

Modern and Classical Languages and Literatures

Program Review

2015-2016

## **Introduction: Narrative**

### **A Time of Change**

The last six years have seen ongoing and rapid change for the Department of Modern and Classical Languages and Literatures (MCLL). Although some changes in departmental programs have come about through broad trends affecting higher education at the university, State, and national levels, other changes have been due to the particular history of the department and university. A broad picture of this climate of change will appear in this introduction; and more detailed information can be found in subsequent sections of the report. The most immediately visible alteration has been the change of the department's name from Foreign Languages and Literatures to Modern and Classical Languages and Literatures.

It should be noted that the department's administrative structure has just recently been transformed through a merger with Philosophy and Religion (7/1/15), though the only affect upon MCLL will be that it shares a single Department Head and Administrative Assistant with Philosophy and Religion. Upon the unanimous request of the faculty in both departments, the administration has allowed for the two programs to remain autonomous in all of their operations (bylaws, committees, curricula, etc.) and continue as they have been. Therefore, the merger is not anticipated to alter the mission and trends connected to the current concentration in the B.A. in Modern and Classical Languages and Literatures. Given that the B.A. programs in the two formerly

independent departments remain distinct, and that this is a program review rather than a departmental review, little will be said here regarding the recent merger.

### **Mission**

The official mission statement and program outcomes, though they have not been revolutionized, have evolved since the time of the last program review. In particular, a new emphasis on critical thinking and broadly applicable skills has found its way into the formulations (see the opening of section 1 for the text of the departmental mission statement). The discussion of strictly linguistic competencies has been streamlined, even though these competencies remain central to the mission and are assessed more thoroughly than in the past. These developments come in response to the priorities of the university related to the SACSCOC Quality Enhancement Plan.

### **Composition of the Faculty**

Perhaps most consequential development has been the radical change to the composition of the tenure-line faculty: 66% (4 of 6) of the tenure-line faculty serving at the time of the previous program review (AY 2009-2010) have retired, only two tenure-line faculty members serving at that time remain. In addition, 50% (2 of 4) of the assistant professors hired during this period have left UTC for other institutions; and these positions are still in the process of being filled through national searches. As a result, the tenure-line faculty serving the MCLL programs are currently rather junior and the department is temporarily understaffed—due to the vacancies and a sabbatical, we have only one tenure-track Spanish professor present this spring on campus for over 60 Spanish majors. There are two full professors, one associate professor, and two assistant professors. However, due to searches and appointments still in process, the faculty will

reach an adequate size through the addition of three assistant professors. Within four years, the ranks of the full professors can be anticipated to grow to four members.

This massive, generational turnover in tenure-line membership has presented the department with one of its greatest challenges since 2010. The continual process of faculty searches—and in some instances the need to make an exhaustive case to the administration to retain the line—has been draining for the depleted tenure-line faculty. At the same time, this turnover has offered a lot of exciting opportunities. Excellent faculty members have been recruited, and we are confident of recruiting more this year. A more junior faculty can also be an asset in these times of institutional (and national) transition because there is often more flexibility. Finally, the changing of the guard and the chance to welcome new members has allowed for the creation of an especially harmonious team.

Although the departmental ranks outside of the tenure-line have likewise seen some alteration, there has been more stability in this area and also a continually full level of staffing. The team of three Spanish lecturers has served between 4 and 9 years, while we have recently added a lecturer in Latin/Classics to cover courses that the Department Head (a Latinist) had to set aside when stepping into an administrative role. We have been pleased to retain some longtime adjunct instructors of high quality and also to add several new names to the roster. During the spate of retirements and resignations, various adjunct faculty members have stepped into temporary full-time roles for either a semester or a year.

## **Curriculum**

The MCLL curriculum has been evolving in response to a number of considerations: Changes in the faculty roster, the findings of the program's assessment regime, the vision of faculty, disciplinary developments nationwide, and the shifting expectations of programs by the university.

Given that the productivity and viability of programs is now judged most of all on the basis of the number of majors (secondarily, on SCH production), the department decided several years ago to focus its efforts on languages that have major concentrations attached to them (Spanish, French, Latin). This has meant gradually dropping classes in other languages. Italian is no longer offered through the combination of native informant and online work; the German minor has been reduced de facto to a two year sequence (the German line vacated through resignation will be used for Spanish); all departmental funding has been withdrawn from Japanese (which continues to be offered at the moment only through funding from the Education Department); and other experiments such as Portuguese, Chinese, and Arabic have been indefinitely put on hold. With the retirement of the Hellenist, Ancient Greek has also been discontinued for the foreseeable future. Although the department greatly values the diversity of world languages and would like to offer more variety to the campus, the size and composition of its faculty, the extent of its funding, and the criteria to which it is held accountable render it counterproductive to invest scant resources in languages that cannot produce a single student major because there are not resources to create and sustain a major concentration.

There has been a good deal of curricular work in the two larger major concentrations (Spanish & French) over the past few years. Most significantly, the curriculum has become more flexible, with set requirements (e.g. "survey" courses on

the literature of different times and places, multiple mandatory composition and grammar courses) and more electives. This shift allows for an easier, faster path to graduation, for more curricular variety that allows faculty to connect their research expertise to their teaching, and for more student choice.

Another area currently in development is the department's selection of "culture" courses taught in English and open to students with no language skills. Historically, the only regular offerings of this kind have been a few 3000-level Classics courses that included a general education class in Classical Mythology. Some other upper-level culture courses were on the books but were never taught and were somewhat outdated. Over the last year, the department has designed and had certified for general education three new 1000-level culture courses (Legendary Rome, World Cinema, Arthurian Film and Lit). It is hoped that these courses will be feeders for the major and will also allow the faculty to reduce their section load from 4 to 3 by teaching a general education class with a higher capacity than typical language courses. Another future ambition is to create a major concentration that is more culturally- than linguistically-based to draw students who might not wish to study language intensively but are very interested in cultural, literary, historical, and other aspects. A curriculum proposal is currently being developed for a Western Civilizations major.

Finally, the department has made its first move into online education by going through the course redesign process to produce fully online versions of CLAS 1200 (Legendary Rome) and SPAN 2130 (Intermediate Spanish I for Reading). So far, these courses have filled very quickly, and we plan to add more online courses each year, the

next step being to create online versions of Intermediate Spanish II for Reading, Arthurian Film and Literature, and World Cinema.

### **Students**

As is common across disciplines at UTC, there is a trend towards higher quality in departmental majors: Better preparation prior to UTC, better GPAs, etc. According to the most recent official count from 2014, women make up the majority (75%) of MCLL majors (as compared with 55% at UTC on the whole), while minority students make up about 14% (as compared with 25% across the university). In terms of academic profile, the most significant development is probably the increasing number of double majors, a group that has accounted for 30-40% of our overall majors over the last few years. The department has considered the recruitment of double majors to be the strategy most likely for sustaining and growing the programs.

In terms of the quantity of students taught by the department, both SCH and majors have been stable numbers over the last six years even as University enrollments have been declining. There was a peak in SCH during 2011, and since that time the number has settled back to the 2010 number and remained very close to it. The number of majors has been consistently in the 80s, though there was a peak of 93 in 2013 followed by a trough of 71 (after the largest ever graduating class of 32 B.A.s) in 2014. Currently (2015/16) the number is back into the 80s.

### **Previous Review**

Dr. Kathleen Doig (Georgia State) reviewed the program in AY 2009-2010. The chief points of her findings are as follows: The MCLL assessment regime had no inadequacies; there was a solid curriculum for majors and minors along with practical

opportunities; the faculty teaching/service load was high in that it surpassed the de facto norm for UTC departments and in that it hindered good researchers from reaching their full potential; the department is cost-effective. Among the particular suggestions of Dr. Doig, some have already been implemented and others are in progress. For instance, she recommended the renovation of the language lab to make it a more attractive learning space and the department has now done a complete overhaul in two stages. The department is currently acting in line with her recommendation to add more English-taught courses to the schedule and to move toward offerings for professional students (e.g. there is a revamped Business Spanish course on the Spring 2016 schedule, and we have been in discussions with the College of Business about possible collaborations). Likewise, there is currently a Western Civilization major in development, which would correspond to the reviewer's ideas of a concentration taught mostly in English. Dr. Doig recommended that study abroad receive continuing encouragement; and the department has grown its Spain program substantially (25 students participated last summer, and the schedule has moved from alternate years to annually).

The tenure-line faculty members all agree with Dr. Doig's assessment that a teaching schedule of 4 courses per semester with (usually) 3 preparations is a heavy load for a department and university that has research expectations. Moreover, the overall load makes it difficult to find the wherewithal to develop in new directions and meet challenges as they come. This issue constitutes the principal burden on faculty morale. Unfortunately, no progress has been made since 2010: 4/4, 3 preps per term, and even emergency overloads (until very recently) have continued to be the reality. Although many tenure-line faculty on campus teach 3/3 and some even 2/2, MCLL has not been



given the administrative permission to do likewise—even on the condition that the tenure-line faculty members in the department continue produce the same number of SCH as previously. Finally, though, it appears as though some relief could be on the horizon, since the Provost will be unveiling a new workload policy this year that seems likely to prioritize SCH production over the number of sections taught.

## **Part 1: Learning Objectives (Outcomes)**

### **Mission Statement**

The mission of the B.A. in Modern and Classical Languages and Literatures is to prepare students for employment or for graduate studies in modern or classical languages by teaching them the necessary linguistic, cultural, and academic skills relative to the field of modern or classical languages and literatures. In addition the program's mission is to prepare students for the professional job market by teaching them to think critically and to communicate effectively, as well as gain a broader worldview.

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

### **1.1 Program and student learning outcomes are clearly identified and measurable**

### **1.1.1 Departmental Goals/Outcomes**

\*The Department will increase majors from 81 to 100.

\*The Department will increase the number of current faculty-lead study abroad programs from one (Spain) to at least three, starting with a program in Latin America and another in France.

### **1.1.2 Student Learning Outcomes**

Since we are a language and literature program, student learning outcomes in modern languages have traditionally related to acquiring language skills and the study of literature, while Latin has focused on reading, translation, textual interpretation, and culture.

For modern languages, the department consistently uses proficiency guidelines established by the American Council for the Teaching of Foreign Languages (ACTFL) as outcomes for assessing language acquisition in French and Spanish. In the past we separated proficiency areas into discreet outcomes; however, over the past two years, we have changed to a less redundant and cumbersome model of tracking overall proficiency in listening, reading, speaking, and writing. Initially our program goals were more modest and were tracked less frequently (at the end of Intermediate Spanish and Advanced Composition and Conversation II), but in the past two years, we have increased the courses in which we track student performance (we now track it in 2110, 3110, some areas in 3130, and 3210/3220, and the fourth year) and raised standards for program outcomes from speaking scores of intermediate mid in 3120 to a rating of “advanced” in all communicative skills (reading, writing, listening, speaking) upon graduation or by the

end of the second 4000-level class.

The study of classical languages at the post-secondary level has not enjoyed the kind of guidance for outcomes provided by organizations like ACTFL, though this seems to be slowly changing. For a number of years after the last program review (2010/11 – 2012/13), the Latin and Greek & Latin concentrations employed a rather elaborate set of outcomes tied to the separate components of learning to read classical texts: Proficiency in a range of specific grammatical knowledge, basic writing, vocabulary, translation, recognition of genre, etc. From 2013/14 forward, a considerable simplification of outcomes was established for the Latin B.A., whereby two major outcomes appeared: Reading and translation on the one hand, and critical/cultural/literary analysis on the other hand (see 1.1.2.2 for statement of outcomes). While the outcomes specific to Greek were not brought into this new scheme, this is no longer an issue since Greek has been discontinued. If Greek should be brought back, the outcomes would be made parallel to those for Latin.

### **1.1.2.1 Current Student Learning Outcomes for Modern Languages (French and Spanish)**

Speaking: Graduates can speak the target language at the advanced level according to ACTFL guidelines: “Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major time frames of past, present, and future. These speakers can also deal with a social

situation with an unexpected complication. The language of Advanced-level speakers is abundant, the oral paragraph being the measure of Advanced-level length and discourse. Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.” - See more at:

["http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english/speaking"](http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english/speaking) and ["http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english/speaking"#sthash.AEddyhHW.dpuf](http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english/speaking).

Writing: Graduates should be able to write at the Advanced Level according to ACTFL guidelines: “Writers at the Advanced level are characterized by the ability to write routine informal and some formal correspondence, as well as narratives, descriptions, and summaries of a factual nature. They can narrate and describe in the major time frames of past, present, and future, using paraphrasing and elaboration to provide clarity.

Advanced-level writers produce connected discourse of paragraph length and structure. At this level, writers show good control of the most frequently used structures and generic vocabulary, allowing them to be understood by those unaccustomed to the writing of non-natives.” - See more at: <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english/writing#sthash.dTWbJgKt.dpuf>.

Listening: Graduates can comprehend the spoken target language at the advanced level according to the ACTFL guidelines: “At the Advanced level, listeners can understand the main ideas and most supporting details in connected discourse on a variety of general interest topics, such as news stories, explanations, instructions, anecdotes, or travelogue descriptions. Listeners are able to compensate for limitations in their lexical and

structural control of the language by using real-world knowledge and contextual clues. Listeners may also derive some meaning from oral texts at higher levels if they possess significant familiarity with the topic or context. Advanced-level listeners understand speech that is authentic and connected. This speech is lexically and structurally uncomplicated. The discourse is straightforward and is generally organized in a clear and predictable way. Advanced-level listeners demonstrate the ability to comprehend language on a range of topics of general interest. They have sufficient knowledge of language structure to understand basic time-frame references. Nevertheless, their understanding is most often limited to concrete, conventional discourse.” - See more at: <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english/listening#sthash.pq3waVJW.dpuf>

Reading: Students can read at the Advanced Level according to ACTFL guidelines: “At the Advanced level, readers can understand the main idea and supporting details of authentic narrative and descriptive texts. Readers are able to compensate for limitations in their lexical and structural knowledge by using contextual clues. Comprehension is likewise supported by knowledge of the conventions of the language (e.g., noun/adjective agreement, verb placement, etc.). When familiar with the subject matter, Advanced-level readers are also able to derive some meaning from straightforward argumentative texts (e.g., recognizing the main argument). Advanced-level readers are able to understand texts that have a clear and predictable structure. For the most part, the prose is uncomplicated and the subject matter pertains to real-world topics of general interest. Advanced-level readers demonstrate an independence in their ability to read subject matter that is new to them. They have sufficient control of standard linguistic conventions

to understand sequencing, time frames and chronology. However, these readers are likely challenged by texts in which issues are treated abstractly.” - See more at:

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english/reading#sthash.D7DSVFWa.dpuf>.

Culture: Students can identify major figures, events, movements, artifacts and markers of another culture. Students can explain the significance of movements, artifacts and markers of another culture. Students can articulate relationships between languages and culture. Students can relate the target culture to broader contexts.

### **1.1.2.2 Learning Outcomes: Latin**

Reading and Translation: Students will be able to read with full comprehension authentic Classical texts of various genres at moderate speed and with some help from reference materials (e.g. commentary and dictionary). They will be able to produce accurate translations that turn the complex structures of the Classical languages into idiomatic English.

Critical, Cultural, and Literary Analysis: Students Will identify and analyze key figures, literary works, and cultural forms of Classical antiquity.

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

### **1.2.1 Overview of Results**

#### **Modern Languages**

On the whole the department has consistently met goals with the exception of inconsistent speaking scores in French and among junior Spanish faculty. For example, in French, goals for speaking were met during the past two years, but not the three previous years. In Spanish, a satisfactory number of students in most (but not all) sections of the core language classes (3110 and 3120) achieved the outcomes. Scores for listening and reading comprehension have not been consistently tracked until last year and the year before. Writing samples have been maintained but have not been scored according to ACTFL proficiency levels until last year. However, a random sampling of past writing samples indicates that students have been meeting departmental goals. Cultural goals are the most difficult to assess, since there are no national guidelines. It is not a weak area, so it has not been tracked as frequently as speaking. However, the department has been meeting its goal 100% of the time (85% or more students exhibit mastery).

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

The Spanish and French programs have steadily raised program outcomes, especially for speaking. Moreover, in response to our last self-study, the program began to track skills more frequently and consistently. The chart below illustrates changes made to the speaking requirements.

**Speaking Benchmarks 2010-Present: Spanish and French**

1020 2110 2120 3110 3120 4000-level

2010-2011 Novice mid 85%

novice high 80% intermediate mid N/A

2011-2012 Novice mid 85%

novice high 80% intermediate mid 50% intermediate high N/A

2012-2013 Novice mid 70% intermediate low 70% intermediate mid Advanced

2013-2014 Novice mid 85% intermediate low 85% Intermediate mid 85% intermediate high Advanced

2015-2016 Novice high 70% Intermediate low 70% Intermediate mid 70% Intermediate mid 70%

Intermediate high Advanced

Please see section 2.4 for information on current student outcomes and benchmarks.

### **Classical Languages**

While it would be tedious to reproduce the overly elaborate set of outcomes now discontinued but used before 2013/14 for the Classical languages, the following can give an idea: A high percentage of students (similar to numbers listed for modern languages) was expected to demonstrate mastery of various tenses, moods, and syntactic constructions, with a level of assessment-specificity that includes all the individual verb tenses and moods as well as structures such as indirect discourse, etc. Assessment was done through tests designed for this purpose and given during class time.

The newer outcomes (see 1.1.2.2) have been in place for two years with the following results:

-In 2013/2014, the reading outcome was measured through a special exercise administered in class, with the result that 80% of students met the outcome in LAT 3510 but only 50% met the outcome in LAT 2020.

-In 2014/15, both the reading and the cultural/critical outcomes were measured. For



reading, 50% of students in 2000-level Latin achieved the outcome, while 100% achieved the outcome in 3000-level Latin. For critical/cultural, 80% of students demonstrated through writing samples that they had met the outcomes, and 100% of those taking the exit interviews likewise demonstrated achievement of the outcome.

Several decisions have been made in light of these results. In the first place, a new textbook (*Disce!*) for Latin semesters 1-3 was chosen for 2014/15. Because that proved to be a disappointment (students expressed a good deal of dissatisfaction, and the online interface turned out to have more problems than were obvious during the original demonstration), the program will adopt yet another textbook for 2016/17 (*Latin for the New Millennium*). In addition to the change of text, it has been determined that more should be done to hold students accountable for retention of vocabulary (a higher number of quizzes and assignments focused specifically on vocabulary). Also, a new and shorter instrument of assessment will be used for intermediate reading as well, because it seems that one reason for the lower scores on 2000-level reading has been the length of the assessment exercise, which most students have not completed in the time given. In general, a problem with Latin assessment is the very small sample size at the upper level, and the fact that if only two or three students fail to complete the assessment exercises (through absence on the set date, or lack of response to invitations for an exit interview), the results can be highly skewed.

#### **1.4 The program directly aligns with the institution's mission**

A number of the program goals tie in with the institutional vision, mission statement and core values.

### **1.4.1 UTC Institutional Vision and Mission Statements, and Core Values**

(<http://www.utc.edu/about/mission.php>):

#### **Vision**

We Engage Students, Inspire Change and Enrich Community.

We nurture students through community connections... tied to our values and our region... grounded in Chattanooga... a great drawing card... we value our place.

#### **Mission**

The University of Tennessee at Chattanooga is a driving force for achieving excellence by actively engaging students, faculty and staff; embracing diversity and inclusion; inspiring positive change; and enriching and sustaining our community.

At UTC... we develop a community on campus...enable students to go into the global community and achieve... provide a nurturing environment that connects students, community and opportunity.

#### **Values**

Students are the primary reason we exist as an institution.

We live integrity, civility and honesty.

We relentlessly pursue excellence.

We embrace diversity and inclusion.

Creativity, inquiry and scholarship are our culture.

We teach... we learn... we interact... we nurture... we grow citizens for tomorrow... we do the basics and more.

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

Beyond the obvious aspects of actively engaging students and fostering student scholarship, MCLL's mission and student learning objectives play into UTC's vision, mission statement and core values. Perhaps more so than any other department at UTC, MCLL faculty members "enable students to go into the global community and achieve," by providing them with a rigorous background in other languages and a profound understanding of other cultures. The department also promotes diversity and inclusion especially in modern language courses, which beginning with first year courses teach students about Latin America, US Hispanics, French Africa and the French Caribbean. Through the promotion of these languages, the department also encourages students' active involvement in community service. The latter is exemplified in the long-standing involvement with such organizations as the English Language Learner (English as a Second Language) Program for City of Chattanooga, Hamilton County Schools, the Bridge Refugee Center, and the French Chamber of Commerce, among others.

## **Part 2: Curriculum**

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

The program regularly reviews the curriculum and makes changes as necessary to foster improved student learning and to improve progress towards graduation. Last year major curriculum changes were made in Spanish and French, and additional changes

have been submitted this year. The goals of these proposals include allowing greater flexibility, and thus hope to improve graduation rates for students, and in the case of French, cutting costs, since some upper-division French classes had low enrollments. In addition, the curriculum was updated to keep in concert with common practices in the field. For example, in Spanish the survey courses for Spanish and Latin American Literature were replaced with an introduction to textual analysis and elective literature and culture courses.

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

First and second year classes are offered each year in all languages (except Japanese) and every term in Spanish. In Spanish, which has the largest enrollments, all upper-division courses required for the major are offered each year. In French, upper-division courses are offered on a two-year rotation, which requires careful planning, but allows juniors and seniors to complete the major within four years. In Latin and the Classics, students are offered two upper-division courses per semester. The Latin degree is more flexible than the French or Spanish, since it concentrates less on the development of speaking and listening skills, and focuses more on literature. Due to the limited number of FTE in Latin (less than 2.0, since the department head = .25 FTE and the Chair of Excellence = .33 in terms of departmental teaching), though, 2 to 3 independent studies per year need to be offered by the tenured faculty.

For course offerings, please see the course schedule:

[https://ssb.utc.edu/cbanpr/zzckschd.p\\_disp\\_dyn\\_sched/](https://ssb.utc.edu/cbanpr/zzckschd.p_disp_dyn_sched/)

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

The curriculum for French and Spanish is aligned with outcomes established by the American Council on the Teaching of Foreign Languages (ACTFL), and courses within the curriculum are aligned according to discreet learning outcomes (see section 2.4 below). The courses in French and Spanish and other modern languages use the communicative approach, while individual instructors also incorporate other pedagogical approaches, as they deem necessary. Courses beginning with the second-year sequence are typically taught in the target language, which follows the ACTFL guideline that 90% of instruction be conducted in the target language.

All faculty upload syllabi and other course materials to Blackboard (UTC Learn) for students. In addition, in French and Spanish all of the first and second year textbooks have on-line learning components through QUIA or a similar platform. These platforms provide students with a workbook, laboratory manual for listening comprehension activities, and some also provide short films. Some of these programs furnish students with electronic textbooks, as well as extra tutorials for grammar points or other concepts that are difficult to master.

Wishing to emulate the modern languages, the Latin program experimented with the first available Latin curriculum to feature an online component (Disce!). The experiment proved painful, as the faculty came to see that the publishers simply have not put the resources into modernizing Latin materials that they put into the modern languages, with the result that the curriculum was not a superior product. While the Latin

faculty all reviewed the text, its inadequacies did not become apparent until given a full trial run. What were the inadequacies? Technological or pedagogical? In terms of textbooks, the program has reverted to traditional models. However, there are many multi-media, electronic learning tools (online drills, searchable textual databases, digital images of manuscripts) available online; and these are used both in class and outside of class.

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

For modern languages, benchmarks for learning have been established in different classes. The following is an example for French and Spanish.

**Current Outcomes: 70% of French and Spanish students will achieve the following goals:**

1. 1010: Novice mid in listening, reading, speaking and writing
2. 1020: Novice high in listening, reading, speaking, and writing
3. 2110: Intermediate low in speaking, reading, listening, and writing
4. 2120: Intermediate mid in reading and listening, speaking and writing
5. 3110/3120: By the first semester intermediate mid in speaking and writing and by the second semester intermediate high in speaking, reading, and writing
6. 3210/3220 (1 is required): Intermediate high in listening and reading (French 3210/3220 sequence also has the goal of intermediate mid writing)
7. 3000-level literature and culture courses: Reading and writing intermediate high, plus specific cultural or critical thinking outcomes depending on course

8. 4000-level: Advanced in all skills, plus specific cultural or critical thinking outcomes/objectives; advanced low is acceptable, but advanced mid is desirable

**Outcomes 2013-2015: 85% of French and Spanish students will achieve the following goals:**

1. 1010: Novice mid in listening, reading, speaking and writing
2. 1020: Novice high in listening, reading, speaking, and writing
3. 2110: Intermediate low in speaking, reading, listening, and writing
4. 2120: Intermediate mid in reading and listening, intermediate low in speaking and writing
5. 3110/3120: By the first semester intermediate mid in speaking and writing and by the second semester intermediate high in speaking, reading, and writing
6. 3210/3220 (1 is required): Intermediate high in listening, reading, and intermediate mid in writing
7. 3000-level literature and reading courses: Reading advanced low, plus specific cultural outcomes depending on course
8. 4000/senior level: Advanced low in all skills, plus specific cultural or critical thinking outcomes/objectives depending on course

**Outcome Measurements by Class 2013-Present: Modern Languages**

1010/1020	Oral Exam, Not Tracked		
2110	Oral Exam	In-class writing	Portfolio
2120	SOPI (Simulated Oral Proficiency Interview)		

	In-class writing	Portfolio	
3110	Oral Exam	In-class writing	Portfolio
3120	SOPI	In-class writing	Portfolio
3210/3220	List. Comp.	Reading comp.	Portfolio
3000 lit./cult.	Reading Comp.	Portfolio	
4000	SOPI	Read. Comp.	Portfolio

**Current Outcomes: Latin students will achieve the following goals:**

LAT 1010/1020: Reading textbook or “baby Latin” with facility

LAT 2010: Reading textbook “basic Latin” with facility

LAT 2020: Reading smaller pieces of authentic Latin at a slow pace; demonstrating some knowledge of Roman worldviews, literature, and modes of expression

LAT 3000-level: Reading entire works (or large portions) of authentic Latin with relative facility; demonstrating a critical understanding of Classical worldviews, literature, and modes of expression.

**Outcomes Measures by Class 2013-Present: Latin**

LAT 1020	Placement Exam		
LAT 2020	Placement Exam	In-class Translation	Creative Project
LAT 3000-level		In-class Translation	Interpretive Essay/ Creative Project
CLAS 3000-level			Interpretive Essay/ Creative Project

\*In the first two years of Latin, assessment is being given just once per year (in spring).



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

The first two-year sequence in modern languages is taught using up-to-date textbooks that reflect current pedagogical practices, incorporating culture, reading, writing, speaking, and listening activities. During the first two-year sequence for Spanish and French, a coordinator creates uniform exams in consultation with other instructors. Usually full-time instructors take turns making exams, which are then discussed and revised by the group as a whole. All faculty administer the same exams on the same date, except for night classes, which only meet twice a week, and must therefore rearrange the exam schedule. The final exam date is determined by the University, and administered according to class meeting time. Faculty have common syllabi for the first two year sequence in French and Spanish.

At the upper-division level, course professors select texts for their courses, except in the cases where there are multiple sections, primarily in Spanish, in which case a senior faculty member selects texts and constructs a common syllabus in consultation with other faculty and instructors. See sample course syllabi (Appendix B for details regarding textbook selections and a detailed look at course content.

In Latin and Classics courses, students use textbooks, anthologies, and student editions of primary sources that are published by the respected names in Classical Studies (Cambridge, Oxford, Bolchazy-Carducci, Penguin, etc.). Although it would be impossible to sample all authors in the Latin canon, the curriculum does ensure an equal distribution between poetry and prose (a distinction still important in the field), and the instructors also make a point of selecting for the 3000-level offerings authors of varying

periods, styles, genres, and viewpoints. This effort to achieve broad coverage—even if it can be little more than sampling—is normal in Classics programs. In terms of language learning, the Latin program keeps a pace on the slow end of normal: Authentic texts are read during the second year, but mostly in the second semester of the second year. A current trend in Latin pedagogy is active learning through aural comprehension, the use of simpler utterances, and a good deal of writing. This has been incorporated into the curriculum and especially into the second year, when students compose and enact plays as well as booklets of poetry; and, in addition, the instructor conducts class partly in Latin around once a week.

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

The department does a great deal to foster analytical and critical thinking and problem-solving skills. Learning another language obviously involves certain analytical and critical thinking skills, such as circumlocution and analyzing grammar. Writing on exams and formal compositions is incorporated throughout the curriculum beginning in the first semester of modern language study, while Classics courses require midterm and final essay exams. In modern languages the composition and conversation courses (3110 and 3120) include analytical or argumentative essays. The internships (3400 and 4400) require problem-solving skills, which are evaluated by on-site supervisors. The literature classes require written papers, written exams, and oral presentations, in which students analyze literature. All 3000-level Latin and Classics courses require substantial papers involving critical reflection and varying degrees of research.

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

Students are given both a solid foundation in linguistic skills and a background in literature and culture typical of bachelor degrees in the US. At the upper level, students are required to take 27 hours in modern languages, including at least one semester of composition and conversation, a semester of grammar, and some literature and culture classes. As mentioned in 2.4, student performance is tracked across the program. Latin students must systematically demonstrate competence in all areas of Latin grammar, take five advanced reading courses, and also take three culture courses taught in English that allow them to read far greater quantities than they could in Latin.

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

As mentioned in 2.4, expectations for course outcomes become increasingly rigorous in accordance with the course level. Please see the chart in 2.4 and the attached sample syllabi. Specific requirements by program can be found in the current course catalog as follows:

### **French:**

[http://catalog.utc.edu/preview\\_program.php?catoid=14&poid=2085&hl=%22modern+and+classical+languages+and+literatures%22&returnto=search](http://catalog.utc.edu/preview_program.php?catoid=14&poid=2085&hl=%22modern+and+classical+languages+and+literatures%22&returnto=search)

### **Greek and Latin:**

[http://catalog.utc.edu/preview\\_program.php?catoid=14&poid=2086&hl=%22modern+and+classical+languages+and+literatures%22&returnto=search](http://catalog.utc.edu/preview_program.php?catoid=14&poid=2086&hl=%22modern+and+classical+languages+and+literatures%22&returnto=search)

**Latin:**

[http://catalog.utc.edu/preview\\_program.php?catoid=14&poid=2087&hl=%22modern+and+classical+languages+and+literatures%22&returnto=search](http://catalog.utc.edu/preview_program.php?catoid=14&poid=2087&hl=%22modern+and+classical+languages+and+literatures%22&returnto=search)

**Spanish:**

[http://catalog.utc.edu/preview\\_program.php?catoid=14&poid=2088&hl=%22modern+and+classical+languages+and+literatures%22&returnto=search](http://catalog.utc.edu/preview_program.php?catoid=14&poid=2088&hl=%22modern+and+classical+languages+and+literatures%22&returnto=search)

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

All modern language classes emphasize both writing and speaking, especially in the 2110/2120 and 3110/3120 sequences. Other upper-division courses incorporate some written assignments, and many include oral reports. Speaking and writing skills are regularly assessed across the curriculum.

One key component of Latin at all levels is translation from Latin into English, both in writing and also orally during class sessions. This process forces students to think carefully and structurally about language as they navigate between two languages so different from one another. In the upper-level Latin and Classics courses, critical paper, oral presentations, and intensive discussion all encourage students to make progress in the use of effective and clear presentation of ideas.

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

Examples of discipline-specific research strategies can be seen in course syllabi. For example, in Dr. Casebier's course on medieval literature in the spring of 2015, students worked with photocopies of actual medieval manuscripts. Another example can be seen in Dr. Gastañaga's class on *Don Quixote*, in which students were exposed to a wide bibliography and differing critical points of view on what is arguably the most important novel of the Spanish language.

### **Part 3: Student Experience**

#### **3.1 Student Opportunity to Evaluate Faculty and Curriculum**

Rather than having its own unique procedures for students to evaluate the program and the faculty, MCLL for the most part seeks to make the best possible use of the processes put in place by the University. Namely, the data of student ratings is carefully considered in several ways; and the more sporadic reports of students to faculty members or (more commonly) to the Department Head are likewise addressed with care.

UTC has a system of online student ratings that gives students the opportunity to rate faculty/classes on seven questions common to the campus and additional questions that departments might want to include—MCLL has three additional questions (on student's prior preparation, instructor's grasp of material, instructor's ability to stimulate interest, use of supplementary materials). In certain cases, university policy guarantees careful attention to student ratings: Probationary faculty seeking reappointment or tenure must include a written response to these ratings each year in their dossiers; the Department Head must likewise offer a written analysis of the ratings; and the Reappointment Tenure Promotion (RTP) Committee has access to the ratings as an

important means for informing their recommendations. MCLL employs these rating in many additional ways in order to make sure that the feedback from students about their experiences in the program has weight. The Department Head reads all ratings every semester and uses them as a basis for faculty mentoring, either affirming faculty in their successful creation of good learning experiences, or working with them on ways to improve student experience and learning. Concretely, the department has responded to student feedback recently in a number of ways: Altering the quantity and selection of online assignments in French and Spanish; changing test formats in French. Mentoring based on student concerns or dissatisfaction has led to substantially improved ratings for several lecturers and tenure-line faculty.

It has been the culture in MCLL that the Department Head is always available for students and always open to their concerns. Every semester around 8-12 students or groups of students come to the Department Head to express concerns about their experience. On various other occasions, students make a point of mentioning how positive their experiences have been.

Certain class assignments and assessment measures also allow for some degree of student evaluation. In the modern language internship, a journaling assignment allows the student to reflect on what kind of learning has taken place and what value the experience has held for him or her. Latin majors go through an exit interview that allows them the chance to speak about what they perceive to be the gains and value of their experience in the program.

In the past, the department has made some small efforts to develop its own venues for student evaluation. For example, an alumni survey was sent out just before the last

program review—though, due to a lack of consistent contact with alums and the lack of information about them, only ten responses were returned. It has been an intention of the department to improve tracking of alums and communication with them, but to date not a great deal of progress has been made. As a first step to better development of alumni relations, the department is planning to use a list provided by the new (and first ever) development officer for the College of Arts and Sciences as a basis for invitations to an end-of year banquet. There has also been talk about starting a newsletter of the sort that many academic programs on campus, such as Women’s Studies, produce.

### **3.2 Exposure to Professional and Career Opportunities**

The internship for modern languages (SPAN 3400, FREN 3400) offers students the opportunity to utilize their skill in various professional settings. Spanish students in particular have been placed into a wide range of institutions and organizations. Internships in charitable and community organizations (e.g. La Paz, or Bridge Refugee Services) have provided an experience and connections related to the social work and non-profit sectors; placement in county schools has provided exposure to the field of education; placement in local companies such as Unum have given exposure to the corporate world; placement in a Latin American clinic has offered exposure to the medical field; and a student has recently been placed on a farm in Spain for internship credit. French has seen a smaller number of interns, most of them placed into local schools. Overall, an average of 13 students have been placed into internships during each of the past two years.

Another venue for exposure to professional life has been support and encouragement of student conferencing. In particular, the department began last year to prepare and fund (in collaboration with UTC's Honors College) students for the National Council on Undergraduate Research conference, an event that allows them the chance to share their research in a professional setting and discern whether a career in academia might be right for them. In 2015, two Spanish majors and two French majors travelled to Washington State to present their original research and this year two Latin students and one Spanish student will present in Atlanta, GA.

The department makes an effort to communicate to the students through email lists (such as Blackboard pages for majors) any announcements of professional opportunities that we receive by mail, email, or telephone.

### **3.3 Opportunity to Apply Knowledge Outside the Classroom**

Obviously, the internships already mentioned above (3.2) once again play a central role but the department offers students additional opportunities to use their knowledge outside the classroom. The student clubs in Spanish, French, and Classics have played this role during the last 6 years in various ways. A few select examples can be provided. The Spanish Club members put on holiday events in order to share their knowledge of other cultures with the campus. The Club also holds extracurricular events (e.g. dinners out) where conversation in Spanish takes place in an informal setting outside of the classroom. The Classics Club (before being recently put on hold due to shortage of faculty able to sponsor) held regular sessions, which featured presentations made either by club members or invited speakers on ancient culture and its survival in the modern



world. This club also traveled to Nashville to study and interpret the full-size replica of the Parthenon.

Foreign Language Week each spring has been a signature event for the department and has provided a number of extracurricular activities. There is a yearly creative writing competition in which students can use their language skills for artistic expression and compete publically for prizes at a Poetry Night recitation event. The week has also included events such as guided nature walks, Foreign Film Night, a Salsa dance, etc.

The recently created Interdisciplinary Colloquium in the Humanities hosted by the department but featuring faculty from across campus, provides an occasion for students to be exposed to academic research outside the classroom and to take part in intellectual discussion. So far, the speakers have all been faculty, but students have been present as active participants in the discussion. In future years, one or more sessions may be devoted to student presentations.

Finally, study abroad offers perhaps the richest sort of experience outside the classroom in that students, being immersed continuously for weeks or months in another linguistic and cultural world, enjoy the greatest variety of occasions for putting their knowledge to work. MCLL's own program to Alcalà, Spain, has been running for almost a decade but recent promotional and recruiting efforts have led to an expansion. Whereas around 13 students would go every other summer, the department has begun to run the program every summer and reached a high of over 20 participants in 2015. Although there has been no UTC program to France since the last program review, Dr. Casebier is

currently designing a new Paris program with Dr. Michäel Bonnal of Economics (a native of Paris). They very much hope to run the pilot in Summer 2016. A Classics program to Italy has been and remains a desideratum, but this has not materialized.

### **3.4 Diversity of Perspectives**

The opportunities mentioned above (study abroad, community internships, cultural events as mentioned in 3.2, 3.3) play an important role in ensuring that students encounter a diversity of perspectives. In addition, the MCLL curriculum incorporates a rich variety of perspectives in terms of culture, race, gender, worldview, geography, and historical era. In some instances the curriculum does this through set courses, while in many cases this diversity of perspectives comes through topics courses and repeatable courses that change their focus from term to term. French offerings have recently focused on topics running from medieval culture and legends (FREN 4010 – The Medieval Bestiary), to the 19<sup>th</sup> century novel, to the student culture of the 1960s, to North African film (FREN 3500 – Francophone Studies). The Spanish curriculum is structured to provide exposure to European, colonial, indigenous, and modern traditions, and it likewise includes offerings focused on women (SPAN 4010 - Imagining Hispanic Women) and Latino people of African descent (SPAN 4020 - Afrohispanic Literature). The Latin major and its accompanying Classics culture courses avoid any narrow focus on “golden age” Greece and Rome in order to explore the full range of the older European tradition from Homer and the Attic tragedians, to Republican and Imperial Rome, to Medieval and later cultural movements (LAT 4999 0 Readings on Alchemy) that took place through the Latin language. The contrasts and overlaps between Paganism

and Christianity are explored (LAT 3500r – Christian Latin), along with shifting social structures and philosophies, with another special topic being the role that narrative plays in human communities (CLAS 1200 – Legendary Rome; CLAS 3960 – Classical Mythology).

### **3.5 – Academic Support Services**

A major resource for academic support is MCLL’s language lab, which can be found one floor beneath the departmental office and classrooms. The lab holds 30 new Macintosh computers that are loaded with a large collection of audio-visual materials (foreign film, television, etc.). In addition, the room contains a large screen for group viewing, comfortable furniture for studying and socializing, and a growing collection of print media featuring especially graphic novels from various countries. Our lab director, a Spanish lecturer, has his office in one part of the lab and is therefore often available to assist students.

In terms of extra instruction for struggling students, the department keeps a list of available tutors both online and at the desk of the Administrative Assistant. While the department does not have funding to subsidize the cost of tutoring, the list contains mainly excellent students who are juniors and seniors and who tend to charge a very reasonable fee, if there is any charge at all. For assistance with writing done in English for MCLL’s culture courses, help is available at the Writing Center housed in the Library. Unfortunately, there are no foreign-language tutors funded by any area of the university (though all professors keep at least three regular office hours per week). For students

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

Finally, the department does have funding available to support students for several kinds of opportunities. There is a yearly French award (the Felicia Sturzer Scholarship) of \$1000 for study abroad as well as a similar award in Spanish (the Oralia Preble-Niemi Scholarship) that also grants \$1000 for an especially deserving student towards any experience abroad. In addition, the department is able to allocate some operating funds to support student conferencing. There are no larger awards available that would offset regular tuition for majors.

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

Given the number of recent retirements and resignations, and the number of appointments that will begin in August 2016, it would be misleading in many instances to analyze the faculty currently serving rather than the faculty that will be serving in AY 2016-17. In speaking of credentials, however, it will make sense to speak of the current faculty as well.

##### **4.1 Faculty Credentials**

All tenure-line faculty members all have doctorates in a field that gave them a deep expertise in the languages and subjects that they teach. Moreover, the faculty far exceed the basic qualification for credentials in virtue of the fact that all tenure-line members earned their doctorates from high-ranking programs and universities. The two tenure-line Spanish faculty members have PhDs in Hispanic Languages and Literatures

(UC Berkeley) and Spanish and Portuguese Languages and Literatures (Princeton). The French tenure-line faculty member has her PhD in Medieval Literature (UW Madison). The tenure-line Latin/Classics faculty members have their PhDs in Classics (UC Berkeley and UW Madison).

If incoming faculty (start date 8/1/2016) are added, the following profiles can be given of the candidates who have verbally accepted offers in the last month: Incoming tenure-line members in Spanish hold PhD in their field (Penn State and Univ. of Miami), while the incoming tenure-line member in French likewise has a PhD (UW Madison). In all cases, the faculty hold degrees that demonstrate professional expertise in all the subjects that they teach, whether the courses focus on the acquisition of a language or upon a literature and culture. In an undergraduate program like that of MCLL, a professor must necessarily be a generalist within his/her discipline in terms of covering time periods and geography beyond what pertains to their research specialization; but no professor is teaching any courses that lie outside of the fields in which they earned their PhD.

Of five lecturers, two currently have PhDs (one from Penn State, one from Phoenix University), one is about to be ABD (at the Univ. of TN Knoxville). All adjuncts except for one (a Latin adjunct granted an exemption by the administration due to decades of work teaching Latin at the secondary level) meet the requirement of 18 graduate hours in the field, though we have adjuncts with advanced degrees including Masters and PhD.

In general, faculty members with the M.A. or less are limited to teaching 1000-level courses and 2000-level courses that are not designed for majors and minors.

Exceptions have been made out of necessity in several cases: A Spanish lecturer on the verge of being ABD has been allowed to teach advanced courses for the major; and a Latin lecturer with an M.A. has been allowed to teach advanced courses for the major (though this has been greatly reduced with the arrival of the new Chair of Excellence, who is a Latinist). In both cases, the shortage of FTE with PhDs (whether because of vacant lines, sabbaticals, or other reasons) has made this necessary as an exception. When it has happened, tenure-line faculty have mentored and monitored. We anticipate that due to new hires, it will happen far less often in the future than it has in the past few years. For a full picture of faculty credentials and accomplishments, faculty CVs are included in Appendix A.

#### **4.2 Level of Faculty Staffing**

Starting in AY 2016-17 MCLL will have 12 full-time faculty members with the following distribution:

7 in Spanish - 4 TT, 3 Lecturers

2 in French - 2 TT

3 in Latin/Classics - 2 TT, 1 Lecturer

The number for Latin/Classics can be misleading because it includes the Department Head at .25 teaching load and the Sun Trust Chair of Excellence at .5 teaching load.

Thus, in terms of covering for classes, Latin/Classics has 1.75 FTE.

This level of full-time staffing for the department will be adequate to cover the courses needed for majors and minors as well as a good portion of the lower level language courses and general education courses. Nevertheless, one section of French

1010, two sections of Latin 1010/1020, around 8 sections of Spanish 1010/1020, and several sections of Spanish 2130/2140 would not be able to be covered by the full-time faculty. In order to fill these courses, the department has access to around \$55,000 of adjunct/overload funding for the year. Although we have excellent adjuncts, they generally do not suffice to fill these remaining classes—or they are not available at all the necessary times—such that several lecturers will need to do overloads and get paid from the same pool used for adjuncts. This does not present a problem, since lecturers generally welcome the opportunity to teach an extra course for extra pay.

#### **4.3 Cultivation of Diversity on the Faculty**

While the department has no codified benchmarks or policy regarding diversity, it has always been the practice to welcome applicants of all identities and to seek a balance where possible. At present, the administration is launching new policies and initiatives to ensure that pools and short lists have diversity. All searches conducted by the department in recent memory would have been in full compliance with these new policies. The department consistently follows all policies established by the Office of Equity and Diversity such as the documentation of diversity in search pools and the careful provision of rationales for the selection of both finalists and the individual ultimately offered the position.

The composition of full-time faculty for 2016/17, in terms of diversity, is as follows: 5 men and 6 women; 8 white and 3 minority (=two Hispanic, one Black Hispanic). Counting only the TT faculty: 4 men and 4 women; 5 white and 3 minority

(=two Hispanic, one Black Hispanic). One other full-time lecturer position will need to be filled, but the search has not begun.

#### **4.4 Use of Faculty Evaluation to Improve Faculty Performance**

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



Evaluation of faculty plays an important role in improvement through the recognition of strengths as well as weaknesses. The Department Head and the Chair of RTP use their written communications to detail faculty strengths and accomplishments in their written and oral communications. The Head is in a position to incentivize and promote high performance by recommending faculty for the rating “Exceeds Expectations,” which sometimes (depending on the University budget in a given year) leads to merit-based bonuses or even permanent salary increase. Any faculty member may recommend another for various awards within the College and University.

In the EDO and RTP processes, several sources of data are routinely used for the improvement of faculty performance. Student ratings play an important role: The numerical scores are compared to departmental averages, and attention is paid to patterns that develop over time (e.g. rising or falling ratings); and particular areas for improvement are identified by noting any questions to which students have given a particularly low score. In addition, assessment data has been used for faculty improvement because it measures not what students perceive or feel about a course but what they have in fact learned. Within the last two years, assessment data on the outcome of oral communication revealed that a particular assistant professor was not advancing students to the same level as the other tenure-line faculty. This observation led to a notice on the EDO and subsequently to mentoring for the faculty member, with the result that the faculty member made a concerted effort and was able to raise students’ speaking scores the following term.

