, 2014</b>	Workshop at BMCC (I). General information on Spain and Oviedo. Cultural differences.
<b>WEDNESDAY, JUNE 25, 2014</b>	Workshop at BMCC (II). Introduction to the course.
<b>SATURDAY, JUNE 28, 2014</b>	Departure from JFK Airport at 8:00 PM on Iberia.
<b>SUNDAY, JUNE 29, 2014</b>	Arrival to Madrid at 7:10 AM. Departure from Barajas Airport to Asturias at 8:55 PM on Iberia. Arrival to Asturias at 9:55 AM. A University of Oviedo's bus will pick up students at the airport. Lodging at Residencia Ovida-dormitories- in Oviedo. Lunch at Aparthotel Campus at 2:00 PM. Dinner at Residencia Ovida from 8:00 PM until 11:00 PM.
<b>MONDAY, JUNE 30, 2014</b>	Breakfast at Residencia Ovida at 8:00 AM. Class held at the Campus of University of Oviedo. 9:00-11:30 AM: Lecture with Dr. Safiya Maouelainin (Modern Languages Department, BMCC). 12:00-2:00 PM: Culture and History Lecture with an Instructor, from the University of Oviedo. Reception at University of Oviedo from 2:30-6:00 PM
<b>TUESDAY, JULY 1, 2014</b>	Breakfast at Residencia Ovida at 8:00 AM. Class held at the Campus of University of Oviedo. 9:00-11:30 AM: Lecture with Dr. Safiya Maouelainin (Modern Languages Department, BMCC). 12:00-2:00 PM: Culture and History Lecture with an Instructor, from the University of Oviedo. Lunch at Aparthotel Campus at 2:30 PM. Dinner at Residencia Ovida from 8:00 PM until 11:00 PM.
<b>WEDNESDAY, JULY 2, 2014</b>	Breakfast at Residencia Ovida at 8:00 AM. Class held at the Campus of University of Oviedo. 9:00-11:30 AM: Lecture with Dr. Safiya Maouelainin (Modern Languages Department, BMCC). Lunch at Aparthotel Campus at 2:30 PM. Dinner at Residencia Ovida from 8:00 PM until 11:00 PM.
<b>THURSDAY, JULY 3, 2014</b>	Breakfast at Residencia Ovida at 8:00 AM. Class held at the Campus of University of Oviedo. 9:00-11:30 AM: Lecture with Dr. Safiya Maouelainin (Modern Languages Department, BMCC). 12:00-2:00 PM: Culture and History Lecture with an Instructor, from the University of Oviedo. Lunch at Aparthotel Campus at 2:30 PM. Dinner at Residencia Ovida from 8:00 PM until 11:00 PM.
<b>FRIDAY, JULY 4, 2014</b>	Breakfast at Residencia Ovida at 8:00 AM. Class held at the Campus of University of Oviedo. 9:00-11:30 AM: Lecture with Dr. Safiya Maouelainin (Modern Languages Department, BMCC). 12:00-2:00 PM: Culture and History Lecture with an Instructor, from the University of Oviedo. Lunch at Aparthotel Campus at 2:30 PM. Dinner at Residencia Ovida from 8:00 PM until 11:00 PM.

<b>SATURDAY, JULY 5, 2014</b>	Breakfast at Residencia Ovida at 9:00 AM. Trip. Itinerary: Lagos de Covadonga
<b>SUNDAY, JULY 6, 2014</b>	Breakfast at Residencia Ovida at 8:00 AM. Lunch at Colegio Mayor San Gregorio at 2:00 PM. Dinner at Residencia Ovida from 8:00 PM until 11:00 PM. Free day. No mandatory activities on Sundays.
<b>MONDAY, JULY 7, 2014</b>	Breakfast at Residencia Ovida at 8:00 AM. Class held at the Campus of University of Oviedo. 9:00-11:30 AM: Lecture with Dr. Safiya Maouelainin (Modern Languages Department, BMCC). 12:00-2:00 PM: Culture and History Lecture with an Instructor, from the University of Oviedo. Lunch at Aparthotel Campus at 2:30 PM. Dinner at Colegio Mayor San Gregorio from 8:00 PM-11:00 PM.
<b>TUESDAY, JULY 8, 2014</b>	Breakfast at Residencia Ovida at 8:00 AM. Class held at the Campus of University of Oviedo. 9:00-11:30 AM: Lecture with Dr. Safiya Maouelainin (Modern Languages Department, BMCC). 12:00-2:00 PM: Culture and History Lecture with an Instructor, from the University of Oviedo. Lunch at Aparthotel Campus at 2:30 PM. Dinner at Residencia Ovida from 8:00 PM until 11:00 PM.
<b>WEDNESDAY, JULY 9, 2014</b>	Breakfast at Residencia Ovida at 8:00 AM. Class held at the Campus of University of Oviedo. 9:00-11:30 AM: Lecture with Dr. Safiya Maouelainin (Modern Languages Department, BMCC). 12:00-2:00 PM: Culture and History Lecture with an Instructor, from the University of Oviedo. Lunch at Aparthotel Campus at 2:30 PM. Dinner at Residencia Ovida from 8:00 PM until 11:00 PM.
<b>THURSDAY, JULY 10, 2014</b>	Breakfast at Residencia Ovida at 8:00 AM. Class held at the Campus of University of Oviedo. 9:00-11:30 AM: Lecture with Dr. Safiya Maouelainin (Modern Languages Department, BMCC). Lunch at Aparthotel Campus at 2:00 PM. Dinner at Residencia Ovida from 8:00 PM until 11:00 PM.