#### **4.5 Faculty Engagement in Professional Development**

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

Professional development in the area of teaching takes place most often through seminars, sessions, and programs offered on campus by the Walker Center for Teaching and Learning. Although there has never been any mandate for faculty participation in these events, faculty are attending in significant numbers and they may report that attendance on their EDOs. In the last year, six of eleven full-time faculty members have received professional development through the Walker Center (e.g. making rubrics, technology in the classroom, online instruction, etc.). Faculty members more rarely pursue professional development in teaching and assessment at regional or national conferences. Some recent examples have been the following: Dr. Carmen Jiménez attended a national conference on the teaching of professional Spanish, and Dr. Lynn Purkey attended multiple national conferences (ACTFL, SACSOC) related to assessment techniques.

#### **4.6 Faculty Engagement in Assessment**

Traditionally, the senior professor in each major concentration has done most of the assessment work for that major in coordination with the Department Head. More recently, as the quantity of assessment data has increased, all faculty members teaching the courses featured in departmental assessment have been expected to collect, evaluate and organize their own data. There have been some training sessions to assist in this endeavor. Nevertheless, most of the planning and big-picture analysis continues to fall to the Head and Associate Head. Greater involvement of the entire faculty involvement in all stages of assessment is needed.

While in some cases individual faculty are shown some of the assessment data as it relates to the performance of their own students, whether to show them that there is a problem or to affirm excellent performance, the Department Head and Associate Head have recently agreed that the sharing of the assessment data needs to be more systematic and the deliberation needs to involve all the full-time faculty.

### **Part 5: Learning Resources**

Although the greater part of learning resources available to students are extra-departmental—the Library and its staff, the writing center—the department has resources of its own that are concentrated in the language lab housed on the ground floor of our building. The lab has along its inner perimeter thirty Macintosh computers equipped with headphones, microphones, icons linked to placement exams, and an ever growing menu of media in foreign languages. In the center of the room, there is a seating area with a couch, beanbags, chairs, and a very large viewing screen. On an elevated platform near the entrance, there are two rows of bookshelves stocked with reference works, literature,

textbooks, DVDs, and a growing collection of graphic novels. The space is generally open from 10 am – 4 pm Monday through Friday, though it can be used even in the evenings. It is multipurpose: Students drop by to study or check out popular culture items in their language of study; professors reserve the room for courses; clubs have movie nights; much assessment testing is carried out; etc.

### **5.1 Equipment and Facilities**

Computers are naturally the most expensive and most essential item of equipment involved in teaching, research, and administration. There is a process in place each year to verify departmental computers (and other items subject to inventory) in terms of their UTC equipment numbers, serial numbers, locations, and assigned users. The department's administrative assistant carries out this task.

While the department has occasionally used its operating funds to replace a computer for the administrative assistant or for a faculty member, departmental funds would never be able to cover faculty or lab computers to any significant extent. The university has historically refreshed individual faculty computers every five years, though in the light of recent re-budgeting this issue remains under discussion at the highest levels. When it comes to the 30 computers in the language lab, there is no ongoing funding model in place: Every 5-7 years the department has requested (through the Department Head to the Dean) one-time money to replace all units and has received it. In the future, the department hopes to institute a lab fee for first-year language students and to use these funds for an ongoing refresh program.

The College of Arts and Science has generally evaluated computers according to their age. Assistance tends to be offered when either lab computers or computers of faculty are more than six years old. The department has no other system for evaluating equipment and facilities other than the common-sense one of seeking to replace or repair things that are not working.

In terms of auxiliary facilities and assistance related to computers, all faculty members enjoy access to the Walker Center for Teaching and Learning, housed in the library. A number of MCLL instructors have attended workshops on instructional technology and several teams have gone through a re-design program to create fully online versions of departmental courses.

For all other types of equipment the department must rely on its own operating funds or very rarely on one of the gift funds. Each year there is an effort to allocate some funds to upgrading or replacing some elements of the office environment, such as furniture, décor, kitchen supplies, paint, etc. It has also been possible to salvage various items from UTC's centralized surplus facility, to which all units on campus retire their unwanted equipment.

## **5.2 – Learning and Information Resources**

Most information resources available to faculty and students in the program are provided through UTC's Library. The Library allots to MCLL \$4,000 per year to spend on materials. To ensure strategic use of these funds, the Department Head apportions the money among all fulltime faculty according to rank in amounts varying according to role (tenure-line receive more due to a greater role in curriculum development and a research

obligation) and program (Spanish receives more than French or Latin due to the greater number of students and faculty in that program). Departmental policy is that the greater part of these funds should be spent on things useful to majors, though some can be dedicated to more specialized items that serve the research agendas of the faculty. In terms of collections, the library has substantial book holdings related to our three major programs (Spanish, French, and Latin). There is also a growing film collection. Finally, and crucially, the Library has subscriptions to many journal and reference databases that facilitate faculty and student research (e.g. JSTOR, Project MUSE, L'Annee Philologique, Patrologia Latin, and a great many others). The Interlibrary Loan service is free (apart from very rarefied requests) to faculty and students and functions with great efficiency. In general, there has been the feeling among faculty and students that the Informational Resources are on par with what one could reasonably expect at an institution similar to UTC. The library also offers enhancement grants to individual faculty members, who can request \$750 worth of materials in their area. On average, one MCLL faculty member applies for and is awarded one of these grants per year.

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

## **Part 6: Support**

## **6.1 Operating Budget and Program Needs**

The program's administrative assistant has confirmed that MCLL's overall operating budget for 2015/16 is \$31,854. Neither an increase nor a decrease is expected for 2016/17 or in the near future. The current allocation of \$31,854 represents a large increase from the \$14,846 available six years ago at the time of the previous program review. This increase came about in several phases under the Dean who recognized that the earlier levels of funding had become inadequate to departmental needs and who also indicated that an increase was warranted due to the productivity of the department. In general, the recently raised budget allows the department to do more things than it used to do (higher travel allowances, more events, additional equipment, etc.), but it should also be said that some of the increase must be used to fund items that at one time were covered by the College (search costs like advertising and campus visits, any possible Visa expenses for the hiring of international faculty, etc.).

Within the horizon of what one could reasonably expect at UTC or another university of the same classification, MCLL's operating budget is adequate to the needs of the program. Several details about recent expenditures can demonstrate the point. Although the baseline travel budget for faculty starts at \$1000 for tenure-track members and \$500 for lecturers, the budget in most years allows for a higher amount: Last year one member received \$1800 in department funding towards an international conference. By combining departmental funds with grants from the College or University, faculty have in recent years been able to attend, without any personal expenditures, all of the academic conferences that formed part of their research agendas. The MCLL operating

budget also covers well both recurring and unexpected needs related to instruction, recruitment/retention, and the maintenance of the office space. When new courses were recently designed, and when the decision was made to develop a video and print library for the language lab, it was possible to acquire a significant amount of materials. When the main office printer broke, there was no trouble in replacing it with a new model. When we decided to plan a catered banquet for majors, alums, and friends of the department this year, we were confident that we could cover the costs.

The one budget shortcoming concerns refreshing the 30 computers available to students in the language lab. The operating budget is not large enough even to make a dent in this area. In the past (2009, 2014) the administration has stepped in with one-time money to update the computers. As financial difficulties increase for the University, however, this kind of rescue cannot be presumed for the future. Therefore, the department has the intention of requesting that a small lab fee be added to the tuition costs of all first-year language students. If approved, the revenues would allow for the replacement of all computers every five years.

## **6.2 – Enrollments, Graduations, Quality, Cost-Effectiveness**

Not long after the last program review in 2009, the department was informed that a fundamental benchmark of cost-effectiveness and sustainability was the number of degrees awarded per year: That THEC mandated a minimum of 10 degrees awarded per year in each degree program. Given that there were only 7 degrees awarded in 2009, the department recognized the need to make substantial increases in this area. There has been great success in the intervening years: Last year (2015) 24 degrees were awarded, and



there have been an average 24.5 degrees awarded over the last 4 years—around 250% of the number mandated by the state.

The number of majors enrolled in a program constitutes the other main metric for program sustainability and cost-effectiveness. Here too, the department has advanced. At the time of the last program review the most recent official count indicated 56 majors enrolled. In fall 2014, there were 71 majors; and in fall 2015 (not yet on the website but available through OPEIR) there were 81 majors. The running average of the last 5 years comes out to 82.8 majors enrolled, with a peak of 94 in 2013 and a trough of 71 in 2014. From 2014 to 2015 there has been a 12% increase in majors and a return to the 5-year average. In fall 2015 the Department Head (Davies) undertook a study to benchmark the program's major enrollment against that of peer institutions. This study was requested by the administration, as a measure of cost-effectiveness, in support of a request to retain a line vacated by retirement. The result was as follows: UTC's MCLL was 3<sup>rd</sup> highest among 7 peer institutions, and fell much closer numerically to the top of the scale than to the bottom (UTC = 8.0 majors per FTE, while the lowest peer had 3.25 and the highest 9.2). This metric, along with an even stronger measure of SCH production per TT FTE, convinced the administration to leave the vacated line in the program.

### **6.3 – Responsiveness to local, state, regional, and national needs**

As mentioned in section 6.2, the department has proved very responsive to the requirements of the state of Tennessee regarding the number of degrees that need to be awarded annually. MCLL has also been very responsive to the emphasis placed by UTC's administration in the last few years on major enrollment as an essential metric for

program sustainability; there has been a strong recovery from a dip in majors in 2014, and the faculty have embraced as the highest priority goal the growth of majors to reach 100 and above in the next three years. From developing new study abroad programs, to the increase of flexibility in the curricula, to the planning of new student-centered events, most everything done is aimed towards sustenance and growth of major enrollment. When it comes to local needs, the program has grown its internship by increasing the number of student participants and the number of local organizations involved. Each semester around seven of our majors find ways to develop their skills while also meeting the needs of various organizations in Chattanooga. Although there is less direct and concrete connection of the program to national needs, MCLL does seek to participate in the changes that are necessarily affecting education and graduates across the country. Internships are part of this (helping connect students to the economy), as are study abroad experiences (preparing students for an international and multicultural society), and an opening of the curriculum in the direction of professional studies (we are piloting a Business Spanish course right now).

The particular array of major programs in place responds to local, state, and regional needs in several ways. Given the significant increase in the Spanish speaking population since the time of the last program review, it goes without saying that Spanish is strongly desired for several reasons. Students contemplating almost any career path in this increasingly diverse region have a strong motive to consider adding Spanish to their studies, as it will enhance their employment opportunities and render them able to communicate with a greater number of their fellow citizens. While French and Latin may not be related to current demographic surges, they also correspond to tradition and

interests of the people in Chattanooga and in Tennessee. Both languages retain a strong presence in local high school education, such that there is a need to train teachers and also to offer students the chance to continue to pursue their interest in the subjects.

French has obvious application to companies that do business across the North American trade zone, as well as for students who want to pursue opportunities (humanitarian, medical, etc.) in the Caribbean. Latin is a foundational subject that lies at the roots of our culture and can serve as part of a good foundation for the pursuit of advanced degrees, whether in Law, English, or other areas.

Appendix A

Faculty CV's

Tenure Faculty CV's

# 10 FEBRUARY 2016

## CURRICULUM VITAE

KAREN CASEBIER

karen-casebier@utc.edu

(423) 668-8929

(414) 628-6147

### EDUCATION AND QUALIFICATIONS

- 2006 Ph.D., Major in Medieval Literature, minor in Renaissance Studies. University of Wisconsin-Madison  
*Ph.D Dissertation: "The Conflation of the Sacred and the Profane in Thirteenth-Century Devotional Literature: Generic Fluidity in Old French Vernacular Hagiography and Manuscripts of *La Vie des Pères*."* Director: Keith Busby
- 1996 M.A., French. University of North Carolina at Chapel Hill  
*MA Thesis: "Guinevere: Helpmate or Harlot?"* Director: Sahar Amer
- 1993 Post-Baccalaureate Study, Law. Université de Paris XI, Faculté de Droit Jean Monnet à Sceaux
- 1992 B.A., *summa cum laude*, Political Science and French. University of Louisville, Kentucky.  
*Honors Thesis: "Divisive Politics and Language Law in Québec, Canada."* Director: Mary Hawkesworth

### TEACHING EXPERIENCE

- 2014- *Assistant Professor of French, University of Tennessee at Chattanooga*  
Elementary French I (FREN 1010)  
Elementary French II (FREN 1020)  
Intermediate French I (FREN 2110)  
Intermediate French II (FREN 2120)  
Advanced Grammar & Stylistics (FREN 3210)  
Introduction to Literature I (FREN 3310, Medieval – 18<sup>th</sup>-century literature survey)  
French Civilisation (FREN 3230)  
The Medieval Bestiary: Animals in Pre-modern Literature & Culture (FREN 4010r)  
Medieval Romance: The Knight in Print & on Screen (FREN 4010r)
- 2012-14 *Visiting Assistant Professor, University of Maryland, College Park*  
Intermediate French II  
Advanced Composition and Style (300-level writing and grammar review, on-the-ground and online)  
French-to-English Translation (300-level)  
Arthurian Literature and Culture (400-level, graduate and undergraduate)  
Occitan Poetry (independent study)
- 2011-12 *Visiting Assistant Professor, St. Mary's College of Maryland*  
Elementary French I  
Elementary French II
- 2007-11 *Assistant Professor, Saint Francis University*  
Elementary French I

Elementary French II  
 Intensive French (Elementary French I and II)  
 Intermediate French I  
 Intermediate French II  
 France Today (Advanced Conversation)  
 Phonetics and Phonemics  
 Early Modern Literature Survey (Medieval and Renaissance)  
 Classical Theatre  
 French Cinema  
 Fairy Tales (online)  
 Paris: Ville des Lumières  
 Spring Break in Paris (French, co-requisite of Paris: Ville des Lumières)  
 Arthurian Literature and Film (general education)  
 French Civilization (general education)  
 Second Language Teaching Methodology (for education majors)  
 Introduction to Sociolinguistics (on-the-ground and online)

- 2006-07      *Visiting Lecturer, University of Florida*  
 Intermediate French I  
 Intermediate French Conversation  
 Corrective Phonetics  
 Advanced Grammar and Composition  
 Advanced French Conversation
- 1998-2006    *Teaching Assistant/Associate Lecturer, University of Wisconsin-Madison*  
 Elementary French I  
 Elementary French II  
 Intermediate French I  
 Intermediate French II  
 Advanced French Literature and Culture (5<sup>th</sup>-semester French)  
 French and Italian Renaissance Literature (online)
- 1997-98      *Lectrice, Institut Universitaire de Technologie à Nice*  
 English Conversation  
 Business English
- 1994-96      *Teaching Assistant, University of North Carolina at Chapel Hill*  
 Elementary French I  
 Elementary French II  
 Intensive French (Elementary French I and II)

## RESEARCH

My principal research interests lie in the intersection of the sacred and profane and the contribution of individual narrative motifs to refining the contemporary definition of medieval genres of literature. I am currently working on a series of interpolated miracle tales within three 14<sup>th</sup>-century manuscripts of the *Vie des pères*. I am also working on an essay on the relationship between contemporary Arthurian graphic novels, their sources in medieval literature, and the *mise en page* of graphic novels and medieval manuscripts and its effect on reader reception.

Secondary research interests include manuscript studies, the *translatio studii*, hagiography, the *fabliaux* and neo-medieval representations of Arthurian literature. A future project will be an essay on the narrative purpose and ethical symbolism of hero-dragon combat in the 5<sup>th</sup> book of *Perceforest*. My work on bestiary symbolism argues that literary animals are archetypes of medieval ethics, irrespective of literary genres.

## REFERREED PUBLICATIONS

"Order, Anarchy, and Emotion in the Old French *Philomena*," in *The Inner Life of Women in Medieval Romance Literature: Grief, Guilt, and Hypocrisy*, eds. Jeff Rider and Jamie Friedman, The New Middle Ages (New York: Palgrave MacMillan, August 2011), 38-71.

"Rewriting Lucretia: Christine de Pizan's Response to Boccaccio's *De mulieribus claris*," *Fifteenth Century Studies* 32 (2007): 35-52.

"History or Fiction? The Role of Doubt in Antoine de la Salle's *Le Paradis de la royne Sibille*," *Fifteenth Century Studies* 28 (2003): 37-50.

"Ovid's Medieval Metamorphosis: Techniques of Persuasion in Chrétien de Troyes' *Philomena*," *Philological Quarterly* 80 (2001): 441-64.

## REVIEWS

Keith, Alison and Stephen Rupp, eds. *Metamorphosis: The Changing Face of Ovid in Medieval and Modern Europe* (Publications of the Centre for Reformation and Renaissance Studies, Essays and Studies 13) Toronto: Centre for Reformation and Renaissance Studies, 2007. *English Studies in Canada* 34:4 (2008): 171-173.

Arn, Mary Jo. *The Poet's Notebook: The Personal Manuscript of Charles d'Orléans* (Brepols, 2008). *Philological Quarterly* 88:3 (2009): 337-40.

Bryant, Nigel, trans. *Perceforest: The Prehistory of King Arthur's Britain*. Arthurian Studies. Cambridge: D.S. Brewer, 2011. *Arthuriana* 23: 3 (2013): 112-14.

"French War Films," ACTFL Cinema Special Interest Group Newsletter. October 2015.

## RESEARCH IN PROGRESS

"A Diabolical Feast for the Senses: The *locus horribilis* in Renaut de Bâgé's *Le Bel Inconnu*, journal article in progress, submitted to *Medieval Perspectives* January 2016)

"The Apocryphal *Vie des pères*: Three 14<sup>th</sup>-century manuscripts in context," with Anna Russakoff, journal article in progress (submitted to *Scriptorium* January 2015)

"Immaculate Deceptions: Virginity and Society in *La Vie de Sainte Euphrosine* and Rutebeuf's *Frère Denise*," in *Rewriting Holiness*, ed. Madeleine Gray, under review with King's College London Medieval Studies series (editor assigned; final revisions submitted August 2015)



"Bestiary Symbolism in Old French Romance and Old Norse Saga," *book article in progress*  
Teaching the Arthurian Graphic Novel, *journal article in progress*

### **SELECTED CONFERENCE PAPERS AND INVITED TALKS**

- "Dragon-Slaying and the Terre Gaste motif in *Perceforest*," *International Medieval Congress 2016, University of Leeds, July 4-7, July 7, 2016.*
- "Movies, Manuscripts and Comic-Strips: A Multimedia Approach to Teaching Medieval Literature in the Post-Medieval Undergraduate Classroom, 51st International Congress on Medieval Studies, Western Michigan University, May 14, 2016
- "Adventures From Hell in Renaut de Bâgé's *Le Bel Inconnu*," 2015 Southeastern Medieval Congress, Little Rock, AR, October 23, 2015
- "*Juitel* and *Juive*: Liminal Characters in the Old French *Vie des pères*," 50<sup>th</sup> International Congress on Medieval Studies, Western Michigan University, May 14, 2015
- "Contemporary Arthurian Worlds: Sam Sarkar's *Caliber* and Other Arthurian Graphic Novels," XXIV Triennial Congress of the International Arthurian Society, University of Bucharest, July 21, 2014
- "Sex and the Medieval City: The Pleasures of Sin in Old French Hagiography," International Medieval Congress 2013, University of Leeds, July 4, 2013.
- "The Unexamined Miracle: Manuscripts, Their Makers and Lay Piety in 14<sup>th</sup>-Century Book Culture," 48<sup>th</sup> International Congress on Medieval Studies, Western Michigan University, May 9, 2013
- "*Caliber*, or Arthur's Mystical Six-Shooter and the Gunslingers of the O.K Corral," 47<sup>th</sup> International Congress on Medieval Studies, Western Michigan University, May 12, 2012
- "The Monstrously Funny Feminine: Bestiary Symbolism and the *Guivre* in Renaut de Bâgé's *Le Bel Inconnu*," Midwest Modern Language Association, St. Louis, MS, November 5, 2011.
- "Courtly Parody in *La Vie des pères' Nièce*," XIII<sup>e</sup> Congrès de la Société Internationale de Littérature Courtoise, Montréal, Canada, July 28, 2010.
- "Beastly Behavior: Temptation, Travel and Redemption in *La Vie des pères' Ivresse*," International Medieval Congress 2010, University of Leeds, July 12, 2010.
- "Piety, Irony and Illumination in *La Vie des pères' Ivresse*," 44<sup>th</sup> International Congress on Medieval Studies, Western Michigan University, May 11, 2008
- "Lions and Dragons and Doves! Oh, my! : Animal Symbolism in Old French Bestiaries," Fall Faculty Development Luncheon, Saint Francis University, November 20, 2008.
- "Dragon Symbolism and Narrative Difference in Old French Literature," International Medieval Congress 2008, University of Leeds, July, 2008.
- "Virgin Knights and Holy Transvestites: (Trans)Gender and Genre in 13<sup>th</sup>-century French Literature," 43<sup>rd</sup> International Congress on Medieval Studies, Western Michigan University, May 11, 2008
- "*'Male Norreture'*: Violence and Vengeance in the Old French *Philomena*," International Medieval Congress 2006, University of Leeds, July 13, 2006.
- "Preaching in Pictures: *Tituli*, Illuminations and Reader Reception in Manuscripts of the Old French *Vie des pères*," 41<sup>st</sup> International Congress on Medieval Studies, Western Michigan University, May 4, 2006.
- "From Seduction to Salvation: Romance Motifs in the *Vie des Pères' Nièce*," 40<sup>th</sup> International Congress on Medieval Studies, Western Michigan University, May 6, 2005.
- "Immaculate Deceptions: Models of Female Sexuality in Rutebeuf's *Frère Denise* and Old French Transvestite Saints," International Medieval Congress 2004, University of Leeds, July 14, 2004.
- "Saints, Sex and the Social Context: Genre-Bending in Rutebeuf's *Frère Denise*," International Medieval Society-Paris Symposium, École Nationale des Chartes, July 8-9, 2004.

- “The Treatment of Lucretia in Christine de Pizan’s *Le Livre de la Cité des Dames* and Boccaccio’s *De mulieribus claris*,” 38th International Congress on Medieval Studies, Western Michigan University, May 8, 2003.
- “Chrétien de Troyes’ *Philomena*: A Pathetic Interpretation of Ovid,” Medieval Studies Brown Bag Lunch, University of Wisconsin-Madison, December 6, 2002.
- “No Good Deed Goes Unpunished: The Interaction of the Sacred and the Profane in the Old French *Fabliaux* and *La Vie des Pères*,” International Medieval Congress 2002, University of Leeds, July 10, 2002.
- “Ovid’s Medieval Metamorphosis: Allegorical Interpretations of Ovidian myth in Chrétien de Troyes’ *Philomena* and the *Ovide Moralisé*,” 17<sup>th</sup> Annual Conference of the Medieval Association of the Midwest, September 28, 2001.
- “The Rhetoric of Desire and the Interpretation of Ovidian Myth: *Impietas, Poenas* and the Dysfunctional Family in Chrétien de Troyes’ *Philomena*,” International Medieval Congress 2001, University of Leeds, July 9, 2001.
- “Image as Text: The Incarnation of the Word in the Duc de Berry’s *Très Riches Heures*,” 36<sup>th</sup> International Congress on Medieval Studies, Western Michigan University, May 4, 2001.
- “History or Fiction? The Role of Doubt in Antoine de la Salle’s *Le Paradis de la royne Sibille*,” 35th International Congress on Medieval Studies, Western Michigan University, May 5, 2000.

### **ADMINISTRATIVE SERVICE**

- Departmental Honors Committee, 2015-16
- MCLL Search Committee, French & Spanish, 2015-16
- Student Rating of Faculty Instruction Committee, 2015-16
- French Undergraduate Advisor, University of Tennessee at Chattanooga, 2014-
- French Undergraduate Advisor, University of Maryland, 2012-14
- French Undergraduate Program Committee, University of Maryland, 2012-14
- School of Languages, Literatures and Cultures Undergraduate Program Committee, 2013-14
- National Francophone Week Co-Organizer, University of Maryland, 2013-14
- French Liaison to the Language Partners Program, 2012-14
- Cercle Français Advisor, University of Maryland, 2012-14
- Language House Advisor to French Cluster, University of Maryland, 2012-14
- MA Thesis Committee, Reader (2013)
- Teacher Accreditation Education Council, Saint Francis University, 2010-11
- General Education Implementation Committee, Saint Francis University, 2011
- 21<sup>st</sup> Annual APPLES (Appalachian Language Educators) Foreign Language Fair. Co-organizer and Events Coordinator, Saint Francis University, 2010, 2011.
- Day of Reflection Committee, Saint Francis University, 2009, 2010.
- Self-Design Majors and Minors Committee, Saint Francis University, 2009-10.
- Spring Break in Paris. Program organizer, curriculum development, student recruitment and faculty leader, Saint Francis University, 2008-11.
- International Education and Outreach Committee, Saint Francis University, 2008-11.
- French Club Faculty Advisor, Saint Francis University, 2007-11
- Study Abroad Selection Committee, Institut Universitaire de Technologie à Nice, 1997-98.
- Program Assistant, University of North Carolina at Chapel Hill, Study Abroad Program in Paris, 1995.

### **PROFESSIONAL ACTIVITIES**

- Medieval and Early Modern Studies Interdisciplinary Conference, University of Maryland. Moderator, 2013.
- International Congress on Medieval Studies, Western Michigan University.

IMS-Paris Session Organizer and Moderator, 2010, 2011.

ICLS Session Organizer and Moderator, 2012.

Bibliographic Contributor, *Encomia: Bibliographical Bulletin of the International Courtly Literature Society*, 2008-present

American Membership Associate, International Medieval Society-Paris, 2005-06.

International Medieval Congress, University of Leeds.

Moderator, 2006, 2008, 2010, 2013.

Session Organizer, 2006.

Manuscript Review, *Philological Quarterly*, 2003

Graduate Student Symposium, University of Wisconsin-Madison.

Paper Selection Committee, 1999, 2001, 2003, 2005.

Moderator, 2003, 2005.

Respondent, 2006.

### **PRIZES AND AWARDS**

Arts & Sciences Supplemental Fund for Research and Creativity and the Faculty Development Committee, 2014-15 (conference presentation)

Non-Tenure Track Faculty Travel Grant, School of Languages, Literatures & Cultures, 2014 (conference presentation)

Junior Faculty Research Grant, School of Arts & Letters, Saint Francis University, 2010 (library research)

Special Faculty Project Grant, School of Arts & Letters, Saint Francis University, 2009 (theatrical performance)

Bourse Chateaubriand, 2003-04 (government-sponsored dissertation research award)

University Dissertator Fellowship, University of Wisconsin-Madison, Spring 2004 (dissertation research)

Vilas Travel Grant, University of Wisconsin-Madison, 2005 (conference presentation)

Vilas Travel Grant, University of Wisconsin-Madison 2002 (dissertation research)

Vilas Travel Grant, University of Wisconsin-Madison, 2001 (conference presentation)

Fellowship, Université de Paris XI, Faculté de Droit Jean Monnet à Sceaux, 1992-93 (post-baccalaureate study)

Outstanding Senior Award, University of Louisville, 1992 (academic award)

Modern Language Fund Grant, University of Louisville, 1990 (internship at Société Montpellieraine des Transports Urbains)

### **PROFESSIONAL MEMBERSHIPS**

Appalachian Language Educators

Fifteenth-Century Studies Association

International Arthurian Society, North American Branch

International Medieval Society-Paris

International Courtly Literature Society

Medieval Academy of America

Medieval Association of the Midwest

Modern Language Association

Midwest Modern Language Association

Société Fableors

Virtual Society for the Study of Popular Culture and the Middle Ages

## **ADDITIONAL SKILLS**

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- Languages:** French: native speaking, writing and reading ability  
 Spanish: novice speaking and reading ability  
 Italian: novice speaking ability; intermediate reading ability  
 Latin and German: reading knowledge only
- Translation:** French/English, English/French, Spanish/English  
 Birth Certificates, Driving Licenses, Certificates of Marriage and Divorce, Promissory Notes,  
 Trial Transcripts, Articles of Incorporation, Web sites, instruction manuals, newspaper  
 articles, music reviews, professional correspondence

## **REFERENCES**

---

- Keith Busby, Douglas Kelly Professor Emeritus of Medieval French, Dept. of French and Italian, University of Wisconsin-Madison, 1220 Linden Drive, Madison, WI 53706, (608) 262-3941, kbusby@wisc.edu
- Robin Cadwallader, Associate Dean of the School of Arts & Letters, Associate Professor of English, Dept. of English, Communication Arts, & and Foreign Languages, Saint Francis University, P.O. Box 600, Loretto, PA 15940, (814) 472-3342, rcadwallader@francis.edu
- Lauretta Clough, Associate Director, School of Languages, Literatures and Cultures, University of Maryland, College Park, 1105 Jiménez Hall, College Park, MD, 20742 (301) 405-4034, lcclough@umd.edu
- Laine Doggett, Associate Professor of French, International Languages and Cultures, St. Mary's College of Maryland, 18952 E. Fisher Road, St. Mary's City, MD 20686, (240) 895-4514, ledoggett@smcm.edu
- Brooke Heidenreich Findley, Assistant Professor of French and Women's Studies, Penn State Altoona, 125 Hawthorn Building, 3000 Ivyside Park, Altoona, PA 16601, (814)-949-5835, bhf2@psu.edu
- Caroline Eades, Associate Professor and Chair, Department of French and Italian, University of Maryland, College Park, 3106C Jiménez Hall, College Park, MD, 20742 (301) 405-4029, ceades@umd.edu
- Martha O'Brien, Associate Dean of General Education, Instructor of Music, Dept. of Fine Arts, Saint Francis University, P.O. Box 600, Loretto, PA 15940, (814) 472-3217, mobrien@francis.edu

**Joshua C. Davies**  
**Department of Modern and Classical Languages and Literatures**  
**University of Tennessee at Chattanooga**  
**Joshua-Davies@utc.edu**  
**612-940-7378**

**Academic Positions**

Associate professor of Classics, Univ. of TN Chattanooga 2013-  
Department Head, Modern and Classical Languages and Literatures, Univ. of TN Chattanooga 2013-  
Department Head, Philosophy and Religion, Univ. of TN Chattanooga 2015-  
Assistant Professor of Classics, Univ. of TN Chattanooga 2007-2013  
Visiting Assistant Professor of Classics, University of Miami (FL) 2006-7

**Education**

University of California at Berkeley, Classics, Ph.D 2005. Dissertation: *Vision and Split Vision: Augustine on the Human Conditions*. Directed by Kathleen McCarthy.  
University of Wisconsin, Classics, B.A. 1996

**Honors, Fellowships, Grants**

Mellon Fellow in the Humanities 1997-1998  
American Philological Association Fellow at Thesaurus Linguae Latinae  
(Munich) 2005-6  
Lindsay Young Visiting Fellowship, Marco Institute  
of Medieval and Renaissance Studies (Summer 2009)  
UTC Foundation Fellowship (Summer 2010)  
UTC College of Arts and Sciences Teacher of the Year (2010-2011 academic year)

**Publications**

Articles Published:

“Signs of the Fall: Exilic Vision in Augustine.” *Studia Patristica*, vol. XLIX (2010)

“Augustine on Original Cognition,” *Augustinian Studies*, vol. 40, no. 2 (2009)

Review Articles Published:

“Phillip Cary’s Invention of Augustine: A Review Article,” *Augustinian Studies*, vol. 40, no. 2 (2009)

Philological Articles Published in *Thesaurus Linguae Latinae* articles: \*pontifex (co-written), \*pontificalis (2010), \*pontificatus (2010), \*papa (2010), \*porceus (2010), \*rabbi (2012), \*rabboni (2012), \*raccha (2012), \*radiatus (2012), \*radicitus (2012), \*radio (2012), \*raptim (2012),

Reviews Published:

Review of J.P. Kenney's *The Mysticism of Saint Augustine*. *Journal of Religion* (April 2007)

Review of *Apicius*, eds. Grocock and Grainger. *Italian Americana*, 28 no. 1 : 91-92 (2009)

Review of *Graces Received: Painted and Metal Ex-Votos from Italy* edited by Rosangela Briscese and Joseph Sciorra. *Italian Americana* (May 2013)

Review of *A Bridge across the Ocean: the United States and the Holy See between the Two World Wars*, Luca Castagna (Summer 2015)

In Progress:

book project on religion and reception in Roberto Rossellini’s cinema

**Invited Presentations:**

“The Reach of Adam’s Mind: Augustine’s Final Views.” U of Tennessee Knoxville  
Seminar in Late Antiquity, Knoxville, 12/08

“Augustinus Lector Genesis.” Latin Conventiculum, U of Kentucky, Lexington, 07/08

**Peer-Reviewed Presentations:**

- “Absence Made Visible: Signs of the Fall in Augustine.” Oxford Patristics Conference, Oxford, 9/07
- “Beatific Vision in Augustine’s Eden.” North American Patristics Society meeting, Chicago 5/08
- “Against an Invisible Backdrop: Augustine in Rome and Carthage.” Sewanee Medieval Colloquium, 04/09
- “The Ethics of Linguistic Usage in Cicero’s *De Legibus*.” CAMWS, Minneapolis, 04/09
- “Playing David: Dimensions of Performance in Augustine’s Confessions,” Sewanee Medieval Colloquium 4/10
- “Augustine on the Hazards of Everyday Language,” Congress on Medieval Studies, Kalamazoo, 5/11
- “Nietzsche Reads Augustine: One Transvaluator Scorns Another,” North American Patristics Society meeting in Chicago 5/2012
- “*The City of God*: Augustine’s Genealogy of Morals,” North American Patristics Society meeting in Chicago 5/2013
- “Roberto Rossellini at Maiori: Cinema, Franciscanism, and the Sustainability of Values,” South Atlantic Modern Language Association 11/2014

### **Miscellaneous Presentations:**

- “Augustinus Incola urbium antiquarum.” Latin Conventiculum, U of Kentucky Lexington, 07/09
- “The Pagan World through a Christian Lens—Then and Now,” TFLTA, Franklin, TN 11/09

### **Classes Taught**

#### Lecture Courses/Seminars:

Greek and Roman Myth  
 Ancient and Med. Pol. and Hist.  
 Thought  
 Oratory, Lawyers, and the Law in  
 Antiquity

#### Miscellaneous

Greek and Latin Scientific Terminology

#### Language Courses:

Latin Grammar, all levels  
 Greek Prose Composition

Republican Prose

Cicero (both oratory and philosophy)

Virgil

Ovid

Seneca

Augustine

Horace

Petronius

Plautus

Pliny

Christian Latin

### **Examples of University Service**

Admissions Committee  
 College of Arts and Sciences Strategic Planning Committee  
 Dean’s Budget Committee  
 Dean’s Executive Committee  
 Faculty Senate  
 Founder of Humanities Colloquium  
 Library Committee  
 Petitions Committee  
 Provost’s Workload Committee  
 Research Day Committee

**José Luis Gastañaga Ponce de León**  
**705 Mansion Circle, Apt. K**  
**Chattanooga, TN 37405**  
**(423) 602 8265**

## **CURRICULUM VITAE**

### **Personal Information**

Complete name        José Luis Gastañaga Ponce de León  
e-mail address        jose-luis-gastanaga@utc.edu  
Work address         Department of Modern and Classical Languages and Literatures,  
208-D Brock Hall, University of Tennessee at Chattanooga, 615  
McCallie Avenue, Chattanooga, TN 37403  
Telephone             423.425.4450 (office)  
                             423.425.4097 (fax)  
Status                 U.S. Citizen

### **Current**

#### **University of Tennessee at Chattanooga**

2013-                 Assistant Professor of Spanish

### **Past**

#### **Bryn Mawr College**

2012-2013         Visiting Assistant Professor of Spanish

### **Studies**

#### **Princeton University**

Ph.D. in Spanish (2005)

Dissertation Advisor: Ronald E. Surtz

#### **University of Washington, Seattle**

M.A. in Spanish

#### **Pontificia Universidad Católica del Perú**

Bachiller en Humanidades con mención especial en Lingüística y Literatura

## Research Interests

Early Modern Spanish literature (Spain and Latin America). Transatlantic relations. First person narratives, miscellanies, early forms of autobiography. Inca Garcilaso de la Vega. *Crónicas de Indias*. Early forms of the novel (sentimental romance, picaresque). Cervantes. *Celestina*.

## Book

*Caballero noble desbaratado: Autobiografía e Invención en el siglo XVI*. Purdue Studies in Romance Literatures (PSRL) 51. Purdue University Press (2012).

Reviews:

-Edward H. Friedman.- *Renaissance Quarterly* 65.1 (Spring 2012): 246-247.

-Fernando Rodríguez Mansilla.- Blog *Oro de Indias*

<<https://orodeindias.wordpress.com/2014/11/10/don-alonso-enriquez-de-guzman-caballero-noble-desbaratado/>>

-Robert A. Lauer.- Teatro-L Achives <<https://lists.ou.edu/cgi-bin/wa?A2=teatro-l;b02fe37c.1212>>.

-Carmen Rabell.- *Revista Iberoamericana* 251 (2015): 692-695.

## Book editon

*Reading and Writing Subjects in Medieval and Golden Age Spain: Essays in Honor of Ronald E. Surtz*. (Co-edited with Christina H. Lee). [Forthcoming in 2016].

## Essays and Journal Articles

“Castigar en cabeza ajena. La naturaleza didáctica del *Libro de buen amor*”. [Seminar paper published on-line, June 1999]

<<http://faculty.washington.edu/petersen/lba/gastan.htm>>

“La Respuesta a Sor Filotea como carta deprecatoria”. *Lexis* (Lima, Perú), 24.1 (2000): 127-149.

“Roberto González Echevarría. *Love and the Law in Cervantes*. Yale University Press: New Haven & London, 2005” [Review-Article]. *Dissidences* 1.2. Article 14.

“Diego de San Pedro y el descontento en la corte de los Reyes Católicos. Una lectura de *Cárcel de amor*”. *Bulletin of Hispanic Studies* 85 (2008): 809-820.

“La reelaboración literaria de una experiencia real en el *Libro de la vida y costumbres* de Alonso Enríquez de Guzmán”, pp. 25-31, in *Les réélaborations de la mémoire dans le monde luso-hispanique*. Volume II. Amérique Latine et Philippines. Sous la direction de Nicole Fourtané et Michèle Guiraud. Nancy: Presses Universitaires de Nancy, 2009.

“El Inca Garcilaso, José de Acosta, la injuria y el sarcasmo”. *Hispanic Journal* 31.2 (Fall 2010): 53-65.

“Silencio o blasón. Escribir la *Celestina* entre dos extremos”. *Celestinesca* 36 (2012): 143-160.



- “Barbarians in their language, but Greek in their manners. Empathizing with the Andeans in the 16th century”. *Hispanófila* 173 (2015): 53-67.
- “La *Celestina*, el humanismo vernáculo y la invención literaria”. *Celestinesca* 39 (2015): 7-26.
- “De la agricultura a la observación de las estrellas. Los retratos de los reyes Incas en los *Comentarios reales del Inca Garcilaso de la Vega*”, in *Reading and Writing Subjects in Medieval and Golden Age Spain: Essays in Honor of Ronald E. Surtz* [See above in Book Edition. Forthcoming in 2016].
- “El villano del Danubio en los Andes: Sujetos coloniales en el *Libro de la vida y costumbres* de Alonso Enríquez de Guzmán y la *Crónica del Perú* de Pedro Cieza de León” [Forthcoming].

### Reviews:

- “Víctor Infantes. *La trama impresa de Celestina. Ediciones, libros y autógrafos de Fernando de Rojas*. Biblioteca Filológica Hispana 121. Madrid: Visor Libros, 2010”. *eHumanista* 19 (2011): 548-552.
- “E. Michael Gerli. *Celestina and the Ends of Desire*. Toronto: University of Toronto Press, 2011”. *Celestinesca* 36 (2012): 239-246.
- “José Alejandro Cárdenas Bunsen. *Escritura y derecho canónico en la obra de Bartolomé de Las Casas*. Madrid: Iberoamericana Vervuert, 2011”. *Revista Apuntes* 71 (2012): 253-255.
- “Mallorquí-Ruscalleda, Enric (Editor). Saavedra Fajardo”. Un número especial de *Crítica Hispánica* 32.2 (2010). 340 pp. *Dissidences* 5.9 (2013), Article 5.
- “Lauren Beck. *Transforming the Enemy in Spanish Culture. The Conquest through the Lens of Textual and Visual Multiplicity*. Amherst, NY: Cambria Press, 2013”. *Bulletin of Hispanic Studies* 92.6 (2015): 723-724.
- “Susan Byrne. *Law and History in Cervantes’ Don Quixote*. Toronto: University of Toronto Press, 2012”. *Dissidences* 6.11 (2015), Article 15.

### Papers Read In Conferences

- “La vida como anécdota. Las biografías en la *Silva de varia lección* de Pedro Mexía.” The 14<sup>th</sup> Colloquium on Hispanic and Luso-Brazilian Literatures and Romance Linguistics, Department of Spanish and Portuguese, University of Texas, Austin, April 10, 2004.
- “Hybridity in Antonio de Guevara’s Epistolary Writing: The Letters on the *Comunidades*.” 51<sup>st</sup> Renaissance Society of America Annual Meeting, Cambridge, UK, April 7-9, 2005.
- “Inca Garcilaso, Boccaccio, Acosta: A Reading of Royal Commentaries, Book VIII.” 10<sup>th</sup> Mediterranean Studies Association Conference, Evora, Portugal, May 30-June 2, 2007.
- “The Reading of Literature and the Re-elaboration of Memory.” Colloque International “Les réélaborations de la mémoire dans le monde luso-hispanophone”. Université de Nancy 2, Nancy, France, May 29-30, 2008.

- “Suma de las cosas que acontecieron a Diego García de Paredes. Entre la historia y la autobiografía.” 12th Mediterranean Studies Association Conference, Cagliari (Sardinia), Italy, May 27-30, 2009.
- “El Villano del Danubio en los Andes”. Seminario Sujetos coloniales: homogenización, negociación y subversión en los textos hispanoamericanos (siglos XVI-XVIII). Pontificia Universidad Católica del Perú. Lima, Perú (May 31 – June 1, 2012).
- “Melibea’s Old and New Books”. 2013 NeMLA Convention. Boston, March 21-24, 2013.
- “A Poetic of Fear in *Celestina*”. The Fortieth Sewanee Medieval Colloquium: Medieval Emotions. Sewanee, The University of the South, Sewanee, TN, April 4-5, 2014.
- “The *Studia Humanitatis* and the Creation of *Celestina*”. 17<sup>th</sup> Mediterranean Studies Association Conference, Málaga, Spain, May 28-31, 2014.
- “The Characters in *Don Quixote*: A Community of Readers”. 18<sup>th</sup> Mediterranean Studies Association Conference, Athens, Greece, May 27-31, 2015.
- “¿Por qué Calisto y Melibea no se escriben cartas?”. XIX Congreso Internacional de la Asociación Internacional de Hispanistas (AIH), Münster, Germany, July 11-16, 2016. [Forthcoming].

### Invited Lectures

- “*Siglo de Oro*. A round table.” Graduate Center, CUNY, New York, December 7, 2006.
- “El Inca Garcilaso, los *Comentarios reales* y la historiografía de Indias”. Spanish Cultural Series, Bryn Mawr College, Pennsylvania, March 19, 2007.
- “Midaq Alley”. Invited by the Center for Arab and Islamic Studies to be the guest speaker in the screening of the Mexican film “El callejón de los Milagros” (Midaq Alley) as part of Celebrating Egypt’s Nobel Laureate Naguib Mahfouz, whose novel inspired the film. Villanova University, April 24, 2007.
- “Behind the sun”. Invited by the Cultural Film & Lecture Series to be the guest speaker in the screening of “Behind the Sun”, a Brazilian film by Walter Salles. Villanova University, September 27, 2010.
- “Cuzco School of Painting: The Basics.” Hispanic Cultural Heritage Month Lecture, Falvey Memorial Library, Villanova University, September 15, 2011.
- “De la agricultura a la observación de las estrellas. Una nota sobre el providencialismo del Inca Garcilaso”. A Symposium in Honor of Ronald Surtz. Princeton University. October 12, 2013.
- “La caracterización humanista de los reyes Incas en los *Comentarios reales* del Inca Garcilaso de la Vega”, Department of Spanish and Portuguese, Vanderbilt University, April 7, 2015.
- “*Buen hortelano, pastor y príncipe prudente*. El retrato de la *Cápac cuna* en Inca Garcilaso de la Vega”, Seminario Escrituras Virreinales, Universidad Complutense de Madrid, May 20, 2015.

## **Academic Awards**

National Endowment for the Humanities (NEH) Award, 2009: Seminar “*Celestina* and the Threshold of Modernity”, directed by professor E. Michael Gerli. University of Virginia (Charlottesville, VA).

## **Language Skills**

Spanish, English, Portuguese and French. Reading knowledge of Latin and most Romance languages.

## **Courses Taught in Villanova University**

SPA 1131 Conversation and Composition I  
SPA 1132 Conversation and Composition II  
SPA 2142 Spanish Culture: The Transatlantic Frame of Hispanic Culture  
SPA 2212 Literary and Cultural Experience of Latin America: The Colonial Times  
SPA 3412 Spanish Picaresque Novels  
SPA 3412 Chronicles of the Indies  
SPA 3612 Cervantes  
SPA 7440 Spanish Picaresque & Other First Person Narratives [Graduate Seminar]  
SPA 7440 A Mask Made of Words. First Person Narratives from Pre-Modern Times [Graduate Seminar]  
SPA 7440 History in Garcilaso Inca de la Vega [Graduate Seminar]  
SPA 7440 Celestina [Graduate Seminar]  
SPA 9580 Utopy and Denunciation: The Chronicles of the New World in Context [Graduate Seminar]

## **Courses Taught in Bryn Mawr College**

SPAN 101 Intermediate Spanish I  
SPAN 102 Intermediate Spanish II  
SPAN 270 Literatura y delincuencia. Explorando la novela picaresca  
Emily Balch Seminar “A Mask Made of Words” (An intensive, campus wide reading and writing seminar for first-year students around the topic of Autobiography).

## **Courses at the University of Tennessee at Chattanooga (UTC)**

SPAN 1010 Elementary Spanish I  
SPAN 1020 Elementary Spanish II  
SPAN 2110 Intermediate Spanish for Conversation I  
SPAN 2120 Intermediate Spanish for Conversation II  
SPAN 2140 Intermediate Spanish for Reading II  
SPAN 3110 Composition and Conversation I

SPAN 3120 Composition and Conversation II  
SPAN 3230 Spanish Culture  
SPAN 3310 Masterpieces of Spanish Literature  
SPAN 3400 Spanish Internship  
SPAN 3999 Love & Conquest: A Transatlantic Approach to Literature in Spanish  
SPAN 4010 *Celestina* and the End of the Middle Ages  
SPAN 4030 Cervantes: *Don Quixote*

### **Faculty Development Activities**

Seminar. *Uniqueness of Brazilian History*, Latin American Studies, Villanova University  
Faculty development seminar by Dr. Marshall Eakin, Professor of History, Vanderbilt University. (October 18, 2010).

Workshop. *Portuguese Language / Brazilian Culture*. Latin American Studies, Villanova University (May 9-12, 2011).

*Syllabus Development Workshop*. The Andrew H. Mellon Teaching and Learning Institute at Bryn Mawr College (Summer 2012).

Workshop. *Linking literary-cultural content and second language learning: Recovering Foreign Language study for the Humanities*. Curriculum workshop by Dr. Heidi Byrnes, German Department, Georgetown University. Haverford College (November 2, 2012).

Workshop. *Collections and the Ordering of Knowledge in Medieval and Early Modern Iberia*. Directed by Marina S. Brownlee. Department of Spanish and Portuguese, Princeton University. May 5, 2012.

### **Service to the Profession**

*Dissidences. Hispanic Journal of Theory and Criticism*. Member of the Editorial Board and Editor of the Book Review section.

External grant proposal reviewer for David Miralles's "A partir de Parra o sobre la imaginación poética en el Chile finisecular". Facultad de Lenguas y Letras, Universidad Autónoma de Querétaro (México). October 19 – November 3, 2010.

External reader in the Dissertation Examination Committee for Alberto Sandro Chiri's doctoral thesis "El imaginario nacional en las *Tradiciones peruanas* de Ricardo Palma". Department of Spanish and Portuguese, Temple University. April 23, 2012.

## **Membership in Professional Organizations**

Modern Languages Association (MLA)

Renaissance Society of America (RSA)

Mediterranean Studies Association (MSA)

Asociación Internacional de Hispanistas (AIH)

February 10, 2016

**LYNN C. PURKEY  
CURRICULUM VITAE**

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Chattanooga, TN 37403  
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**EDUCATION**

Ph.D. University of California, Berkeley, 2006  
M.H.S. Auburn University, 1999  
B.A. University of Maryland, 1990

**ACADEMIC POSITIONS**

University of Tennessee at Chattanooga, 2006-Present  
Promotion to Professor 2015  
Tenure/Promotion to Associate Professor 2012

**ADMINISTRATIVE POSITIONS**

Associate Department Head, Modern and Classical Languages and Literatures (2014-Present)  
Spanish Section Coordinator (2013-Present)  
Director, Study Abroad Spain (Summer 2008, 2010, 2012, 2015)  
Coordinator of First-Year Spanish (2007-2011)

**PUBLICATIONS**

**Book**

*Spanish Reception of Russian Narratives 1905-1939: Transcultural Dialogics.*  
Monografías A. Woodbridge, UK: Tamesis (Boydell & Brewer), 2013.

Reviewed by Laurent Boetsch. *Hispanic Review* 82.4 (Fall 2014): 508-511.

**Refereed Journal Articles**

“*Luces de Bohemia* expresionista: Valle y Káiser.” *Bulletin of Hispanic Studies* 90.05 (2013): 557-80.

“Alberti and Mayakovsky: Subverting the Medieval Mystery Play.” *The Comparatist* 35 (May 2011): 107-32.

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“Time and Space in Chekhov’s and García Lorca’s Rural Theater.” *España Contemporánea* 23.2 (2010): 7-28.

“Spanish Pacifist and Soviet Civil War Prose.” *Bulletin of Hispanic Studies*, 85.5 (2008): 659-78.

“Anarchists as Ethical Models in Valle-Inclán’s *Ruedo ibérico*.” *España Contemporánea* XX.2 (Spring 2007): 77-96.

### **Book Chapters**

“Disarming Prince Charming: *Los Príncipes iguales* as Subversive Fairy Tale.” *The Challenge of Modernity: Avant-Garde Cultural Practices in Spain (1914-1936)*. Eduardo Grigori & Juan Herrero-Senés, eds. Amsterdam: Brill/Rodopi, (forthcoming) 2016: 200-217.

“Nuevo Romanticismo and Futurism: Responses to Machine Culture.” *International Yearbook of Futurism Studies*. Vol. 3. Special issue on Iberian Futurisms. Ed. by Günter Berghaus. Berlin: De Gruyter, 2013: 181-207.

### **Book Reviews**

Rev. of *Gynocine: Teoría de género, filmología y praxis cinematográfica* by Barbara Zecchi et al. *Letras femeninas* 41.1 (Summer 2015): 359-62.

Rev. of *Salirse del tiesto. Ensayistas españolas, feminismo y emancipación (1861-1923)* by Ana María Díaz Marcos. *Letras femeninas* 39.02 (Winter 2013): 273-75.

Rev. of *The Pursuit of Solidarity in Post-Transition Spain* by Haley Rabanal. *Letras femeninas* 38.02 (Winter 2012): 297-99.

Rev. of *El nuevo teatro español y latinoamericano. Un estudio transatlántico 1960-1980* by Manuel Sosa-Ramírez. *ALEC* 31.2 (2006): 321-25.

Rev. of *Juan Carlos: Steering Spain to Democracy* by Paul Preston. *Lucero, Graduate Journal of the Department of Spanish and Portuguese* 15 (2004): 127-30.

Rev. of *Perfiles críticos* by María Teresa García Abad. *Lucero, Graduate Journal of the Department of Spanish and Portuguese* 13 (2002): 188-89.

Rev. of *Circa* by Pablo Baler. *Lucero, Graduate Journal of the Department of Spanish and Portuguese* 12 (2001): 131-32.

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## **Interview**

“Entrevista a Edmundo Paz Soldán: Conversación en el Mediterráneo.” *Lucero, Graduate Journal of the Department of Spanish and Portuguese*. 13 (2002): 6-27.

## **CONFERENCES & PANELS**

### **Panels Organized, Moderated, etc.**

Panel President, “Narratives of Crisis,” Women Writers of Spain and Latin America, SAMLA, Atlanta, GA, Nov. 7-9, 2014.

Panel Secretary, “Female Hispanic Authors and New Medias,” Women Writers of Spain and Latin America, SAMLA, Atlanta, GA, Nov. 8-10, 2013.

Panel Organizer/Moderator, “The Second Republic: Tradition and Innovation as Recycled Modernity” at the Kentucky Foreign Language Conference, Lexington, KY, Apr. 2011.

Panel Moderator, “Revolution and Nationhood in Contemporary Peninsular and Latin American Literature” at the conference, Word/Image/Culture, Carrollton, GA, Nov. 11-13, 2010.

### **Peer-Reviewed Papers Presented**

“Una visión trágica: La novela comprometida de vanguardia,” in the panel, “Representaciones de lo trágico en el siglo XX español,” NEMLA, Hartford, Connecticut, March 17-20, 2016 (forthcoming).

“Performance and Theatricality in Two Films by Carlos Saura,” in the panel, “Performance on Film,” SAMLA, November 13-15, 2015.

“A Popular Death: Russia's Reception of Federico Garcia Lorca,” the Mountain Interstate Foreign Language Conference, Charleston, SC, Oct. 15-17, 2015.

“Coixet on Crisis” in the panel, “Narratives of Crisis,” Women Writers of Spain and Latin America, SAMLA, Atlanta, GA, Nov. 7-9, 2014.

“Dos Passos and Sender: Cinematography and the City.” First Biannual Meeting of the John Dos Passos Society, UTC, Oct. 10-11, 2014.

“Carnavalesque Humor and Social Satire: *Nuevo retablo de las maravillas*” in the panel, “Humor on Stage,” at ISLHHS, Kansas City, MO, Oct. 17-19, 2013.

“Popular Culture and Politics: María Teresa León’s *La bella del mal amor*” in the panel, “Frivolous Cultures, Serious Politics: Women in Spanish Cultural Arena 1900-1936,” at NeMLA, Mar. 21-24, 2013.



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“Text as Memoir: María Teresa León’s *Doña Jimena Díaz de Vivar, señora de todos los deberes*” in the panel, “Women Writers of Spain and Latin America,” at SAMLA, Nov. 9-11, 2012.

“Fantasy, Myth, and Metaphor: The Gendered Prose of José Díaz Fernández and the Spanish Avant-Garde,” in the panel, “Gender, Politics and the Spanish Avant-Garde,” at the Kentucky Foreign Language Conference, Lexington, KY, Apr. 19-22, 2012.

“*Luces de Bohemia* expresionista: Valle y Káiser.” 61<sup>st</sup> Mountain Interstate Foreign Language Conference, Auburn, AL, Sept. 29-Oct.1, 2011.

“Disarming Prince Charming” in “The Second Republic: Tradition and Innovation as Recycled Modernity” at the Kentucky Foreign Language Conference, Lexington, KY, Apr. 2011.

“Re-inscribing the Feminine: Antonia Bueno Mingallón’s *Zahra*” as part of the *Feministas Unidas* panel at the NEMLA, New Brunswick, NJ, Apr. 7-10, 2011.

“Cultural Imaginings: Spain and Russia” as part of the panel “Revolution and Nationhood in Contemporary Peninsular and Latin American Literature” at the conference, Word/Image/Culture, Carrollton, GA, Nov. 11-13, 2010.

“Utopia and Dystopia: Spanish and Soviet Factory Narratives” in “Southeast Coastal Conference on Languages & Literatures,” Statesborough, GA, Apr. 1-2, 2010.

“History as Fiction: The Civil War in Alberti's *Noche de guerra en el Museo del Prado* and ‘Mi última visita al Museo del Prado’” in “History and Fiction Conference,” Carrollton, GA, Nov. 12-14, 2009.

“El tiempo chejoviano en García Lorca” in “XXXV Congreso Anual de Literaturas Hispánicas,” Indiana, Pennsylvania, Oct. 16-17, 2009.

“Mothers and Daughters in the Social Prose of the Second Republic,” in “18th Conference of the International Association of Hispanic Women Writers,” Atlanta, GA, Oct. 16-18, 2008.

“Alberti and Mayakovsky: Subverting Religious Emblems of the Medieval Mystery Play” as part of “Comparative Literature and World Literature: Textual, Visual, Aural Interconnections and Interfaces” at the Southern Comparative Literature Association Conference, Auburn, AL, Oct. 2-4, 2008.

“Transculturation in the Second Republic: Nuevo Romanticismo and the Reception of Soviet Literature,” as part of “Siglo XX/XXI: Diálogos en el hispanismo peninsular” at University of Ottawa, Canada, Mar. 27-29, 2008.

February 10, 2016

“The New Woman and the Second Republic,” as part of “Second International Conference on “Spanishness.” University of North Texas, Mar. 13-14, 2008.

“Republican Spain and the Reception of Russian Feminists,” as part of “Talking Back, Moving Forward: Gender, Power, and Culture.” SEWA, Chattanooga, TN, Mar. 23, 2007.

“Anarchists as Ethical Models in Valle-Inclán’s *El ruedo ibérico*,” as part of the panel, “Anarchism in Hispanic Literature and Film,” MLA Convention, Philadelphia, PA, Dec. 27-30, 2006.

“María Teresa León: Feminist and Social Dramatist,” at “The Eighth National Symposium of Theater in Academe.” Washington and Lee University, Lexington, VA, Mar. 9-11, 2006.

“*La caballería Roja* and *El blocao*: Soviet Civil War Prose and the Spanish Pacifist Novel,” at “8<sup>th</sup> Annual Ohio State University Symposium on Hispanic and Luso-Brazilian Literatures, Linguistics, and Cultures.” Ohio State University, Cleveland, OH, Apr. 29, 2005.

“Carlos Arniches: Readings and Misreadings of Leonid Andreev and Russian Theater of the Grotesque,” at the “Comparative Drama Conference,” Department of Theatre, California State University, Northridge, CA, Mar. 31-Apr. 2, 2005.

“Russian Travelogues in the *República de Trabajadores*,” at “Transparent Borders: Movement, Migration and Globalization in the Romance World.” 2004 Romance Language Graduate Student Conference, University of Oregon, Eugene, OR, Nov. 4-6, 2004.

“The Polemics of the Avant-Garde vs. (Proto-) Socialist Realism: Spain’s Reception of Pre-Revolutionary Russian Theater,” at “The Seventh National Symposium of Theater in Academe.” Washington and Lee University, Lexington, VA, Oct. 28-30, 2004.

### **Invited Talks/Round Tables**

“How the García Girls Lost Their Accents.” *Take Five*. English Dept., UTC. Feb 16, 2016.

“Domestic Violence as Portrayed in Spanish Cinema,” in the panel, “Domestic Violence and Spanish Film Analysis: Invigorating the Critical Skills through Societal Issues,” Film SIG, ACTFL, San Diego, Nov. 18-22, 2015.

Mesa Redonda (Round Table): “Experiences in Study Abroad Programs,” I Congreso Internacional sobre el Español en los programas de *Study Abroad*. Instituto Franklin, Universidad de Alcalá de Henares, Spain, June 18, 2015.

February 10, 2016

“To Russia with Love: The Soviet Reception of Valle-Inclán,” Symposium in Honor of Dru Dougherty. UC Berkeley, CA, Feb. 13, 2015.

“Maiming and Mayhem: Prosthetics and Disfigurement in Spanish War Films” in “Narrating War: Prosthetics and Mutilation,” Modern and Classical Languages and Literatures Colloquium on Narrative, UTC, Sept. 25, 2014.

## **AWARDS, HONORS, GRANTS AND FELLOWSHIPS**

### **University of Tennessee at Chattanooga**

Sabbatical (Spring 2016)

College of Arts and Sciences Travel Grant (2015)

Think Achieve Award (2015)

College of Arts and Sciences Outstanding Service Award (2015)

Foundation Professorship (2011-2016)

Diversity Grant for Hispanic Outreach Association (2011)

Faculty Development Grant (2009)

Exceptional Merit (2007-08, 2008-09, 2009-10, 2010-11, 2012-2013, 2014-2015)

### **University of California, Berkeley**

Department of Spanish Dissertation Year Fellowship (2005-2006)

Townsend Center for the Humanities Grant for Graduate Student Colloquium (2005)

Department of Spanish and Portuguese Summer Grant for Research Abroad (2005)

Outstanding Graduate Student Instructor (2004-05)

Dean’s Normative Time Fellowship (2003-2004)

Webber Travel Fellowship (2003)

### **Auburn University**

Phi Kappa Phi, National Honor Society, Chapter #13

Sigma Delta Pi, Spanish Honor Society

## **TEACHING**

### **University of Tennessee at Chattanooga, 2006-Present**

Spanish Avant-Gardes

Imagining Women (cross-listed as Women’s Studies Imagining Hispanic Women)

20<sup>th</sup> Century Spanish Literature: From Modernism to Postmodernism

Introduction to Spanish Literature (Survey of Spanish Literature)

Introduction to Textual Analysis and Composition (Introduction to Hispanic Literature)

Cinema, Culture, and History: Spain’s Civil War

All About Almodóvar and Spanish Cinema

19<sup>th</sup> and 20<sup>th</sup> Century Spanish and Latin American Theater

Intersection of Word, Art, and History: Rafael Alberti and María Teresa León

Spanish Culture and Civilization

Latin American Culture and Civilization

Introduction to Latin American Literature

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Spanish Internship  
Freshman Seminar: Gold, God, and Glory (The Conquest)  
Advanced Grammar I and II  
Advanced Composition and Conversation I and II  
Intermediate Spanish  
Elementary Spanish

**University of California, Berkeley, Graduate Student Instructor, 2000-2006**

Elementary and Intermediate Spanish  
Introduction to Hispanic Literature  
Assistant Director of Lower Division Spanish (2003, 2005)

**Auburn University, 1998-2000**

Lecturer, Elementary Spanish  
Teaching Assistant, Elementary Spanish  
Assistant Director of Study Abroad (1999)

**SERVICE**

**Professional Service**

Reader, *Bulletin of Hispanic Studies*, 2014  
Vice-Chair, Film Special Interest Group, ACTFL, 2014-2016  
Reviewer for Film Panels for ACTFL 2015 Convention  
Reader, *Letras Hispanas*, 2013  
Editor in Chief (2002) and Assistant Editor (2001, 2003) of *Lucero, Graduate Journal of the Department of Spanish and Portuguese* (12, 13, 14)

**State/Community Service**

Committee Member, Tennessee Teacher Licensure Standards Revision, Foreign Languages, 2012-2013.  
Participant, Tennessee Dept. of Educ. Foreign Language Licensure Revision, 2009-10.  
Participant (Representing Tennessee Higher Education), Startalk Certification. National Language Certification. National Foreign Language Center, Washington D.C., Dec. 8-11, 2009.

**University Service**

*Member of College of Arts and Science's Executive Committee* (2015-2017)  
*Committee Member for LeRoy Martin Chair in Religious Studies* (2015-2016)  
*Women's History Month Advisory Board* (2015-2016)  
*Women's Studies Advisory Board* (2014-Present)  
*Scholarship Committee* (2014-2015)  
*College of Arts and Sciences Curriculum Committee* (2013-2015)  
*Faculty Senate Representative to Graduate Council* (2012-13)  
*Consultant, Hispanic Outreach, for WUTC* (2011)  
*Advisor for Hispanic Outreach Leadership Association* (2010-2013)  
*Graduation Marshall* (2010-Present)

February 10, 2016

*Honor Court (2010-13)*  
*UTC Faculty and Staff Campaign for MCLL (2010-2013)*  
*Member of Faculty Evaluation of Administration Committee (2010-2011)*  
*Member Faculty Research Committee (2009-10)*  
*Faculty Development Committee (2008-09)*  
*Faculty Senate (2008-10, 2012-14); Secretary (2008-09)*  
*Committee on Committees (2008-10)*  
*International Task Force on Study Abroad at UTC (2008-09)*  
*Petitions Committee (2007-08, 2011-2014)*  
*Petition Committee Chair (2011-2014)*

### **Departmental Service**

*Chair, Rank and Tenure Committee (2015-2016)*  
*Rank and Tenure Committee Member (2014-Present)*  
*Chair, Search Committee for French and Spanish Professors (2015-2016)*  
*Search Committee, German lecturer (2014)*  
*Chair, Search Committee, Spanish Professor (2012-2013)*  
*Search Committee Member, Department Chair (2012-2013)*  
*Search Committee Member, Spanish Professor (2010-2011)*  
*Chair, Search Committee, German Professor (2008-09)*  
*Advisor for Sigma Delta Pi, the Spanish Honor Society (2008-2015)*  
*Advisor for Spanish Majors and Postgraduate and Graduate Students in Spanish Education (2007-Present)*  
*Search Committee for Spanish lecturers, UTC (2007, 2008, 2011, 2012)*  
*Spanish Club Advisor, UTC (2006-2009)*

### **LANGUAGES**

Spanish – Near Native  
Russian – Near Native  
German – Advanced  
French – Reading Knowledge

### **AFFILIATIONS**

MLA (2004 - present)  
AILCFH (2008 - present)  
The Southern Comparative Literature Association (2008 - present)  
Feministas Unidas (2010 - present)  
NeMLA (2010 - present)  
SAML A (2012 - present)  
John Dos Passos Society (2014 - present)  
ACTFL (2014 - present)  
AATSP (2015 - present)

### **REFERENCES**

Joshua Davies, Department Head and Associate Professor of Classics  
Modern and Classical Languages and Literatures

February 10, 2016

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## CURRICULUM VITAE

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### *Education*

University of Wisconsin-Madison 1979-84 PhD (Classics; Latin).  
University of Wisconsin-Madison 1978-79 MA (Biblical Languages).  
Northwestern College 1973-77 BA (emphases in Classics, German, and Theology).

### *Academic Positions*

SunTrust Chair of Excellence in the Humanities; Professor, Department of Modern and Classical Languages; University of Tennessee Chattanooga, 2015-present.  
Professor: Department of English Language and Literature, Southern Illinois University Edwardsville, 2010-2015.  
Coordinator: Interdisciplinary Classical Studies Minor Program: Southern Illinois University Edwardsville, 2002-2015.  
Director: Liberal Studies Program, College of Arts and Sciences, Southern Illinois University Edwardsville, 2006-10.  
Associate Dean: College of Arts and Sciences, Southern Illinois University Edwardsville, 2000-10.  
Chair: Department of Foreign Languages, Illinois State University, 1996-2000.  
Professor: Department of Foreign Languages, Illinois State University, 1996-2000.  
Alexander von Humboldt-Research Fellow: University of Regensburg, Institut für klassische Philologie, 1993-4.  
Associate Professor: Department of Foreign Languages, Illinois State University, 1990-6.  
Fulbright Research Fellow: *Corpus Christianorum*; St. Peter's Abbey, Brugge, Belgium, 1990.  
Visiting Assistant Professor: Department of Classics, University of Wisconsin-Madison, 1986.  
Assistant Professor: Department of Foreign Languages, Illinois State University, 1984-90.  
Graduate Research Fellow: Department of Classics, University of Wisconsin-Madison, 1982-4.  
Graduate Teaching Assistant: Department of Classics, University of Wisconsin-Madison, 1979-82.

## SCHOLARLY PUBLICATIONS

### *Books and Monographs*

*Sedulius: The Paschal Song and Hymns* (translation with introduction and notes) = Society of Biblical Literature's *Writings from the Greco-Roman World* 35, Michael Roberts, editor (Atlanta: Society of Biblical Literature, 2013), xliii + 279 pp. Reviewed by Roberto Mori in *Bryn Mawr Classical Review* (January 28, 2014): <http://www.bmcreview.org/2014/01/20140155.html> and by Jade Weimer in *Review of Biblical Literature* (08/2015): [http://bookreviews.org/pdf/9242\\_10195.pdf](http://bookreviews.org/pdf/9242_10195.pdf)

*Luther's Aesop* = *Early Modern Studies* 8 (Kirksville, MO: Truman State University Press, 2011), xiv + 240 pp. Nominated by the publisher for the Roland H. Bainton Book Prize. Reviewed by C. Scott Dixon in *Renaissance Quarterly* 65 (2012):958-9; Charles Cortright in *Classical Review* 63 (2013), 265-6; Neil Leroux in *Lutheran Quarterly* 27 (2013): 119-20; Timothy Maschke in *Sixteenth Century Journal* 44 (2013): 228-230; Jon Bruss in *Concordia Theological Quarterly* 78.1-2 (2014):171-2; and Jason Lane in *Logia: A Journal of Lutheran Theology* 24.1 (2015):52-3.

*The Manuscripts of Sedulius. A Provisional Handlist* = Transactions of the American Philosophical Society, Vol. 85, pt. 5 (Philadelphia: American Philosophical Society, 1995), xxii + 244. [Nominated by publisher for the American Philological Association's Goodwin Award of Merit. Reviewed in *Revue des Études Augustiniennes* 42 (1996):355-6; *Scriptorium* 51 (1997):69; *Deutsches Archiv für Erforschung des Mittelalters* 53.1 (1997):197; *Medioevo Latino* 18 (1997):391; *Classical Review* 48 (1998):198.]

*The Gospel as Epic in Late Antiquity: The Paschale Carmen of Sedulius* = *Supplements to Vigiliae Christianae: Texts and Studies of Early Christian Life and Language II*, eds. A.F.J. Klijn, Christine Mohrmann, G. Quispel, J.H. Waszink, J.C.M. van Winden (Leiden, New York, Copenhagen, and Cologne: E.J. Brill, 1988), xii + 168. [Reviewed in *Jahrbuch für Antike und Christentum* 32 (1989):197-203; *Classical Review* 40 (1990):159; *Revue des études latines* 67 (1989):416-7; *Patristics* 19 (1990):9; *Helmantica* 41 (1990):411-3; *Religious Studies Review* 17 (1991):166-7; *Deutsches Archiv für Erforschung des Mittelalters* 48.1 (1992):271-2.]

#### ***Edited Volumes and Special Issues***

*Ad Fontes Witebergenses*: Select Proceedings of "Lutheranism and the Classics II: Reading the Church Fathers," a conference held at Concordia Theological Seminary, September 28-29, 2012; co-editor with James Kellerman (Fort Wayne: Lutheran Legacy Press, 2014), 358 pp.

"Lutheranism and the Classics," special issue of *Logia: A Journal of Lutheran Theology* (coedited with Jon Bruss) 21.2 (2012), 76 pp.

"Wittenberg and Athens," special issue of *Logia: A Journal of Lutheran Theology* (I served as guest editor and also wrote the introduction to the issue), 17.4 (2008), 68 pp.

#### ***Scholarly Articles and Book Chapters***

"Bach's Latin," in *Ad Fontes Witebergenses*: Select Proceedings of "Lutheranism and the Classics II: Reading the Church Fathers," co-editor with James Kellerman (Fort Wayne: Lutheran Legacy Press, 2014), pp. 293-307.

"Of Roosters and *Repetitio*: Ambrose's *Aeterne Rerum Conditor*," *Vigiliae Christianae* 68 (2014): 155-177.

"*Parrhesia*, Confession, and Confessionalism," *Faith-Life* 86.3 (2013):11-15.

"Pious Mirth: Poetry and Theology in Luke 2:13-14," *Faith-Life* 86.4 (2013):2-10.

"Wise, Steadfast, and Magnanimous: Patrons of the Classics in Luther's Wittenberg," *Logia: A Journal of Lutheran Theology* 21.2 (2012):27-32.

"Death and Life after Death in Martin Luther's Latin Elegies" in the *Acta Conventus Neo-Latini Upsaliensis*, ed. Astrid Steiner-Weber (Leiden: E.J. Brill, 2012), pp. 1049-1059.

"Martin Luther and the *Vita Aesopi*," in *Fictional Traces: Reception of the Ancient Novel*, eds. Marilia P. Futre Pinheiro and Stephen J. Harrison = *Ancient Narrative Supplementum* 14 (Groningen: Barkhuis Publishing, 2011), vol. 1, pp. 95-106.

"Ovid, Christianity, and Etiquette: The Uses of Latin Poetry in Colonial Mexico City," *The Annals of Ovidius University Constanta-Philology* 21 (2010):145-157.

"*De Profundis*: Research Adventures in the Roman Catacombs," in *Adventures in the Academy: Professors in the Land of Lincoln and Beyond* (Edwardsville: SIUE, 2010), pp. 13-22.



- “Luther’s Latin Poetry and Scatology,” *Lutheran Quarterly* 23 (2009):373-87. See reference at: <http://tobingrant.religionnews.com/2013/12/06/improve-public-discourse-follow-luthers-advice-tell-opponents-eat-s-t-lots/>
- “Luther’s Aesop,” *Logia: A Journal of Lutheran Theology* 17 (2008):17-24. Abridged version published in *Luther Digest* 19 (2011):85-8.
- “Martin’s Martial: Reconsidering Luther’s Relationship with the Classics,” *The International Journal of the Classical Tradition* 14 (2007):23-50.
- “Arms and the Theologian: Martin Luther’s *Adversus Armatum Virum Cochlaeum*,” *The International Journal of the Classical Tradition* 10 (2003):38-53.
- “The Biblical Epic in Late Antiquity and the Early Modern Period: The Poetics of Tradition,” in *Antiquity Renewed: Late Classical and Early Modern Themes*, eds. Zweder von Martels and Victor M. Schmidt (Leuven, Paris, and Dudley, MA: Peeters, 2003), pp. 103-26.
- “Martin Luther, the Oreads of Wittenberg, and *Sola Gratia*,” in *Acta Conventus Neo-Latini Abulensis. Proceedings of the Tenth International Congress of Neo-Latin Studies Avila 4-9 August 1997*, eds. Rhoda Schnur, J. Costas, R. Green, A. Iurilli, E. McCutcheon, A. Moreno, M. Mund-Dopchie, H. Wiegand = *Medieval & Renaissance Texts & Studies* 207 (Tempe, Arizona: University of Arizona Press, 2000), pp. 611-618.
- “The Hymns of Ambrose,” chapter in *Religions of Late Antiquity in Practice*, ed. Richard Valantasis, in *Princeton Readings in Religion* (Princeton and Oxford: Princeton University Press, 2000), pp. 347-56.
- “The Hermeneutics of Innocence: Literary Criticism from a Christian Perspective.” Presented at conference on “Christian Scholarship: Knowledge, Reality, and Method,” University of Colorado, 1997 and published electronically at <http://www.leaderu.com/aip/docs/springer.html>
- “Nicetas and the Authorship of the *Te Deum*,” *Studia Patristica. Vol. XXX: Biblica et Apocrypha, Ascetica, Liturgica*, ed. Elizabeth A. Livingstone (Leuven, Paris, and Dudley, MA: Peeters, 1997), pp. 325-31.
- “Reflections on Lutheran Worship, Classics and the *Te Deum*,” *Logia: A Journal of Lutheran Theology* 5 (1996):29-41 [reprinted in *CrossAccent: Journal of the Association of Lutheran Church Musicians* 7 (1999):28-37.]
- “The Concinnity of Ambrose’s *Illuminans Altissimus*,” in *Panchaia. Festschrift für Professor Klaus Thraede = Jahrbuch für Antike und Christentum Ergänzungsband 22*, ed. Manfred Wacht (Münster Westfalen: Aschendorffsche Verlagsbuchhandlung, 1995), pp. 228-237.
- “Fannius and Scaevola in Cicero’s *De Amicitia*,” in *Studies in Latin Literature and Roman History VII = Collection Latomus 227*, ed. Carl Deroux (Brussels: Latomus, Revue des études latines 227 (1994), pp. 267-78.
- “Jerome and the Cento of Proba,” *Studia Patristica. Vol. XXVIII: Other Latin Authors, Nachleben of the Fathers*, ed. Elizabeth A. Livingstone (Leuven, Paris, and Dudley, MA: Peeters, 1993), pp. 96-105.
- “The Foolishness of God and the Wisdom of Man: An Essay on Luther and Aristotle,” *Faith-Life* 66.5 (1992): 4-11.

“Macarius Mutius’ *De Triumpho Christi*: Christian Epic Theory and Practice in the Late Quattrocento,” *Acta Conventus Neo-Latini Torontonensis. Proceedings of the Seventh International Congress of Neo-Latin Studies, Toronto 8 August to 13 August 1988*, eds. Alex. Dalzell, Ch. Fantazzi, R.J. Schoeck = Medieval and Renaissance Texts and Studies 86 (Binghamton, NY: SUNY-Binghamton Press, 1991), pp. 739-746.

“On Church Growth, Lutheran Style, and Wittenberg Beer,” *Faith-Life* 65.4 (1991): 1, 5-14.

“Ambrose’s *Veni Redemptor Gentium*: The Aesthetics of Antiphony,” *Jahrbuch für Antike und Christentum* 34 (1991):76-87.

“Augustine and Vergil: The Poet as *Mendax Vates*,” *Studia Patristica, Vol. XXII: Cappadocian Fathers, Chrysostom and his Greek Contemporaries, Augustine, Donatism and Pelagianism*, ed. Elizabeth A. Livingstone (Leuven, Paris, and Dudley, MA: Peeters, 1989), pp. 337-43.

“Horace’s Soracte Ode: Location, Dislocation, and the Reader,” *Classical World* 82 (1988):1-9.

“The Prosopopoeia of the Church as Mother in Augustine’s *Psalmus contra Partem Donati*,” *Augustinian Studies* 18 (1987):52-65.

“The Last Line of the *Aeneid*,” *The Classical Journal* 82 (1987):310-313.

“Sedulius’ *A Solis Ortus Cardine*: The Hymn and its Tradition,” *Ephemerides Liturgicae* 101 (1987):69-75.

“The Artistry of Augustine’s *Psalmus contra Partem Donati*,” *Augustinian Studies* 16 (1985):65-74.

“Aratus and the Cups of Menalcas: A Note on *Eclogue* 3. 42,” *The Classical Journal* 79 (1984):131-4.

“*Christum wir sollen loben schon*: Luther’s Sweetest Ancient Cradle Song,” *Faith-Life* 56.6 (1983):14-22.

#### *Translations (from Latin and German)*

“Liturgics.” Translation of article by J.P. Koehler in *Theologische Quartalschrift* 10 (1913) with an “Afterword,” *Faith-Life* 86.1 (2013):2-13.

Translation of Martin Luther’s “Preface to a Complaint Concerning Good Faith by a Pious and Spiritual Parson (as It Appears) from before Our Own Age, Recently Discovered,” in *Luther’s Works* 60 (Prefaces II), ed. Christopher Boyd Brown (St. Louis: Concordia Publishing House, 2011), pp. 95-102.

Translation of Martin Luther’s Preface to John Hus, “Some Very Godly and Erudite Letters, Sufficient Themselves to Show That the Godliness of the Papists is Satanic Madness,” in *Luther’s Works* 60 (Prefaces II), ed. Christopher Boyd Brown (St. Louis: Concordia Publishing House, 2011), pp. 152-8.

Translation of Martin Luther’s Preface to George Major, “Lives of the Fathers,” in *Luther’s Works* 60 (Prefaces II), ed. Christopher Boyd Brown (St. Louis: Concordia Publishing House, 2011), pp. 315-23.

Translation of Martin Luther’s “Sermon for the First Sunday in Lent, 2 Cor. 6:1-10; Admonition Concerning the Ban or Excommunication; Exhortation to the Jurists, February 23, 1539,” *Luther’s Works* (St. Louis: Concordia Publishing House, 2010), vol. 58 (ed. Christopher Boyd Brown), pp. 3-15.

Translation of “*Was ist Wahrheit?*” by J.P. Koehler, *Theologische Quartalschrift* 19 (1922), 225-235, in *Faith-Life* 82.3 (2009), 1, 15-20.

Translation of J.P. Koehler's "Retrospective," *Faith-Life* 75.4 (2002): 33-6; 75.5:30-1; 75.6:16-18 and 23-4, continued in vol. 76.2 (2003):13-20; 76.3:15-24; 76.4:16-25; 76.5:33-40, and 76.6:16-28 (first installment is "Translator's Preface").

"Koehler on Bach's St. Matthew's Passion," *Faith-Life* 74.1 (2001):20-27.

Translation of C.P. Koehler's letters, begun in *Faith-Life* 73.2 (2000):10-12 and continued through subsequent volumes until volume 81.2 (2008):21-24.

"*Etwas vom Antichrist und dem Kampf gegen ihn*," translation of article by J.P. Koehler in *Theologische Quartalschrift* 13 (1916), *Faith-Life* 71.3 (1997): 1, 26-31.

"*Menschenherrschaft in der Kirche*," transl. of article by August Pieper in *Theologische Quartalschrift* 8 (1911) with introduction, *Faith-Life* 59.5 (1986): 4-10, 19-20; 59.6:1, 4-6; and continued in 60.1 (1987):18-20; 60.2:14-24; and 60.4:6-8.

"*Die kulturelle Bedeutung des lutherischen Gemeindeliedes*," transl. of article by J.P. Koehler in *Theologische Quartalschrift* 10 (1913), *Faith-Life* 51.4 (1977): 1, 12-18. Reprinted in *The Wauwatosa Theology: J. P. Koehler, August Pieper, John Schaller*. Ed. Curtis A. Jahn. 3 vols. (Milwaukee: Northwestern Publishing House, 1997), vol. 3, pp. 447-464.

#### ***Encyclopedia and Reference Book Entries***

"Arator," in *The Virgil Encyclopedia*, eds. Jan Ziolkowski and Richard Thomas (Oxford: Wiley-Blackwell, 2014). See <http://onlinelibrary.wiley.com/book/10.1002/9781118351352>

"Church Fathers," in *The Virgil Encyclopedia*, eds. Jan Ziolkowski and Richard Thomas (Oxford: Wiley-Blackwell, 2014). See <http://onlinelibrary.wiley.com/book/10.1002/9781118351352>

"The Reformation," *Encyclopedia of Neo-Latin Studies* (Leiden: E.J. Brill, 2014), eds. Philip Ford, Jan Bloemendal, Charles Fantazzi), pp. 747-58.

"Martin Luther," entry for *Encyclopedia of Neo-Latin Studies* (Leiden: E.J. Brill, 2014; eds. Philip Ford, Jan Bloemendal, Charles Fantazzi), pp. 1040-1.

"Philipp Melanchthon," entry for *Encyclopedia of Neo-Latin Studies* (Leiden: E.J. Brill, 2014; eds. Philip Ford, Jan Bloemendal, Charles Fantazzi), pp. 1046-7.

"John Calvin," entry for *Encyclopedia of Neo-Latin Studies* (Leiden: E.J. Brill, 2014; eds. Philip Ford, Jan Bloemendal, Charles Fantazzi), pp. 939-40.

"Erasmus' Theological Writings," entry for *Encyclopedia of Neo-Latin Studies* (Leiden: E.J. Brill, 2014; eds. Philip Ford, Jan Bloemendal, Charles Fantazzi), pp. 975-6.

"Lutheran Latin Education," entry for *Encyclopedia of Neo-Latin Studies* (Leiden: E.J. Brill, 2014; eds. Philip Ford, Jan Bloemendal, Charles Fantazzi), pp. 1041-2.

"Sedulius," *The Canterbury Dictionary of Hymnology*, ed. J.R. Watson; on-line publication, 2013: [www.hymnology.co.uk/](http://www.hymnology.co.uk/).

"Abecedaries," *The Canterbury Dictionary of Hymnology*, ed. J.R. Watson; on-line publication, 2013:

[www.hymnology.co.uk/](http://www.hymnology.co.uk/).

- “Hilary of Poitiers,” in *Encyclopedia of Christian Literature*, eds. George Thomas Kurian and James D. Smith III (Lanham, Toronto, and Plymouth: The Scarecrow Press, 2010), vol. II, pp. 364-5.
- “Valentin Weigel,” in *Encyclopedia of Christian Literature*, eds. George Thomas Kurian and James D. Smith III (Lanham, Toronto, and Plymouth: The Scarecrow Press, 2010), vol. II, pp. 633-4.
- “C.F.W. Walther,” in *Encyclopedia of Christian Literature*, eds. George Thomas Kurian and James D. Smith III (Lanham, Toronto, and Plymouth: The Scarecrow Press, 2010), vol. II, pp. 624-5.
- “*Carmen ad quendam senatorem*,” in *Reallexikon für Antike und Christentum: Sachwörterbuch zur Auseinandersetzung des Christentums mit der antiken Welt*, eds. Heinzgerd Brakmann, Albrecht Dihle, Josef Engemann, Karl Hoheisel, Wolfgang Speyer, and Klaus Thraede, *Supplement-Band* (Stuttgart: Anton Hiersemann, 2004), vol. II, pp. 319-23.
- “*Carmen contra Paganos*,” in *Reallexikon für Antike und Christentum: Sachwörterbuch zur Auseinandersetzung des Christentums mit der antiken Welt*, eds. Heinzgerd Brakmann, Albrecht Dihle, Josef Engemann, Karl Hoheisel, Wolfgang Speyer, and Klaus Thraede, *Supplement-Band* (Stuttgart: Anton Hiersemann, 2004), vol. II, pp. 323-31.
- “Hilary of Poitiers,” *Encyclopedia of the Ancient World* (Pasadena: Salem Press, 2002), ed. Thomas J. Sienkewicz, vol. II, pp. 617-8.
- “Paulinus of Nola,” *Encyclopedia of the Ancient World* (Pasadena: Salem Press, 2002), ed. Thomas J. Sienkewicz, vol. II, pp. 877.
- “Salvian,” *Encyclopedia of the Ancient World* (Pasadena: Salem Press, 2002), ed. Thomas J. Sienkewicz, vol. III, p. 978.
- “*Te Deum*,” *Theologische Realenzyklopädie*, eds. Stuart Hall, et al. (Berlin and New York: Walter de Gruyter, 2001), vol. XXXIII, pp. 23-28.

### Reviews

- Review of Peter von Moos, *Heiden im Himmel? Geschichte einer Aporie zwischen Mittelalter und früher Neuzeit* (Heidelberg: Winter, 2014), in *Renaissance Quarterly* 68 (2015):1438-39.
- Review of Asaph Ben-Tov, *Lutheran Humanists and Greek Antiquity: Melanchthonian Scholarship Between Universal History and Pedagogy* (Leiden and Boston: Brill, 2009), *Lutheran Quarterly* 28 (2014):86-8.
- Review of Robert Shorrock, *The Myth of Paganism: Nonnus, Dionysus and the World of Late Antiquity* (London: Bristol Classical Press, 2011) in *Journal of Late Antiquity* 5 (2012): 218-20.
- Review of Josef Eskhult, *Andreas Norrelius' Latin translation of Johan Kemper's Hebrew commentary on Matthew. Edited with introduction and philological commentary*, Acta Universitatis Upsaliensis. Studia Latina Upsaliensia 32 (Uppsala: Uppsala University, 2007) in *Sjuttonhundredatal, Nordic Yearbook for Eighteenth-Century Studies*, annual journal of Sällskapet för 1700-talsstudier (2010),pp. 191-3.
- Review of Richard M. Gamble, *The Great Tradition: Classic Readings on What It Means to be an Educated Human Being* (Wilmington: ISI Books, 2007), *International Journal of the Classical Tradition* 16 (2009):625-8.

Review of Andrew Weeks, *Valentin Weigel (1533-88): German Religious Dissenter, Speculative Theorist, and Advocate of Tolerance* (Binghamton, NY: SUNY Press, 2000), in *Journal of English and German Philology* 101 (2002):597-9.

Review of Carolinne White, *Early Christian Latin Poets in The Early Church Fathers*, ed. C. Harrison (London and New York: Routledge, 2000), in *Journal of Early Christian Studies* 10 (2002):299-300.

Review of Birgit Stolt, *Martin Luthers Rhetorik des Herzens* (Tübingen: J.C.B. Mohr, 2000), in *Journal of English and German Philology* 101 (2002):105-7.

Review of August Suelflow, *Servant of the Word: The Life and Ministry of C.F.W. Walther* (St. Louis: Concordia Publishing House, 2000), in *Faith-Life* 74.6 (2001):10-16.

Review of Philip Melancthon, *Orations on Philosophy and Education*, ed. Sachiko Kusukawa in *Cambridge Texts in the History of Philosophy* (Cambridge: University Press, 1999), *Seventeenth-Century News* 58 (2000):307-309.

Review of Joyce L. Irwin, *Neither Voice nor Heart Alone: German Lutheran Theology of Music in the Age of the Baroque in American University Studies, Series VII: Theology and Religion*, Vol. 132 (New York: Peter Lang, 1993), in *CrossAccent: Journal of the Association of Lutheran Church Musicians* 6 (1998):56.

Review of Philip Melancthon, *Annotations on First Corinthians*, introduced, translated, and edited by John Patrick Donnelly S.J., in series *Reformation Texts with Translation (1350-1650)*, ed. Kenneth Hagen (Milwaukee: Marquette University Press, 1995), in *Seventeenth-Century News* 56 (1998):158-9.

Review of Carl Schalk, *God's Song in a New Land: Lutheran Hymnals in America* (St. Louis: Concordia Publishing House, 1995) and *Source Documents in American Lutheran Hymnody* (St. Louis: Concordia Publishing House, 1996), in *CrossAccents: Journal of the Association of Lutheran Church Musicians* 5 (1997):57.

Review of Frank Senn, *The Witness of the Worshipping Community: Liturgy and the Practice of Evangelism* (New York: Paulist Press, 1993) in *CrossAccents: Journal of the Association of Lutheran Church Musicians* 5 (1997):58.

Review of J. den Boeft and A. Hillhorst, eds., *Early Christian Poetry = Supplements to Vigiliae Christianae: Texts and Studies of Early Christian Life and Language* 22 (Leiden, New York, and Cologne: E.J. Brill, 1994), *Journal of Early Christian Studies* 4 (1996), pp. 392-4.

Review of G.M.A. Grube, *Longinus, On Great Writing* (Indianapolis/Cambridge: Hackett Publishing), in *Patristics* (Newsletter of the North American Patristics Society) 20 (1992):8-9.

Review of Anne-Marie Palmer, *Prudentius on the Martyrs* in the Oxford Classical Monograph Series (Oxford: Clarendon Press, 1989), in *Patristics* 18 (1990):5.

***In press (manuscript submitted; awaiting page proofs or publication)***

Article on "Sedulius" for *Traditio Patrum*, to be published by Brepols (Turnhout, Belgium).

Essays on selected Latin hymns of Ambrose, Prudentius, Sedulius and others for the *Lutheran Service Book Hymnal Companion* (Concordia Publishing House, eds. Jon D. Vieker and Peter Reske).

Entry on Turcius Rufius Asterius for *Brill's Encyclopedia of Early Christianity*.

Translations of Latin works by Luther for expanded edition of *Luther's Works* (Concordia Publishing House, St. Louis).

“*Kirche und Kultur: J.P. Koehler's Lutheran Historiography*.” To be published in the proceedings of the third conference on “Lutheranism and the Classics,” Concordia Theological Seminary, 2014.

Review of Vincenzo Merolle, *Mommsen and Cicero: Vindiciae Ciceroniana, with a section on Ciceronianism, Newtonianism and Eighteenth-Century Cosmology* (Berlin: Logos Verlag Berlin, 2015). To be published in *Classical Journal*.

#### ***Commissioned for publication and work in progress***

*Sedulii Opera Omnia*. New critical edition commissioned by *Corpus Christianorum: Series Latina* (Turnhout: Brepols).

The Uses of *Tentatio: Satan, Luther, and Theological Maturation*,” to be included in volume entitled *The Hermeneutics of Hell: Devilish Visions and Visions of the Devil in World Literature*.

“Sedulius.” Article for *Catalogus Translationum et Commentariorum: Medieval and Renaissance Latin Translations and Commentaries*. Eds. Paul Oskar Kristeller, Virginia Brown, James Hankins, Robert Kaster (Washington, D.C.: Catholic University of America Press).

*Cicero in Heaven: The Roman Rhetor and the Lutheran Reformation* (book length study of the influence of Cicero on the Reformation period and beyond).

“Scatology and Eschatology: Martin Luther's *Dysenteria* and other Latin Poems” (book proposal).

Translations of Chrysostom's sermons for a series of volumes containing Chrysostom's exegetical homilies on the New Testament, eds. Wendy Mayer, Margaret Mitchell, Judith Kovacs, in *Writings from the Greco-Roman World*, to be published by the Society of Biblical Literature.

Editor of J.P. Koehler's *Kirchengeschichte* (English translation).

Translations of Latin works by Luther for expanded edition of *Luther's Works* (Concordia Publishing House, St. Louis).

#### ***Awards and grants***

Andrew W. Mellon Foundation grant to write an article on Sedulius to be published in *Catalogus Translationum et Commentariorum: Medieval and Renaissance Latin Translations and Commentaries*, 2006-8.

Illinois Humanities Council Grant, “Thinking about Religion: Engaging the Community,” in support of the College of Arts and Sciences' Third Annual Spring Colloquium (in collaboration with Professor Greg Fields and SIUE's Religious Center), 2006.

“Outstanding University Researcher Award,” Illinois State University, 1997.