<b>FRIDAY, JULY 11, 2014 until SUNDAY, JULY 13, 2014</b>	Free weekend. Students may travel, at their own expense, to any city in Spain. This weekend is not supervised.
<b>MONDAY, JULY 14, 2014</b>	Breakfast at Residencia Ovida at 8:00 AM. Class held at the Campus of University of Oviedo. 9:00-11:30 AM: Lecture with Dr. Safiya Maouelainin (Modern Languages Department, BMCC). 12:00-2:00 PM: Culture and History Lecture with an Instructor, from the University of Oviedo. Lunch at Aparthotel Campus at 2:30 PM. Dinner at Residencia Ovida from 8:00 PM until 11:00 PM.
<b>TUESDAY, JULY 15, 2014</b>	Breakfast at Residencia Ovida at 8:00 AM. Class held at the Campus of University of Oviedo. 9:00-11:30 AM: Lecture with Dr. Safiya Maouelainin (Modern Languages Department, BMCC). 12:00-2:00 PM: Culture and History Lecture with an Instructor, from the University of Oviedo. Lunch at Aparthotel Campus at 2:30 PM. Dinner at Residencia Ovida from 8:00 PM until 11:00 PM.
<b>WEDNESDAY, JULY 16, 2014</b>	Breakfast at Residencia Ovida at 8:00 AM. Class held at the Campus of University of Oviedo, 9:00-11:30 AM: Lecture with Dr. Safiya Maouelainin (Modern Languages Department, BMCC). 12:00-2:00 PM: Culture and History Lecture with an Instructor, from the University of Oviedo. Lunch at Aparthotel Campus at 2:30 PM. Dinner at Residencia Ovida from 8:00 PM until 11:00 PM.

<b>THURSDAY, JULY 17, 2014</b>	Breakfast at Residencia Ovida at 8:00 AM. Class held at the Campus of University of Oviedo. 9:00-11:30 AM: Lecture with Dr. Safiya Maouelainin (Modern Languages Department, BMCC). 12:00-2:00 PM: Culture and History Lecture with an Instructor, from the University of Oviedo. Lunch at Aparthotel Campus at 2:30 PM. Dinner at Residencia Ovida from 8:00 PM until 11:00 PM.
<b>FRIDAY, JULY 18, 2014</b>	Breakfast at Residencia Ovida at 8:00 AM. Class held at the Campus of University of Oviedo. 9:00-11:30 AM: Lecture with Dr. Safiya Maouelainin (Modern Languages Department, BMCC). 12:00-2:00 PM: Culture and History Lecture with an Instructor, from the University of Oviedo. Lunch at Aparthotel Campus at 2:30 PM. Dinner at Residencia Ovida from 8:00 PM until 11:00 PM.
<b>SATURDAY, JULY 19, 2014</b>	Breakfast at Residencia Ovida at 9:00 AM. Trip. Itinerary: Cangas de Onís.
<b>SUNDAY, JULY 20, 2014</b>	Breakfast at Residencia Ovida at 9:30 AM. Lunch at Colegio Mayor San Gregorio at 2:00 PM. Dinner at Residencia Ovida from 8:00 PM until 11:00 PM. Free day.
<b>MONDAY, JULY 21, 2014</b>	Breakfast at Residencia Ovida at 8:00 AM. Class held at the Campus of University of Oviedo. 9:00-11:30 AM: Lecture with Dr. Safiya Maouelainin (Modern Languages Department, BMCC). 12:00-2:00 PM: Culture and History Lecture with an Instructor, from the University of Oviedo. Lunch at Aparthotel Campus at 2:30 PM. Dinner at Residencia Ovida from 8:00 PM until 11:00 PM.
<b>TUESDAY, JULY 22, 2014</b>	Breakfast at Residencia Ovida at 8:00 AM. Class held at the Campus of University of Oviedo. 9:00-11:30 AM: Lecture with Dr. Safiya Maouelainin (Modern Languages Department, BMCC). 12:00-2:00 PM: Culture and History Lecture with an Instructor, from the University of Oviedo. Lunch at Aparthotel Campus at 2:30 PM. Dinner at Residencia Ovida from 8:00 PM until 11:00 PM.
<b>WEDNESDAY, JULY 23, 2014</b>	Breakfast at Residencia Ovida at 8:00 AM. Class held at the Campus of University of Oviedo. 9:00-11:30 AM: Lecture with Dr. Safiya Maouelainin (Modern Languages Department, BMCC). Lunch at Aparthotel Campus at 2:00 PM. Dinner at Residencia Ovida from 8:00 PM until 11:00 PM.
<b>THURSDAY, JULY 24, 2014</b>	Breakfast at Residencia Ovida at 8:00 AM. Class held at the Campus of University of Oviedo. 9:00-11:30 AM: Final Exam. Lunch at Aparthotel Campus at 2:30 PM. Dinner at Residencia Ovida at 8:00 AM.
<b>FRIDAY, JULY 25, 2014</b>	Breakfast at Residencia Ovida at 8:00 AM. 9:00-11:00 AM: Reception at University of Oviedo from 2:00-4:00 PM: Certificates will be handed out.
<b>SATURDAY, JULY 27, 2014</b>	Breakfast at Residencia Ovida at 8:00 AM. An University of Oviedo's bus and will pick up students to the airport. Departure from Asturias at 10:40 PM on Iberia. Arrival to Madrid at 11:40 AM. Departure from Madrid at 1:55 PM. Arrival to JFK Airport at 4:05 PM