Alexander von Humboldt Research Fellowship for Experienced Researchers, sponsored by the Institute of Classical Philology, University of Regensburg, under the aegis of Prof. Dr. Klaus Thraede, 1993-4.

American Philosophical Society for Promoting Useful Knowledge, Travel Grant, Bibliothèque Nationale, Paris and Biblioteca Apostolica Vaticana, Rome, 1992.

American Council on Education Grant: "Spreading the Word: Improving Graduate Assistant Instruction of Introductory Foreign Languages," 1992-1996.

Travel Grants, "Center for Renaissance Studies," Consortium Program of The Newberry Library, in partnership with Illinois State University, several in the early 1990s.

Fulbright-Hays Research Grant, sponsored by Dom Eligius Dekkers, founding Director of *Corpus Christianorum*, St. Peter's Abbey in Brugge, Belgium, 1990.

"Outstanding College Researcher Award," College of Arts and Sciences at Illinois State University, 1990.

Andrew W. Mellon Fellowship, Knights of Columbus Vatican Microfilm Library, Charles Ermatinger, Director, St. Louis University, 1989.

Travel Grant, Social Sciences and Humanities Research Council of Canada (administered by the University of Toronto), 1988.

National Endowment for the Humanities Travel to Collections Grant (Hill Monastic Microfilm Library at St. John's University, Collegeville, Minnesota), 1988.

Illinois State University Research Initiative Award, 1987.

*Novus* Prize, Committee for the Advancement of Early Studies, Ball State University, 1985.

National Endowment for the Humanities Summer Institute, "Neo-Latin Archival Sciences" (conducted by Professor Jean-Claude Margolin, Director of the Centre d'Etudes Supérieures de la Renaissance at the University of Tours), Folger Shakespeare Library, Washington, D. C., 1985.

#### ***Scholarly presentations (selected)***

"Pious Mirth: Listening to Martin Luther's Latin poetry." To be presented at the fourth conference on "Lutheranism and the Classics," Concordia Theological Seminary, 2016.

"*Cicero Americanus*." To be presented to the St. Louis Classical Club, 2016.

"Calvin's Latin." Presented at the annual meeting of the Society for Classical Studies, San Francisco, 2016.

"Luther's Cicero: The Roman Rhetor and the German Reformer." Presented at the International Society for the History of Rhetoric, University of Tübingen, 2015.

"To Forget Latin: Reflections on the Fading of a European Sign." Presented at "European Studies Symposium," Illinois State University, 2015. Revised version presented at the 40<sup>th</sup> Annual European Studies Conference at the University of Nebraska at Omaha, October, 2015.

"Luther and the Letters of Cicero." Presented at the Classical Association of the Midwest and South, University of Colorado, 2015.

"*Kirche und Kultur*: J.P. Koehler's Sacred Historiography." Presented at the third conference on "Lutheranism and the Classics," Concordia Theological Seminary, 2014.

The Artful Exegete: Johann Albrecht Bengel and his *Gnomon Novi Testamenti*.” Presented at the Kentucky Foreign Language Conference, University of Kentucky, 2014.

“Pious Mirth: Poetry and Pleasure in the Biblical Epics of Late Antiquity and the Early Middle Ages.” Presented at the International Medieval Congress in Leeds, 2013.

“Bach the Latin Teacher.” Presented at annual meeting of the Classical Association of the Midwest and South, University of Iowa, 2013.

“Reformation Neo-Latin: Towards an Aesthetics of Theological Prose in the Sixteenth Century.” Presented at annual meeting of the Renaissance Society of America, San Diego, 2013.

“Unwinged Words: Orality, Literacy, and the Book in Ancient Greece.” Presented at the CAS Colloquium, “Thinking about the Book,” 2013.

“Cicero in Heaven? The Roman Rhetor and the Protestant Reformation.” Presented at the Illinois Classical Conference, University of Chicago, 2012.

“Bach’s Latin.” Presented at “Lutheranism and the Classics II,” Concordia Theological Seminary (Fort Wayne, Indiana), 2012 (plenary address).

“Cicero in Heaven? Reading Luther’s Latin Letters.” Presented at XVth International Congress of the International Association for Neo-Latin Studies in Muenster, 2012.

“Wonder, Delight, and ‘the Ludic Impulse’ in the Biblical Epics of Late Antiquity.” Presented at “The Classics Renewed: The Latin Poetry of Late Antiquity,” Rice University, 2011.

“Wise, Steadfast, and Magnanimous: Patrons of the Classics in Luther’s Wittenberg.” Presented as banquet address at “Lutheranism and the Classics,” Concordia Theological Seminary (Fort Wayne, Indiana), 2010.

“Myths of Progress and Decline in Ancient Greece.” Presented at Sixth Annual CAS Colloquium: “Thinking about Evolution,” Southern Illinois University Edwardsville, 2010.

“Death and Immortality in Martin Luther’s Latin Elegies.” Presented at the XIVth International Congress of the International Association for Neo-Latin Studies, Uppsala, 2009.

“Aesop, Martin Luther, and the Fable of the Fable.” Presented to the St. Louis Classical Club, 2009.

“Barbaric Humanism: Martin Luther and the Classics.” Presented at the Sixteenth Century Society and Conference Annual Meeting in Geneva, 2009.

“Scatology and Eschatology: Reading Martin Luther’s Latin Verse.” Presented at the Classical Association of the Midwest and South’s annual meeting, University of Minnesota, 2009 (invited paper for Presidential Panel on Neo-Latin Studies).

“Bridging the Empire: Religion and Engineering in Roman Mérida.” Presented at joint meeting of the Illinois Classical Conference and the Iowa Association of Classicists, Augustana College, 2008.

“Christ the Giant.” Presented at meeting of the Southeastern Medieval Association, “Bodies, Embodiments, Becomings,” St. Louis University, 2008.



- “Martin Luther and the *Vita Aesopi*.” Presented at IVth International Conference on the Ancient Novel, The Gulbenkian Foundation, Lisbon, 2008.
- “Ovid, Etiquette, and the Uses of Latin Poetry in Colonial Mexico.” Presented at annual meeting of the Classical Association of the Midwest and South, University of Arizona, 2008.
- “The Not-So-Trivial Trivium.” Website presentation at Council of the Colleges of Arts and Sciences annual meeting, Portland, 2008. See [www.siu.edu/CAS/trivium](http://www.siu.edu/CAS/trivium)
- “The Angers Manuscript of Sedulius.” Presented at symposium, “Late Antiquity in Illinois IV,” University of Illinois, 2008.
- “Farming and the Development of Cultural Identity in Republican Rome.” Presented at 4<sup>th</sup> Annual CAS Colloquium, “Thinking about the Environment,” Southern Illinois University Edwardsville, 2007.
- “Romans on the Danube: The Traces of Empire.” Plenary presentation (with Avery R. Springer) at annual meeting of the Illinois Classical Conference (joint meeting with the Chicago Classical Club), Loyola University, Chicago, 2007.
- “Martin’s Martial: Luther’s Latin Epigrams on the Blessed Life.” Presented at XIIIth International Congress of the International Association for Neo-Latin Studies, Budapest, 2006.
- “Luther’s Aesop.” Presented at “The Word in the World: Christianity’s Encounter with Other Cultures,” Conference on Christianity and Literature, Pepperdine University, 2006.
- “Of Roosters and *Repetitio*: Ambrose’s *Aeterne Rerum Conditor*.” Presented at symposium “Late Antiquity in Illinois III,” University of Illinois, 2006.
- “Moses, Socrates, and Leo Strauss.” Presented at Third Annual CAS Colloquium, “Thinking about Religion,” SIUE, 2004.
- “*Religio* and Religion.” Presented at Third Annual CAS Colloquium, “Thinking about Religion,” SIUE, 2004.
- “Arms and the Theologian: Martin Luther and the *Aeneid*.” Presented to St. Louis Classical Club, 2004.
- “Untrammelled Eclecticism: Toward a New Text of Sedulius.” Presented at colloquium on “Editing from Antiquity to the Enlightenment” at The Ohio State University, 2003.
- “The Biblical Epic in Late Antiquity and the Renaissance.” Presented at symposium on “Late Antiquity and the Renaissance Compared” at the University of Groningen, 2001 (by invitation).
- “Arms and the Theologian: Martin Luther’s *Adversus armatum virum Cochlaeum*.” Presented at XIth International Congress International Association for Neo-Latin Studies, Cambridge University, 2000.
- “Anaphora in the Hymns of Ambrose.” Presented at the XIIIth International Conference on Patristic Studies, University of Oxford, 1999.
- “Vergil in the Mind of Luther.” Plenary address at annual meeting of the Illinois Classical Conference, University of Illinois, 1999.

- “*Musa Witebergensis: The Latin Verse of Martin Luther.*” Presented at annual meeting of American Philological Association, Chicago, 1997.
- “Martin Luther’s *De Fonte Oreadum Witebergensium.*” Presented at Xth International Congress of the International Association for Neo-Latin Studies, Avila, 1997.
- “Martin Luther, the Oreads of Wittenberg, and *Sola Gratia.*” Presented at annual meeting of the Classical Association of the Midwest and South, University of Colorado, 1997.
- “In the Beauty of the Lilies: Prophecy, Exegesis, and the Nativity in Late Antiquity.” Presented at seminar on “The Late Antique Bible and its Impact,” Rutgers University, 1997 and at North American Patristics Society’s annual meeting, Loyola University, Chicago, 1996.
- “Sedulius’ *Paschale Opus: The Manuscript Witnesses.*” Presented at St. Louis Conference on Manuscript Studies, St. Louis University, 1995.
- “Nicetas and the Authorship of the *Te Deum.*” Presented at XIIth International Conference on Patristic Studies, University of Oxford, 1995.
- “Touching the Stars: Theme and Variations in Pagan and Christian Antiquity.” Presented at meeting of the International Society of the Classical Tradition, Boston University, 1995.
- “The Ambrosian Hymn: Structure, Artistry, and Meaning.” Presented at Xth Congress of the International Federation of the Societies of Classical Studies, Université Laval, Quebec, 1994.
- “Scriptural Truth and Poetic Imagination in the Biblical Epics of Late Antiquity.” Presented at Leeds International Latin Seminar, University of Leeds, 1994.
- “The Dating and Authorship of Proba’s Cento.” Presented at North American Patristics Society’s annual meeting, Loyola University, Chicago, 1993.
- “The Theology of Proba’s Cento.” Presented at North American Patristics Society’s annual meeting, Loyola University, Chicago, 1992.
- “Jerome and the Cento of Proba.” Presented at XIth International Conference on Patristic Studies, University of Oxford, 1991.
- “A New Critical Edition of Sedulius: Prolegomena.” Presented at Saint Louis Conference on Manuscript Studies, sponsored by *Manuscripta*, St. Louis University, 1989.
- “Ambrose’s *Veni Redemptor Gentium: The Aesthetics of Antiphony.*” Presented at North American Patristics Society’s annual meeting, Loyola University, Chicago, 1989.
- “Proba’s Vergilian Cento in the Middle Ages: Reception, Aesthetics, and the Canon.” Presented at 24<sup>th</sup> International Congress on Medieval Studies, Western Michigan University, 1989.
- “The Living and the Dead in the *Cena Trimalchionis.*” Presented at Classical Association of the Midwest and South’s annual meeting, University of Kentucky, 1989.
- “Macarius Mutius’ *De Triumpho Christi: Christian Epic Theory and Practice in the Late Quattrocento.*” Presented at VIIIth International Congress of the International Association for Neo-Latin Studies, University of Toronto,

1988.

“Augustine and Vergil: The Poet as *Mendax Vates*.” Presented at North American Patristics Society’s annual meeting, Loyola University, Chicago, 1988.

“The Descent from Heaven in the Biblical Epics of Late Antiquity.” Presented at 23<sup>rd</sup> International Congress on Medieval Studies, Western Michigan University, 1988.

“The Prefaces to Macarius Mutius’ *De Triumpho Christi*: Christian Epic Theory in the Late Quattrocento.” Presented at annual meeting of the American Philological Association, New York, 1987.

“Friends and Rivals in Cicero’s *De Amicitia*.” Presentation at Illinois Humanities Council Summer Institute: “Teaching Roman Civilization in High Schools,” Rockford College, 1987.

“Milton and the Early Biblical Epic.” Presented at 21<sup>st</sup> International Congress on Medieval Studies, Western Michigan University, 1986.

“The Church as Mother in Augustine’s *Psalmus contra Partem Donati*.” Presented at “International Congress on the Conversion of St. Augustine,” sponsored by the Istituto Patristico Augustiniano, Rome, 1986.

“Sedulius’ *A Solis Ortus Cardine*: A Reexamination.” Presented at annual meeting of Committee for the Advancement of Early Studies, Ball State University and at the International Congress on Medieval Studies, Western Michigan University, 1985.

“The Artistry of Augustine’s *Psalmus contra Partem Donati*.” Presented at Xth International Conference of Patristic, Medieval, and Renaissance Studies at Villanova University, 1985.

“The Family Curse in Greek Tragedy and Hebrew Prophecy.” Presented at symposium on “Literature and Family,” Marquette University, 1985.

“The Jewish-Hellenistic Epic: Forms and Transformations.” Presented at annual meeting of the American Philological Association, Toronto, 1984.

“Sedulius’ *Paschale Carmen*: Text and Context.” Presented at seminar on “Cultural Change in the Mediterranean World and the Near East in Late Antiquity,” University of Chicago, 1984.

“The Sedulous Editor: Turcius Rufius Asterius and His Edition of the *Paschale Carmen*.” Presented at 19<sup>th</sup> International Congress on Medieval Studies, Western Michigan University, 1984.

“Character Enhancement in Juvenecus’ *Evangeliorum Libri Quattuor*.” Presented at 18<sup>th</sup> International Congress on Medieval Studies, Western Michigan University, 1983.

“Sedulius’ *Paschale carmen* as Literary Rival of the *Aeneid*.” Presented at symposium on “The Western Literary Tradition: The Christian Perspective,” Marquette University, 1983.

### ***Courses Taught***

Latin language courses at all levels, from the elementary (Wheelock, *Latin via Ovid*, Jenney) to intermediate and advanced (see below for specific authors and texts).

Greek language courses at all levels, from the elementary (New Testament, Homeric, Classical) to intermediate and advanced (see below for specific authors and texts).

“Classical Mythology” (large lecture class taught with the help of graduate assistants at UW-Madison and ISU).

“Introduction to Western Civilization” (Integrated Liberal Studies program at UW-Madison).  
 “Texts and Contexts” (intensive writing course developed for general education program at ISU).  
 “History of the Latin Language” (upper level undergraduate course at ISU).  
 “Latin Prose Composition” (upper level undergraduate course at ISU).  
 “Interpretation of Classical Mythology” (honors seminar at ISU)  
 “The Classical Tradition” (graduate seminar at ISU).  
 “Myth and Meaning” (World Mythology course at ISU, team-taught with Professor of Chinese).  
 “Classical Mythology and Its Influence” (300-level English class at SIUE).  
 “Rome: Culture, Ideas, and Values” (freshman seminar; team-taught with History professor at SIUE).  
 “Searching for Excellence in Ancient Greece” (study-abroad course, team-taught with SIUE and SIUC faculty in Greece and western Turkey.)  
 “World Mythology” (Interdisciplinary Studies course, team-taught on-line with Geography professor at SIUE.)  
 “History of the English Language” (400-level English class at SIUE).  
 “Tragedy: Violence, Entertainment, and Education in Ancient Greece” (Interdisciplinary Studies course, team-taught with Philosophy professor at SIUE).  
 “Cicero, Ciceronianism, and the Development of Prose Style” (Graduate seminar at SIUE).  
 “Introduction to the Bible” (300-level English class at SIUE).  
 “The Hobbit: Myth and Meaning (Interdisciplinary Studies course, team-taught with German professor at SIUE).  
 “Death and Dying” (Interdisciplinary Studies course, team-taught with Philosophy professor at SIUE).  
 “The Rhetoric of Humor” (Graduate Seminar at SIUE).  
 “Humor” (Honors Freshman Seminar at SIUE).  
 “Comedy” (English Senior Assignment Seminar at SIUE).  
 “Pain and Suffering” (Honors Junior Seminar at SIUE, team taught with Pharmacy professor).

***Authors and texts taught in original Latin and Greek in advanced courses and independent studies***

Aelred, *De spiritali amicitia*; Aesop’s fables (Babrius and Phaedrus); Apuleius, *The Golden Ass*; Aristotle, *Poetics*; Augustine, *Confessions* and *City of God*; Bede, *Historia ecclesiastica gentis Anglorum*; Benedict, *Regula*; Boccaccio, *De claris mulieribus*, Caesar, *Gallia Wars* and *Civil War*; *Carmina Burana*; Catullus, *Carmina*; Cicero, selected speeches, *De Amicitia*, *De Officiis*, *De oratore*; *De Senectute*; Erasmus, *Ciceronianus*; Homer, *Iliad* and *Odyssey*; Horace, *Odes and Sermones*; Juvenal, *Satires*; Livy, *Ab urbe condita*; Lysias, *The Murder of Erasthotes*, Juvenal, *Satires*, Martin Luther, “Lectures on Genesis” and *De servo arbitrio*; Menander, *Dyskolos*; Ovid, *Metamorphoses*, *Amores*, and *Ars Amatoria*; Petronius, *Cena Trimalchionis*; Plato, *Apology*, *Crito*, *Lysis*, *Philebus*; Plautus, *Amphitryo*, *Miles Gloriosus*, and *Menaechmi*; Pliny the Younger’s epistles; Quintilian, *Institutio Oratoria*; Sallust, *Bellum Catilinae*; Sedulius, *Paschale Carmen*; Seneca, *Apocolocyntosis Claudii*, *Medea*; the Septuagint; Sophocles, *Oedipus the King*; Suetonius, *Lives of the Caesars*; Tacitus, *Annales* and *Germania*; Terence, *Andria*, *Eunuchus*, *Phormio*; Thomas Aquinas, *Summa Theologica*; Vergil’s *Georgics* and *Aeneid*; the Vulgate; Xenophon, *Anabasis* and *Apology*.

***Student research projects***

Faculty mentor for student research assistantship on Latin poetry of Martin Luther, University of Tennessee Chattanooga, 2015.  
 Member of numerous MA committees, Department of English and Department of Historical Studies, SIUE, 2010-15.  
 Faculty mentor for Undergraduate Research and Creative Activities Academy, SIUE: “Erasmus’ Ciceronianism,” 2012.  
 Chair of MA thesis committee for Department of English, SIUE, 2010-11, study of Robert Graves’ *I, Claudius*.  
 Faculty mentor for Undergraduate Research and Creative Activities Academy, SIUE: “Translating Sedulius’ *Paschale Carmen V*,” 2010.  
 Faculty mentor for Bachelor of Liberal Studies Senior Assignment, study of the history of the doctrine of predestination, 2009.

Member of doctoral committee for Michael Albrecht, Luther Theological Seminary, PhD dissertation on J.P. Koehler and the Wauwatosa Theology, 2008.  
Faculty mentor for SIUE Undergraduate Research Academy: “A Translation of Sedulius’ *Paschale Carmen*, Books 1 and 3,” 2007-2008.  
Faculty mentor for Bachelor of Liberal Studies Senior Assignment, study of 16<sup>th</sup> century Latin manual on fighting with broad swords, 2006.  
Member of doctoral committee for Rick Phillips (“Blindness Spells in the Egyptian Magical Papyri,” University of Illinois, Champaign-Urbana), 2000-2001.

### ***Scholarly and Professional Service (selected)***

Member of Humanities Faculty Advisory Board, University of Tennessee Chattanooga, 2015-present.  
Member of CS Lewis Annual Lecture Committee, Chattanooga, Tennessee, 2015- present.  
Member of search committee for French and Spanish Assistant Professor, 2015-2016.  
Member of department tenure and promotion committee, 2015-2016.  
Interviewed for article in UTC student newspaper, The Echo, November, 2015:  
<http://www.theutcecho.com/?p=17681>  
Co-organizer of “Lutheranism and the Classics IV,” Concordia Theological Seminary (Fort Wayne, Indiana), September, 2016 (with Professor John Nordling and Dr. James Kellerman), 2015-16.  
Reviewer for *Classical Receptions Journal*, 2015-6.  
Vice-President and Member of the Executive Board of the Institute of Lutheranism and the Classics (*Institutum Lutheranism Classicumque*), 2014-present.  
Outside evaluator for promotion decision for Department of Classics, Brown University, 2014.  
Reviewer for *Oral Tradition*, 2014.  
Member of Board of Regents for Concordia University Chicago, 2013-2015.  
Judge for Illinois Junior Classical League South, Collinsville High School, 2013. I served as judge for IJCL a number of times at high schools across Illinois.  
Co-organizer of “Lutheranism and the Classics III,” Concordia Theological Seminary (Fort Wayne, Indiana), September, 2014 (with Professor John Nordling and Dr. James Kellerman), 2013-14.  
Interviewed for article on *Sedulius, The Paschal Song and Hymns* in “This Week in CAS,” October 6, 2013. See: <http://thisweekincas.com/2013/10/06/springers-unprecedented-translations-of-latin-poet-published-by-the-society-of-biblical-literature/>  
Guest speaker on “Greek Poetry” (with Philip Barnes) at concert of the St. Louis Chamber Chorus, Ethical Society of St. Louis, 2013.  
Chair of session on “Reception and Tradition” for annual meeting of the Illinois Classical Conference, SIU Carbondale, 2013.  
Interviewed for radio show “Book Talk” with Rodney Zwonitzer on KFUE, 2013. See <http://www.kfuoam.org/tag/luthers-aesop/>  
Coordinating Editor, *Faith-Life* (a journal of Lutheran history, theology, and culture), 2013-14; Contributing Editor, 2015-present.  
Guest lecture at Newberry Library, Center for Renaissance Studies, graduate seminar on “Asceticism, Eroticism, and the Premodern Foucault: Revisiting Foucault’s *History of Sexuality* through Medieval and Early Modern Sources,” 2013.  
Editor of *Te Laudamus* (with Daniel Reuning and Joel Hensel), a new Lutheran hymnal to be published by Emmanuel Press.  
Co-organizer of “Lutheranism and the Classics II,” Concordia Theological Seminary (Fort Wayne, Indiana), October, 2012 (with Professor John Nordling and Dr. James Kellerman).  
Member of awards committee for Concordia Historical Institute, 2012-present.  
Consultant for Art and Design Department, SIUE, 2011-13.  
Interviewed for article on *Luther’s Aesop* in “This Week in CAS,” Jan. 16, 2012. See <http://thisweekincas.com/2012/01/16/springers-book-looks-to-luther-and-aesop/>  
Featured in article in *Edwardsville Intelligencer*: “Springer Studies Links Between Religions,” 2011. See

<http://www.siu.edu/artsandsciences/CTarticle11.pdf> Also interviewed on radio show “Segue” at WSIE, 2011.

Participant in presentation on “Why Teachers Teach,” at the Edwardsville Public Library, May, 2011.

Chair of Phi Kappa Phi Undergraduate Paper Competition, 2004-2006 and again in 2011-13; I have served as a member of the committee from Fall 2006 to the present. I was a member of the Phi Kappa Phi Executive Board at the SIUE Chapter, 2003-2006, and served as a judge in the Phi Kappa Phi Graduate Paper Competition, 2011.

Named member of editorial board of *Ovid, Myth, and (Literary) Exile*, a journal to be published by the Ovidius University of Constanta, 2011. See <http://www.univ-ovidius.ro/litere/ovidius/board.html>

Organizer and chair of roundtable on “Louis Sullivan and the Battle for American Architecture” for CAS Annual Colloquium, “Thinking about America,” 2011.

Co-organizer, with Professor John Nordling and Dr. Jon Bruss, of conference on “Lutheranism and the Classics,” Concordia Theological Seminary (Fort Wayne, Indiana), October 2010.

Reviewed sixth edition of Barry Powell, *Classical Myth*, for publisher, Pearson/Longman, 2010.

Organized and led College of Arts and Sciences Interdisciplinary Roundtable on “Premodern Studies,” Spring 2010, and “Promoting the Louis Sullivan Collection at SIUE,” in Fall 2010.

Organized Sixth Annual CAS Colloquium: “Thinking about Evolution,” with Jonah Lehrer, author of “Proust was a Neuro-Scientist,” as plenary speaker, April, 2010. Organized session entitled “The Evolution of Evolution.” See <http://www.siu.edu/artsandsciences/colloquia>

Interviewed on “Issues, Etc.,” web-based talk radio show: “Luther and the Fables of Aesop,” 2010.

Invited reader in a marathon reading of Ovid’s *Metamorphoses* sponsored by the Pulitzer Foundation of the Arts, St. Louis, 2009 and repeated at John Burroughs School in 2010. See Youtube interview at <http://www.youtube.com/watch?v=LPqEzIOgFio>

Chaired CAS Committee to review the University Museum, 2009-10.

Organized 5<sup>th</sup> Annual CAS Colloquium, “Thinking about the University” (24 sessions with over 70 presenters), 2008. Served as moderator of panel I organized on “Plating the University: Heavy on the Humanities.”

“Conversation with Lee Presser.” A TV interview on the influence of Classical Mythology, first aired on Charter Cable Channel 18, August 4, 2008.

Member of panel on “Implementing First Year Experiences in Different College/University Settings” at the annual meeting of the Council of Colleges of Arts and Sciences, Chicago, 2007.

“Give Me that Old-Time Erudition: Instances of Scholarship and Pedagogy from Yesteryear,” *Oculus: The Newsletter of the Classical Association of the Midwest and South* 17 (2007):12.

Organized 4<sup>th</sup> Annual CAS Colloquium, “Thinking about the Environment,” including a special session I organized and chaired entitled “Poetry and Plumbing: Exploring the Relationship between the Romans and their Natural Environment,” SIUE, 2007.

Member of the Newberry Library’s Center for Renaissance Studies Executive Committee, 2006-11, and program subcommittee. See <http://www.newberry.org/renaissance/consortium/exec.html>

“First Year Seminars: CAS Perspectives.” Panel that I organized and moderated for the annual meeting of the Illinois Deans of Colleges of Arts and Sciences, hosted by SIUE, 2006.

Organized Third Annual CAS Colloquium, “Thinking about Religion,” co-sponsored by the Illinois Humanities Council with Stanley Fish as the plenary speaker (over 100 participants and approximately 700 attendees). Organized and chaired two panels: “Jerusalem and Athens” and “Sacrifice: A Dialogue with the Ancient World.”

“Gospels.” Talk given for “Dialogue with Senior Citizens” series, SIUE’s Office of Continuing Education, 2006.

“Teaching the Ancient Greeks in Modern Greece.” Talk given to high school teachers from southwestern Illinois at a reception organized by SIUE’s School of Education, 2006.

Member of a panel to discuss advising issues and strategies for improvement of undergraduate advisement at annual meeting of Illinois College of Arts and Sciences Deans, Western Illinois University, 2005.

Launched new colloquium series for CAS designed to have broad appeal for both faculty and students at SIUE and the surrounding communities. We had over 40 presentations at our first colloquium, “Thinking about Empire” for which I delivered the opening address, “Thinking about the *Pax Americana*,” and over 50

presentations for the second colloquium, "Thinking about Masculinity" in 2005.

Member of Classical Association of the Middle West and South's Committee on the Manson A. Stewart Education and Travel Awards, 2004-2007. I served as Chair of the Committee from 2005 to 2007 and also was a member of the CAMWS Steering Committee on Awards and Scholarships from 2005 to 2007.

Member of local committee for the 100<sup>th</sup> anniversary meeting of the Classical Association of the Midwest and South (over 800 in attendance) in St. Louis, 2004.

Speaker at workshop for high school teachers of Geography held at SIUE, "Exploring the Aegean," 2002.

Supervised WSIE, SIUE's radio station, 2000-2006.

Member of International Studies Advisory Committee for the Deputy Governor of Illinois, 2000-2002.

Organized and chaired session on "The Future of Interdisciplinary Studies" for the annual meeting of the Illinois College of Arts and Sciences Deans at SIUE, 2000.

Speaker at banquet reception for Presidential Scholars: "Mythical Monsters: The Comforts of the Grotesque," Illinois State University, 2000.

Member of American Philological Association's Committee on the Classical Tradition, 1998-2000. I also was a member of American Philological Association's Joint Committee on the Classics in American Education, 1993-1996 and served as Chair of the committee from 1995 to 1996.

Consultant for National Mythology Exam, 1998.

Consultant for *Insular, Anglo-Saxon, and Early Anglo-Norman Manuscript Art at Corpus Christi College, Cambridge* (Kalamazoo: Medieval Institute Publications, 1998).

Outside evaluator for tenure decision in the Department of Foreign Languages, University of North Carolina-Charlotte, 1997.

Referee for *Transactions of the American Philological Association*, 1996, for *Mediaevalia et Humanistica: Studies in Medieval and Renaissance Culture*, 1991, and for *Classical Journal*, 1985-1988.

Outside evaluator for review of Classics Department at Rockford College, 1996.

Reviewed for publisher (Mayfield): S. Harris and G. Platzner, *Classical Mythology: Images and Insights* (Mountain View: Mayfield Publishing, 1995), 1996.

Host of Illinois State Latin Tournament (c. 200 students), Illinois State University, 1993 and 1988. I also helped to write and grade for the Illinois State Latin Examination, 1986-1987.

Co-authored article surveying placement in Latin at colleges and universities in Illinois, published in *The Augur*; bulletin of the Illinois Classical Conference, 1993.

President of the Illinois Classical Conference (state organization founded in 1938, with membership of over 100 high school and college teachers of Latin and Classics), 1992-1993; Vice-President, 1990-1992. I served as Program Chair for annual meetings of the Illinois Classical Conference in 1991-1992. I also organized and chaired a session, "Teaching Women in Antiquity," Illinois Classical Conference, Western Illinois University, 1991, as well as a session on "The Classical Tradition," Illinois Classical Conference annual meeting, Loyola University, Chicago, 1992. I chaired the Illinois Classical Conference Liaison Committee and served on the ICC Committee for the Teaching of Latin in Illinois, 1988-1992.

Grant reviewer for National Endowment for the Humanities Translations Program and Reference Materials Program, 1992-1995.

"Outstanding Teacher Award," Illinois State Red Tassel/Mortar Board Honor Society, 1992.

Guest speaker at "Latin Olympics," University of Illinois-Chicago ("Classical Mythology and Popular Music"), 1992.

Visiting Woodward Scholar, Loyola Academy, Wilmette, IL, 1992.

Associate in Research Group on Manuscript Evidence: Cambridge University, Corpus Christi College, and Princeton, New Jersey, 1991-present. See <http://manuscriptevidence.org/data/node/8>

Contributing editor for *Logia: A Journal of Lutheran Theology*, 1991-present.

Outside evaluator for tenure decision at Catholic University of America, Classics Department, 1991

Guest speaker at annual meeting of Illinois Junior Classical League, St. Ignatius Preparatory School, Chicago, "Mythological Monsters," 1991.

Illinois Council on the Teaching of Foreign Languages, Executive Board and Leadership Council, 1990-1993.

Invited speaker at "Workshop for Social Studies and Latin Teachers: Teaching Ancient Civilizations in High

School,” sponsored by the Illinois Classical Conference and Western Illinois University (“Trimalchio's Dinner as a Microcosm of Roman Civilization”), 1989.

Participant on Illinois Classical Conference panel on “The State of Latin in the State of Illinois,” University of Chicago, 1988.

Guest speaker, Illinois Junior Classical League, Illinois State University (“Monsters as Images of Chaos”), 1986.

Organizer and Chair of session on the Medieval Latin hymn at 19th International Congress on Medieval Studies, Western Michigan University, 1985.

### ***Languages***

Other languages besides English in which I am fluent, or read with some degree of facility, include: Greek, Latin, German, Italian, French, Spanish, Dutch, and Biblical Hebrew. (I grew up speaking German and lived for several years in Germany.)

### ***Membership in Learned and Professional Societies (not all current)***

American Association of Neo-Latin Studies, Archeological Institute of America, American Philological Association, Classical Association of Midwest and South, Conference on Christianity and Literature, Council of Colleges of Arts and Sciences, Illinois Classical Conference, International Association for Neo-Latin Studies, International Society for the Classical Tradition, Medieval Association of the Midwest, North American Patristics Society, Phi Kappa Phi, Renaissance Society of America, Sixteenth Century Studies Conference, Vergilian Society.



## Lecturers CV's

# Hilary Browder

## EDUCATION

- ◆ Masters of Hispanic Studies—Auburn University—2001-2003.
- ◆ B.A. Print Journalism and Spanish—Troy State University—1997—2000.

## AWARDS AND PUBLICATIONS

- ◆ Assisted with Spanish Study Abroad in Spain Summer 2015.
- ◆ Articles published in the *Tennessee Conservationist* November/ December 2005, June/ July 2012, August/ September 2015
- ◆ Chancellor's Honors Class in Capstone Leadership, Spring 2000.
- ◆ 2008-2010 published several articles and photos in *Noticias Libres*.
- ◆ Girls State Representative, Alabama, June 1996.
- ◆ Article and photos published in the *Costa Rica Outdoors*, November 2000.
- ◆ Troy State University outstanding journalism awards 1999—2000, New Photography first place and News Journalism honorable mention.
- ◆ Translated between math tutor and Hispanic student in a local junior high school and was awarded a certificate by the math club 1999.

## POSITIONS HELD

- ◆ The University of Tennessee at Chattanooga  
Summer 2006—present  
Spanish Lecturer, Department of Modern Languages and Literatures  
I teach first year and second year Spanish.  
I coordinate Foreign Language Week  
I help advise.  
I coordinate several classes as needed.
- ◆ Ruby Falls  
March 2006—present  
Tour Guide, manage tours in the cave and sell tickets.  
Give tours and speak in English and Spanish.
- ◆ Browder Veneer Works  
September 2004—present  
Translate safety guidelines and other necessary documents and facilitate safety meetings to Hispanic workers.
- ◆ Auburn University  
Spanish Instructor-Mentor, 2003—2004  
Graduate Teacher's Assistant, 2000—2003  
Taught first-year Spanish and served as a leader to graduate students.
- ◆ The Tico Times  
Intern, Summer 2000  
Wrote soft and hard news and photographed my stories. Interviewed for stories in Spanish and updated the database.

## REFERENCES

Information upon request.  
Dr. Oralia Preble-Niemi  
Stacey Powell, Auburn University

100 Crandall Avenue  
Lookout Mountain, TN 37350

Phone: 423-280-3964  
E-mail: Hilary-Browder@utc.edu

# Karen Boehm Buntin

1088 Lynnstone Drive Chattanooga, TN 37405 email: kbbuntin@gmail.com cell 423-598-9946

Spring 2016

**Objective** Foreign Language Teacher

## Experience

### **French Teacher, Adjunct/Lecturer**

2009-Present University of Tennessee at Chattanooga Chattanooga, TN

- Teach beginner and intermediate reading level French
- Teach advanced grammar
- Lecturer position 2012-2013, 2015-Present

### **French Teacher**

2000-2006 The McCallie School Chattanooga, TN

- Taught Middle School French I, II (2002-2006)
- Taught High School French II & III (2000-2002)

### **Spanish Teacher**

2000-2006 The McCallie School Chattanooga, TN

- Taught Middle School Spanish I (2002-2006)

### **Middle School French Teacher**

1999-2000 Chattanooga School for the Arts & Sciences Chattanooga, TN

- Taught Middle School French I, II

### **French Instructor, Graduate Teaching Assistant**

1995-1998 University of Tennessee at Knoxville Knoxville, TN

- Taught French I, II, III, & IV regular semester hours and summer intensive courses

## Education

### **Master of Arts, French Literature**

1995-1998 University of Tennessee at Knoxville Knoxville, TN

### **Bachelor of Arts, Art History**

1989-1993 University of Alabama at Tuscaloosa Tuscaloosa, AL

### **Certified Yoga Alliance Teacher, 400 hour level**

2007-2008 Redstone Yoga Chattanooga, TN

2010-2011 Asheville Yoga Center Asheville, NC

*References are available on request*

Your Name

Address, phone, fax, email

### Education

#### **French Language and Culture**

Campus Adventiste du Salève,  
Collonges, France, July 2008

#### **Ph.D.**, Spanish American Literature

Pennsylvania State University,  
spring 2002

#### **Portuguese Language and Culture**

University of Oporto, Oporto,  
Portugal, July 1994

#### **M.A.** Spanish American Literature

University of Utah, 1994

#### **B.A.** Hispanic Studies

University of Puerto Rico,  
*Magna Cum Laude*, 1987

#### **Certificate in Hispanic Studies**

Fundación José Ortega y  
Gasset Toledo, Spain,  
December 1985

### Summary of Qualifications

- ☐ Over 15 years of experience in undergraduate instruction
- ☐ Have taught Elementary, Conversation and Writing, Culture and Civilizations, Advanced Stylistic Spanish, Spanish, Spanish American, and Afro-Hispanic Literature Survey courses
- ☐ Strong commitment to teaching
- ☐ Use student-oriented, communicative approach to language teaching
- ☐ Taught online course
- ☐ Taught a dual enrollment course
- ☐ Experience in ACTFL Proficiency and National Standards
- ☐ Took ACTFL OPI training
- ☐ Proficient with Blackboard
- ☐ Utilize computer technology in the classroom to support learning opportunities for students
- ☐ Highly motivated
- ☐ Results-oriented exceptional organizational, planning & time management skills
- ☐ Dedicated and conscientious
- ☐ Served on various departmental and campus committees
- ☐ Coordinate first and second year Spanish courses

### WORK EXPERIENCE

- ☐ **University of Tennessee at Chattanooga** 2011- Present  
Adjunct and lecturer
- ☐ **Chattanooga State Community College** 2010-2012  
Adjunct faculty, teaching online courses
- ☐ **Unum, TN**  
Freelance English > Spanish Translator, Editor, and Proofer 2009-Present
- ☐ **Southern Adventist University , TN**  
Associate Professor of Spanish 2004-2009

Carmen J. Jiménez, PhD  
Spanish Professor 2

- ☐ **University of Puerto Rico at Cayey, PR** 2003-2004  
Assistant Professor of Spanish
- ☐ **Salisbury University, MD** 2001-2003  
Assistant Professor of Spanish
- ☐ **University of Utah, UT** 2000-2010  
Lecturer of Spanish
- ☐ **Pennsylvania State University, PA** 1994-1998  
Teaching Assistant
- ☐ **University of Utah, UT** 1992-1994  
Teaching Assistant

**PROFESSIONAL ORGANIZATIONS**

- ☐ Tennessee Foreign Language Teaching Association

**PUBLICATIONS**

- ☐ Stiegler, Brian, and Carmen J. Jiménez. *Hacia niveles avanzados: Composición por proceso y en contexto*. Boston: Thomson Heinle, 2006.
- ☐ “Falocentrismo y nacionalidad: Machismo y afeminamiento como estrategias de resistencia cultural en los discursos literarios de Luis Llorens Torres y Pedro Mir.” *Revista Diáspora* 14 (2004):39-47.
- ☐ “Resistencia a la marginación: Colón Echavarría.” *Crítica Hispánica* 22.1 (2001): 78-92.
- ☐ Study Guides for the Human Pursuits, Salt Lake City, Utah: Rosario Ferré y *La casa de la laguna*; Clorinda Matto de Turner y *Aves sin nido*; Gabriel García Márquez y *Noticia de un secuestro*; December 2000.

**REVIEWS**

- ☐ Espirales: Intermediate Spanish Textbook, (chapter review) 2015
- ☐ Knorre, Marty, et al. *Puntos de partida: An invitation to Spanish*. 8th ed. Boston: McGraw-Hill, 2007.
- ☐ Borrás Álvarez, Guiomar, and James M. Hendrickson. *Intercambios: Spanish for Global Communication*. 5th ed. Boston: Thomson Heinle, 2007.

**PAPERS READ**

- ☐ “Digital Story Telling,” June 2004, Florence, Italy
- ☐ “Falocentrismo y nacionalidad: Machismo y afeminamiento como estrategias de resistencia cultural en los discursos literarios de Luis Llorens Torres y Pedro Mir,” December 2003, 13th Annual Afro-Hispanic Literature and Culture Conference, Santo Domingo
- ☐ “Nicolás Guillén y el papel de la mujer en la nación,” October 2002, Furman University, South Carolina

- ☐ “Gabriela Mistral: Life and Works,” October 2002, Salisbury University, Maryland
- ☐ "Oposiciones binarias en *Nada* de Carmen Laforet," October 1993, Loyola University of Chicago

**SPECIAL TRAININGS AND CONFERENCES**

- ☐ CIBER Business Language Conference, 2014
- ☐ Preparing Tomorrow’s Teacher to Use Technology
- ☐ Writing Across the Curriculum
- ☐ WebCT
- ☐ Adobe Connect Professional
- ☐ Blackboard
- ☐ MicroGrade
- ☐ ACTFL Oral Proficiency Interview Training, November 2008, Orlando, Florida
- ☐ VII Congreso Internacional de Literatura Hispánica, March 3-6, 2008, Cusco, Perú.
- ☐ Deep Student Leadership Retreat, January 14, 2007, Florence, Alabama
- ☐ ACTFL 40<sup>th</sup> Annual Meeting and Exposition, November 16-19, 2006 Nashville, TN
- ☐ “Language and Culture for International Business: A Workshop for Foreign Language Educators:”  
February 17-19, 2005; The University of Memphis
- ☐ “Tongue –Tied, Brain-Blocked and Spaced Out: Language Anxiety and FLL,” Wiley Faculty Workshop,  
February 16, 2005; Online
- ☐ “Best Practices in Teaching @ Southern: Workshop for Professors in their First 3 Years of Teaching at  
Southern;” Jan 23<sup>th</sup>, 2005, March 13<sup>th</sup>, 2005; Southern Adventist University
- ☐ “Lessons from the MBA Classroom:” October, 2005;” The Ohio State University
- ☐ ACTFL 38<sup>th</sup> Annual Meeting and Exposition, November 18-21, 2004 Chicago, IL

**HONORS RECEIVED**

- ☐ Grant Recipient from the Office of Equity and Diversity April 2014  
To attend 16<sup>th</sup> Annual CIBER Business Language Conference  
University of Tennessee at Chattanooga
- ☐ Certificate of Appreciation  
Valuable Contribution to the MSN Project of Jesús Meléndez April 20, 2007  
from the School of Nursing, SAU  
Featured on Panorama: Southern Adventist University’s  
Parent Newsletter, SAU September 2006
- ☐ Certificate of Participation March 1998  
13<sup>th</sup> Annual Graduate Research Exhibition
- ☐ The Pennsylvania State University  
Sparks Dissertation Fellowship Jan-May 1998  
Department of Spanish, Italian and Portuguese
- ☐ Grant Recipient June 1997  
Research and Graduate Studies Office of

The College of Liberal Arts

Research Trip to the Dominican Republic

The Pennsylvania State University

☐ Certificate of Recognition for Academic Performance 1995-97

Puerto Rican Student Association

☐ The Pennsylvania State University 1995-98

Phi Sigma Iota Foreign Language Honor Society

#### **OTHER SOFTWARE**

- ☐ Trados 2009
- ☐ Across
- ☐ Adobe Acrobat
- ☐ Microsoft Word
- ☐ PowerPoint
- ☐ Nitro (pdf files creator and editor)

#### **ADVISING EXPERIENCE**

- ☐ Advisor of Alpha Mu Gamma 2004-2009  
Southern Adventist University
- ☐ Advisor of OLAS (Organización de Latinos Alumnos de Salisbury) 2001-2003  
Salisbury University, Maryland
- ☐ Advising Spanish Major and Minor Students 2000- 2009  
University of Utah, Salisbury University, Southern Adventist University

#### **SERVICE EXPERIENCE**

- ☐ Translator for Mission SONlight 2012-Present
- ☐ Leave Only Good Memories Group 2011-Present
- ☐ Missionary Trip to Perú 2010
- ☐ Translation Services for Children for Discipleship 2008
- ☐ Translation Services for EDGE (Educators Delivering Great Education) 2007
- ☐ University Senate 2006-2008
- ☐ Foster Parent 2005-2012
- ☐ Interpretation Services for La Paz's health fair 2004-2008
- ☐ Interpretation Services for Tri-Lower County Clinic 2003

**REFERENCES**

Velvet Hernandez-Johnson  
Manager Ask Unum, Client Services  
Unum  
1 Fountain Square, 1 South, 1G-24  
Chattanooga, TN 37402  
423.294.6281 | 800.633.7479, ext. 46281  
Fax: [423-642-5246](tel:423-642-5246)  
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Bilingual Communications Analyst  
Unum  
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423-294-2270 (Fax)  
[zcolon@unum.com](mailto:zcolon@unum.com)

Pierre Nzokizwa, PhD  
Professor  
Southern Adventist University  
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Collegedale, TN 37315-0370  
423-236-2264 (Office)  
423-236-1221 (Fax)  
[pierren@southern.edu](mailto:pierren@southern.edu)



# Kristen Knopick

6205 Pythian Road · Harrison, TN 37341 · kristen-fulton@utc.edu · 770-298-6133

## EDUCATION

**University of Georgia**, Athens, GA; Master of Arts in Classical Languages expected August 2014  
**Emory University**, Atlanta, GA; Bachelor of Arts in Classics, Minor in Arabic May 2011  
Major GPA: 3.74/4.00; Cumulative GPA: 3.78/4.00; Summa Cum Laude  
**American School of Classical Studies**, Athens, Greece Summer 2009  
Summer Program; travelled to many archeological sites in Greece

## RELEVANT EXPERIENCE

**University of Tennessee at Chattanooga** Chattanooga, Tennessee  
*Lecturer* August 2014 - Present

- Taught beginning level Latin from various courses including Pearson and Cambridge.
- Taught various classical culture courses including those on the topics of ancient comedy and tragedy, and the legends and myths of ancient Rome.
- Took on duties in the department, including organizing the end of year gathering for the department

**University of Georgia** Athens, Georgia  
*Latin Teacher, Instructor of Record* August 2013 - May 2014

- Taught Latin 1001 for two semesters; completed chapters 1-22 in *Wheelock's Latin* each semester
- Each chapter took two days to cover. The first day began with a quiz over that chapter's vocabulary. Then, I presented the day's lesson, usually via PowerPoint, which was followed by doing practice sentences together as a class. Homework consists of more practice sentences. The second day of the chapter begins with a quiz over the grammar learned the day before. The rest of the class time is devoted to reading the respective story from *Thirty-Eight Latin Stories* by Groton and May, usually in pairs.
- Wrote four tests each semester along with the other Latin T.A.s; each test consists of a passage of original Latin for translation to English, parsing charts and reading comprehension questions.
- Held multiple online classes via Blackboard Collaborate along with face-to-face tutoring hours as supplements to class time

**Lanier Technical College** Oakwood, Georgia  
*Adjunct Instructor* Summer 2012

- Taught two sections of Fundamentals of English (business English) and one section of English II (basic grammatical concepts)
- Fundamentals of English covered how to write appropriately and professionally; used *Business English: Writing in the Workplace*
- English II was mostly computer-based through Pearson's *MyWritingLab* program, but I presented a lesson for each chapter before the students did their computer work.
- Taught based on an established syllabus, but made original lesson plans and assignments

## ACTIVITIES/HONORS

**Wrote Exam for the Georgia Junior Classical League** Mottoes, Abbreviations and Famous Quotations Spring 2013  
**Finalist for Fulbright English Teaching Assistantship**, but due to the turmoil in Egypt, the country Spring 2011  
applied for, was not accepted.  
**Ancient Greek Tutor**, helped to teach beginning level students Fall 2010-May 2011  
**S.H.I.N.E.** – Students Helping in the Naturalization of Elders; assisted teachers with international Fall 2007-Spring 2011  
students at various English as a Second Language programs in Atlanta  
**Eta Sigma Phi** – Classics honor society Fall 2007 – Spring 2011

## ADDITIONAL

**Computer skills:** Proficient in MS Suite; online research; MAC OS X and Windows; SmartBoard; iPad; Blackboard Collaborate  
**Language skills:** Advanced spoken and written Modern Standard Arabic  
**Interests:** Foreign travel (Middle East, Greece), yoga, baking

*GABRIEL E. SAINTUS SR.*<sub>1</sub>

*4235 Galilee Drive N. E.  
Kennesaw, Georgia 30144  
Home Cell: 678-343-1433*

[gesaintus1@yahoo.com](mailto:gesaintus1@yahoo.com)    [Gabriel-saintus@utc.edu](mailto:Gabriel-saintus@utc.edu)

*March 2016*

## *Cover letter*

*To whom it may concern:*

*I am honored to present to you herewith the profile of my professional and academic life. I join the ranks of the educators who believe that education is a lifelong enterprise and represents the passport to the future. Consequently, the illiterate of tomorrow are not those who do not know how to read but rather those who did not know how to learn.*

*All along my professional life, I have been guiding all learners toward second language acquisition via interactive learning. I taught Cervantes and Lamartine's Languages from Middle, High School, College and University levels. As of school year 2010 I have been focusing on Elementary Spanish SPAN 1020. Moreover, I have the opportunity to teach additionally Intermediate Spanish for Reading I and II. The core knowledge of the latter highlights Spanish culture and politics. As of August 2015, I have been holding the position of full time Spanish lecturer at University of Tennessee at Chattanooga (UTC*

*My area of expertise is to guide students make successfully the shift from L1 (mother tongue) to L2 (language acquisition) through speaking, understanding, writing and composing in the target language. Therefore, whenever and wherever I am entrusted the opportunity to serve, I am committed to contributing to education excellence in second language acquisition.*

*With my best regards*

*Dr. Gabriel E. Saintus Sr.*

4235 Galilee Drive N. E.  
Kennesaw, Georgia 30144  
Home Cell: 678-343-1433

[gesaintus1@yahoo.com](mailto:gesaintus1@yahoo.com)   [Gabriel-saintus@utc.edu](mailto:Gabriel-saintus@utc.edu)

March 2016

## **OBJECTIVES**

*Modern Language Lecturer/Professor, Educator, Educational Leadership Expert, Course Designer, aims to pursue his Lifelong High Calling. Accordingly, the author is committed to serving according to talents, experience, and expertise. Thus, the latter will contribute to enabling individuals to reach their fullest potential in education excellence in this 21<sup>st</sup> century era.*

## **WORK EXPERIENCE**

---

*2015 - Present*

*University of Tennessee at Chattanooga  
Department of Modern and Classical Languages  
Chattanooga, Tennessee, U.S.A.  
Spanish Lecturer / Professor*

---

*2015 -2015*

*University of Tennessee at Chattanooga  
Department of Modern and Classical Languages  
Chattanooga, Tennessee, U.S.A.*

***246<sup>th</sup> Commencement Assistant Marshal***

***2013 - 2015***

***University of Tennessee at Chattanooga***  
*Department of Modern and Classical Languages*  
*Chattanooga, Tennessee, U.S.A.*  
***Spanish / Adjunct***

---

***2013 - 2014***

***Richmond Academy of Seventh-day Adventists***  
*3809 Patterson Ave, Richmond, Virginia, U, S.A.*  
*Video Platform Connected School Program*  
***Spanish Instructor***

---

***2012 – 2013***

***Southern Adventist University***  
*Department of Modern Languages*  
*Collegedale, Tennessee, U.S.A.*  
***Spanish Professor***

---

***2010- Present***

***International Leadership Association***  
***Global Network***  
*University of Maryland, College Park, MD*  
***Member , Participant , and Contributor***

---

***2001 - 2012***

***Morehouse College, Atlanta, Georgia***  
*Department of Modern and Foreign Languages*  
***Spanish Adjunct Professor***

---

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*March 2016*

---

*2003 - 2007*

*Cherokee School District, Board of Education  
Canton, Georgia 30189  
Sequoia High and Woodstock Middle Schools  
K-12 Spanish Teacher*

---

*2003 - 2005*

*Reinhart University, Waleska, Georgia  
Modern and Foreign Language Department  
Spanish Adjunct Professor*

---

*1999-2003*

*Atlanta Public Schools, Atlanta, Georgia  
Department of Modern and Foreign Languages  
French and Spanish Teacher*

---

*1994-2000*

*Hinsdale Hospital, Hinsdale, Illinois*

*Chaplain Department Services*  
***Pastoral care and Spiritual Counselor***

---

***1993-2000***

***Lake Region Conference, Chicago, Illinois***  
*Senior Pastor of the French-Speaking District*  
*Pastoral French Coordinator*

---

***1995-1999***

***Hinsdale Senior High School, Hinsdale, Illinois***  
*French and Spanish Teacher K-12*

---

***1980-1993***

***SDA Church of Canada, Oshawa, Ontario, Canada***  
*Quebec Conference, Montreal, Quebec*  
***Senior Pastor, French Pastoral Coordinator***  
***Family Life Director***  
***Montreal French Church Academy Chairman***

---

***1972-1980***

***Health Lifestyle and Education Service***  
*Oshawa, Toronto, Canada*  
***Student Scholarship and On the Job Training***  
***Scholarship International Recruiter***

---

*GABRIEL E. SAINTUS SR.* 7

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Kennesaw, Georgia 30144  
Home Cell: 678-343-1433*

[gesaintus1@yahoo.com](mailto:gesaintus1@yahoo.com)    [Gabriel-saintus@utc.edu](mailto:Gabriel-saintus@utc.edu)

*March 2016*

**CERTIFICATION**

*Georgia Department of Education Educational Technology  
Training Center, Kennesaw State University  
Certificate of Achievement  
Georgia Integrating Technology Professional Development*

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**GEARGIA PROFESSIONNAL STANDARDS**

**FRENCH AND SPANISH**

***Provisional Certification Eligibility for Renewal***

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**EDUCATION**

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***University of Phoenix, Arizona, USA***

*Doctor in Education and School leadership*

*Dissertation Title*

***THE PERCEIVED EFFECTS OF CHARACTER  
EDUCATION ON MIDDLE SCHOOL BULLYING  
BEHAVIOR***

*ProQuest: 2011 Dissertation Abstracts International*

*Book Title in progress: Can We Teach Ethics in 21<sup>st</sup> Century Era?*

*The correlation between Ethics and Behavioral attitude*

---

***UNIVERSIDAD DE SALAMANCA***

*Salamanca, Spain, European Union.*

***Master of Arts in Spanish and Culture***

***Thesis***

*The evolution of French and Spanish during the Golden Age*

---

***McGill University, Montreal, Quebec, Canada***

***Philosophy and Religion in Education***

*Master of Arts in Philosophy of Education in Religion*

***Thesis: An Analysis and Critique of the Value  
Clarification Movement***

*2002 ProQuest Dissertations and Thesis database*

---

***McGill University, Montreal, Quebec, Canada***

***Department of Modern and Foreign Languages***

4235 Galilee Drive N. E.  
Kennesaw, Georgia 30144  
Home Cell: 678-343-1433

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March 2016

*Certificate of Proficiency and Competency in Spanish*

---

***Andrews University, Berrien Springs, Michigan, USA.***

*Department of Education and Religion*

*B.A. Theology and Religion*

*Master in Education (pending)*

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**LANGUAGE/ KNOWLEDGE**

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*Theoretical, Practical, and Fluent*

*French, English, and Spanish*

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*Academic and Understanding Knowledge*

*Greek, Italian, Portuguese, and Latin*

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## References

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S

1. *Dr. Joshua C. Davies, Ph.D.*  
*Chair: Modern , Classical language ,  
Philosophy and Religion*  
*Tennessee State University ( UTC)*  
*615 McCallie Avenue, Chattanooga, TN 37403*  
*Phone : 423-425-4267 Fax : 423-425-4097*  
*Email : [Joshua-Davies@utc.edu](mailto:Joshua-Davies@utc.edu)*
2. *Dr. Lynn Purkey, Ph.D*  
*Spanish Program Director*  
*Tennessee State University ( UTC)*  
*615 McCallie Avenue, Chattanooga,*  
*TN 37403-2598*  
*Phone : 423-425-4267 Fax : 423-425-4097*  
*E. mail : [Lynn-Purkey@utc.edu](mailto:Lynn-Purkey@utc.edu)*
3. *Mr. Richard Landolt, MS Principal*  
*Cherokee School District, Board of Education, Canton,*  
*GA; Phone (770) 345-2005*  
*Email [richard.landolt@cherokee.K12.ga.us](mailto:richard.landolt@cherokee.K12.ga.us)*
4. *Dr. Adrienne Royo, Ph. D.*  
*Spanish Program Director*  
*Southern Adventist University, Collegedale, TN*  
*Telephone: 423-236-2395; Email [arroyo@southern.edu](mailto:arroyo@southern.edu)*

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*March 2016*





# Matthew Stephen Stuckwisch

## Curriculum Vitæ

### Education

Ph.D.	Spanish & Portuguese	University of Tennessee, Knoxville	2018 (expected)
M.A.	Spanish	Auburn University	2008
B.A.	Spanish, Digital Media	University of Alabama	2005

### Professional Employment

2011 - present	University of Tennessee at Chattanooga Modern & Classical Languages & Literatures (Spanish Lecturer)
2009 - 2011	Macon County Schools Booker T. Washington High School, Notasulga High School (Spanish Teacher)

### Papers Presented

- 2016 “Euthanasia and Eugenics: Nazi Germany and Minority Languages in Xurde Álvarez’s *Si'l temblor niega'l frú*”  
Sixth Annual University of Alabama Languages Conference (February 12-13)
- 2014 “Suitable for All Audiences: Guamán Poma’s Quest to Be Heard”  
MCLL Colloquium in the Humanities (November 24)
- 2014 “La gallina vieja y el castizo asturiano: las lecciones de Enriqueta González Rubín”  
20th Annual Carolina Conference on Romance Literatures (April 3-5)
- 2014 “*Arrugas*: un reflejo moderno del *Quijote*”  
32nd Cincinnati Conference on Romance Languages and Linguistics (March 27-29)
- 2013 “Blackness Is No Barrier: María de Zayas’ Négritude”  
College Language Association Convention (April 11-13)

### Teaching Experience

Introductory Spanish I (2011 - present)  
Introductory Spanish II (2011 - present)  
Intermediate Spanish for Reading I (2011 - 2014)  
Intermediate Spanish for Reading II (2012 - 2014)  
Intermediate Spanish for Conversation I (2012 - present)  
Advanced Spanish Grammar I (2015 - present)  
Business Language and Culture (2016 - present)

### University Service

Classroom Technology Committee (2012-2014, 2013-2014 as Chair)

### Languages

English: native  
Spanish: native-level reading, writing, and speaking.  
Portuguese: conversational speaking, fluent reading and writing.  
Asturian: conversational speaking, fluent reading and writing

Adjunct CV's

## Juan Antonio Alonso Santillana

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[jasantillana@chattanoogaastate.edu](mailto:jasantillana@chattanoogaastate.edu)

### Education

- M. A. in Hispanic Linguistics, Universidad Nacional de Educación a Distancia, 2017 *in progress*
- M.A. in Spanish Humanities; Universidad de Extremadura, 2000
- Post-graduate Certificate in Education; Universidad de Extremadura, 2001
- Enrolled for a year in a PhD program: *Latest Trends in Historical and Language Research: Violence in 20th Century Spain*; Universidad de Extremadura, 2001

### Certifications

- Advanced English Proficiency Diploma, (Level C1); Escuela Oficial de Idiomas de España; Cáceres, Spain, 2012
- Praxis II Certification (PLT 7-12); Teaching License for Spanish valid through 2020; Tennessee State University
- Approved by the Tennessee Department of Education to teach Spanish as a Foreign Language at the university level; Tennessee State Department of Education, 2007

### Professional Experience

- Aug 2014-present Spanish Adjunct Faculty: University of Tennessee at Chattanooga; Chattanooga, TN
  - *Taught one Spanish 1010 and three Spanish 1020 classes.*



- Aug 2013-present Spanish Instructor; **Chattanooga State Community College**; Chattanooga, TN
  - Taught all level of Spanish, and Humanities 1010 classes
  - Taught a Spanish 2010 class in Spain through the Tennessee Consortium for International Studies
  - Redesigned Chattanooga State's Spanish Online courses
  - Redesigned the Spanish Club to turn it into a student led organization
  - Created and implemented a recruitment plan for our study abroad program
  - Developed and led the Chattanooga State International Film Series
  - Coordinated a multidisciplinary initiative to promote inter-departmental collaboration
  - Expanded the online content of Spanish 1010, and 1020, in collaboration with Dr. Katheryn Thompson and the Library staff
  
- Aug 2012-present - Founder/Board Member; **The Roundtable**; Cáceres, Spain.
  - The Roundtable is an English language conversational club and registered cultural association based in Cáceres, Spain, aimed at providing English language immersion experiences
  
- Sept 2012-Jun 2013 - Spanish Instructor at **Echo Hill School of Languages**; Cáceres, Spain
  - Designed and taught an advanced course of Spanish as a Foreign Language
  
- Sept 2011-Jun 2013 Independent Language Consultant; Cáceres, Spain
  - Taught private ESL classes to individuals and small groups.
  - Provided translation and interpretation services for local businesses and government offices
  
- Sept 2007-May 2011 - Adjunct Instructor at **Nashville State Community College**; Nashville, TN
  - Taught all levels of Spanish available at NSCC
  - I was the only adjunct entrusted to teach upper level Spanish courses.
  - Adapted curriculums for native Spanish-speaking students
  - Used educational software to provide online instruction

- Aug 2006-Jun 2011 - Spanish and Heritage Teacher; **Antioch High School (Metro Nashville Public Schools)**; Nashville, TN
  - Taught all levels of Spanish, and Spanish Heritage levels 1 and 2Co-designed the 2-year Spanish Heritage Program for native Spanish-speakers
  - Served as the outreach advisor for the school's international community
  - Directed the school's United Nations Club
  - Organized events involving the school's international community, including festivals and community service projects
  - Cooperated with local businesses and non-profits to provide educational opportunities embracing the school's international student body
  
- Mar 2004-Jun 2006 - Head of Studies/Education Manager; **Cenproex**; Cáceres, Spain
  - Created curriculums for the school's professional job skills courses
  - Planned all details of the official course schedules
  - Represented the company in relations with other businesses and the government
  - Coordinated resources and materials for all of the school's educational programs

### Other Relevant Experience

- Director/Producer/Host; **La Tertulia** (public-access TV show); Channel 19, NECAT Studios; Nashville, TN, 2011
  
- Volunteer; **Hands On Nashville**, Nashville, TN, 2009-2011

### References

Name: Scott Douglass                      Institution: Chattanooga State Community College  
Position: English and Humanities Professor                      Relationship: Colleague  
Phone #: 423-697-2477                      E-mail: scott.douglass@chattanoogastate.edu

Name: Yvonne Cornelius-Thompson                      Institution: NSCC  
Position: Department Chair                      Relationship: Supervisor

Phone #: 615-353-3034

E-mail: [Yvonne.Cornelius-Thompson@nscc.edu](mailto:Yvonne.Cornelius-Thompson@nscc.edu)

Name: Robert Miller

Institution: MNPS

Position: Guidance Counselor-Career Specialist    Relationship: Collaborator

Phone #: 615-509-9972

E-mail: [robert.miller@mnps.org](mailto:robert.miller@mnps.org)

Name: Joel Henderson

Institution: CSCC

Position: Department Head    Relationship: Academic Supervisor

Phone #: 423-697-4403

E-mail: [joel.henderson@chattanoogastate.edu](mailto:joel.henderson@chattanoogastate.edu)

**Regina R. Ragon**  
4227 Happy Valley Road, Flintstone, Georgia 30725  
(423) 903-0582  
reginaragon@gmail.com

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## Education

John Marshall Law School, Atlanta, GA

**Bar Admission:** Passed Georgia Bar Examination Feb. 2014. Admitted to Georgia Bar July 2014

**Juris Doctor, May 2013**

- Maintained full-time employment while attending school

**Judicial Clerk Extern 2012**

Judge Boyett, Superior Court Whitfield County Georgia, Research, Motions, Memorandums

**Summer Abroad Program 2011**

- Southwestern Law School/La Universidad del Salvador- Buenos Aires, Argentina
- International Business Transactions and International Patent Law

Iliff School of Theology, Denver, CO

**Master of Divinity, May 2000**

University of Georgia, Athens, Georgia

**Master of Arts in Spanish, May 1993**

King College, Bristol, Tennessee

**Bachelor of Arts in Modern Languages, December 1990**

- **Magna Cum Laude**

## Work History

**Dalton Public Schools**

August 2000-present

Dalton, Georgia

Spanish/ESOL Teacher

- NBCT-National Board Certified Teacher

**Prudential Realty Center**

July 2006-present

Fort Oglethorpe, Georgia

Associate Real Estate Broker

## Language/Translator Services

- Fluent in Spanish
- Studied French, German, Italian, Portuguese, Hebrew, Greek, and Dutch

**Sol Translators**

May 2003-present

Flintstone, Georgia

Founder- [www.soltranslators.com](http://www.soltranslators.com)

- Develop and teach classes in Survival Spanish for police officers, 911 operators, and EPA lawyers. Provide interpretation services for depositions.

**University of Tennessee at Chattanooga**

May 2005-Present

Chattanooga, Tennessee

Spanish Teacher

## Non-Profit Work

**Latin American Community Development**

June 2003-present

Flintstone, Georgia

President and Founder- [www.lacdnow.org](http://www.lacdnow.org)

Founded non-profit dedicated to sustainable development in different countries of Latin America.

- Received 2009 Good Neighbor's Award from Realtor Magazine with \$10,000 grant for non-profit work.

VITA (updated 2/10/2016)

**STEPHEN THOMAS WALDEN**

456 Mason Drive  
Ringgold, Georgia 30736

Phones: H: (706) 861-7688  
C: (423) 834-5657  
W: (706) 657-7517

**EDUCATION**

**Ph.D.**, Romance Languages (Spanish/Portuguese), University of Georgia, December, 1996.  
Major Field: Brazilian Literature and Cultural Studies  
Minor Field: Spanish Linguistics  
Dissertation: "*Brasilidade: Brazilian Rock Nacional* in the Context of National Cultural Identity" (Anna Klobucka, Director)

**M.A.**, Romance Languages (Portuguese/Spanish), University of Georgia, June, 1990.  
Thesis: "A Evolução da Modernização Autoritária e a Função da Música em *Opera do Malandro* de Chico Buarque" (M. Elizabeth Ginway, Director)

**B.A.**, Economics/Portuguese, University of Georgia, March, 1988

Autumn Study, Economics (Brazilian Economy), Federal University of Pernambuco, Brazil, 1986

Summer Study, Portuguese Language/Brazilian Culture, Federal University of Pernambuco, Brazil, 1985

**LANGUAGES**

Spanish -- fluent  
Portuguese -- fluent

**PROFESSIONAL EXPERIENCE**

2004-present – Teacher of Spanish, Dade County Schools, Trenton, GA  
High School Spanish Language, all levels

1998-present – Adjunct Professor of Spanish and Portuguese, UT-Chattanooga  
2 classes/semester - Developed the Portuguese sequence

2008-present – Adjunct Professor of Spanish, Covenant College  
2 classes/semester

1997-2004 – Teacher of Spanish, Dalton Public Schools, Dalton, GA  
High School and K-5 Spanish Language

1996-97 – Instructor of Romance Languages, University of Georgia,  
Beginning, intermediate language – 3 classes/qtr.

1995-97 – Instructor of Spanish, Truett-McConnell College,  
Beginning, intermediate language – 2 classes/qtr.

1992-96 – Graduate Teaching Assistant (Portuguese, Spanish), University of Georgia,  
Beginning, intermediate language – 2 classes/qtr.

1988-90 – Graduate Teaching Assistant (Portuguese), University of Georgia,  
Beginning, intermediate language – 2 classes/qtr

## **RELATED EXPERIENCE**

- 1999-2006 – developed and taught Survival Spanish courses for North Georgia RESA (2-3 per year), UTC Education Department (1-2 per year), and also freelance.
- 2000-2004 – Consultant, Mountainbrook School (K-12) – Taught two courses per week: Spanish, art, computer skills
- Spring, 2000 – taught Survival Spanish to faculty of Mountainbrook School, Dalton
- 1998, 2000-2002 – Scholars' Camp Faculty (Dalton, GA) - Taught "To Brazil with Dr. Steve" (culture/Portuguese language) to rising 4<sup>th</sup> and 5<sup>th</sup> graders (week-long Summer course)
- 1998 – Consultant to Shaw Industries – interviewed Hispanic workers and created report showing trends in thought and attitudes (an effort to better serve the Company's Hispanic work force)

## **HONORS**

- RT3 Exemplary Teaching Bonus, Dade County High School, 2015
- Ph.D. dissertation included in Rock & Roll Hall of Fame Library
- Exemplary Teaching Bonus, Dade County High School, 2013
- Outstanding Adjunct Teaching Award, UT-Chattanooga, 2007
- Graduate Research/Teaching Stipend (Enhancement Award), University of Georgia, 1995-96
- Outstanding Graduate Teaching Award, University of Georgia, 1995
- Phi Lambda Beta (Portuguese Honors Society), 1992
- Sigma Delta Pi (Spanish Honors Society), 1990
- Enhancement Award, University of Georgia, 1989-90
- Academic Scholarship (Economics), Dean of Cultural Exchange, Federal University of Pernambuco, Brazil, 1986

## **ACADEMIC RESEARCH**

### Publications

- "Hacia una liberación: La problematización del desarrollismo en *Opera do Malandro* de Chico Buarque." *Teología y pensamiento de la liberación en la literatura Iberoamericana*. Ed. José Luis Gómez-Martínez. Madrid: Milenio, 1996, 129-142
- "*Grande Sertão: Veredas*: De dragão a brasilidade." *Luso-Brazilian Review* 33:1 (1996): 131-140.

### About my research

- Pacheco, Emílio. "Doutor do rock brasileiro." *International Magazine* VII: 35 (1997): 12-13
- \_\_\_\_\_. "Americano prepara tese sobre o rock brasileiro." *International Magazine* VI: 27 (1996): 18.

### Papers Presented

- "Brasilidade, Marginalidade e Rock Nacional," American Association of Teachers of Spanish and Portuguese, Orlando, August, 1996.
- "Feijóo and Twentieth-Century Latin American Thought: Points of Contact," Southeastern American Society for Eighteenth Century Studies, Mobile, February, 1995.
- "*Grande Sertão: Veredas: De Dragão a Brasilidade*," American Association of Teachers of Spanish and Portuguese, Philadelphia, August, 1994.
- "O Desejo Mediado em *Triste Fim de Policarpo Quaresma* de Lima Barreto," Mountain Interstate Foreign Language Conference, Clemson University, October, 1993.
- "The Myth of the Phoenix in Aluísio Azevedo's *O Cortiço*," Kentucky Foreign Language Conference, Lexington, April, 1993.

### **PROFESSIONAL ORGANIZATIONS**

Professional Association of Georgia Educators

### **PROFESSIONAL ACTIVITIES/COMMITTEES (with DCS and DPS)**

School Spirit Committee, 2014-present

School Culture Committee, 2008-2013

Mentor and Literacy Committee, 2005-2008

Project Winning Team, 2001-2004

K-5 Spanish Curriculum Committee, 2000-2004

Y-Club Sponsor, 1999-2000

National Honors Society Sponsor, 1998-2000

### **PROFESSIONAL ACTIVITIES/COMMITTEES (at UGA)**

Graduate Student Representative, Dept. of Romance Languages, 1994-95

Ad-hoc Ph.D. Program Committee member, 1992-93

### **REFERENCES**

Available on request

Updated 02/10/2016

Appendix B  
Sample Syllabi



## COURSE SYLLABUS | Spring 2013

**Course:** CLAS 3100.24554  
**Title:** The Greco-Roman World  
**Credit Hours:** 3  
**Schedule:** TR 3:05 – 4:20 p.m. | Brock 206  
**Faculty:** Dr. Dylan Bloy (Dylan-Bloy@utc.edu)  
Office/Phone: 203 Brock Hall | 423.425.4581  
Office Hours: MWF 12 – 1 p.m. or by appointment

*It is my goal to be as helpful to students as possible, so feel free to drop by during office hours, call or e-mail me to discuss any aspect of the class or how I can help you succeed.*

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**ADA Statement:** If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and need assistance or special accommodation in this or any other class, contact the Disability Resource Center (DRC) in 102 Frist at 425-4006. If you find that personal problems, career indecision, study/time management difficulties, etc., are adversely affecting your successful progress, contact the Counseling & Career Planning Center at 425-4438; <http://www.utc.edu/Administration/CounselingAndCareerPlanning/>

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### Required Books:

John Griffiths Pedley, *Greek Art and Archaeology*, 5<sup>th</sup> ed.

**Course Description:** This course is an introduction to the artifacts and society of the ancient Greek world through analysis of its material culture, spanning the period from the Bronze Age (ca. 3000 B.C.) to the end of the Hellenistic period (31 B.C.). In addition to a chronological presentation of developments in architecture, sculpture, and painting, other focuses will include the history of excavation and artifact analysis, the effect of illicit excavation and the art market, and current or controversial topics in Greek archaeology.

**Course Objectives:** After completing this course, students will be able to:

- Identify the major chronological periods and most important archaeological sites from the ancient Greek world.
- Analyze the stylistic features of the most important classes of artifacts produced in the ancient Greek world.
- Understand the social relevance of ancient Greek artifacts in their cultural context.

**Attendance Policy:** Daily attendance is expected and crucial to the progress of the students, and therefore **any absence** brings with it a **loss of percentage points to the attendance grade**. Every student begins with a 100% for the 10% of your final grade reflecting attendance, and percentage points are deducted for each absence. Therefore you are advised to reserve your absences for unavoidable conflicts that may arise in your schedule due to extra-curricular commitments, illness, family emergency, and the like.

It is your responsibility to sign in on the attendance sheet each day. Opportunities to make up quizzes and tests will not usually be offered except in the event of an unavoidable absence brought to my attention before the missed class. It is the student's responsibility to schedule a time to make up missed assessments.

### Grading Criteria:

- Attendance and Informed Class Participation: 15%
- Quizzes and Brief Response Essays: 20%
- First Midterm (Feb. 14): 20%
- Second Midterm (Mar. 28): 20%
- Final Examination (Apr. 23): 25%

This formula, like all elements of this syllabus, is subject to adjustment at the discretion of the instructor.

**Honor Code:** Students are subject to the University's Honor Code at all times and any suspected violation of that code will be brought before the school's Honor Court.

**Communication:** I attempt to answer e-mails within a day or so, but during busy times of the semester I may not always be able to do so. Therefore be advised that if I do not reply before our next class meeting, it is **your responsibility** to talk to me about any unresolved issue or question either in person or in a follow-up e-mail.

### Schedule of Topics & Required Readings

*Subject to change—assignments listed on Blackboard*

All readings are to be completed before class on the day for which they are assigned. Assignments available on Blackboard are marked with an asterisk (1\*).

<i>Date</i>	<i>Topic</i>	<i>Assigned Reading</i>
1/8	Course Introduction	
1/10	Neolithic and Early Bronze Age Greece	Pedley pp. 31-59
1/15	Minoan and Mycenaean Civilizations	Pedley pp. 63-86
1/17	Schliemann at Troy and Mycenae	Pedley pp. 86-101; <b>1*</b>
1/22	The "Dark Ages," and Homeric Society	Pedley pp. 103-118; <b>2*</b>
1/24	Colonization and Orientalizing	Pedley pp. 118-131
1/29	Monumental Architecture and Sculpture	Pedley pp. 131-145
1/31	Archaic Architecture	Pedley pp. 147-170
2/5	<i>Kouros</i> and the Getty <i>Kouros</i>	Pedley pp. 171-176; <b>3*</b>
2/7	<i>Korai</i> and Phrasikleia	Pedley pp. 176-189
2/12	Archaic Vase-Painting	Pedley pp. 189-205; <b>4*</b>
2/14	<b>First Midterm Test</b>	
2/19	Panhellenism at Olympia and Delphi	<b>5*</b>
2/21	Early Classical Architecture	Pedley pp. 207-227
2/26	Athens: Archaeology of Democracy	Pedley pp. 170-1, 227-9, 270-4
2/28	Early Classical Sculpture and Painting	Pedley pp. 229-247
3/5	Periclean Building on the Acropolis	Pedley pp. 249-270
3/7	The Elgin Marbles Controversy	<b>6*</b>
3/11-15	<b>Spring Break</b>	
3/19	High Classical Sculpture and Painting	Pedley pp. 276-287
3/21	4 <sup>th</sup> Century Architecture	Pedley pp. 289-303
3/26	<b>Second Midterm Test</b>	
3/28	Greek Housing and Gender	<b>7*</b>
4/2	4 <sup>th</sup> Century Sculpture	Pedley pp. 309-321
4/4	Macedon and the Macedonian Tomb	Pedley pp. 322-337
4/9	The "Tomb of Philip II" at Vergina	<b>8*</b>
4/11	Hellenistic Architecture	Pedley pp. 339-354; <b>9*</b>
4/16	Hellenistic Sculpture	Pedley pp. 354-376
4/18	Hellenistic Painting and Mosaic	Pedley pp. 376-385
4/23	<b>Final Examination 5:30-7:30 pm</b>	

### Supplementary Reading Available on Blackboard

**1\*** = Michael Wood, *In Search of the Trojan War* (1998), pp. 47-93, "Heinrich Schliemann."

**2\*** = John Papadopoulos, "The 'Rich Athenian Lady' Was Pregnant: The Anthropology of a Geometric Tomb Reconsidered" *Hesperia* 73 (2004) 7-38.

**3\*** = K. Lapatin, "Proof? The case of the Getty Kouros" *Source: notes in the history of art* (1990) pp. 43-53.

- 4\* = Thomas Hoving, "The 'Hot Pot'" in *Making the Mummies Dance: Inside the Metropolitan Museum of Art* (New York, 1993), pp. 307-340; Rebecca Mead, "Den of Antiquity" *The New Yorker* (April 9, 2007), pp. 52-61.
- 5\* = John Hale, et al., "Questioning the Delphic Oracle" *Scientific American* (August 2003) 66-73\*; J. Foster, "The Delphic Oracle and the ethylene-intoxication hypothesis" *Clinical Toxicology* (2007) 85-89.
- 6\* = Jeanette Greenfield, "The Elgin Marbles Debate" in *The Return of Cultural Treasures*, 3<sup>rd</sup> ed. (2007) 41-96.
- 7\* = L. Nevett, "Housing and Households: The Greek World" in *Classical Archaeology* (2007) pp. 205-223.
- 8\* = L. Danforth, "Alexander the Great and the Macedonian Conflict" in Brill's Companion to Alexander (2003) pp. 347-364; R. Ginouvès, *Macedonia: From Philip II to the Roman Conquest* (1994) pp. 161-166; P. Lehmann, "The So-Called Tomb of Philip II: A Different Interpretation" *American Journal of Archaeology* 84.4 (Oct., 1980) pp. 527-531; E. Borza, "The Royal Macedonian Tombs and the Paraphernalia of Alexander the Great" *Phoenix* 41. 2. (Summer, 1987) pp. 105-121; A. Bartsiakos, "The Eye Injury of King Philip II and the Skeletal Evidence from the Royal Tomb II at Vergina" *Science* 288.5465. (Apr. 21, 2000) pp. 511-514.
- 9\* = Sotirios Dakaris, "The Dark Palace of Hades" *Archaeology* 15 (1962) 85-93.

## COURSE SYLLABUS | Spring 2014

Course: **CLAS 3960.25700**  
Title: Classical Mythology  
Credit Hours: 3  
Schedule: MWF 3:00 – 3:50 p.m. | Brock 206  
Faculty: David N. Beckmann (david-beckmann@utc.edu)  
Office/Phone: 208 Brock Hall | 423.425.4114  
Office Hours: 30 minutes before class or by appointment

**ADA Statement:** If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and need assistance or a special accommodation in this or any other class, contact the Disability Resource Center (DRC) in 102 Frist Hall at 425-4006 or: <http://www.utc.edu/disabilityresourcecenter/>

If you find that personal problems, career indecision, or study/time management difficulties are adversely affecting your successful progress, contact the Counseling and Career Planning Center at 425-4438 or <http://www.utc.edu/Administraiton/CounselingAndCareerPlanning/>.

### Required Books:

- Morford, Lenardon, and Sham, *Classical Mythology*, 10th ed. (ISBN: 9780199997329)
- Grene and Lattimore, eds., *Greek Tragedies*, vol. 3, 2nd ed. (1991, ISBN: 0226307913)
- Ovid's *Metamorphoses*, Penguin Classics ed. (ISBN: 014044789X)
- Apollonius' *The Voyage of the Argo*, Penguin Classics ed. (ISBN: 0140440852)

**Course Description:** The goal of this course is to introduce students to the myths that have come down to us from the classical Greek and Roman worlds. We will consider the origins of the myths as well as the literary or artistic contexts in which they appear. Students can expect to read about 30 pages of material in preparation for each class.

The myths of a culture may reflect its beliefs and values. Among the general topics we will consider are what cultural functions different categories of classical myths may have had, what types of behavior are used as exempla (positive and negative), and what these positive and negative characterizations tell us about Greek and Roman attitudes. By considering the stories in the context of the culture that created them, we may come not only to admire the legends but also to understand what made their culture work.

**Course Objectives:** Students who successfully complete this course should know the main myths surrounding the Greek gods and heroes and have a working knowledge of their interpretation or use in the context of ancient Greek and Roman society.

### Grading Criteria:

Attendance	10%
Quizzes	20%
Midterm Examination	20%
Written project(s)	25%
Final Examination	25%

**Honor Code:** Students are subject to the University's Honor Code at all times and any suspected violation of that code will be brought before the school's Honor Court.

**Attendance Policy:** Daily attendance is expected and crucial to the progress of the students, and therefore any absence brings with it a loss of percentage points to the attendance grade. Every student begins with a 100% for the 10% of the final grade reflecting attendance, and percentage points are deducted for each absence. Therefore you are advised to reserve your absences for unavoidable conflicts that may arise in your schedule due to extra-curricular commitments, illness, family emergency, and the like. It is your responsibility to sign in on the attendance sheet each day. Opportunities to make up quizzes and tests will not usually be offered except in the event of an unavoidable absence brought to my attention before the missed class. It is the student's responsibility to schedule a time to make up missed assessments.

**GREEK AND ROMAN COMEDY IN TRANSLATION**  
**Spring 2015**  
**MCLL, CLAS 3970-0, 26481, 3 hours**

**Instructor:** Kristen Fulton  
Office /Phone: 103A Brock Hall | 423.425.4263  
Office Hours: Friday, 10:00 a.m. - 11:00 a.m. and 1:00 p.m. - 1:50 p.m., or by appointment

**Class Schedule/Location:** MWF 11:00 – 11:50 pm; GRYC 311-A

**Course Description:** A study of the origins, development, and changes in comedy as seen in the works of Aristophanes, Menander, Plautus, and Terence.

**Course Outcomes:** To reach a better understanding of Greek and Roman drama through the works of the ancient authors.

**Evaluation/Assessment:**

*Tests:* 60% of final grade. There will be two exams. The midterm will be 25% of your final grade. The final will be 35% of your final grade.

*Research paper:* 30% of final grade. There will be various stages of the research paper assigned throughout the semester. I will inform you and update you throughout the semester about this assignment.

*Participation:* 10% of final grade. You are expected to take an active role in each class. Your assignments should be completed on time. Evident signs of unpreparedness will count against your grade.

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

**Attendance and Makeup Policy:** Any student who misses more than 2 weeks of class (6 unexcused absences) will have a maximum grade of B. Any student who misses more than 4 weeks of class (12 unexcused absences) will have a maximum grade of C. There will be no makeup for any of these assignments except in extenuating circumstances. Please see the instructor as quickly as possible if such circumstances do arise.

**Required Texts:**

- 1) Penguin Classics Paperback, Aristophanes' "Lysistrata and Other Plays"; ISBN-10: 0140448144
- 2) Penguin Classics Paperback, Aristophanes' "The Birds and Other Plays"; ISBN-10: 0140449515
- \*3) Oxford World's Classics, Menander, "The Plays and Fragments" ISBN-13: 978-0199540730
- 4) Penguin Classics Paperback, Plautus' "The Pot of Gold and Other Plays"; ISBN-10: 0140441492
- 5) Penguin Classics Paperback, Terence's "The Comedies"; ISBN-10: 9780140443240

**Communication:** To enhance student services, the University uses your UTC email address for all communications. Please check your UTC email on a regular basis. If you have problems accessing your UTC e-mail account, contact the Call Center (423) 425 - 4000. Also, watch for announcements on our UTC Learn page.

**ADA Statement:** If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and need special assistance or a special accommodation in this or any other class, contact the Disability Resource Center (DRC) in 102 Frist Hall at 425-4006 or online:

**<http://www.utc.edu/disability-resource-center/>**

**Counseling Center Statement:** If personal problems, career indecision, study/time management difficulties, etc. are adversely affecting your successful progress at UTC, contact the Counseling and Career Planning Center at 425-4438 or <http://www.utc.edu/counseling-personal-development-center/index.php>

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

**Course Dates:**

Last day to drop a class before a W is recorded: **Sunday, January 18, 2015**

Mid-term grade notifications: **Monday, February 16 - Friday, February 20**

Final Exam: **Monday, Apr. 27: 10:30 a.m. - 12:30 p.m.**

Schedule:

Week      Day

Homework Due

Week 1	Jan. 5 Jan. 7 Jan. 9	Syllabus Intro to Comedy - meter, themes, timeline Intro to Comedy - continuation
Week 2	Jan. 12  Jan. 14  Jan. 16	Read "Aristophanes in Antiquity" and "Aristophanes, Comedian and Poet" Read Act One of "The Knights" <u>Article</u> : "Elite Domination and the Clever Citizen: Aristophanes' "Acharnians" and "Knights" Read Act Two of "The Knights" <u>Article</u> : "The Ending of Aristophanes' "Knights,"" David Welsh, <i>Hermes</i> 2004
Week 3	Jan. 19 Martin Luther King Day Jan. 21 Jan. 23	No Class  Aristophanes Aristophanes
Week 4	Jan. 26 Jan. 28 Jan. 30	Aristophanes Aristophanes Aristophanes
Week 5	Feb. 2 Feb. 4 Feb. 6	Aristophanes Aristophanes Menander
Week 6	Feb. 9 Feb. 11 Feb. 13	Menander Menander Menander
Week 7	Feb. 16 Feb. 18 Feb. 20	Menander Menander <b>Midterm</b>
Week 8	Feb. 23 Feb. 25 Feb. 27	Plautus Plautus Plautus
Week 9	Mar. 2 Mar. 4 Mar. 6	Plautus Plautus Plautus
Week 10	Mar. 9 Spring Break Mar. 11 Spring Break Mar. 13 Spring Break	No Class  No Class  No Class
Week 11	Mar. 16	Plautus



	Mar. 18	Plautus
	Mar. 20	Plautus
Week 12	Mar. 23	Terence
	Mar. 25	Terence
	Mar. 27	Terence
Week 13	Mar. 30	Terence
	Apr. 1	Terence
	Apr. 3	No Class
	Spring Holiday	
Week 14	Apr. 6	Terence
	Apr. 8	Terence
	Apr. 10	Terence
Week 15	Apr. 13	Fragments/Minor playwrights
	Apr. 15	Fragments/Minor playwrights
	Apr. 17	Fragments/Minor playwrights
Week 16	Apr. 20	Review / Finish up
	Last day of classes	
<b>Monday</b>	<b>Apr. 27 10:30 a.m. - 12:30 p.m.</b>	<b>FINAL EXAM</b>

**PROGRAMME | PRINTEMPS 2015**  
**MCLL**

**COURS:** FREN 1010.20106.20107.20105  
**TITRE:** Elementary French I  
**EMPLOI DU TEMPS:** 20106: LuMeVe 9h - 9h50 Brock 401 | Ma 9h25-10h15 Brock 403  
20107 : LuMeVe 10h -10h50 Brock 206 | Je 9h25 – 10h15 Brock 301  
20105 : LuMeVe 11h -11h50 Brock 403 | Je 10h50 – 11h40 Brock 401  
**UV:** 4  
**PREREQUIS:** FREN 1010  
**PROFESSEUR:** Dr. Victoria Steinberg (Victoria-Steinberg@utc.edu)  
Téléphone: 423-425-2309 | 105 Brock Hall  
Heures de permanence: LuMeJe 11h à 12h et sur rendez-vous

**ADA STATEMENT:** If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and need special assistance or accommodation in this or any other class, contact the Disability Resource Center (DRC) in 102 Frist Hall or at 425-4006.

**COUNSELING CENTER STATEMENT:** If you find that personal problems, career indecision, study/time management difficulties, etc. are adversely affecting your successful progress, contact the Counseling & Career Planning Center at 425-4438 or <http://www.utc.edu/Administration/CounselingAndCareerPlanning/>.

**COMMUNICATION:** To enhance student services, the University uses your UTC email address for all communications. Please check your UTC email on a regular basis. If you have problems accessing your UTC email account, contact the Call Center at 423/425-4000. Minor changes to the *programme provisoire* will be announced in class and/or via our Blackboard site on UTC Learn as the need arises. Please check UTC Learn regularly for announcements.

**REQUIRED TEXTBOOKS:**

Mitschke & Tano, Promenades. Plus Supersite access package. Second edition. Boston: Vista Higher Learning, 2013.

WebSAM, online workbook to accompany Promenades. <http://promenades.vhlcentral.com/>  
Isbn for package: 9781618571007

You could also purchase the package without a physical textbook: 9781618570277

Please visit <http://vistahigherlearning.com/student-startup> for instructions on how to set up the supersite.

**DESCRIPTION:** Basic grammar, elementary reading, and conversation. Fall semester.

**PURPOSE OF COURSE & COURSE GOALS:**

This course is an introduction to French and Francophone language and culture. We will use a communicative, functional approach to improve your ability to *speak, understand, read and write French*. While all these skills will be used, the emphasis will be on oral proficiency. Successful completion of this course will prepare you for second year French. By the end of the course, students should be able to:

- ✓ understand simple spoken French in cultural contexts and be able to reply in the culturally appropriate register (i.e., know when to say what to whom)
- ✓ ask and answer questions in simple spoken French that is grammatically correct and culturally appropriate; speak in the present tense, the near future tense, and the past tense; describe yourself and others using basic French vocabulary (i.e., basic conversational skills)
- ✓ read and understand simple texts and/or passages in French
- ✓ write short paragraphs in French that are grammatically correct and culturally appropriate, as well as on a variety of contextualized topics
- ✓ understand what the Francophone world is and have an appreciation and of selected elements of French and Francophone culture
- ✓ successfully navigate survival situations that tourists typically encounter, such as ordering from a menu, purchasing tickets to tourist attractions, reading a map, asking for directions, reserving a hotel room, going grocery shopping, etc.

### FORMAT OF COURSE/Teaching & Learning Strategies

While you have purchased a printed version of the textbook, you also have access to the “supersite” which features an online version of your book (the “v-text”) and all of the online activities that you will be doing for this course. As soon as you log into the “dashboard” section of the site, you will see the “Assignments” section on the left that lists all upcoming assignments starting with the closest due date. The work you complete (when you completed it, your score, the time you spent on it, etc.) is tracked by the supersite. Additional assignments may or may not be recorded in the supersite grade book. If you are not sure how you are doing in the class, come to office hours and we will look at your grades together. You can also make an appointment to meet outside office hours.

The first assignments you will complete for class will be the online practice assignments. It is your responsibility to familiarize yourself with the material through these practice assignments **BEFORE** coming to class. Recall is the first step in language learning; I cannot memorize for you. However, as your instructor, I can help you to use what you have learned (memorized) to communicate. It is communication that we will practice in class. **Therefore, laptop computers are not allowed in this class except to consult the v-book. You can do your online work outside of class.** (See Bloom’s taxonomy to understand the levels of learning). Of course, communication does not take place in a vacuum; language is a reflection and expression of the culture that created it. Thus, this course is as much about culture as language; the two must be learned together. (See article [http://edge.org/3rd\\_culture/boroditsky09/boroditsky09\\_index.html](http://edge.org/3rd_culture/boroditsky09/boroditsky09_index.html))

The second set of activities, also due on a daily basis, are the more challenging workbook, lab manual, and video manual activities. The due date for these activities is always the day after the material is introduced and practiced in class.

**It will be my assumption that when you arrive in class each day, you will have at the very least completed the online practice assignments.** It will be up to you not to fall behind in this course; do not think that you can easily catch up by cramming as language requires daily practice and we will move very quickly through the material. Initially, it may take more than an hour to memorize and complete the expected exercises. Lessons will be organized on a looping basis: “Review, View, Preview” where we will begin with the oldest material, spend the most time on the material presented the previous day and introduce new material at the end of the lesson.

**Online practice materials:** As described above, in preparation for each class you will be expected to complete a variety of exercises that will introduce you to the material we will review in class. You will see the daily practice assignments on the website; they are referred to as “Presentations and Tutorials”, “Practice Activities”, and “Communication Activities”. Because preparation for each class is of the utmost importance, failure to complete any portion of the practice activities by the due date\* will result in a flat deduction of 30% and will not be accepted after the chapter exam. These activities are generally straightforward and simple. You have three attempts to achieve the correct answer; credit will be awarded on a completion basis. Practice exercises are graded twice each chapter and are recorded as *devoirs*; please see the *programme provisoire* for due dates.

**Online workbook materials:** In addition to the daily practice materials, you must also keep up with the online workbook. These activities will be assigned daily as well, but are generally more challenging and thought-provoking than the practice activities. The due date for each workbook section will thus be the day after the concepts have been introduced in class. Failure to complete any portion of the workbook activities by the due date\* will result in a flat deduction of 30% and will not be accepted after the mid-chapter and end-chapter due dates. You have 3 attempts to achieve the correct answer. Credit is awarded by % of correct answers, and I will personally review these activities. Homework exercises are graded twice each chapter and are recorded as *devoirs*; please see the *programme provisoire* for due dates.

**Online quizzes:** Optional assessments for vocabulary and grammar will be due on the last day of the chapter and/or the day of the chapter exam. These quizzes are a good review for the test the next class day. Quizzes will become available a few days before the test. You have one attempt to achieve the correct answer.

\*Unless otherwise specified, the due date for practice and workbook materials is when class begins. Consult your section number for start times, and note that Thursday’s class begins at a different time than our MWF meetings.

### **GRADING (including Departmental Attendance Policy and make-up policy):**

Your final grade in this course will be determined according to the following scale and values:

<b>90 - 100 A</b>	<b>Class Participation = 10%</b>
<b>80 - 89 B</b>	<b>Devoirs (online practice exercises) = 10%</b>
<b>70 - 79 C</b>	<b>Devoirs (online homework exercises and online quizzes) = 10%</b>
<b>60 - 69 D</b>	<b>Contrôles (6 Chapter Exams on each Unité) = 30%</b>
<b>0 - 59 F</b>	<b>Travaux écrits (3 Rédactions et 3 Révisions) = 10%</b>
	<b>Activités orales = 10%</b>
	<b>Final exam (comprehensive) = 20%</b>

**DEPARTMENTAL ATTENDANCE POLICY FOR 4HR COURSES :** Any student who misses more than 2 weeks of class (8 unexcused absences) will have a maximum grade of B. Any student who misses more than 4 weeks of class (16 unexcused absences) will have a maximum grade of C.

**LATE SUBMISSION/MAKEUP POLICY:** THERE WILL BE NO MAKE-UP OF EXAMS. Emergencies will be resolved on an individual basis and should be discussed with the professor **outside of class** and preferably **before the due date**. Likewise, no late work will be accepted. Students who are involved in athletics or clubs who know that they will be away from the U should discuss their travel plans with me as soon as possible.

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

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

**IMPORTANT DATES:** Daily assignments may be found on the Promenades website. Below are the dates of our unit tests and final exam:

le mercredi, 21 janvier	skit		
le lundi, 26 janvier	rédaction 1	le vendredi, 06 mars	contrôle, Unité 11
le jeudi, 29 janvier	contrôle, Unité 1	le vendredi, 27 mars	skit
le lundi 02 février	révision 1	le lundi, 30 mars	contrôle, Unité 12
le jeudi, 05 février	contrôle, Unité 9	le mercredi, 01 avril	rédaction 3
le jeudi, 19 février	skit	le jeudi, 06 avril	révision 3
le vendredi, 20 février	contrôle, Unité 10	le lundi, 16 avril	contrôle, Unité 13
le vendredi, 23 février	rédaction 2	le vendredi 17 avril	skit
le vendredi, 3 mars	révision 2	semaine des examens	examen final

**Daily schedule:** We have about 8 days to get through a chapter. As promised, class will follow the review, view, preview lesson format. But to break up the grammar, so life is not filled with toil, we will mix up the order a bit, as described below. Or you can simply follow the exercises on the *Promenades* website in the assignment calendar and not think about where we are going or why. Minor changes to the daily schedule will be announced on UTC Learn **AND/OR** in class. Arrive on time.

Day 1 : Contextes L1, les sons et les lettres, Roman-Photo  
Day 2 : Communication, Structure L1 .1, Lecture culturelle  
Day 3 : Structures L1 .2, Le Zapping, Contextes L2  
Day 4 : Communication L 2, Révision L1  
Day 5 : les sons et les lettres, Roman-Photo L 2, Structures L 2 .1  
Day 6 : Lecture Culturelle, Structure L 2 .2,  
Day 7 : Révision L2,  
Day 8 : Contrôle

## COURSE SYLLABUS | Spring 2014

**Course:** FREN 1020.20107  
**Title:** Elementary French II  
**Schedule:** MWF 11:00-11:50 am | Brock 206  
T 10:50-11:40 | Brock 301  
**Credit Hours:** 4 hours  
**Faculty:** Victoria-Steinberg@utc.edu (Victoria-Steinberg@utc.edu)  
Office/Phone: Brock 105 | 425-2309  
Office Hours: MWF noon and by appointment

**ADA STATEMENT:** If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and need special assistance or accommodation in this or any other class, contact the Disability Resource Center (DRC) in 102 Frist Hall or at 425-4006.

If you find that personal problems, career indecision, study/time management difficulties, etc. are adversely affecting your successful progress, contact the Counseling & Career Planning Center at 425-4438 or <http://www.utc.edu/Administration/CounselingAndCareerPlanning/>.

**Catalog description:** Continuation of 1010. Spring semester. Prerequisite: FREN 1010 with a minimum grade of C or placement or department head approval.

### BOOKS:

Mitschke & Tano, Promenades. Plus Supersite access package. 2<sup>nd</sup> ed. Boston: Vista Higher Learning, 2013.

WebSAM, online workbook to accompany Promenades. <http://promenades.vhlcentral.com/>  
ISBN for package: 9781618571007

Please visit <http://vistahigherlearning.com/student-startup> for instructions on how to set up the supersite.

### PURPOSE OF COURSE & COURSE GOALS:

This course is an introduction to French and Francophone language and culture. We will use a communicative, functional approach to improve your ability to *speak, understand, read and write French*. While all these skills will be used, the emphasis will be on oral proficiency. At the end of this semester, at least 75% of the students will be able to:

1. converse about the activities of daily life in the home and engage in them in the French context in a culturally proficient manner;
2. shop and perform the supporting activities of daily life outside the home in a culturally proficient manner;
3. know when to say what to whom in the culturally appropriate register.

## **FORMAT OF COURSE/Teaching & Learning Strategies**

While you have purchased a printed version of the textbook, you also have access to the “supersite” which features an online version of your book (the “v-text”) and all of the online activities that you will be doing for this course. As soon as you log into the “dashboard” section of the site, you will see the “Assignments” section on the left that lists all upcoming assignments starting with the closest due date. The work you complete (when you completed it, your score, the time you spent on it, etc.) is tracked by the supersite. Additional assignments will be recorded in the supersite grade book. You will find the most current version of your grade there.

The first assignments you will complete for class will be the online practice assignments. It is your responsibility to familiarize yourself with the material through these practice assignments BEFORE coming to class. Recall is the first step in learning; I cannot memorize for you. However, as your instructor, I can help you to use what you have learned (memorized) to communicate. It is communication that we will practice in class. **Therefore, laptop computers are not allowed in this class. You can do your online work outside of class.** (See Bloom’s taxonomy to understand the levels of learning). Of course, communication does not take place in a vacuum; language is a reflection and expression of the culture that created it. Thus, this course is as much about culture as language; the two must be learned together. (See article [http://edge.org/3rd\\_culture/boroditsky09/boroditsky09\\_index.html](http://edge.org/3rd_culture/boroditsky09/boroditsky09_index.html))

The second set of activities, also due on a daily basis, are the more challenging workbook, lab manual, and video manual activities. The due date for these activities is always the day after the material is introduced and practiced in class.

**It will be my assumption that when you arrive in class each day, you will have at the very least completed the online practice assignments.** It will be up to you not to fall behind in this course; do not think that you can easily catch up by cramming as language requires daily practice and we will move very quickly through the material. Initially, it may take more than an hour to memorize and complete the expected exercises. Lessons will be organized on a looping basis: “Review, View, Preview” where we will begin with the oldest material, spend the most time on the material presented the previous day and introduce new material at the end of the lesson.

**Online practice materials:** As described above, in preparation for each class you will be expected to complete a variety of exercises that will introduce you to the material we will review in class. You will see the daily practice assignments on the website; they are referred to as “Presentations and Tutorials”, “Practice Activities”, and “Communication Activities.” Because preparation for each class is of the utmost importance, failure to complete any portion of the practice activities by the due date\* will result in a deduction of 50% per day. These activities are generally straightforward and simple. You have unlimited attempts to achieve the correct answer.

**Online workbook materials:** In addition to the daily practice materials, you must also keep up with the online workbook. These activities will be assigned daily as well, but are generally more challenging and thought-provoking than the practice activities. The due date for each workbook section will thus be the day after the concepts have been introduced in class. Failure to complete any portion of the workbook activities by the due date\* will result in a deduction of 10% per day. You have unlimited attempts to achieve the correct answer.

**Online quizzes:** Assessments for vocabulary and grammar will be due the night before a test (11:59pm). These quizzes are a good review for the test the next day. Tests will become available at 12:00pm two days before the test. Failure to complete the quizzes by the due date will result in a deduction of 50% per day. You have three attempts to achieve the correct answer.

\*Unless otherwise specified, the due date for practice and workbook materials is 10:59AM, or right before class.

**GRADING (including Departmental Attendance Policy and make-up policy):**

Your final grade in this course will be determined according to the following scale and values:

- 90 - 100 A Unit tests = 50%
- 80 - 89 B Final exam (comprehensive) = 20%
- 70 - 79 C Practice exercises = 15%
- 60 - 69 D WebSAM workbook materials = 15%
- 0 - 59 F

**THERE WILL BE NO MAKE-UP OF EXAMS.** Emergencies will be resolved on an individual basis and should be discussed with the professor **outside of class** and preferably **before the due date**. Likewise, no late work will be accepted.

**Attendance Policy:** The departmental attendance policy allows one absence per each credit hour earned in the course:

Course meets 2x/weekly	Course meets 3x/weekly	Course meets 4x/weekly	Penalty
2 or fewer absences	3 or fewer absences	4 or fewer absences	none
3 or 4 absences	4 - 6 absences	5 - 8 absences	3 points
5 or 6 absences	7 - 9 absences	9 - 12 absences	6 points
7 or more absences	10 or more absences	13 or more absences	10 points

**IMPORTANT DATES:** Your daily assignments will be provided on the Promenades website. Below are the dates of our unit tests and final exam.

- Jan 6: Classes begin
- Jan 19: Last day to change without a W
- Jan 20: MLK holiday, no classes
- Jan 22: Test on Unité 8
- Feb 5: Test on Unité 9
- Feb 19: Test on Unité 10; midterm grades reported
- Mar 9: Last day to drop course with a W; Spring Break 10-14
- Mar 18: Test on Unité 11
- Apr 1: Test on Unité 12
- Apr 16: Test on Unité 13
- April 18: Great Friday
- April 21: last day of classes
- April 28: 10:30-12:30 comprehensive final exam in regular classroom



**Daily schedule:** We have about 8 days to get through a chapter. As promised, class will follow the review, view, preview lesson format. But to break up the grammar, so life is not filled with toil, we will mix up the order a bit, and below describes how. You can simply follow the exercises on the Promenades website in the assignment calendar and not think about where we are going or why; baaaa.

- Day 1 : Contextes L1, les sons et les lettres, Roman-Photo
- Day 2 : Communication, Structure L1 .1, Lecture culturelle
- Day 3 : Structures L1 .2, Le Zapping, Contextes L2
- Day 4 : Communication L 2, Révision L1
- Day 5 : les sons et les lettres, Roman-Photo L 2, Structures L 2 .1
- Day 6 : Lecture Culturelle, Structure L 2 .2, Ecriture
- Day 7 : Révision L 2, Panorama

## COURSE SYLLABUS | FALL 2013

**COURSE:** FREN 2110.41505  
**TITLE:** Intermediate French for Conversation I  
**CLASS SCHEDULE:** MWF 2:00-2:50 | Brock 403  
**CREDIT:** 3 hours  
**FACULTY:** Dr. Victoria Steinberg ([Victoria-Steinberg@utc.edu](mailto:Victoria-Steinberg@utc.edu))  
Office/Phone: 105 Brock Hall | 425-2309  
Office hours: 12:00-12:45 MWF and by appt (e-mail)

**ADA STATEMENT:** If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and need special assistance or accommodation in this or any other class, contact the Disability Resource Center (DRC) in 102 Frist Hall at 425-4006 or <http://www.utc.edu/DRC/>

If you find that personal problems, career indecision, study/time management difficulties, etc. are adversely affecting your successful progress, contact the Counseling & Career Planning Center at 425-4438 or <http://www.utc.edu/Administration/CounselingAndCareerPlanning/>

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**Pre-requisite:** FREN 1020 with C or better or equivalency

**Books and Supplementary Materials:**

Muyskens, J., Harlow, L., Vialet, M., Briere, J-F. Bravo! 7<sup>th</sup> ed. Boston: Cengage, 2012.  
iLrn: Heinle Learning Center: [hlc.quia.com](http://hlc.quia.com)

**Catalog description:**

Intensive oral practice in French with emphasis on acquiring conversational skills and cultural awareness of the French-speaking world. Class taught mostly in French.

**Interpretation:** This course is centered around high-frequency functions of French and the expressions, vocabulary and grammar to carry on each organizing function of the language; this semester those functions include: introductions, asking for help and accepting or declining to provide help; invitations, offering, accepting, and refusing; identifying and describing objects and people; reminiscing about the past and stalling a conversation or story; expressing wants, desires and preferences and giving orders. Culturally appropriate contexts will practice these skills and offer opportunities for discovering Francophone culture and its differences to our own; language does not occur in a vacuum. We will also practice listening, reading and writing. This course includes a self-guided, intensive review of grammar; new material will be practiced in class.

**Method and Requirements:**

You will come to class prepared each day. Assignments online will prepare you for the class activities each day or review the previous day; your success and enjoyment depends upon your thorough preparation and review. All assignments due for a given day will appear on a list in iLrn, the companion website for our textbook. You will need access to your book (in any form) in class (as long as either you or a partner has access, you are good to go). *If you have not done the preparatory work online, then you may be excused from class and that day will be counted as an absence.*

It is my intention to have you practice anything you will need to do in class in front of others before you get to class. Class time is for practice, performance and questions.

**Grades:**

Your grade is a combination of your online work and your test scores. Since so much work is done online, it is weighted heavily.

Online work:	30%
Redactions/oral assignments:	15%
Chapter tests:	35%
Final exam:	20%

**Attendance policy:**

The departmental attendance policy allows *one absence per credit hour* earned in the class without penalty. Absences beyond that number will affect your final grade as follows, based on 100%. For three credit hour classes the following will be deducted based upon the number of absences:

Course meets 2x/weekly	Course meets 3x/weekly	Course meets 3x/weekly	Penalty
2 or fewer absences	3 or fewer absences	4 or fewer absences	none
3 or 4 absences	4 - 6 absences	5 - 8 absences	3 points
5 or 6 absences	7 - 9 absences	9 - 12 absences	6 points
7 or more absences	10 or more absences	13 or more absences	10 points

**Agenda:**

Chapter 1: Aug 19-Sept 7; Test Sept 6.

Chapter 2: Sept 9-27; Test Sept 27; no class Sept 13.

Chapter 3: Sept 30- Oct 16; Test Oct 16.

Chapter 4: Oct 18- Nov 6; Test Nov 6.

Chapter 5: Nov 8-25; Test Nov 25; Dec. 2 revision or catch-up day.

<b>FINAL EXAM:</b> lundi, 9 décembre   2-4p.m. Brock 403
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**Detailed outline of Chapter 1:**

19 août: Ch 1.1; pp. 7-10

21 août Ch 1.1; pp. 11-13

23 août: Ch 1.2; pp. 15-21

26 août: Ch 1.2; pp. 22-26

28 août: Ch Intermède culturel & 1.3; pp. 29-31+

30 août: Ch 1.3; pp. 31-33

4 sept: Ch 1.3; révision et dernier brouillon

6 sept: examen sur Ch. 1

9 sept: Ch 1S; in class suite de l'intermède et synthèse 1-S-A, 1-S-B

11 sept: examen sur le chapitre 1

## COURSE SYLLABUS | Spring 2015

### MCLL

**COURSE:** FREN 2120.26350  
**TITLE:** Intermediate French for Conversation II  
**CLASS SCHEDULE:** (MWF 12:00-12:50) Brock 205  
**CREDIT:** 3 CREDITS  
**FACULTY:** Dr. Victoria Steinberg  
Office: 105 Brock Hall  
Office hours: 11:00-12:45 and 1-1:45M-F and by appt (e-mail)  
Phone: 425-2309  
e-mail: [Victoria-Steinberg@utc.edu](mailto:Victoria-Steinberg@utc.edu) (preferred)

**Pre-requisite:** FREN 1020 with C or better or equivalency

#### **Books and Supplementary Materials:**

Muyskens, J., Harlow, L., Vialet, M., Briere, J-F. Bravo! 8<sup>th</sup> ed. Boston: Cengage, 2012.

iLrn: Heinle Learning Center: [hlc.quia.com](http://hlc.quia.com)

#### **Catalog description:**

Intensive oral practice in French with emphasis on acquiring conversational skills and cultural awareness of the French-speaking world. Class taught mostly in French.

**Interpretation:** This course is centered around high-frequency functions of French and the expressions, vocabulary and grammar to carry on each organizing function of the language; this semester those functions include: introductions, asking for help and accepting or declining to provide help; invitations, offering, accepting, and refusing; identifying and describing objects and people; reminiscing about the past and stalling a conversation or story; expressing wants, desires and preferences and giving orders. Culturally appropriate contexts will practice these skills and offer opportunities for discovering Francophone culture and its differences to our own; language does not occur in a vacuum. We will also practice listening, reading and writing. This course includes a self-guided, intensive review of grammar; new material will be practiced in class.

#### **Method and Requirements:**

You will come to class prepared each day. Hand-written daily assignments (usually the first two exercises for the material) online will prepare you for the class activities each day and online exercises review the previous day; your success and enjoyment depends upon your thorough preparation and review. All assignments due for a given day will appear on a list in iLrn, the companion website for our textbook. You will need access to your book (in any form) in class (as long as either you or a partner has access, you are good to go).

It is my intention to have you practice anything you will need to do in class, in front of others, before you get to class. Class time is for practice, performance and questions.

#### **Grades:**

Your grade is a combination of your online work and your test scores. Since so much work is done online, it is weighted heavily.

Online work: 15%

Textbook work: 15%  
Redactions and other assignments not online: 10%  
Online/recorded oral assignments: 10%  
Chapter tests: 30%  
Final exam: 20%

**Attendance policy:** (departmental)

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

**ADA STATEMENT:**

If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 102 Frist Hall.

<http://www.utc.edu/OSD/>

If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely affecting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438 or

<http://www.utc.edu/Administration/CounselingAndCareerPlanning/>

**Agenda:**

Chapter 6: Jan 5-23; Test Jan 23.

Chapter 7: Jan 26-Feb 11; Test Feb 11.

Chapter 8: Feb 13- Mar 2; Test Mar 2.

Chapter 9: Mar 4-Mar 27; Test Mar 27.

Chapter 10: Mar 30- Apr 17; Test Apr 14; Apr 20 students will take the Simulated Oral Proficiency Test (SOPI) in the language lab, Brock 101.

Final Exam: Wed Apr 22 10:30-12:30 in our regular classroom

## COURSE SYLLABUS | FALL 2012

**COURSE/CRN:** FREN 3110.41508

**TITLE:** French Composition and Conversation I

**SCHEDULE:** MWF 1:00 – 1:50 P.M. | Brock 406

**CREDIT:** 3 hrs.

**FACULTY:** Dr. Felicia Sturzer ([Felicia-Sturzer@utc.edu](mailto:Felicia-Sturzer@utc.edu))

**OFFICE/PHONE:** Brock 208 ext. 4267

**OFFICE HOURS:** MWF 11:00 a.m. – noon; 2:00 – 2:50 p.m. & by appointment

### ADA STATEMENT:

If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 102 Frist Hall.

**ATTENDANCE POLICY:** The departmental attendance policy is outlined below:

Course meets 2x/week	Course meets 3x/week	Course meets 4x/week	Penalty
2 or less absences	3 or less absences	4 or less absences	none
3 or 4 absences	4 - 6 absences	5 - 8 absences	3 points
5 or 6 absences	7 - 9 absences	9 - 12 absences	6 points
7 or more absences	10 or more absences	13 or more absences	10 points

THERE WILL BE NO MAKE-UP OF TESTS OR CLASS WORK. PROBLEMS WILL BE CONSIDERED ON AN INDIVIDUAL BASIS. MEDICAL EXCUSES FROM A PHYSICIAN MAY BE REQUESTED. POINTS WILL BE DEDUCTED FOR LATE WORK.

### PLAGIARISM:

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

**BOOKS :** Furry, Nina M. and Jaraus, Hannelore. *Bonne Continuation — Approfondissement à l'écrit et à l'oral*, second edition (Pearson, 2008) ; *Student Activities Manual* ; *Audio CD*

**SUPPLEMENTS:** videos, films, newspaper and magazine articles, Internet

### CONTENT:

In this class, we are going to study contemporary French culture and society through literary texts, magazine and newspaper articles, videos, and films. The focus will be on how the French relate to such concepts as space, time, the cultural and physical landscape of France, the arts, the structure of the French family and how and why these institutions differ from our own. We will discuss what distinguishes Americans from the French, what stereotypes are used to characterize the United States and France, whether these are accurate, what criteria influence our perceptions of others, and how these can be changed.

The text will be the basis for our discussions. Due to our limited time, some films will be assigned for viewing outside of class in the language lab, located in Brock Hall 101. **YOU ARE RESPONSIBLE FOR THE TIMELY COMPLETION OF ALL ASSIGNMENTS, PRESENTATIONS AND COMPOSITIONS.** This will be discussed further in class. The Internet may be used as a supplement to your research and discussions, but **not** as the **basis** for your compositions or essays.

#### **OUTCOMES:**

At the conclusion of this course, you should be able to:

- Understand contemporary French culture as expressed in concepts of time and space, literary texts, the visual arts, Francophone traditions from around the world, films, magazines and newspaper articles
- Engage in critical thinking regarding the relationship between language and culture
- Articulate differences between French and American culture, including stereotypes
- Demonstrate improvement in your oral/aural skills by participating in class discussions, giving oral presentations, asking and answering questions that can be understood by a native speaker, and relaying information in the present, past, and future
- Summarize and discuss films/videos, understand dictations on familiar topics, and respond to questions on personal, literary, cultural, and socio-political topics
- Demonstrate improvement in vocabulary, reading skills, and grammatical concepts
- Write compositions of at least 3 pages in French in the form of original essays, personal experiences, and opinions using primary and secondary sources

#### **METHOD & ASSESSMENT:**

Your performance will be assessed as follows:

- tests 100 points each
- essays 25 – 100 points
- oral presentations 2 @ 100 points each
- readings from audio CD 10 points each
- dictées 4 @ 10 points each
- activities manual 10 points each for exercises not self-graded; 5 points for Completion/ correction of self-graded exercises
- video presentation - oral 10 points each
- class participation/descriptions 100 points
- final exam 200 points

#### **NOTES:**

- **Activities Manual:** In your Manual there are two sets of exercises: one set has the answers in the back, the other set does not. You are to do **all assigned exercises**. You will receive 5 points for self-check exercises that have been **completed and corrected** and 10 points for exercises that are turned in for grading.
- **Class Participation:** This includes completing all assignments on time and participating in class discussions as well as in-class work such as description exercises.
- **Dictées:** You will have 5 dictations, from which I will drop your lowest grade. We will also have practice dictations in class. Most dictations will be taken from pre-announced texts.
- **Essays:** These are opinion, analytical, creative, or research papers on topics indicated in your syllabus, your book, or by me. They may vary in length from a few paragraphs to 3 or more

pages. All essays must be double-spaced, with 1" margins (no more) on each side, top and bottom, with 11 - 12 point font. Be sure to indicate any outside sources you use in a bibliography. For research essays, you should use at least two sources from newspapers or journals. Direct quotes must be indicated as such. Essays should be in your own words. *Wikipedia* may be used for reference purposes, but not a main source. You should have at least two sources other than *Wikipedia*. Essays will be discussed more fully in class. **You will have the opportunity to revise/correct your first 3 essays once and your grade will be the average of the grade on the original and the revised essay.** (See statement on Plagiarism)

- **Oral Presentations:** Please sign up for two dates for your oral presentations, each 8 – 10 minutes in length. **No presentations may be given the last day of class.** You may use note cards with cues, but **you may not read your presentation or translate it from English to French. Presentations that are read will not receive a grade higher than 70%.** You may select any topic relevant to the course but it must be approved by me. Grading of the presentation will be discussed in class and the form used for grading can be found on Blackboard.
- **Oral Video Summaries:** Watch a video of your choice from the sources indicated on Blackboard. YouTube is acceptable, if appropriate and from a reliable site. French news programs are preferable. Prepare a five minute oral presentation to the class based on the video, noting its source and title. You will be graded on your ability to summarize the subject of your video and answer questions regarding your topic.
- **Readings from Audio CD:** You should have an audio CD in your package of materials for this course. Listen to the recordings based on the texts we will study. Pay attention to the pronunciation. Practice reading the selection as often as necessary to duplicate as closely as possible what you hear on the CD. Then, make an appointment to come and read the selection for me. **You will be graded on your pronunciation.** Some selections may be listening only. This is indicated on your syllabus. These exercises are to help you improve your pronunciation and provide the opportunity to speak in a controlled context. You will be responsible for the first four audio recordings (track 1 – 4).
- **Description of picture/scene:** You will describe to the class a scene/picture that you will be shown by me. This will be a spontaneous exercise and you will be graded on the use of vocabulary, your pronunciation, and the accuracy and detail with which you describe the picture. This is part of your class participation grade.

**Final Exam:** This will be further discussed in class and will be based on work we have done during the semester.

**A "D" grade is not considered satisfactory, especially for students who plan to major/minor in French.**

To improve your oral, aural, writing and reading proficiency in French, **you must think, speak, read and write as much as possible in the target language!** In other words, avoid using English and express yourself in French. If you don't know exactly how to say something in French, use paraphrases to explain what you mean. If at any time you experience difficulties with the course, please come see me.

**WATCH FOR NATIONAL FRENCH WEEK ACTIVITIES!**

**COURSE SCHEDULE**



August 20 – 24	Introduction; les Français et les Américains; la géographie de la France; Read “Un Américain arrive à Paris”; p. 5, “Questions de compréhension”, “Réfléchissez et discutez”; Read “L’image des Etats-Unis”, “Les Français et la culture” p. 6 – 7.
August 27 – 31	Etude de vocabulaire p. 8 – 13; révision de grammaire p. 14 – 17; Read Les beaux-arts” p. 19 – 23 (“Parlons un Peu”); study vocab. p. 21 – 22 Cahier: p. 1 – 4 and 7 – 10
September 3 – 7	Labor Day Sept. 3 Read p. 23 – 26 “La Cathédrale”; “Questions de compréhension », « Réfléchissez et discutez » p. 24 – 26 ; « Applications grammaticales » p. 27 – 28 ; Cahier : p. 8 –12
September 10 – 14 Essay I due: Sept. 12 = une lettre p. 27, #2; Audio 1: <i>Lettre de Van Gogh</i> due Sept. 14	Read « Une Lettre » p. 31 – 32 ; « Questions de compréhension» and « Réfléchissez et discutez ensemble» p. 33 Cahier : p. 13 Oral exercise in class
September 17 – 21 Video presentation I: Sept. 21	Sept. 17 film: “Le Ballon rouge” Go to Brock 101. Be able to discuss the following questions: Que signifie le ballon? Quel est le message du film? Read “Pour faire le portrait d’un oiseau” p. 35 – 36; “Questions de compréhension », « Réfléchissez et discutez » p. 37 ; Cahier: p. 14
September 24 – 28 Test I: Sept. 24 on p. 4 – 37	Read “Le Portrait” p. 42 – 47 Cahier: p. 16; introduction to Québec in class; Sept. 26 film “Le Chandail” Go to lab Brock 101. Answer questions that are on Blackboard; submit questions via email
Oct. 1–5 Audio 2: <i>Portrait d’un Oiseau</i> due Oct. 3; Essay II due Oct. 5 – a portrait of someone you know	“Questions de compréhension”; “Réfléchissez et discutez” p. 47– 48; Cahier: p. 16; Read p. 50 – 53; “Questions de compréhension” p. 53 Oral exercise in class
Oct. 8 – 12	Révision de grammaire p. 60 – 67; Cahier: p. 27 – 31; discussion of article in class: see Blackboard
Oct. 15 – 19 Test II: Oct. 19 on p. 42 – 48; 50 – 53; 60 – 67	Read p. 69 – 73 “Parlons un peu” p. 72; Study vocabulary p. 70 – 72 and write a paragraph in French using at least 10 words from the vocabulary.
Oct. 22 – 26 Fall Break Oct. 22– 23; Video presentation II: due Oct. 26	Read p. 75 – 76; “Questions de compréhension », « Réfléchissez et discutez » p. 76 ; « Applications grammaticales » p. 77
Oct. 29 – Nov. 2 Audio 3: <i>Des musées à Paris</i> due Nov. 2	Read p. 78 – 85 “La Belle et la Bête”; “Questions de compréhension », « Réfléchissez et discutez » p. 85 – 86; see film Brock 101 Audio 3 is a listening/comprehension exercise. See p. 22 – 25 of the cahier; study the vocab. and answer the questions to turn in.
Nov. 5 – Nov. 9 Essay III due Nov.9 write a fairy tale or fictional story	Read p. 86 – 92; “Questions de compréhension », « Réfléchissez et discutez » p. 93
Nov. 12 –16 Video presentation III: due Nov. 14; Audio 4: <i>Dis-moi, lune d’argent</i> due Nov. 16	Read article on Blackboard to discuss in class; read p. 95 – 97; “Questions de compréhension », « Réfléchissez et discutez » p. 98
Nov. 19 – 23 includes Thanksgiving break Essay IV due Nov. 19, no rewrite: write a story about a real or fictional animal	Read p. 100 – 106 Oral exercise in class; in-class video and discussion

## COURSE SYLLABUS | Spring 2014

**Course:** FREN 3120.20110  
**Title:** French Composition and Conversation II  
**Schedule:** MWF 1:00-1:50 pm | Brock 206  
**Credit Hours:** 3 credits  
**Faculty:** Dr. Victoria Steinberg ([Victoria-Steinberg@utc.edu](mailto:Victoria-Steinberg@utc.edu))  
Office | Phone: Brock 105 | 423 425 2309  
Office Hours: MWF 12:00-12:45 pm

**ADA STATEMENT:** If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and need special assistance or accommodation in this or any other class, contact the Disability Resource Center (DRC) in 102 Frist Hall at 425-4006 or online: <http://www.utc.edu/DisabilityResourceCenter/>

If personal problems, career indecision, study/time management difficulties, etc. are adversely affecting your successful progress, contact the Counseling & Career Planning Center at 425-4438 or <http://www.utc.edu/Administration/CounselingAndCareerPlanning/>

**Books:**  
(required) Willis Allen and Dubreil, *Alliages culturels* and premium website  
(recommended) Siskin, Krueger and Fauvel, *Taches d'encre*

**Catalog description:** Selections from French literature, topics of current interest and articles from French newspapers and magazines may be used as a basis for discussions and compositions. Spring semester. Prerequisites: FREN 2120 with a minimum grade of C and oral proficiency with a rating of Novice-High or placement; ENGL 1010 or ENGL 1011 or ENGL 1020 with a minimum grade of C or placement; or department head approval. Pre- or co-requisite: FREN 3210 or FREN 3220 with minimum grades of C or department head approval.

**Catalog interpretation:** Contemporary French culture as the basis for discussions and compositions. Intended to improve speaking and writing proficiency through focused practice. Culminating exercises will include ACTFL testing for proficiency in Speaking, Writing and Culture. Speech for a presentation is different from speech for discussion is different from speech to persuade or to interpret; this semester, focus will be placed on conversational rather than presentational skills will be practiced and tested. Likewise writing varies with situation and audience and will be treated as such.

### Attendance Policy:

The departmental attendance policy allows *one absence per credit hour* earned in the class without penalty. Absences beyond that number will affect your final grade as follows:

Course meets 2x weekly	Course meets 3x weekly	Course meets 4x weekly	Penalty
2 or fewer absences	3 or fewer absences	4 or fewer absences	none
3 or 4 absences	4 - 6 absences	5 - 8 absences	3 points
5 or 6 absences	7 - 9 absences	9 - 12 absences	6 points
7 or more absences	10 or more absences	13 or more absences	10 points

**Class organization and grading:** both subject to revision by mutual consent.

There are 12 chapters; 6 will be covered in the Fall and 6 in the Spring. Daily use outlined below.

Informal speech:	10%
Informal writing:	10%
Formal speech:	20%
Formal writing:	20%
Tests:	20%
Final:	20%

Jan 06: Ch 7: expressions de base, entrée en matière 1ere partie: 120-121

Jan 08: facteurs (122-124 haut); conversation enregistrée sur composants internes et externes de l'identité américaine

Jan 10 : La France, défis (124-126 haut) et article sur l'assimilation de Controverses

Jan 13 : texte à analyser (126-130)

Jan 15 : peer editing « Portrait d'un français » p.132

Jan 17 : in class essay : qui suis-je ? utiliser le vocabulaire pour discuter les composantes internes et externes

Jan 20 : MLK, congé

Jan 22 : Ch 8, vocabulaire de base et entrée en matière (135-137)

Jan 24 : Immigration aujourd'hui (137-141)

Jan 27 : 2 articles de Controverses : débat expulsion ou assimilation

Jan 29 : texte à analyser (141-146)

Jan 31 : 1ere personne- vidéo et rappel

Feb 03 : enregistrement « pratiquons »-- choose some

Feb 05 : peer editing of letter

Feb 07 : in class essay on immigration

Feb 10 : Ch 9 : expressions de base, entrée en matière (154-156)

Feb 12 : enregistrement sur la laïcité en France versus aux E-U.

Feb 14 : Ch 9 texte à analyser et vidéo

Feb 17 : lecture sur le foulard de Controverses ; conv sur foulard (et kippah ?)

Feb 19 : peer editing ; a controversial essay from Controverses, p. 183

Feb 21 : in class for / against essay

Feb 24 : Ch 10 : expressions de base et entrée en matière (168-174)

Feb 26 : visionnement de la (dernière ?) classe au labo

Feb 28 : enregistrement personnel sur la fonction du système scolaire (pas de réunion)

Mar 03 : debat sur l'école centralisée- p. 175

Mar 05 : texte à analyser I- Sarko

Mar 07 : texte à analyser- conv ou essai sur film et Islam

Mar 10 à 14 semaine de conge

Mar 24 : Ch 11 : expressions de base et entrée en matière (184-191)

Mar 26 : enregistrement sur l'équilibre entre solidarité et responsabilité

Mar 28 : textes à analyser 1 et 2 ; discussion des systèmes de santé

Mar 31 : peer editing of reflection p199

Apr 02 : essai en classe

Apr 04 : Ch 12 : expressions de base et entree en matiere (201-6)

Apr 07 : textes à analyser et 1<sup>e</sup> personne (207-215)

Apr 09 : preparation des tracts et au debat pour une election (216)

Apr 11 : debat (216)

Apr 14 : Ch 13 : expressions de base et entree en matiere (219-225)

Apr 16 : texte à analyser (226-230) et parler de l'avenir

Apr 18 : congé

Apr 21 : peer editing of « activite de synthese » 233

Apr 23 : a rendre le synthese

**Apr 25: 10:30 am-12:30 pm, examen final (au labo?)**

## COURSE SYLLABUS | Fall 2012

**Course/CRN:** FREN 3210.42952  
**Course Title:** Advanced French Grammar I  
**Course Credit:** 3 hours  
**Course Schedule:** MWF 2:00 – 2:50 p.m. | Brock 403  
**Faculty:** Dr. Victoria Steinberg ([Victoria-Steinberg@utc.edu](mailto:Victoria-Steinberg@utc.edu))  
Office/Phone: 105 Brock Hall | 425.2309  
Office Hours: M, W 1-1:50; Tu 3-4; by appt.

**ADA STATEMENT:** If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and need special assistance or accommodation in this or any other class, contact the Disability Resource Center (DRC) at 425-4006 in 102 Frist Hall or online: <http://www.utc.edu/OSD/>

If you find that personal problems, career indecision, study/ time management difficulties, etc. are adversely affecting your successful progress at UTC, contact the Counseling & Career Planning Center at 425-4438 or <http://www.utc.edu/Administration/CounselingAndCareerPlanning/>

### Textes:

#### *Obligatoires:*

L'Essentiel de la grammaire française, 3<sup>e</sup> éd., L-F. Hoffman, Prentice Hall, 1995.

Travaux pratiques, 3<sup>e</sup> éd., L-F. Hoffman, Prentice Hall, 1995.

#### *Facultatif:*

Bescherelle, L'Art de conjuguer, Hatier, 1980.

### Description du catalogue: 3210 Advanced French Grammar I (3)

Special problems in syntax, illustrative reading, composition. On demand. Prerequisites: French 211, 212 or approval of department head. Corequisite: French 311 or 312. Cours pre- requisites : FREN 2120 ; co-requisites : FREN 3110 ou 3120

### Buts du cours:

Maitrise de la grammaire française à l'écrit surtout et parlée aussi ; compréhension des pourquoi des règles de grammaire (proscrites ou descriptives) dans le but de pouvoir généraliser sur d'autres cas et exemples. Capacité de rendre en français les expressions en anglais qui respectent or reconnaissent ces règles grammaticales.

### Organisation du cours:

Nous compléterons la moitié du texte (qui comprend en tout 14 chapitres), alors du 1<sup>er</sup> au 7<sup>ème</sup> chapitre. Nous étudierons chaque partie du chapitre et ferons les exercices dans le cahier, Travaux pratiques, puis nous jetterons un coup d'œil sur des exemples en français et ferons des traductions qui correspondront aux leçons. Il y aura une interrogation après chaque chapitre et deux examens pendant le semestre aussi bien qu'un examen final. Il y aura des rédactions pour améliorer la grammaire en contexte. Les rédactions ne doivent pas dépasser 500 mots ; le minimum est de 200 mots.

### La note finale :

<u>Travaux pratiques</u> :	10% (notes pour efforts après 3 « excuses »)
Interrogations :	25% (3.57% chacun)
Rédactions :	25% (3.57% chacune)
Examens :	20% (10% chacun)
Examen final :	20%

**Renseignements pratiques / règles de conduite:**

**Absences:** Vous avez droit à trois absences puisqu'il s'agit d'un cours de 3 crédits. Si vous dépassez cette limite, on vous enlèvera 10 points sur votre note finale (après tout calcul du moyen) pour chaque 3 cours auxquels vous manquez. Je compterai minutes d'absence où 45 minutes = une classe.

**Communication:** vous êtes obligés de consulter votre courriel, MocsNet, et UTC Online (Blackboard) régulièrement. On vous a donné une adresse courrielle qui correspond à votre prénom-  
nom@mocs.utc.edu.

**Rattrapage:** Pas de rattrapage pour les Travaux Pratiques puisqu'il s'agit autant de la discussion que du travail en soi. Si vous rendez une rédaction en retard, on vous enlèvera 5 points pour chaque 24 heures de retard. Vous n'aurez pas droit de reprendre un examen ou une interro, si vous n'avez rien arrange d'avance. Toute discussion de votre cas aura lieu hors de classe.

## Course Syllabus | FREN 3220 | Spring 2012

**Course:** FREN 3220.20111  
**Title:** Advanced French Grammar II  
**Class schedule:** MWF 10:00 a.m. – 10:50 a.m. | Brock 303  
**Credit:** 3 hrs.  
**Faculty:** Dr. Felicia Sturzer ([Felicia-Sturzer@utc.edu](mailto:Felicia-Sturzer@utc.edu))  
Office/Phone: Brock 208 | 425-4267  
Office Hours: MWF 11:00 a.m. – noon;  
T,R 2:00 – 3:00 p.m. & by appointment

**ADA Statement:** If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and feel you might need special assistance or a special accommodation in this class or any other class, call the Office for Students with Disabilities at (425-4006) in 102 Frist Hall or online: <http://www.utc.edu/OSD/>

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**Prerequisites:** French 2110, 2120 or department head approval.  
**Co-requisite:** French 3110 or 3120 or department head approval.

### Attendance Policy:

The Department of Foreign Languages & Literatures attendance policy allows one absence per credit hour earned in the class without penalty. Absences beyond that number will affect your final grade as follows, based on 100% for 3-credit hour courses:

Absences	4 – 6 = 3 points
	7 – 9 = 6 points
	10+ = 10 points (one letter grade)

### Plagiarism:

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

**Materials:** Ollivier, Jacqueline; Beaudoin, Martin. Grammaire Française, 4<sup>e</sup> éd. (Nelson Ed., 2008).  
DVD for Heinle's A l'écran (Heinle : Cengage Learning, 2012).

**Supplements:** videos, newspaper and magazine articles, internet

**Content:** This course is a continuation of French 3210. We will begin with chapter 19. Therefore, it is assumed that you have studied chapters 1 – 18 of your textbook. If you have not done so, I suggest you review the topics in the first part of the book as necessary. We will begin with a study of the subjunctive mode.

## COURSE SYLLABUS | PRINTEMPS 2013

**Course/CRN:** FREN 3230.20112  
**Course Title:** Introduction à la culture française  
**Course Credit:** 3 hours  
**COURSE MEETINGS:** LMV de 11h à 11h50 | Brock 206  
**Faculty :** Dr. Victoria Steinberg ([Victoria-Steinberg@utc.edu](mailto:Victoria-Steinberg@utc.edu))  
**bureau/phone:** 105 Brock | 425.2309  
l,m,v 1h or by appointment

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If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely affecting your successful progress at UTC, contact the Counseling & Career Planning Center at 425-4438 or <http://www.utc.edu/Administration/CounselingAndCareerPlanning/>

### Course description: (catalog version)

The fine arts, patterns of living, and total life-style of the French people approached through their language. Geographical and historical backgrounds included.

### Course objectives:

Students will be able to identify major figures, sites, monuments, and artifacts that the French readily identify as forming their heritage. They recognize why the French have included those figures in their cultural heritage.

Students will have a sense of the development of French culture over time: the major movements in the arts and the development of French as the national language, and the culture transformations that they reflect. Students can reflect cogently on how themes such as governance, environment, economics & cultural encounters play into a sense of what it means to be French.

Students will develop a vocabulary and means to discuss figures, sites, monuments, artifacts, movements and themes cogently.

### Book & materials:

Mathiex, Jean. Histoire de France. from the Outil Series, Paris: Hachette, 1996.  
Documents and websites available through UTC online.  
Movies available on VHS or DVD through the department or Lupton Library.

### Course activities and grade values:

Students will not be reminded of due dates beyond the syllabus and listings of assignments in UTC online. **Tardiness in turning in assignments will result in a 20% lowering of the grade on that item per 24 hours of tardiness.** Final grades will be lowered by 5 points per set of 3 absences; you are allowed 3 absences before subtraction will begin. Students have the right to revise 4 of the 8 journal entries if the initial entry was completed and turned in on time; all revisions must be identified as such as turned in by April 26. The instructor reserves the right to ask students to complete the grading rubric to explain how they have met the criteria. They may also be asked to complete a rubric for another student's work.



### Course activities and grade values:

Students will not be reminded of due dates beyond the syllabus and listings of assignments in UTC online. **Tardiness in turning in assignments will result in a 20% lowering of the grade on that item per 24 hours of tardiness.** Final grades will be lowered by 5 points per set of 3 absences; you are allowed 3 absences before subtraction will begin. Students have the right to revise 4 of the 8 journal entries if the initial entry was completed and turned in on time; all revisions must be identified as such as turned in by April 26. The instructor reserves the right to ask students to complete the grading rubric to explain how they have met the criteria. They may also be asked to complete a rubric for another student's work.

Students will read the simple history of each period and take a short comprehension quiz on that material by the end of each grading period; which chapters correspond to each grading period is outlined in the Assignment section of UTC online. The quizzes will be taken online through UTC online. The purpose of this simple history is to give students a sense of where artifacts fall in time.

Discussion in class each day will consist of answering questions about the figures, sites, monuments and artifacts discussed in the chapter(s). Students will each have a corresponding website for which they will be responsible. The purpose of class is to come to an understanding of how each item mentioned can be understood in its historical and cultural context. If basic understanding is achieved, a thematic discussion can be held to practice the analyses required by the journal entries and the "lectures supplémentaires." It is the instructor's hope that most discussion will be thematic, fitting parts into the whole, so to speak. If the student wants to cover a particular topic, then he or she should raise that question in class; we can start a speakers' list if this does not occur to the students' satisfaction. Each student will select a topic in the chapter to present and as time goes on to tie to other topics presented in class.

For the entries "themes et forces", students will present their websites and reflect upon how it addresses the four course themes if appropriate: governance & citizenship (allegiance, rights and responsibilities), natural world/natural resources (the environment and stewardship), cultural encounters, economic integration. To narrow the focus, they will also view that theme in terms of a particular force in the development of French culture: local versus global; the traffic of people, money or idea; inequality; dependence, interdependence and independence; assimilation, resistance and hybridization; participation versus isolation. These "themes and forces" papers will be graded according to the rubric posted in the documents section of UTC online and will be submitted through the "wiki" section **for other students to read and to study**. Websites are offered to broaden student knowledge and better enable analysis. It is incumbent upon the student to select material that is, at once, broad enough to cover the ground and narrow enough to not feel overwhelmed by the welter of material. The instructor will happily discuss selections, parameters and themes as students wish.

Exams will be based on "themes et forces." This grade includes the final.

### Grades:

Thèmes et forces entries :	30%	Class participation:	30%
Quizzes:	10%	Exams:	30%

**COURSE OUTLINE:** mots **soulignés** sont recommandés comme sujet de « thèmes et forces » ; other « thèmes et forces » topics can be based on accompanying websites or readings.

**Jan 12-24:** *Chapitres 1 & 2: Hommes sans nom aux gallo-romains; La Gaule indépendante à la Gaule romaine (et les Grecs):* **Tautavel, Pont d'Arc, Lascaux, Carnac; Vercingétorix, les tribus, les Grecs/Massilia, Gaule romaine (Pont du Gard, Lugdunum, Lutetia).**

*Dates importantes:* le 8 janvier est le dernier jour de laisser tomber le cours sans W ; le 28 janvier, les étudiants afficheront leur « thèmes et forces » et auront passé l'épreuve; c'est aussi le dernier jour de se retirer du cours avec un W.

**Jan 28-Feb 4:** *Chapitre 3: de la Gaule à la France:* Alamans, Vandales, **sainte Geneviève, Grégoire de Tours, L'Eglise, Clovis** ; Merovingiens aux Carolingiens: Pépin, **Charlemagne (Alcuin, Eginhard, manuscrits, écoles, missi dominici)**, Louis 1<sup>er</sup> (le Pieux), Charles Martel; Carolingiens aux Capétiens: Lothar, invasion des Sarrasins et des Normands, Hughes Capet.

*Date importante:* le 7 février, les étudiants afficheront leur « thèmes et forces » et auront passé l'épreuve et le premier examen.

**Feb 7-16:** *Chapitre 4 : La France féodale :* Chevaliers, tapisseries de Bayeux, guerres féodales, **roi sacre & Reims, l'essor bourgeois et la charte de franchise, Philippe Auguste, Blanche de Castille, Louis IX (Saint Louis),** guerre(s) de 100ans, **Jeanne d'Arc, la peste noire, Aliénor, l'héritage, les ordres religieux, la 1ere renaissance, l'art romain, l'art gothique** ; le quartier latin, la courtoisie, les villes fortifiées et chateauxforts, langue romanes, **chansons de geste** (trouvères et troubadours), **Villon, Charles d'Orléans, théâtre de miracles et mystères, chroniqueurs.**

*Date importante:* le 21 février, les étudiants afficheront leur « thèmes et forces » et auront passé l'épreuve.

**Feb 18-28:** *Chapitre 5 : La Renaissance, la Réforme, les Guerres de religion :* **imprimerie, l'Antiquité et les Humanistes,** guerres d'Italie, **Rabelais, grandes découvertes,** crise religieuse, **François 1<sup>er</sup>,** la réforme & **Jean Calvin & les Cathares,** Châteaux de la Renaissance, la **Pléiade.**

*Date importante:* le 4 mars, les étudiants afficheront leur « thèmes et forces » et auront passé l'épreuve.

**Mar 2-11 :** *Chapitre 6 : la monarchie absolue :* les Régences, la monarchie absolue, Versailles, Louis XIV, **provinces, grandeurs et malheurs coloniaux** (Cartier, Champlain), Colbert et le **mercantilisme**—le capitalisme, le Roi Soleil, le classicisme, la révolution scientifique, **Descartes, Pascal, l'Académie des sciences, l'Académie française, théâtre et les 3 unités,** Corneille, Racine, Molière, **La Fontaine,** Mme de **Sévigné,** Fénelon, **La Bruyère,** Bayle, **Mansart, Perrault, Le Vau, Le Nôtre,** Le Brun, Le Nain, **Poussin, Lulli.**

*Date importante:* le 14 mars : les étudiants afficheront leur « thèmes et forces » et auront passé l'épreuve et le deuxième examen.

**Mar 21-30:** *Chapitre 7 : L'ère des lumières : L'Encyclopédie, les philosophes, routes royales, l'absolutisme, 3 ordres/états.*

*Date importante:* le 4 avril, les étudiants afficheront leur « thèmes et forces » et auront passé l'épreuve.

**Apr 1-11 :** *Chapitre 8 : La Révolution et ses suites : abolition des privilèges, les droits de l'homme et du citoyen, la séparation des pouvoirs, le suffrage, la fin de la monarchie, la République, contre la France impériale.*

*Date importante:* 15 avril, les étudiants afficheront leur « thèmes et forces » et auront passé l'épreuve.

**Apr 13-25:** *Chapitre 9 : la mêlée des puissances, 1971-1945 : la guerre franco-allemande, la Commune de Paris, un régime parlementaire, Jules Ferry, l'affaire Dreyfus, loi de séparation de l'Eglise et de l'Etat, France comme puissance économique, population, progrès de la médecine, expansion coloniale, la grande guerre, l'illusion de la paix, années folles, crise économique, le Front Populaire, Vichy et Pétain. Les arts : peinture : paysagistes versus impressionnistes, fauves et cubistes ; la photographie; le cinéma; la musique: Faure, Franck, Debussy, Ravel, les Six, les ballets russes ; littérature : naturalisme, poésie symboliste, le surréalisme ; architecture : le fer et l'acier, les Expositions universelles.*

*Date importante:* 22 avril, vendredi saint; le 26 avril, les étudiants afficheront leur dernier « thèmes et forces » et auront passé l'épreuve et le dernier examen et le 29 avril, les étudiants passeront l'examen final de 11h à 13h dans la salle 204.

**Spring 2015**

**MCLL**

**FREN 3500.0.26393 3 credits French Literature and Culture: Francophone Studies**

**MWF 02:00 pm-02:50 pm**

**Instructor:** Dr. Victoria S. Steinberg

**Phone and Email:** (423) 425 2309 ; Victoria-Steinberg@utc.edu

**Office Hours and Location:** Brock 105; MWF 11am & 1 pm and by appt.

**Course Meeting Days, Time, and Location:** MWF 2-2:50 pm Brock 403

**Course Catalog Description:** The focus is on representative works from the French-speaking world with attention to cultural, political, and social background. Prerequisites: FREN 2120 with a minimum grade of C or placement, or department head approval.

**Course Student Learning Outcomes:** The course will focus on three Francophone countries: Martinique, Senegal and Algeria with a final segment on writers and circumstances in the metropole. Students will appreciate what it means to be a French speaker from beyond the metropole, including the legacy of why they are French speakers, and be able to articulate differing conceptions across time and across countries and explain those conceptions in their context. Students will reflect on their place as a French speaker in relation to these various conceptions and explain what being a French speaker means to them in this context. Students will have a more refined sense of the nexus of language and culture.

**Course Pre/Co Requisites:** FREN 2120 with a minimum grade of C or placement or department head approval.

**Course Materials/Resources:** Copies of the texts and films will be made available in class or through UTC Learn or through the Language Lab in Brock 101; there are no required purchases for this course. It is recommended that students purchase Vercollier, Vercollier et Bourlier. *Difficultés expliquées du français for English Speakers*, niveau avancé. CLE international. isbn 209-033701-X from an American distributor. This will serve as the textbook for FREN 3210 and as the reference for all grammatical corrections in this course. Excerpts taken from complete works will have author, title and isbn information posted in case students care to purchase them.

**Course Assessments and Requirements:** There will be 3 graded components: culture/language entries in the class Wiki; 4 written essays; 3 exams and a final; thoughtful class participation is expected and will be reflected in written work. All work will be completed in French. Below is their relative weight and description.

The University of Tennessee at Chattanooga

Wiki entries: 10 entries : 15%	Terms or people defined: pagne (Sénégal) est un...
Comptes rendus: 4: 40%	Interpretative essays place works in their context (Wiki)
Examens: 30%	Reflective short essays and identification
Final exam: 15%	Reflective essays

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

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

If you are ill or unable to attend class or complete an assignment, please contact me, the sooner the better. It would be best to take care of matters ahead of deadlines so as not to face the stiff late work policy.

**Policy for Late/Missing Work:** Late work will be docked at the rate of 10 points per 24 hours; due time is 2 pm, class time. Missing work will earn a zero.

**Course Calendar/Schedule:** The course calendar will be kept on UTC Learn; all assignments will be turned in through UTC Learn. Exam dates: Jan 30 on Martinique; Feb 25 on Senegal; Mar 30 on Algeria. April 27 1-3pm final exam.

**Accommodation Statement:** If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or special accommodations in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 102 Frist Hall.

**Counseling Center Statement:** If you find that personal problems, career indecision, student and time management difficulties, etc. are adversely impacting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438.

## COURSE SYLLABUS | Fall 2013

**Course:** FREN 4010.0.44673  
**Title:** les années 60  
**Schedule:** MWF 11-11:50 | Brock 301  
**Credit Hours:** 3 hours  
**Faculty:** Victoria Steinberg (email: [Victoria-Steinberg@utc.edu](mailto:Victoria-Steinberg@utc.edu))  
Office/Phone: 105 Brock/423-425-2309  
Office Hours: MWF noon

**ADA Statement:** If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and need special assistance or accommodation in this or any other class, contact the Disability Resource Center (DRC) in 102 Frist Hall at 425-4006 or <http://www.utc.edu/disabilityresourcecenter/>

If you find that personal problems, career indecision, study/time management difficulties, etc. are adversely affecting your successful progress at UTC, contact the Counseling & Career Planning Center at 425-4438 or <http://www.utc.edu/Administration/CounselingAndCareerPlanning/>

**Description:** A study of the 1960s in France, including the major political, social, intellectual and artistic moments and how they reflect the culture of the time.

**Outcomes:** to be completed in French in 30 pages of written text and one formal presentation

- write a research paper integrating primary and secondary sources into original analysis
- present the background, ideas, impact and influence of a major French intellectual
- describe, interpret, and analyze: 3 films, 3 texts and 3 events

### Grade:

Quality of product: expression, clarity (elaboration, examples, illustrations), accuracy (quality & verification of information), precision (specificity, details, exactness), relevance (how things relate; connections are clear), depth (complexity; outlining difficult issues; most significant aspects identified as such), breadth (other perspectives/views are presented/explored) and clear articulation of significance. First and last items are worth 20%; 10% for each of the others.

### Weekly outline of course:

du 19 au 23 août: film: Edgar Morin et Jean Rouché. Chronique d'un été (1960). Lecture: Préface du syndrome Vichy.

du 26 au 30 août: film: Resnais et Duras. Hiroshima mon amour (1959). Lecture: 1er chapitre du syndrome Vichy. Video: des émeutes contre les Arabes à Paris/Charbonne metro station.

du 2 au 6 septembre: congé du 2 et du 5; fête de travail et rosh hashanah. film: La Bataille d'Algers. Lecture: Ch 2 de Wolin, France during the 60's.

du 9 au 13 septembre: film: Godard. Le petit soldat (1963). Fanon, "les damnés de la terre" et la préface de Jean-Paul Sartre. Vidéo: apology to Algeria.

du 16 au 20 septembre: film: Varda. Cleo de 5 à 7 (1962). Lecture: Wolin. Ch. 6. de Beauvoir. Les belles images ou Roland Barthes. Mythologies. article Laouyan.

du 23 au 27 septembre: film: Bouninon. Sundays and Cybele (1962). Lecture : Alain Robbe-Grillet. Les gommes ou Les Voyeurs.

du 30 septembre au 4 octobre; mi-semestre. Film: Franju. Judex (1963). Lecture: Wolin. Ch. 3. Lecture : Ponge, certains poèmes.

du 7 au 11 octobre: Film: Jacques Demy. Les parapluies de Cherbourg (1964). Lecture : Debord. Société du spectacle. Perec. Les choses : une histoire des années soixante.

du 14 au 18 octobre: Film: Godard. Pierrot le fou ou une femme est une femme (1965). Lecture: Wolin. Ch. 4. Todorov ou Jakobson.

du 21 au 25 octobre; congé 21 et 22; dernier jour de se retirer avec W le 20. Lecture : Ivian. Formulaire d'un nouveau urbanisme.

du 28 octobre au 1er novembre: Film: Gerard Oury. La grande vadrouille (1966). Lecture sur la crise du logement et la politique.

du 4 au 8 novembre; le 8 est le dernier jour des incomplets du printemps ou de l'été. Film: Jean-Luc Godard. 2 ou 3 choses que je sais d'elle (1967). Lecture: Wolin. Ch. 5.

du 11 au 15 novembre: Film. Claude Berri. Nous deux (1967). Lecture : Bourdieu et Passeron et Ricœur Faire l'université. Vidéos sur mai '68.

du 18 au 22 novembre: Film: Melville. Army of Shadows (1969). Lecture: Wolin. Ch. 7. encore vidéos?

du 25 au 29; congé 27 au 29. Film: Godard. Weekend.(1967). Vidéos sur mai '68.

le 2 décembre: dernier jour de classe; le 3: jour de lecture.

Le 10: notes à rendre avant midi.

## COURSE SYLLABUS | Fall 2013

**Course:** LAT 1010.41517  
**Title:** Elementary Latin I  
**Credit:** 3 hours  
**Schedule:** MWF 10:00 – 10:50 a.m. | Brock 402  
**Faculty:** Stephen Beck ([Stephen-Beck@utc.edu](mailto:Stephen-Beck@utc.edu))  
Office/Phone: 208 Brock Hall | 423.425.4114  
Office Hours: by appointment

**ADA STATEMENT:** If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think you may need special assistance or accommodation in this or any other class, contact the Disability Resource Center (DRC) at 425-4006 in 102 Frist Hall or [www.utc.edu/DisabilityResourceCenter/](http://www.utc.edu/DisabilityResourceCenter/)

If you find that personal problems, career indecision, study/time management difficulties, etc. are adversely affecting your successful progress, contact the Counseling & Career Planning Center at 425-4438 or [www.utc.edu/Administration/CounselingAndCareerPlanning/](http://www.utc.edu/Administration/CounselingAndCareerPlanning/)

### REQUIRED BOOKS:

*Cambridge Latin Course Unit 1 (North American 4<sup>th</sup> ed.)*  
Robert J. Henle, *Latin Grammar* (Loyola 1945)  
*Cassell's Concise Latin-English, English-Latin dictionary*

**COURSE DESCRIPTION:** This course is an introduction to Latin focusing on the reading, grammar, and vocabulary of elementary Latin. Students will learn to read basic sentences, compose sentences in Latin, pronounce classical Latin correctly, memorize vocabulary, and understand the grammar and syntax of Latin prose. The main course text also provides an introduction to many aspects of ancient Roman life, which the instructor will supplement as appropriate. No prior study of Latin is assumed for the course, which counts toward the fulfillment of the language requirement and serves as a preparation for more advanced courses. The ultimate goal of this track is the ability to read and enjoy the original texts of the great Roman writers, from Cicero and Virgil to Tacitus and Augustine. UTC offers a major and a minor in Latin.

This semester we will cover Unit 1 of the *Cambridge Latin Course* along with the corresponding grammar encountered in the reading. **Homework** will be assigned for each class meeting and **will not be counted for credit if handed in late**. Assignments will be listed on the class Blackboard site. There will be a number of short quizzes (which may be either announced or unannounced), two larger mid-term exams, and a final examination.

**COURSE OBJECTIVES:** Students who successfully complete this course should have attained a basic knowledge of Latin grammar, acquired a working vocabulary of several hundred words, and learned how to read simple Latin prose.

**ATTENDANCE POLICY:** Attendance is expected and crucial to the progress of the students, and therefore **any absence after the third** brings with it a **loss of percentage points to the semester grade** according to the following formula adopted by the Dept. of Modern and Classical Languages & Literatures:

Course Meets 3x/weekly	% Penalty to Final Grade
3 or fewer absences	none
4 - 6 absences	3 points
7 - 9 absences	6 points
10 or more absences	10 points



Therefore you are advised to reserve your absences for unavoidable conflicts that may arise in your schedule due to extra-curricular commitments, illness, family emergency, and the like.

**GRADING:** *(This formula, like all elements of this syllabus, is subject to adjustment at the discretion of the instructor.)*

Attendance/Homework/ Class Participation:	35%
Quizzes:	15%
First Midterm:	15%
Second Midterm:	15%
Final Examination:	20%

**HONOR CODE:** Students are subject to the University's Honor Code at all times and any suspected violation of that code will be brought before the school's Honor Court. **This includes sharing homework assignments with other students.**

**ELEMENTARY LATIN II**  
**Spring 2015**  
**MCLL, LAT 1020-0, 20861, 3 hours**

**Instructor:** Kristen Fulton  
Office /Phone: 103A Brock Hall | 423.425.4263  
Office Hours: Friday, 10:00 a.m. - 11:00 a.m. and 1:00 p.m. - 1:50 p.m., or by appointment

**Class schedule/location:** MWF 9:00-9:50; Hunter 304

**Course Description:** Elements of the language. Reading of Latin prose. This course will follow the *Disce! An Introductory Latin Course's* volume 2 in order to instruct students in beginning Latin grammar and reading concepts. We will complete all 15 chapters in volume 2.

**Course Outcomes:** To attain knowledge of and comfort with basic Latin through the comprehension and application of all the grammatical concepts presented in *Disce! An Introductory Latin Course's* volume 2. To read basic Latin prose confidently. To prepare students for more advanced levels of Latin study.

**Evaluation/Assessment:**

*Quizzes:* 15% of final grade. There will be quizzes throughout the semester which will cover vocabulary and grammar as well as reading ability.

*Homework:* 10% of final grade. These assignments may consist of translations from the book or they may make use of the electronic sources in MyLatinLab. They may also be other sorts of work as the instructor sees fit.

*Tests:* 40% of final grade. There will be two tests given throughout the semester. Each of these tests will be 20% of the final grade.

*Final Exam:* 35% of final grade.

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

**Attendance Policy and Makeup Policy:** Any student who misses more than 2 weeks of class (6 unexcused absences) will have a maximum grade of B. Any student who misses more than 4 weeks of class (12 unexcused absences) will have a maximum grade of C. There will be no makeup for any of these assignments except in extenuating circumstances. Please see the instructor as quickly as possible if such circumstances do arise.

**Required Text:** *Disce! An Introductory Latin Course*, vol. 2, with access code - ISBN: 978-1-269-76245-8

**Communication:** To enhance student services, the University uses your UTC email address for all communications. Please check your UTC email on a regular basis. If you have problems accessing your UTC e-mail account, contact the Call Center (423) 425 - 4000. Also, watch for announcements on our UTC Learn page.

**ADA Statement:** If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and need special assistance or a special accommodation in this or any other class, contact the Disability Resource Center (DRC) in 102 Frist Hall at 425-4006 or online:

<http://www.utc.edu/disability-resource-center/>

**Counseling Center Statement:** If personal problems, career indecision, study/time management difficulties, etc. are adversely affecting your successful progress at UTC, contact the Counseling and Career Planning Center at 425-4438 or <http://www.utc.edu/counseling-personal-development-center/index.php>

**Course Dates:**

Last day to drop a class before a W is recorded: **Sunday, January 18, 2015**

Mid-term grade notifications: **Monday, February 16 - Friday, February 20**

Final Exam: **Wednesday, Apr. 22: 8:00 a.m. - 10:00 a.m.**

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

**Schedule:**

Week	Day	Homework Due	Day's Activity
Week 1	Jan. 5	-----	Syllabus / Introduction
	Jan. 7	N/A	Review
	Jan. 9	N/A	Finish review; begin chapter 15
Week 2	Jan. 12		Chapter 15
	Jan. 14	See online assignment; class assignment	Chapter 16
	Jan. 16		Finish Chapter 16
Week 3	Jan. 19 Martin Luther King Day	No Class	No Class
	Jan. 21		Chapters 15 & 16 Quiz; begin chapter 17
	Jan. 23	See online assignment; class assignment	Chapter 17
Week 4	Jan. 26		Finish Chapter 17; begin Chapter 18
	Jan. 28	See online assignment; class assignment	Chapter 18
	Jan. 30		Chapter 17 & 18 Quiz; finish Chapter 18
Week 5	Feb. 2		Chapter 19
	Feb. 4	See online assignment; class assignment	Chapter 19
	Feb. 6		<b>Test #1 (Chapters 15 - 19)</b>
Week 6	Feb. 9		Chapter 20
	Feb. 11	See online assignment; class assignment	Chapter 20
	Feb. 13		Chapter 21
Week 7	Feb. 16		Chapter 21
	Feb. 18	See online assignment; class assignment	Chapter 22
	Feb. 20		Chapter 20, 21 & 22 Quiz; begin Chapter 22
Week 8	Feb. 23		Chapter 22
	Feb. 25	See online assignment; class assignment	Chapter 22
	Feb. 27		Chapter 23
Week 9	Mar. 2		Chapter 23
	Mar. 4	See online assignment; class assignment	Chapter 24
	Mar. 6		Chapter 24

Week 10	Mar. 9 Spring Break	No Class	
	Mar. 11 Spring Break	No Class	
	Mar. 13 Spring Break	No Class	
Week 11	Mar. 16		<b>Test #2 (Chapters 15 - 24)</b>
	Mar. 18		Chapter 25
	Mar. 20		Chapter 25
Week 12	Mar. 23		Chapter 26
	Mar. 25	See online assignment; class assignment	Chapter 26
	Mar. 27		Chapter 25 & 26 Quiz; finish Chapter 26
Week 13	Mar. 30		Chapter 27
	Apr. 1	See online assignment; class assignment	Chapter 27
	Apr. 3 Spring Holiday	No Class	No Class
Week 14	Apr. 6		Chapter 28
	Apr. 8	See online assignment; class assignment	Chapter 28
	Apr. 10		
Week 15	Apr. 13		Chapter 29
	Apr. 15	See online assignment; class assignment	Chapter 29
	Apr. 17		Finish up/ Review
Week 16	Apr. 20 Last day of classes		Finish up/ Review
<b>Wednesday</b>	<b>April 22</b>	<b>FINAL EXAM</b>	<b>8:00 - 10:00 a.m.</b>

## COURSE SYLLABUS | Fall 2013

**COURSE/CRN:** LAT 2010.41519  
**COURSE TITLE:** Intermediate Latin I  
**COURSE MEETING:** MWF 1:00-1:50 p.m. | Brock 202  
**COURSE CREDIT:** 3 hrs  
**FACULTY:** Dr. Joshua Davies ([Joshua-Davies@utc.edu](mailto:Joshua-Davies@utc.edu))  
Office/Phone: Brock Hall 208E | 423-425-4267  
Office Hours: 3:30– 4:30 p.m. Mondays and Thursdays or by appointment

**ADA STATEMENT:** If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and need special assistance or accommodation in this or any other class, contact the Disability Resource Center (DRC) at 425-4006 in 102 Frist Hall or online: <http://www.utc.edu/OSD/>

If you find that personal problems, career indecision, study/time management difficulties, etc. are adversely affecting your successful progress, contact the Counseling & Career Planning Center at 425-4438 or <http://www.utc.edu/Administration/CounselingAndCareerPlanning/>

**Required Books:** *Cambridge Latin Course Unit 3 (North American Fourth Edition)*  
Henle, Robert J., *Latin Grammar*  
*Cassell's Latin Dictionary* or suitable substitute

Students will complete their study of the basic structure of Latin grammar, building on what was learned in LAT 1010 & LAT 1020. After an initial review of the noun declensions and the conjugations of the verbs in the indicative mood, the main work of the semester will be to master the subjunctive verb forms and to get a handle on the most important syntactical structures. The course counts toward the fulfillment of the language requirement and serves as a preparation for more advanced courses. Those who wish to continue after this semester will be in a position to enjoy substantial excerpts of original Roman texts in the following semester and large quantities of ancient literature—history, epic poetry, love songs, etc.—thereafter. UTC offers both a major and a minor in Latin; and Latin courses also count towards the Classics minor.

A good portion of *Cambridge Latin Course Unit 3* will be covered along with selected sections of Henle's grammar to be studied and memorized. I will occasionally supply other texts from classical authors as well. There will be 6-9 brief quizzes (which may be either **announced or unannounced** and **which cannot be made up**, though you may drop your lowest), two larger midterm exams, and a final exam.

Attendance is expected, and the Department has the following attendance policy: You are allowed one absence per credit hour earned in the class without penalty. Absences beyond that number will affect your final grade as follows, based on 100%:

Absences	4 – 6 =	3 points
	7 – 9 =	6 points
	10+ =	10 points (one letter grade)

The grading breakdown of course components runs as follows:

Attendance and Participation: 25%	First Midterm: 15%
Homework: 15%	Second Midterm: 15%
Quizzes: 10%	Final Examination: 20%

The Plagiarism policy of the department is as follows: **The use of another person's thoughts or words and representing them as your own, and giving or receiving unauthorized help on tests, assignments,**

**or papers constitute plagiarism.** This includes but is not limited to the use of **quotations or ideas from books, articles, and websites** without appropriate credit. **Students who plagiarize will receive an “F” in the course** and may be reported to the **UTC Honor Court** for further disciplinary action. The **Honor Code** in the **UTC Student Handbook** states that plagiarism is an offense that **can result in dismissal** from the University.

Students in need of special accommodations must present to me, during the first week of classes, a letter from the relevant university office. I will be more than happy to make the necessary arrangements for them.

**COURSE SYLLABUS**  
**LAT 2020.22797 | Spring 2015**  
**MCLL**

**INSTRUCTOR:** Dr. Joshua Davies  
**PHONE AND EMAIL:** 423-425-4267, Joshua-Davies@utc.edu  
**OFFICE HOURS AND LOCATION:** 10-11:30am Thursdays and Fridays or by appointment  
**COURSE MEETINGS, DAYS, TIME, AND LOCATION:** MWF 1:00-1:50 p.m. | Brock 202  
**COURSE CREDIT:** 3 hrs

**COURSE DESCRIPTION:** Selected readings from Latin authors. Prerequisite: LAT 2010 with a minimum grade of C or placement or department head approval.

**COURSE LEARNING OUTCOMES:** After successful completion of this course students will be familiar with even the most complex elements of Latin grammar and will be able to read shorter authentic original texts with the aid of a dictionary. In addition, they will have a familiarity with various elements of Roman and European culture, as transmitted through Latin texts, from the Classical period to the Renaissance.

**COURSE PREREQUISITES:** LAT 2010 with a minimum grade of C or placement or department head approval.

**MATERIALS AND RESOURCES:** *Cambridge Latin Course Unit 3 (North American Fourth Edition)*  
Henle, Robert J., *Latin Grammar*  
*Cassell's Latin Dictionary* or suitable substitute  
\*All other materials provided by instructor

**COURSE ASSESSMENT AND REQUIREMENTS:**

**Weighted components of final semester grade:**

Attendance/Participation (includes group project)	10%
Quizzes	10%
Homework	15%
First Midterm Exam	20%
Second Midterm Exam	20%
Final Exam	25%



**GRADING SCALE:** Letter grades for the course will be assigned on the following scale: 90% and above = A; 80-89% = B; 70-79% = C; 60-69% = D.

**MODERN AND CLASSICAL LANGUAGES AND LITERATURES ATTENDANCE POLICY :** No student who has more than 2 weeks of unexcused absences can receive a grade higher than a B for the course. No student who has more than 4 weeks of unexcused absences can receive a grade higher than a C for the course.

**LATE ASSIGNMENT SUBMISSION/MAKE-UP POLICY:** Exams can be made up only with a suitably documented excuse for the absence. Quizzes cannot be made up, but individual quizzes will be dropped from a student's average if there are suitably documented excused absences on quiz day. Homework will not be accepted late.

**COURSE CALENDAR/SCHEDULE:** First Midterm: First Midterm: Friday, Feb. 6<sup>th</sup>; Second Midterm: Wednesday, March 18<sup>th</sup>; Final exam: Friday, April 24<sup>th</sup> 10:30am – 12:30pm; Brock 202

**COMMUNICATION:** To enhance student services, the University uses your UTC email address for all communications. Please check your UTC email on a regular basis. If you have problems with accessing your UTC email account, contact the IT Help Desk at 423.425.4000. The best way to communicate with me is by email (I almost always answer within 24 hours during the week, 48 hours on weekends) or else by catching me after class.

**ACCOMMODATION STATEMENT:** If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and need special assistance or accommodation in this or any other class, contact the Disability Resource Center (DRC) at 425-4006 in 102 Frist Hall or online: <http://www.utc.edu/OSD/> If personal problems, career indecision, study/time management difficulties, etc. are adversely affecting your successful progress at UTC, contact the Counseling & Career Planning Center at 425-4438 or <http://www.utc.edu/Administration/CounselingAndCareerPlanning/>

Students in need of special accommodations must present to me, during the first week of classes, a letter from the relevant university office. I will be happy to make the necessary arrangements for them.

**COUNSELING CENTER STATEMENT:** If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely impacting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438.

**UNIVERSITY HONOR CODE:** You must adhere to the University Honor System found in the Student Handbook/Directory, which states:

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

**LATIN PROSE**  
**Spring 2015**  
**MCLL, LAT 3500, 26367, 3 hours**

**Instructor:** Kristen Fulton  
Office /Phone: 103A Brock Hall | 423.425.4263  
Office Hours: Friday, 10:00 a.m. - 11:00 a.m. and 1:00 p.m. - 1:50 p.m.,  
or by appointment

**Class schedule/location:** MWF 2:00 - 2:50 p.m.; Brock 205

**Course Description:** Sallust, Caesar, Tacitus, Seneca, Cicero, and Petronius considered in different semesters.

We will read some of the *De Vita Caesarum*, or the *Lives of the Caesars*, by Suetonius in Latin while simultaneously reading his works in English. We will read supplementary articles in order to enhance understanding of the historical context of the poem.

**Course Outcomes:** To become familiar with Suetonius' Latin. To understand the place of the *Lives of the Caesars* in literary history.

**Evaluation/Assessment:**

*Translation and discussion:* 15% of total grade. You must be prepared to translate Latin and to discuss articles on the appropriate days. Lack of participation in these activities reasonably often will count against your final grade.

*Term Paper:* 25% of total grade. We will discuss this paper throughout the semester. It should be 7-10 pages on a topic discussed in class.

*Tests:* 60% of total grade. There will be 2 tests during the semester as well as the final exam. Each test will be 15% of your final grade. The final will be 30% of your final grade. These tests cannot be made up except under the most extenuating of circumstances. You should discuss such circumstances with the instructor as they arise.

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

**Attendance Policy and Makeup Policy:** Any student who misses more than 2 weeks of class (6 unexcused absences) will have a maximum grade of B. Any student who misses more than 4 weeks of class (12 unexcused absences) will have a maximum grade of C. There will be no makeup for any of these assignments except in extenuating circumstances. Please see the instructor as quickly as possible if such circumstances do arise.

**Required Text:** Suetonius, *Life of Caligula*, edited with introduction and commentary by High Lindsay. Published by Bristol Classical Press. ISBN: 1-85399-375-1.

*The Twelve Caesars*, Penguin Classics. ISBN-10: 0140455167.

The book located here: [http://www.amazon.com/Suetonius-Twelve-Caesars-English-Guides-ebook/dp/B00ESMD9KO/ref=sr\\_1\\_8?s=digital-text&ie=UTF8&qid=1417724939&sr=1-8&keywords=suetonius](http://www.amazon.com/Suetonius-Twelve-Caesars-English-Guides-ebook/dp/B00ESMD9KO/ref=sr_1_8?s=digital-text&ie=UTF8&qid=1417724939&sr=1-8&keywords=suetonius)

**Communication:** To enhance student services, the University uses your UTC email address for all communications. Please check your UTC email on a regular basis. If you have problems accessing your UTC e-mail account, contact the Call Center (423) 425 - 4000. Also, watch for announcements on our UTC Learn page.

**ADA Statement:** If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and need special assistance or a special accommodation in this or any other class, contact the Disability Resource Center (DRC) in 102 Frist Hall at 425-4006 or online: <http://www.utc.edu/disability-resource-center/>

**Counseling Center Statement:** If personal problems, career indecision, study/time management difficulties, etc. are adversely affecting your successful progress at UTC, contact the Counseling and Career Planning Center at 425-4438 or <http://www.utc.edu/counseling-personal-development-center/index.php>

**Course Dates:**

Last day to drop a class before a W is recorded: **Sunday, January 18, 2015**  
Mid-term grade notifications: **Monday, February 16 - Friday, February 20**  
Final Exam: **Monday, Apr. 27: 1:00 p.m. - 3:00 p.m.**

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

Schedule:

Week	Day	Homework Due
Week 1	Jan. 5	-----
	Jan. 7	Sect. I and II
	Jan. 9	Sect. III and IV
Week 2	Jan. 12	Sect. V and VI
	Jan. 14	Sect. VII and VIII
	Jan. 16	Read <i>Divus Julius</i> and sect. IX
Week 3	Jan. 19 Martin Luther King Day	No Class
	Jan. 21	Sect. X and XI
	Jan. 23	Read <i>Divus Augustus</i> and sect. XII
Week 4	Jan. 26	Sect. XIII and XIV
	Jan. 28	Sect. XV and XVI
	Jan. 30	Read <i>Tiberius</i> and sect. XVII
Week 5	Feb. 2	Sect. XVIII and XIX
	Feb. 4	Read <i>Gaius Caligula</i> and sect. XX
	Feb. 6	<b>Test #1 (sect. I - XX or 1-20)</b>
Week 6	Feb. 9	Sect. XXI and XXII
	Feb. 11	Sect. XXIII and XXIV
	Feb. 13	Read <i>Divus Claudius</i> and sect. XXV
Week 7	Feb. 16	Sect. XXVII and XXVI
	Feb. 18	Sect. XXVIII and XXIX
	Feb. 20	Read <i>Nero</i> and sect. XXX
Week 8	Feb. 23	Sect. XXXI and XXXII
	Feb. 25	Sect. XXXIII and XXXIV
	Feb. 27	Read <i>Galba</i> and sect. XXXV
Week 9	Mar. 2	Sect. XXXVI and XXXVII
	Mar. 4	Sect. XXXVIII and XXXIX
	Mar. 6	<b>Test #2 (sect. XXI - XXXIX or 21 - 39)</b>
Week 10	Mar. 9 Spring Break	No Class
	Mar. 11 Spring Break	No Class
	Mar. 13 Spring Break	No Class
Week 11	Mar. 16	Sect. XL and XLI
	Mar. 18	Sect. XLIV and XLII

	Mar. 20	Read <i>Otho</i> and sect. XLIII
Week 12	Mar. 23	Sect. XLV and XLVI
	Mar. 25	Sect. XLVII and XLVIII
	Mar. 27	Read <i>Vitellius</i> and XLIX
Week 13	Mar. 30	Sect. L and LI
	Apr. 1	Read <i>Divus Vespasian</i> and sect. LII
	Apr. 3 Spring Holiday	No Class
Week 14	Apr. 6	Sect. LIII and LIV
	Apr. 8	Sect. LV and LVI
	Apr. 10	Read <i>Divus Titus</i>
Week 15	Apr. 13	Sect. LVII and LVIII
	Apr. 15	Sect. LIX and LX
	Apr. 17	Read <i>Domitian</i>
Week 16	Apr. 20 Last day of classes	Review / Finish up
<b>Monday</b>	<b>Apr. 27 1:00 - 3:00 p.m.</b>	<b>FINAL EXAM</b>

## Course Syllabus | LAT 3500 | Spring 2012

**COURSE:** LAT 3500.23382  
**TITLE:** Latin Prose: Seneca's Moral Epistles  
**CREDIT:** 3 hours  
**MEETING:** Fridays, 2:00 – 4:15 p.m. | Brock 301  
**FACULTY:** Dr. Joshua Davies ([Joshua-Davies@utc.edu](mailto:Joshua-Davies@utc.edu))  
Office/Phone: Brock 208C | 423.425.4257  
Office Hours: by appointment

**ADA STATEMENT:** If you are a student with a disability (i.e., physical, learning, psychiatric, etc.) and feel you might need assistance or special accommodation in this or any other class, please contact the Office for Students with Disabilities in 102 Frist Hall at 425-4006. If you find that personal problems, career indecision, study/time management difficulties, etc. are adversely affecting your successful progress at UTC, contact the Counseling & Career Planning Center at 425-4438 or <http://www.utc.edu/Administration/CounselingAndCareerPlanning/>

**Required Books:** Motto, Lydia Anna, *Seneca: Moral Epistles. Selected and Edited with Introduction, Notes, and Vocabulary*. Davie, John, *Seneca: Dialogues and Essays*.

Students will spend the semester immersed in original texts of the Roman philosopher, Lucius Annaeus Seneca. In the process, they will enhance their grasp of the finer points of Latin, including the rhetorical techniques of expression and persuasion, and become stronger readers of the language. At the same time, they will give attention to Seneca's system of thought, to the historical and cultural importance of his works. This third-year course presupposes at least two years of prior study in the Latin language and a very good grounding in grammar.

Additionally, some English readings will be assigned for the sake of background, and simpler Latin texts (often not by Seneca) will be sight-read in class for the sake of exercise. A portion of Latin will be assigned for each class, and students are expected to prepare this in advance. There will be translation exams at midterm and at the end of the term. Finally, students will write an essay of 7-10 pages, in which they will analyze chosen texts and themes in order to demonstrate their comprehension of Seneca's ideas and style.

The attendance policy is as follows: two classes can be missed without penalty, but **every unexcused absence after the second that will lead to 4 percentage points being deducted from the overall semester grade.**

Attendance, Preparation, Participation:	20%
Midterm:	30%
Final Examination:	30%
Essay:	20%

## COURSE SYLLABUS | Fall 2012

**COURSE/CRN:** LAT 3510.44185  
**COURSE TITLE:** Latin Poetry  
**COURSE MEETING:** F 2:00 – 4:15 p.m. | Brock 401  
**COURSE CREDIT:** 3 hrs  
**FACULTY:** Dr. Joshua Davies ([Joshua-Davies@utc.edu](mailto:Joshua-Davies@utc.edu))  
Office/Phone: Brock Hall 208C | 423.425.4257  
Office Hours: 9 – 10 a.m. or by appointment

**ADA STATEMENT:** If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think you may need special assistance or accommodation in this or any other class, contact the Disability Resource Center (DRC) at 425-4006 in 102 Frist Hall or online: <http://www.utc.edu/OSD/>

If you find that personal problems, career indecision, study/time management difficulties, etc. are adversely affecting your successful progress, contact the Counseling & Career Planning Center at 425-4438 or <http://www.utc.edu/Administration/CounselingAndCareerPlanning/>

### Required Books:

J.A. Harrison, *Horace in his Odes* [ISBN 9780906515570].  
John Davie, *Horace: Satires and Epistles* [ISBN 9780199563289]

Students will spend the semester immersed in the original text of the Roman poet Horace, concentrating on his *Odes*. In addition, they will read his *Satires* and *Epistles* in English as a way of getting a more comprehensive view of the author. Along the way they will enhance their grasp of the finer points of Latin, including rhetorical and poetic form; and they will become stronger readers of the language. This third-year course presupposes at least two years of prior study in the Latin language and a very good grounding in grammar.

Students will also study and discuss the genre of lyric in its ancient settings as well as in the subsequent European tradition. These readings and reflections, along with some research in the modern scholarship, will lead to a final essay of 8-10 pages.

A portion of Latin will be assigned for each class, and students are expected to prepare this in advance. The period will be divided between linguistic work (translation, analysis of style, etc.) and discussion of the themes and ideas. Students earn the participation portion of their grade through readiness, contribution to discussion, and occasional brief presentations. If the professor notices any student texting or engaged with his or her gadgets during the class period, that student will lose all participation points for the day and be asked to leave.

There will be translation exams at mid-term and at the end of the term.

Attendance will be taken seriously in accordance with following policy: one class can be missed without penalty, but **every unexcused absence after the first will lead to 7 percentage points being deducted from the overall semester grade.**

Free discussion of the material is welcome and encouraged, and all are permitted to share their thoughts and interpretations openly. Classroom discussion should be intellectually mature, civil, and respectful.

Attendance, Preparation, Participation: 20%  
Midterm: 30%  
Final Examination: 30%  
Essay: 20%

## COURSE SYLLABUS | Fall 2015

### MCLL

Course: **SPAN 1010- 01 CRN – 26534**  
Title: Elementary Spanish II  
Schedule: 8:00 – 8:50 MWF Brock 206  
8:00 – 8:50 Thursday Brock 205 – This is just another class day. Please attend regularly  
Credit: 4 credit hours  
Faculty: **Profesora Hilary Browder – Hilary-Browder@utc.edu**  
Brock 103 423-425-4263  
Office Hours:  
M and F 10-10:50; Thursday between classes 8:50-9:25; 10:15-10:50 or by  
appointment

**COURSE DESCRIPTION:** Continuation of 1010. Spring semester. Prerequisite: SPAN 1010 with a minimum grade of C or placement or department head approval.

**COURSE OBJECTIVES/LEARNING OUTCOMES:** In SPAN 1020, students will master elementary listening, reading, speaking, and writing skills in Spanish, including the morphological and syntax (grammar) and phonological (pronunciation) systems. In addition, students will learn basic elements of Hispanic culture.

*Spanish program outcomes by ACTFL Level: Spanish program outcomes by ACTFL Level:* SPAN 1020 students will achieve ACTFL scores of novice-high in listening, reading, speaking and writing.

**CONTINUATION COURSE:** Following SPAN 1020, Spanish majors and minors who have a 2<sup>nd</sup> year requirement should take SPAN 2110 & SPAN 2120 (Intermediate Spanish for Conversation). If you are not a Spanish major/minor, take SPAN 2130 and 2140 (Intermediate Spanish for Reading). You should complete your requirement as soon as possible.

#### REQUIRED TEXTS AND MATERIALS:

*Con Brío*, 3<sup>rd</sup> ed. (María Concepción Lucas Murillo and Laila M. Dawson, Wiley, 2010)  
Wiley Plus Online Workbook and Laboratory Manual  
A Spanish-English and English-Spanish dictionary  
UTC Learn (Blackboard)

#### Optional Text:

*English Grammar for Students of Spanish: The Study Guide for Those Learning Spanish* (Emily Spinelli)

#### EVALUATION/ASSESSMENT:

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

**Grade Distribution:** Tests (4): **40%**  
Assignments/Quizzes/Compositions/Participation: **25%**  
Oral Exams: **10%**  
Final Exam: **25%**

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



If you miss an exam you are subject to have to change it on reading day at the end of the semester. If you plan to miss an exam please let me know ahead of time and it will be even better if you try to take the exam early.

**COMMUNICATION:** To enhance student services, the University uses your UTC email address for all communications. Please check your UTC email on a regular basis. If you have problems with accessing your UTC email account, contact the IT Help Desk at 423.425.4000.

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If personal problems, career indecision, study/time management difficulties, etc. are adversely affecting your successful progress at UTC, contact the Counseling and Career Planning Center at 425-4438 or <http://www.utc.edu/Administration/CounselingAndCareerPlanning/>

**Placement Exam:** If you have had 3 years or more of high school Spanish you must take the placement exam. If you have had 1-2 years, you may choose to take the placement exam to test out of 1 or more semesters of your Spanish requirement. This should be done as soon as possible during the first week of class so that you can change to another class if appropriate. Exams are administered in the language lab, which is located in 101 Brock. No appointment is necessary, but you need to plan for 1½ hours.

### COURSE REQUIREMENTS

**Participation:** This is a participation-based course – both inside and outside of class. While in class, it is you are required to actively participate in class discussions. Outside of class, prepare yourself by studying vocabulary and grammar points in your textbook. It should further be noted that Elementary Spanish is a rigorous course that demands two hours of study time for every hour of class time.

**Use of Electronic Devices:** The use of personal pagers, cell phones, and other electronic communication entertainment devices (e.g. CD players, tape recorders, video recorders, any item with photographic capability, etc) IS PROHIBITED IN THIS CLASS. They SHOULD BE TURNED OFF and put away prior to entering this class. Except in emergencies, or other specific requests or circumstances of necessity, those using such devices must leave the classroom for the remainder of the class period.

Finally, do not be discouraged if you make one or many mistakes – mistakes are part of being human and part of the learning process. Learning a new language takes a lot of patience, work, effort, practice and courage. Just try to relax and have fun as you learn.

**UTC Learn:** Check E-Learn daily for announcements, assignments, handouts, etc. Also check your email every day. I like to contact students via emails.

**Online Workbook and Laboratory Manual:** (To register, see instructions flyer on E-Learn) You are required to complete the selected online exercises for each chapter covered in the course. Wiley Plus exercises should be submitted by the class day before the corresponding chapter, by midnight, except for CH 1 and 7. You will earn full credit for a question only if you answer it correctly within the specified number of attempts and/or without utilizing any available Question Assistance. You have three attempts and after the third one you will be able to see the right answer. You will get partial credit (50%) for accent grading. Attempts after due date will be marked late, and your score will be reduced by 50%.

**Quizzes:** Announced and unannounced (pop) quizzes will be periodically given. You may not make up quizzes without the instructor's permission.

**Compositions:** During the session, you will be required to write three (3) 100+ words composition in Spanish. They must be typed, double-spaced in 12 pt. font and spell checked before being turned in. Details about the specific topics will be posted on UTC-Learn.

**Tests:** Tests will include listening and reading comprehension components, a grammar section, an open-ended short answer section, and a short writing assignment. Tests may not be made up without the instructor's permission, which will usually only be given for documented excuses.

**Oral Assessment:** 10% of your grade will be based on your ability to express yourself in speaking at the end of the course. Speaking is a skill that is not memorized or "crammed" at the last minute and requires constant practice throughout the semester. So use your time wisely when working in groups.

This exam has two parts:

1. a memorized skit with two classmates (4%)
2. two recordings for fluency (6%)

Further, information will be provided during the first or second week of classes. This information is already posted on Blackboard.

**Final Exam:** The final exam is cumulative in nature. It might be slightly longer than unit exams and will have a similar format.

**Withdrawal:** The last day to drop a class before a W (withdrawal) is recorded is January 18 (Sunday). The last day to withdraw from any class with a W is March 8 (Sunday).

**University Honor Code:** You must adhere to the University Honor System found in the Student Handbook/Directory, which states:

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

**Plagiarism:** The use of another person's thoughts or words and representing them as your own, and giving or receiving unauthorized help on tests, assignments, or papers constitute plagiarism. This includes but is not limited to the use of quotations or ideas from books, articles, and web sites without appropriate credit.

Students who plagiarize will receive an "F" in the course and may be reported to the UTC Honor Court for further disciplinary action. The Honor Code in the UTC Student Handbook states that plagiarism is an offense that can result in dismissal from the University.

NOTE: No one may help you with an assignment and you may not use online translators.

**Course Plan** (subject to change)

Week	<i>Monday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
5 de enero	Introduction to course/ <i>Bienvenidos!</i>	Chapter 1	Chapter 1	Chapter 1
12 de enero	Chapter 1	Chapter 1	Review Chapter 1: Chapter 2 <b>Composition 1</b>	Chapter 2
19 de enero	<b>Holiday</b>	Chapter 2	Chapter 2	Chapter 2
26 de enero	Chapter 2	Chapter 2 Review	<b>Exam Chapter 1-2</b>	Chapter 3
2 de febrero	Chapter 3	Chapter 3	Chapter 3	Chapter 3
9 de febrero	Review Chapter 3 Chapter 4 <b>Composition 2</b>	Chapter 4	Chapter 4	Chapter 4
16 de febrero	Chapter 4	Chapter 4	Chapter 4	Chapter 4
23 de febrero	Chapter 4 review	<b>Exam Chapter 3-4</b>	Chapter 5	Chapter 5
2 de marzo	Chapter 5	Chapter 5	Chapter 5	Chapter 5 <b>Composition 3</b>
9 de marzo	<b>Spring Break</b>	<b>Spring Break</b>	<b>Spring Break</b>	<b>Spring Break</b>
16 de marzo	Chapter 5	Chapter 5 review/ Chapter 6	Chapter 6	Chapter 6
23 de marzo	Chapter 6	Chapter 6	Chapter 6	Chapter 6 review
30 de marzo	Chapter 6 review	<b>Chapter 5-6 exam</b>	Chapter 7	<b>Spring Holiday</b>
6 de abril	Chapter 7	Chapter 7	Chapter 7	Chapter 7
13 de abril	Oral exams	Chapter 7	Chapter 7	Final Exam Review
20 de abril	Final Exam Review			

ELEMENTARY SPANISH II

Spring 2015

Department of Modern and Classical Languages and Literature

**Course:** 22155 - SPAN 1020 – 03  
**Schedule:** MWF: 8:00-8:50, Brock Hall 403 | R: 8:00-8:50, Brock Hall 202  
**Credit:** 4 credit hours  
**Faculty:** Dra. Carmen J. Jiménez ([carmen-jimenez@utc.edu](mailto:carmen-jimenez@utc.edu))  
103 Brock Hall | 423. 425.4273  
Office Hours: MWF: 1:00-1:50, and by appointment

**Accommodation Statement:** If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and need special assistance or accommodation in this or any other class, contact the Disability Resource Center (DRC) at 425-4006 or in 102 Frist Hall.

**Counseling Center Statement:** If personal problems, career indecision, study/time management difficulties, etc. are adversely affecting your successful progress at UTC, contact the Counseling and Career Planning Center at 425-4438 or <http://www.utc.edu/Administration/CounselingAndCareerPlanning/>

**COURSE DESCRIPTION:** Continuation of 1010. Spring semester. Prerequisite: SPAN 1010 with a minimum grade of C or placement or department head approval.

**COURSE OBJECTIVES/LEARNING OUTCOMES:** In SPAN 1020, students will master elementary listening, reading, speaking, and writing skills in Spanish, including the morphological and syntax (grammar) and phonological (pronunciation) systems. In addition, students will learn basic elements of Hispanic culture.

*Spanish program outcomes by ACTFL Level: Spanish program outcomes by ACTFL Level:* SPAN 1020 students will achieve ACTFL scores of novice-high in listening, reading, speaking and writing.

**CONTINUATION COURSE:** Following SPAN 1020, Spanish majors and minors who have a 2<sup>nd</sup> year requirement should take SPAN 2110 & SPAN 2120 (Intermediate Spanish for Conversation). If you are not a Spanish major/minor, take SPAN 2130 and 2140 (Intermediate Spanish for Reading). You should complete your requirement as soon as possible.

**REQUIRED TEXTS AND MATERIALS:**

*Con Brío*, 3<sup>rd</sup> ed. (María Concepción Lucas Murillo and Laila M. Dawson, Wiley, 2010)  
Wiley Plus Online Workbook and Laboratory Manual  
A Spanish-English and English-Spanish dictionary  
UTC Learn (Blackboard)

**Optional Text:**

*English Grammar for Students of Spanish: The Study Guide for Those Learning Spanish* (Emily Spinelli)

**EVALUATION/ASSESSMENT:**

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

**Grade Distribution:** Tests (4): **40%**  
Assignments/Quizzes/Compositions/Participation: **25%**  
Oral Exams: **10%**  
Final Exam: **25%**

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

**COMMUNICATION:** To enhance student services, the University uses your UTC email address for all communications. Please check your UTC email on a regular basis. If you have problems with accessing your UTC email account, contact the IT Help Desk at 423.425.4000.

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### **COURSE REQUIREMENTS**

**Participation:** This is a participation-based course – both inside and outside of class. While in class, you are required to actively participate in class discussions. Outside of class, prepare yourself by studying vocabulary and grammar points in your textbook. It should further be noted that Elementary Spanish is a rigorous course that demands two hours of study time for every hour of class time.

You will receive three (3) grades for class participation during the semester. However, because I want your input, you will have to submit a self-evaluation on the assigned dates (see schedule). The self –evaluation criteria and the self-evaluation forms are below, on page 7. You will use this form to recommend a grade to me, based on your actual performance. You will have to go to UTC Learn, fill out the form, and submit it on UTC Learn.

**Use of Electronic Devices:** The use of personal pagers, cell phones, and other electronic communication entertainment devices (e.g. CD players, tape recorders, video recorders, any item with photographic capability, etc.) IS PROHIBITED IN THIS CLASS. They SHOULD BE TURNED OFF and put away prior to entering this class. Except in emergencies, or other specific requests or circumstances of necessity, those using such devices must leave the classroom for the remainder of the class period.

Finally, do not be discouraged if you make one or many mistakes – mistakes are part of being human and part of the learning process. Learning a new language takes a lot of patience, work, effort, practice and courage. Just try to relax and have fun as you learn.

**UTC-Learn:** Check E-Learn daily for announcements, assignments, handouts, etc. Also check your email every day. I like to contact students via emails.

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**Quizzes:** Announced and unannounced (pop) quizzes will be periodically given. You may not make up quizzes without the instructor's permission.

**Compositions:** During the session, you will be required to write three (3) 100+ words composition in Spanish. They must be typed, double-spaced in 12 pt. font and spell checked before being turned in. Details about the specific topics will be posted on UTC-Learn.

These compositions will be submitting as attachments using UTC-Learn, on the assigned dates. I will review them in terms of style and grammar. I will, then return them to you, and you will make the corrections and submit them again (**the first composition and the revised version**).

You may not allow anyone to help you with your essay and you may not use an on-line translator. See page 5 for rubric.

Your grade will be an average of the first (50%) and the second (50%) version corrected by the instructor.

**Tests:** Tests will include listening and reading comprehension components, a grammar section, an open-ended short answer section, and a short writing assignment. Tests may not be made up without the instructor's permission, which will usually only be given for documented excuses.

**Oral Assessment:** 10% of your grade will be based on your ability to express yourself in speaking at the end of the course. Speaking is a skill that is not memorized or "crammed" at the last minute and requires constant practice throughout the semester. So use your time wisely when working in groups.

This exam has two parts:

1. a memorized skit with two classmates (4%)
2. Two recordings for fluency (6%)

Further, information will be provided during the first or second week of classes. This information is already posted on UTC Learn.

**Final Exam:** The final exam is cumulative in nature. It might be slightly longer than unit exams and will have a similar format.

**Withdrawal:** The last day to drop a class before a W (withdrawal) is recorded is January 18 (Sunday). The last day to withdraw from any class with a W is March 8 (Sunday).

**University Honor Code:** You must adhere to the University Honor System found in the Student Handbook/Directory, which states:

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

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

NOTE: No one may help you with an assignment and you may not use online translators.

**Course Plan 9:00**

(Subject to change)

**Course Plan**

(Subject to change)

Week	<i>Monday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
5 de enero	Introduction to course/review  <b><i>¡Bienvenidos!</i></b>	Review: el pretérito	Chapter 8  pages 257-261  Vocabulary Quiz (292)	Chapter 8  pages 262-264
12 de enero	Chapter 8  pages 265-269	Chapter 8  pages 270-271	Chapter 8  pages 272-273	Chapter 8  pages 274-277
19 de enero	<b>Holiday</b>	Chapter 8  pages 278-280	Chapter 8  pages 281-282	Chapter 8  pages 283-285
26 de enero	Chapter 8  pages 286-292  <b>WileyPlus Chapter 8 is due</b>	<b>Exam Chapter 8</b>	Chapter 9  pages 293-297  <b>Vocabulary Quiz (328)</b>	Chapter 9  pages 298-300
2 de febrero	Chapter 9  pages 301-303	Chapter 9  pages 304-306	Chapter 9  pages 307-311	Chapter 9  pages 312-316
9 de febrero	Chapter 9  pages 317-319  <b>1<sup>st</sup> Self-Evaluation</b>	Chapter 9  pages 320-321	Chapter 9  pages 322-325 <b>Composición 1.1</b>	Chapter 9  pages 327-328  <b>WileyPlus Chapter 9 is due by Sunday</b>
16 de febrero	<b>Exam Chapter 9</b>	Chapter 10  pages 329-333	Chapter 10  pages 334-337	Chapter 10  pages 338-341

		<b>Vocabulary Quiz (366)</b>		
23 de febrero	Chapter 10 pages 342-345 <b>Composición 1.2</b>	Chapter 10 pages 346-349	Chapter 10 pages 350-355	Chapter 10 pages 356-359
2 de marzo	Chapter 10 pages 360-363 <b>Composición 2.1</b>	Chapter 10 pages 365-366 <b>WileyPlus Chapter 10 is due by Wednesday</b>	<b>Exam Chapter 10</b>	Take students to the lab for online exercises.
9 de marzo	<b>Spring Break</b>	<b>Spring Break</b>	<b>Spring Break</b>	<b>Spring Break</b>
16 de marzo	Chapter 11 pages 367-371 <b>Vocabulary Quiz (398)</b>	Chapter 11 pages 372-373	Chapter 11 pages 374-377	Chapter 11 pages 378-381
23 de marzo	Chapter 11 pages 382-385 <b>2<sup>nd</sup> Self- Evaluation</b>	Chapter 11 pages 386-389 <b>Composition 2.2</b>	Chapter 11 pages 390-393	Chapter 11 pages 394-395
30 de marzo	Chapter 11 pages 397-398 <b>WileyPlus Chapter 11</b>	<b>Exam Chapter 11</b>	Chapter 12 pages 399-403 <b>Vocabulary Quiz (432)</b>	<b>Spring Holiday</b>
6 de abril	Chapter 12 pages 404-406 <b>Composition 3.1</b>	Chapter 12 pages 407-411	Chapter 12 pages 412-414	Chapter 12 pages 415-417
13 de abril	Chapter 12 418-421	Chapter 12 pages 422-424	Chapter 12 pages 425-429	Chapter 12 pages 431-432 <b>3<sup>rd</sup> Self-</b>



				<b>Evaluation</b>
20 de abril	Final Exam Review <b>Composition 3.2</b>			

### General Rubric for Grading Compositions

Writing Rubric				
	Excellent 5 points	Good 4 points	Average 3 points	Poor 2 points
<b>Content and organization</b>	Content is well organized. Topic is discussed thoroughly.	Presentation is generally logical. Most information on topic included.	Presentation is somewhat illogical and confusing in places. Information on topic is lacking.	Poorly organized. Incomplete coverage of the topic.
<b>Comprehensibility</b>	Reader can always understand what the writer is trying to communicate. Correct use of Spanish vocabulary and idioms.	Reader can understand most of what the writer is trying to communicate. Mostly correct use of Spanish vocabulary and idioms.	Reader can understand a lot of what writer is trying to communicate. Some incorrect use of Spanish vocabulary. Direct translation of English idioms, etc.	Incomprehensible throughout.
<b>Morphological and semantic accuracy</b>	Writer uses correct grammar, word order, spelling, and punctuation most of the time (less than 6 times)	Writer usually uses correct grammar, word order, spelling, and punctuation. Writer makes few mistakes (less than 9)	Writer makes some mistakes (less than 12) with grammar, word order, spelling, and punctuation.	Writer consistently makes errors with grammar, word order, spelling, and punctuation.
<b>Response to prompt/task</b>	Writers fulfills the requirements of the assignment and has put care and effort into the process	Writer fulfills all of the requirements of the assignment.	Writer fulfills many of the requirements of the assignment.	Assignment is incomplete or does not fully respond to the task or prompt.

- heading on the left side (2 point)
- date in Spanish included (1 point) Ex: 15 de febrero de 2015
- all the text is double spaced (1 point)
- word count included (1 point)
- an appropriate title and/ or format included (2 point)
- accent and diacritical marks written in with pen or pencil (-2 points)

27 points

## Class Participation Self-Evaluation

Mi nombre es \_\_\_\_\_ La fecha de hoy es \_\_\_\_\_

Criteria	Excellent 4	Good 3	Average 2	Poor 1	Self-evaluation	Instructor's evaluation
<b>Attendance/Promptness</b>	I have been always prompt, have attended to all the classes, and stayed the full length of the class.	I have been late to class at least <b>once every week</b> and regularly attends classes	I have been late to class <b>more than once every week</b> , and /or have missed class one time.	I have been late to class <b>more than once</b> and/or have missed class more than once during the evaluation period.		
<b>Level of Engagement In Class</b>	I proactively contributed to class by offering ideas, participating in the small group activities, and asking/answering questions <b>more than twice</b> per class.	I proactively contributed to class by offering ideas, participating in the small group activities, and asking/answering questions at least <b>once</b> per class.	I <b>rarely</b> contributed voluntarily to class by offering ideas and asking/answering questions. It was hard for me to participate in the small group activities.	I <b>never</b> voluntarily contributed to class by offering ideas and asking/answering questions. It was hard for me to participate in the small group activities.		
<b>Listening Skills</b>	I listened all the time when others talked, both in small groups and in class as a whole. I <b>incorporated or built on</b> the ideas of others.	I listened <b>most of the time</b> when others talked, both in small groups and in class as a whole.	I did <b>not</b> listen <b>occasionally</b> when others talk, neither in groups nor in class.	I <b>usually</b> did not listen when other talked neither in groups nor in class as a whole. I <b>often</b> interrupted when others were speaking.		
<b>Behavior</b>	I <b>never</b> displayed disruptive behavior during class, like texting. If I used an electronic device, it was only to access the electronic textbook.	I <b>rarely</b> displayed disruptive behavior during class, like texting.	I <b>occasionally</b> displayed disruptive behavior during class, like texting.	I <b>many times</b> displayed disruptive behavior during class, like texting.		
					/16	/16

Comments:

Extra credit:

To get five points as extra credit, students will have to watch this movie: *Persépolis* and answer five (5) of the following questions in English. This will have to be submitted through UTC Learn by April 17, 2015.

- \* If you could ask anyone in the film a single question, who would you ask and what would you ask them?
- \* Describe anything in this film that surprised you. How about something that “spoke truth” to you?
- \* What insights did this film offer you? What did you learn about its topic and/or about yourself?
- \* What, if anything, did you find surprising in this film?
- \* If a friend asked you what this film was about, what would you say?
- \* Where does the action in the film take place?
- \* Describe a moment or scene in the film that you found particularly disturbing or moving
- \* What was it about that scene that was especially compelling for you?
- \* Why do you think they film is most of the time in black and white? Why is the film only in color during a short time?
- \* What does this film have to do with studying abroad?

You can watch it here: <https://www.youtube.com/watch?v=yuvKy6-uomU>

*By staying in the class, you agree to the terms of agreement below.*

### ***Terms of Agreement***

I, the undersigned, attest to having read the Syllabus for Spanish 1020.03 and Spanish 1020.04, and I understand both the policies of the course, as laid out in the Syllabus, and my responsibilities. I am entitled and encouraged to ask questions and seek clarifications about the Syllabus at any time during the semester. However, such questions and clarifications are my responsibility, and my ignorance of either policy or schedule will not be accepted as an excuse for not adhering to either.

## COURSE SYLLABUS | FALL 2013

**Course:** SPAN 2110.41546.43312  
**Title:** Intermediate Spanish for Conversation I  
**Schedule:** Section 1 (41546): MWF 9:00-9:50 p.m. | Brock 402  
Section 2 (43312): MWF 10:00-10:50 a.m. | Brock 202  
**Credit:** 3 credit hours  
**Faculty:** Dr. José Luis Gastañaga ([jose-luis-gastanaga@utc.edu](mailto:jose-luis-gastanaga@utc.edu))  
Office/Phone: 208A Brock Hall | 423.425.4259  
Office Hours: MWF 11:00-12:00 or by appointment

**ADA STATEMENT:** If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and need special assistance or accommodation in this or any other class, contact the Disability Resource Center in 102 Frist at 425-4006 or: <http://www.utc.edu/OSD/>

If personal problems, career indecision, study/time management difficulties, etc. are adversely affecting your successful progress, contact the Counseling & Career Planning Center at 425-4438 or <http://www.utc.edu/Administration/CounselingAndCareerPlanning/>

**\*NOTE:** *SPAN 2110-2120 is designed for Spanish majors and minors. If you are not a Spanish major or minor, please drop this course and take SPAN 2130-2140. The continuation course after this class is SPAN 2120. \**

### Required Texts and Materials for SPAN 2110:

*Imagina: Español sin barreras* 2nd edition (Blanco / Tocaimaza-Hatch)  
ISBN13: 978-1-60576-087-2  
VHL Supersite for *Imagina*  
A Spanish-English and English-Spanish Dictionary  
UTC On-line (Blackboard)

### Course Description and Objectives:

Intensive oral practice in Spanish with emphasis on acquiring conversational skills. In the first semester of Intermediate Spanish for Conversation, students will master intermediate listening, reading, speaking, and writing skills in Spanish. In addition, students will gain greater familiarity with Hispanic culture.

### Grade Distribution:

Tests	25%
Assignments, Quizzes, etc.	15%
Compositions	15%
Oral Exam	10%
Final Exam	20%
Class Participation	15%

### Grading Scale:

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

## COURSE REQUIREMENTS

**Participation:** This is a participation-based course, both inside and outside of class. In class, you are required to actively participate in class discussions and regularly attend class. Outside of class, prepare yourself by studying vocabulary and grammar points in your textbook. It should further be noted that Intermediate Spanish is a rigorous course that demands two hours of study time for every hour of class time.

**Attendance Policy:** The department attendance policy allows one absence per credit hour earned in the class without penalty. Absences beyond that number for three credit hour classes will affect your final grade as follows, based on 100%:

Absences	4 – 6 = 3 points
	7 – 9 = 6 points
	10+ = 10 points (one letter grade)

**UTC Online:** Please check Blackboard daily for announcements, assignments, handouts, etc.

**Oral Exams:** You will be given 3 oral exams, which are equally weighted.

**VHL Supersite Online:** You are required to complete the assigned online exercises for each chapter covered in the course. It is your responsibility to complete the assignments **before** midnight EST. *All late assignments will be marked off 10% each day late.* Enrollment instructions can be found at the following: <http://imagina2e.vhlcentral.com/instructions.php?cid=124385&sid=152573>.

**Quizzes:** Announced and unannounced (pop) quizzes will be periodically given. You may not make up quizzes.

**Tests:** Tests will include listening and reading comprehension components, a grammar section, and a short writing assignment. Tests may not be made up without the instructor's permission, which will only be given for documented excuses.

**Compositions:** You are required to write 3 compositions of  $\frac{3}{4}$  -  $1\frac{1}{2}$  pages on topics assigned by the professor.

**Final Exam:** The final exam is cumulative and will be slightly longer than unit exams and have a similar format. The date and time for the final exam is posted below. You can attend either exam, but you must make one of these two sessions unless you have a scheduling conflict. If you have a conflict, you should notify me at least a week in advance.

**Final Exam Date/Time:**

Section 1	MWF 09:00 am	Wednesday, December 4: 8-10am
Section 2	MWF 10:00 am	Friday, December 6: 8-10am

**Late Work:** All late work, including exams, will be dropped a letter grade, unless you have the prior permission of the instructor or a legal or medical excuse. Quizzes cannot be made up. If you have an excuse, the quiz will not count against you.

**Withdrawal:** The last day to withdraw from classes with a W is **Sunday, October 20, 2013**.

**University Honor Code:** You are expected to adhere to the University Honor System found in th

## COURSE SYLLABUS | Spring 2014

**Course:** SPAN 2120-0.22163, SPAN 2120-1.22164  
**Title:** Intermediate Spanish for Conversation II  
**Schedule:** Section 0: MWF 11:00-11:50 am | Brock 202  
Section 1: MWF 10:00-10:50 am | Brock 406  
**Credit:** 3 credit hours  
**Faculty:** Dr. Jose-Luis Gastañaga ([Jose-Luis-Gastanaga@utc.edu](mailto:Jose-Luis-Gastanaga@utc.edu))  
Office/Phone: 208A Brock Hall | 423.425.4259  
Office Hours: MWF 12:00 – 1:30 p.m. or by appointment

**ADA Statement:** If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and need special assistance or accommodation in this or any other class, contact the Disability Resource Center at 425-4006 in 102 Frist or:

<http://www.utc.edu/DisabilityResourceCenter/>

If personal problems, career indecision, study/time management difficulties, etc. are adversely affecting your successful progress at UTC, contact the Counseling & Career Planning Center at 425-4438 or <http://www.utc.edu/Administration/CounselingAndCareerPlanning/>

**\*NOTE:** *SPAN 2110-2120 is for Spanish majors and minors. If you are not a Spanish major or minor, please drop this course and take SPAN 2130-2140. The continuation course after this class is SPAN 2120.\**

### Required Texts and Materials for SPAN 2120:

*Fuentes: Conversación y gramática* 4<sup>th</sup> ed. (Rusch/Domínguez/Caycedo Garner)

ISBN10: 1-4390-8290-1, ISBN13: 978-1-4390-8290-4

*Fuentes: Lectura y redacción* 4<sup>th</sup> ed (Tuten/Caycedo Garner/Esterrich)

ISBN10: 0-495-89864-3, ISBN13: 978-0-495-89864-1

QUIA for *Conversación y gramática*

A Spanish-English and English-Spanish dictionary

UTC Online (Blackboard)

### Course Description and Objectives:

In the first semester of Intermediate Spanish for Conversation, students will master intermediate listening, reading, speaking, and writing skills in Spanish with an emphasis on speaking and writing. In addition, students will gain greater familiarity with Hispanic culture.

### Grade Distribution:

Tests	40%
Assignments, Quizzes, Participation, etc.	20%
Compositions	10%
Oral Exam	10%
Final Exam	20%

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

## COURSE REQUIREMENTS

**Participation:** This is a participation-based course, both inside and outside of class. In class, you are required to actively participate in class discussions and regularly attend class. Outside of class, prepare yourself by studying vocabulary and grammar points in your textbook. It should further be noted that Intermediate Spanish is a rigorous course that demands two hours of study time for every hour of class time.

**Attendance Policy:** The department attendance policy allows one absence per credit hour earned in the class without penalty. Absences beyond that number will affect your final grade with points deducted based on the number of absences per three credit-hour course:

Absences:     4 – 6 = 3 points  
                  7 – 9 = 6 points  
                  10+ = 10 points (one letter grade)

**UTC Online:** Please check Blackboard daily for announcements, assignments, handouts, etc.

**Online Workbook and Laboratory Manual:** You are required to complete the online exercises for each chapter covered in the course.

**Quizzes:** Announced and unannounced (pop) quizzes will be periodically given. You may not make up quizzes.

**Tests:** Tests will include listening and reading comprehension components, a grammar section, and a short writing assignment. Tests may not be made up without the instructor's permission, which will only be given for documented excuses.

**Compositions:** You will write 3 compositions of 3/4 - 1½ pages on topics to be assigned.

**Final Exam:** The final exam is cumulative in nature. It will be slightly longer than unit exams and have a similar format. You can attend the exam time that suits your schedule, but you must make one of these sessions unless you have a scheduling conflict. If you have a conflict, notify me at least a week before the end of the semester.

**Late Work:** All late work, including exams, will be dropped a letter grade, unless you have the prior permission of the instructor or a legal or medical excuse.

**Withdrawal:** The last day to withdraw from classes with a W is: **Sunday, March 09, 2014.**

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

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



## **Composition Topics**

- Analyze one aspect of a Hispanic film (the characters, time, the plot, theme(s), etc.)
- Compare and contrast one or more aspect of 2 films (characters, time, plot, space, etc.)
- Write an argumentative or persuasive essay about a Spanish Film, on one of the topics below or see the professor for permission to write on another topic:
  - *El laberinto del fauno*: Is Captain Vidal an ethical person?
  - *La niña de tus ojos*: Is this a serious criticism of Nazi Germany or just a funny movie?
  - *Ay Carmela*: Did Carmela do the right thing? Should you openly oppose an authoritarian regime like Carmela did or should you be quiet and manipulate facts like Paulino?

**Presentation Topics** (Presentations 1-2 minutes. You cannot read a paper; you can have 1 note card with 5 words.)

- Self-Introduction (you, your family, what you are studying, your interests, etc.)
- Hispanic Culture (one aspect of Hispanic Culture that interests you – one aspect of Spanish art, literature, music, popular customs, etc., e.g. Picasso, Diego Rivera, Puerto Rican rap, or Sor Juan Inés de la Cruz's poetry, etc.)
- Your future plans (your major, what you plan to do after graduation, where you want to live, work, etc.)

## COURSE SYLLABUS | FALL 2013

**Course:** SPAN 3110.1.41553  
**Title:** Spanish Composition & Conversation I  
**Schedule:** TR 10:50 a.m.-12:05 p.m. | Brock 206  
**Credit:** 3 credit hours  
**Faculty:** Dr. Lynn Purkey ([lynn-purkey@utc.edu](mailto:lynn-purkey@utc.edu))  
Office/Phone: 208B Brock Hall | 423.425.4147  
Office Hours: Tues 3:00-4:00, Fri. 10:00-12:00 or by appointment

**ADA STATEMENT:** If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and need special assistance or accommodation in this or any other class, contact the Disability Resource Center at 425-4006 in 102 Frist or: <http://www.utc.edu/OSD/>

If you find that personal problems, career indecision, study/time management difficulties, etc. are adversely affecting your successful progress, contact the Counseling & Career Planning Center at 425-4438 or <http://www.utc.edu/Administration/CounselingAndCareerPlanning/>

**Prerequisites:** SPAN 2120 with a grade of C or better and oral proficiency with a rating of Novice-High or above or placement; ENGL 1010 or 1020 with a grade of C or better.

**Description:** Movies, selections from Spanish literature, topics of current interest, and articles from Spanish newspapers and magazines may be used as a basis for discussions and compositions.

**Objective:** Students will master basic written and oral communication skills in Spanish across a broad spectrum from informal speech to formal compositions. In addition, students will master intermediate and advanced listening skills.

### Required Texts and Materials for SPAN 3110:

*Cinema for Spanish Conversation* 3rd edition (Gill / Smalley / Haro)  
ISBN13: 978-1-58510-374-4  
A Spanish-English and English-Spanish Dictionary  
UTC Online (Blackboard)

### Optional text:

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

### Grade Distribution:

Compositions	30%
Final Composition	15%
Oral Exam	15%
Final Exam	20%
Participation/Assignments and Quizzes	20%

### Grading Scale:

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

## COURSE REQUIREMENTS

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

**Attendance Policy:** The department attendance policy allows one absence per credit hour earned in the class without penalty. Absences beyond that number will affect your final grade as follows, based on 100%. For three credit hour classes the following will be deducted based upon the number of absences:

Absences	4 – 6 = 3 points
	7 – 9 = 6 points
	10+ = 10 points (one letter grade)

**Quizzes:** Students may have announced and unannounced quizzes.

**UTC Online:** Please check **Blackboard** daily for announcements, assignments, handouts, etc.

**Compositions:** You are required to write three short compositions of 1½ - 2 pages and one final composition of 3-4 pages on topics assigned by the professor. Except for the final composition, papers may be rewritten one time to improve the grade. You are being graded on your ability to write in Spanish, as well as on your ability to write an essay. **Therefore, no one may proofread or help you with any part of your compositions.**

**Portfolio:** You will turn your graded compositions and drafts in a stapled or bound portfolio at the end of the semester (it should contain two versions of the three short compositions and one of the final composition). You will receive a grade for this that will be averaged in with your composition grades.

**Oral Exam:** There is an oral exam at the end of the course. Your grade is based on your overall level of spoken Spanish. The best way to improve this grade is to actively participate in class, to do all the assignments, and to speak Spanish as much as you can.

**Final Exam: Dec. 5, 2:00-4:00 p.m.**

**Withdrawal:** The last day to withdraw from classes with a **W** is **Sunday, October 20, 2013.**

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

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

**SPANISH 3120 – SYLLABUS  
MCLL**

**SPRING 2015**

**SPAN 3120 Spanish Composition & Conversation II**

**Section 3120-0 - 26370 TR 5:00pm-6:15pm – 401 Brock Hall**

**Section 3120-01 - 22169 TR 10:50am-12:05pm – 206 Brock Hall**

**3 Credit Hours**

**Professor: Dr. José-Luis Gastañaga**

**Email: [jose-luis-gastanaga@utc.edu](mailto:jose-luis-gastanaga@utc.edu)**

**Office: 208D Brock Hall**

**Office Hours: TR 10:00am-11:00am, and by appointment**

**ADA STATEMENT:** If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or go by the office, 102 Frist Hall.

If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely affecting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438 or

<http://www.utc.edu/Administration/CounselingAndCareerPlanning/>

**Placement Exam:** If you are a native/heritage speaker or have had 3 years or more of high school Spanish you must take the placement exam. If you have had 1-2 years, you may choose to take the placement exam to test out of 1 or more semesters of your Spanish requirement. This should be done as soon as possible during the first week of class so that you can change to another class if appropriate. Exams are administered in the Language Lab (101 Brock Hall). No appointment is necessary, but you need to plan for 1½ hours.

**Required Texts and Materials for Spanish 3120:**

*El Cuento Hispánico, 8th ed* – Edward J. Mullen and John F. Garganigo (McGraw Hill, 2012)

A Spanish-English Bilingual Dictionary

UTC On-line (Blackboard)

**Course Description:** This class revolves around students speaking and writing in Spanish about short stories presented as a graded anthology. Selections are to be read before class in order to enrich our class conversations. Students are encouraged to think critically about the short stories as well as to take reading notes to be used in class discussion. Historical, literary and cultural topics will be constantly present in our classes, and all of them are expected to appear in compositions and regular class participation.

**Objectives:** Students will master advanced written and oral communication skills in Spanish across a broad spectrum from informal speech to formal compositions. In addition, students will improve their reading and listening skills in Spanish through the close reading of short stories and class discussion.

**Grade Distribution:**

Participation, Assignments, etc.	20%
Oral Presentation	10%
3 brief compositions	30%
1 long composition	20%
Final exam	20%

**Grading Scale:**

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

**Course Requirements:**

**Participation:** This is a participation-based course, and requires your active involvement in class discussions, regular attendance in class, and preparation prior to class. A portion of your grade will be based on the quality and frequency of your participation as well as your attendance.

You should prepare for class by completing the readings, as well as studying the vocabulary in your textbook **before** coming to class. Also, **bring your textbook to class every day.**

**MCLL Attendance Policy:** No student who has more than 2 weeks of unexcused absences can receive a grade higher than a B for the course. No student who has more than 4 weeks of unexcused absences can receive a grade higher than a C for the course.

**Tardy:** Any tardy that exceeds 10 minutes will count as an absence; three tardies of less than 10 minutes will be counted as one absence.

**UTC On-line:** Please check Blackboard daily for announcements, assignments, handouts, etc.

**Presentations:** Students will give presentations based on assigned topics. Presentations should be 7-10 minutes long. You can use PowerPoint, Prezi, and other audiovisual resources. However, please do not read directly from your notes or from the PowerPoint. It is imperative that you attempt to capture the audience's attention in some way – and creativity is encouraged!

**Final Exam:** There will be one in-class final exam. It will cover the stories of three authors that will be determined later in the semester. The exam may not be made up without the instructor's permission, which will only be given for documented excuses.

**Papers (Compositions):** Each student will write 3 one-page brief compositions on topics assigned by the professor. Please use MLA-style or Chicago-style bibliography and include at least 2 secondary sources. The textbook does not count as a secondary source. Do not use Wikipedia or other online sources that are not related to professional academic journals, either.

**Withdrawal:** The last day to withdraw from classes before fee obligation is Sunday, January 4. The last day to withdraw from classes before a W is recorded is Sunday, January 18. **Last day to withdraw online from any class with a W** is Sunday, March 8.

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

## COURSE PLAN

Week 1

### **JANUARY**

Tuesday 6 – Course Introduction, Syllabus

Thursday 8 – Marco Denevi: “Apocalipsis”

Week 2

T 13 – Sandra Cisneros: “Chanclas”

R 15 – Augusto Monterroso: “El eclipse”

Week 3

T 20 – Elena Poniatowska: “Las lavanderas”

R 22 – Juan Manuel: “Lo que sucedió a un deán de Santiago con don Illán, el mago de Toledo”

Week 4

T 27 – Ana María Matute: “El árbol de oro”

R 29 – Ana María Matute: “Rafael”

Week 5

### **FEBRUARY**

T 3 – Ana María Matute: “El arrepentido”

R 5 – Horacio Quiroga: “El almohadón de plumas”

Week 6

T 10 – Horacio Quiroga: “El solitario”

R 12 – Horacio Quiroga: “A la deriva”

Week 7

T 17 – Julio Cortázar: “Continuidad de los parques”

R 19 – Julio Cortázar: “Casa tomada”

## Week 8

- T 24 – Julio Cortázar: “Axolotl”  
 R 26 – Jorge Luis Borges: “Emma Zunz”

## Week 9

**MARCH**

- T 3 – Jorge Luis Borges: “La intrusa”  
 R 5 – Jorge Luis Borges: “El sur”

## Week 10

**SPRING BREAK**

## Week 11

- T 17 – Donato Ndongo-Bidyogo: “El sueño”  
 R 19 – Soledad Puértolas: “La indiferencia de Eva”

## Week 12

- T 24 – Luisa Valenzuela: “Tango”  
 R 26 – Gabriel García Márquez: “El ahogado más hermoso del mundo”

## Week 13

**APRIL**

- T 31 – Presentaciones orales.  
 R 2 – Presentaciones orales.

## Week 14

- T 7 – Presentaciones orales. (Entregar composición larga).  
 R 9 – Presentaciones orales.

## Week 15

- T 14 – Presentaciones orales.  
 R 16 – In-class Final Exam

## COURSE SYLLABUS | FALL 2013

**Course:** SPAN 3230.45512  
**Title:** Introduction to Spanish Culture  
**Schedule:** MW 2:00-3:15 p.m. | GROT 103  
**Credit:** 3 credit hours  
**Faculty:** Dr. José Luis Gastañaga (jose-luis-gastanaga@utc.edu)  
 Office/Phone: 208A Brock Hall | 423.425.4259  
 Office Hours: MWF 11:00-12:00 or by appointment

**ADA STATEMENT:** If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and need special assistance or accommodation in this or any other class, contact the Disabilities Resource Center at 425-4006 in 102 Frist or: <http://www.utc.edu/OSD/>

If personal problems, career indecision, study/time management difficulties, etc. are adversely affecting your successful progress, contact the Counseling & Career Planning Center at 425-4438 or <http://www.utc.edu/Administration/CounselingAndCareerPlanning/>

**Prerequisites:** SPAN 2120 with a grade of C or better and oral proficiency with a rating of Novice-High or above or placement; ENGL 1010 or 1020 with a grade of C or better.

**Description:** This course covers an ample cultural and historical panorama that we will survey with the aid of diverse readings and exposition to different cultural manifestations. During the semester, we will get familiar with the rich treasure of culture associated with the Spanish language in both sides of the Atlantic Ocean. We will complement our class discussions with oral presentations and discussions about audio and visual material.

**Objective:** Through contact with assigned readings and audio and visual material the student will be familiarized with different cultural aspects of the Spanish speaking countries. Class discussions will be oriented towards the goal of increasing and making deeper students' knowledge of history, literature and the arts of the Hispanic world.

**Assigned reading:** Assigned readings are accessible through Blackboard.

**Grade Distribution:**

Class participation:	30%
Mid-Term essay:	20%
Oral presentations:	20%
Final essay:	30%

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

### COURSE REQUIREMENTS

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



**Attendance Policy:** The department attendance policy allows one absence per credit hour earned in the class without penalty. Absences beyond that number for three credit hour classes will affect your final grade as follows, based on 100%:

Absences	4 – 6 = 3 points
	7 – 9 = 6 points
	10+ = 10 points (one letter grade)

**UTC Online:** Please check **Blackboard** daily for announcements, assignments, handouts, etc.

**Compositions:** You are required to write a Mid-Term composition of 2 - 3 pages and one final composition of 4 pages on topics assigned by the professor. You are being graded on your ability to write in Spanish, as well as on your ability to write an essay. **Therefore, no one may proofread or help you with any part of your compositions.**

**Oral Presentations** There will two oral presentations. In the first half of the semester you will present in a group and you will give an individual presentation in the second half of the semester. Your grade will be based on your level of spoken Spanish and the content of your presentation.

**Withdrawal:** The last day to withdraw from classes with a W is **Sunday, October 20, 2013.**

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

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

### COURSE PLAN

Semana	Lunes	Miércoles
8/19 8/21	Presentación del curso y presentación del syllabus.	Origins of the Spanish language. Latin and Arabic languages. From the <i>jarchas</i> to the legacy of King Alfonso X el Sabio. Reading: <i>jarchas</i> (brief selection).
8/26 8/28	King Alfonso X el Sabio. Reading: Alphonsine historical prose (brief selection).	The Middle Ages. The kingdoms of the Iberian Peninsula. The <i>Reconquista</i> . Reading: <i>Cantar de Mío Cid</i> (selection).
9/2 9/4	Labor Day	The three cultures: Christians, Jews and Muslims. <i>Romancero</i> . Readings: <i>Libro de buen amor</i> (selection); <i>Romancero</i> (selection).
9/9 9/11	1492. The unification of Spain and the conquest of America. Reading: Prologue to Nebrija's <i>Gramática de la lengua castellana</i> .	Spain in the 15 <sup>th</sup> century. <i>Celestina</i> . Reading: <i>Celestina</i> (selection).
9/16 9/18	Chronicles of the Indies. Spanish, Indian and mestizo writers.	Reading: Inca Garcilaso de la Vega's <i>Comentarios reales</i> (selection).

## COURSE SYLLABUS | Fall 2013

**Course:** SPAN 3310.41556  
**Title:** Masterpieces of Spanish Literature  
**Schedule:** T,R 1:40-2:55 pm | Brock 205  
**Credit Hours:** 3 hours  
**Faculty:** Dr. Lynn C. Purkey ([lynn-purkey@utc.edu](mailto:lynn-purkey@utc.edu))  
Office/Phone: 208B Brock Hall/423-425-4147  
Office Hours: Tues. 3:00-4:00pm and Fri. 10:00am-12:00pm

**ADA Statement:** If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and need special assistance or accommodation in this or any other class, contact the Disability Resource Center (DRC) in 102 Frist Hall or at 425-4006.

If you find that personal problems, career indecision, study/time management difficulties, etc. are adversely affecting your successful progress, contact the Counseling & Career Planning Center at 425-4438 or <http://www.utc.edu/Administration/CounselingAndCareerPlanning/>

**Prerequisites:** SPAN 2120 with a grade of C or better or placement, or department head approval.

**Description:** This course will examine a cross section of the major works of Spanish literature from the Middle Ages to the present. This semester we will explore some of the enduring archetypes, legends and myths of world literature, such as the Cid, the *pícaro* or rogue, Don Juan, *Don Quijote*, and *la Celestina*.

**Objective:** Students will gain a preliminary acquaintance with a broad range of Spanish works from its earliest manifestations through the 20<sup>th</sup> century, with particular attention to archetypes, legends and myths. Students will discuss and analyze literary works as well as studying the development of cultural movements.

### Required Texts

Bárbara Mujica. *Milenio: Mil años de literatura española*

José Camilo Cela *La familia de Pascual Duarte* (any Spanish edition, a copy is in the library on reserve)

### Optional Resources

La métrica poética <http://comedias.org/resources/poetic.html>

Recursos y ornamentos poéticos <http://comedias.org/resources/recur.html>

Lope de Vega, *El arte nuevo de hacer comedias* <http://comedias.org/resources/artnue.html>

La gramática de la comedia <http://comedias.org/resources/grammar.html>

### GRADING AND COURSE REQUIREMENTS

Participation	10%	
Quizzes	10%	
Midterm Exams (2)		30%
Paper	15%	
Oral Presentations	15%	
Final Exam		20%

This course will be conducted in Spanish, and students will be required to give presentations and write papers in Spanish.

**Participation:** Each student is expected to attend class regularly, read the texts before class, and to actively participate in discussions. More than two unexcused absences (3 hours) and/or coming to class unprepared will have a negative impact on participation.

**Attendance Policy:** The department attendance policy allows one absence per credit hour earned in the class without penalty. Absences beyond that number for three credit hour classes will affect your final grade as follows, based on 100%:

Absences 3 – 4 = 3 points  
5 – 6 = 6 points  
7+ = 10 points (one letter grade)

**Quizzes:** There will be unannounced quizzes based upon daily or weekly readings.

**Oral Presentations:** There will be two oral presentations of 4-6 minutes analyzing an assigned poem. These will be done in pairs or small groups. Each person in the group must participate

**Midterms:** There will be two midterm exams of equal weight. The first will cover the Middle Ages and Siglo de Oro, and the second will cover the 18<sup>th</sup>- and 19<sup>th</sup>-century.

**Papers:** Each student will write one short papers (4-6 pages, not counting the works cited page) following the MLA style. Prior to beginning the projects, the student should consult with the professor on the exact topic of the investigation.

**Final Exam:** There will be a final examination on Thursday, December 5: 2-4 pm, in our regular classroom. The exam will focus on the Generations of 1898 and 20<sup>th</sup> century, but will also be comprehensive in nature.

**Make Ups:** All unexcused late work will be dropped by a letter grade. Students may not make up an exam without the prior permission of the instructor or a medical excuse.

**UTC Online:** Please check UTC Online daily for announcements and assignments.

**Withdrawal:** The last day to withdraw from classes with a *W* is Sunday, October 20, 2013.

**University Honor Code:** You are expected to adhere to the University Honor System found in the Student Handbook and Directory. No one may help you with your papers and presentations.

### PLAN DE CURSO

Martes 8-20                      Introducción al curso y a la edad media  
La edad media y época de los Reyes Católicos pp. 1-3  
Las jarchas, pp. 3-5  
Las jarchas, UTC Online

COURSE SYLLABUS | Spring 2015  
MCLL

**COURSE:** SPAN 4010.26372  
**TITLE:** Imagining Women  
**CREDIT:** 3 credit hours  
**SCHEDULE:** Section 0 MWF 1:00 - 1:50 p.m. | Brock 205  
**FACULTY:** Dr. Lynn Purkey email: [Lynn-Purkey@utc.edu](mailto:Lynn-Purkey@utc.edu)  
Office/Phone: 208B Brock Hall | 423.425.4147  
Office Hours: MW 3:00-4:00, F 9:00-10:00 and by appointment

**PREREQUISITES:** SPAN 3110, 3120, 3310 and 3320 or department head approval.

**COURSE DESCRIPTION:** A reading course with emphasis on a field, period, or author, or on a topic of philology or linguistics. This course will examine writings of Latin American, Spanish, and US Latina women writers.

**COURSE OUTCOMES:**

- Students will be able to analyze how gender is imagined and constructed in Spanish, Latin American, and Latina literature and film.
- Students will be able to define patriarchy, and the ways that it impacts the writing and film of Hispanic women.
- Students will be able to analyze how the oppression of women relates to social class and race in Spanish literature and film.

**EVALUATION/ASSESSMENT:**

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

**Grade Distribution:**

Oral Presentation	10%
Written Responses	20%
Participation	10%
Final paper	20%
Midterm Exam	20%
Final Exam	20%

**CLASS PARTICIPATION/ATTENDANCE POLICY:** No student who has more than 2 weeks of unexcused absences can receive a grade higher than a B for the course. No student who has more than 4 weeks of unexcused absences can receive a grade higher than a C for the course. Each student is expected to attend class regularly, read the textbook and complete daily assignments, as well as to actively participate in discussions. Your grade will be based on the quality and quantity of your performance.

**LATE ASSIGNMENTS/EXAMS:** Late assignments will be dropped a letter grade per week late. Exams may not be made up without the prior permission of the instructor.

**REQUIRED TEXTS AND MATERIALS:**

Gertrudis Gómez de Avellaneda. *Sab*

Sandra Cisneros. *The House on Mango Street*

Julia Alvarez. *How the García Girls Lost their Accents*

Materials posted on Blackboard

**COMMUNICATION:** If you need to talk, drop by during office hours or email to set up an appointment. I will answer your email within 24 hours. To enhance student services, the University uses your UTC email address for all communications. Please check your UTC email on a regular basis. If you have problems with accessing your UTC email account, contact the IT Help Desk at 423.425.4000.

**ACCOMODATION STATEMENT:** If you are a student with a disability (e.g. physical, learning, psychiatric, a vision, hearing, etc.) and need special assistance or accommodation in this or any other class, contact the Disability Resource Center (DRC) at 425-4006 or in 102 Frist Hall.

**COUNSELING CENTER STATEMENT:** If personal problems, career indecision, study/time management difficulties, etc. are adversely affecting your successful progress at UTC, contact the Counseling and Career Planning Center at 425-4438 or <http://www.utc.edu/Administration/CounselingAndCareerPlanning/>

**TEACHING/LEARNING STRATEGIES:** This course will use a variety of teaching and learning strategies, including lecture, class discussions, small group discussions, and joint assignments.

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

**URL for course:** Enter your UTC ID and password to access the website, <http://www.utc.edu/learn>.

**Computer Requirements for the course:** You will need to access materials on UTC Learn. You can use your personal computer or one in the language lab, 101 Brock Hall.

### COURSE REQUIREMENTS

**Oral Presentation:** Students will be asked to make one 8-10 minute presentations analyzing one or more works of a Hispanic woman artist, musician or composer or an artistic or musical work. More information will be posted on Blackboard.

**Papers (Trabajos escritos):** Students will write 3 1-2 page responses (double-spaced, 12 pt. font, 300-500 words) in Spanish on the following topics:

Response 1 (select 1)

- a. Compare the theme of marriage in the *El conde Lucanor* and one or more women writers.
- b. Analyze the importance of the convent in medieval and early modern society (include examples from at least two works).
- c. Analyze the theme of women's intellect in 2 or more works.
- d. Define patriarchy and articulate the way that two or more works are in dialogue with the medieval or early modern model of patriarchy.

Response 2 (select 1)

- a. Analyze the intersection of war and gender in two works or more.
- b. Analyze domestic abuse in two works.
- c. Compare and contrast the ways that domestic abuse and war intersect, using examples from your readings.

Response 3 (select 1)

- a. Describe how race and gender oppression intersect in 2 or more writers.
- b. Describe how social class and gender oppression intersect in 2 or more writers.
- c. Analyze the treatment of race in the 3 Cuban writers.
- d. Analyze race and gender in Cisneros and Álvarez.

**Midterm and Final Exams:** There will be a midterm exam on **February 9** and a comprehensive final examination on Wednesday, **December 3, from 8:00-10:00 am** in the regularly assigned classroom. If you have a conflict, please inform the instructor at least one week in advance.

**Paper:** Students will write one 8-10 page paper (or 2 4-5 page papers) on a topic approved of by the professor. Papers are due by midnight on Reading day (April 21). Papers must be written in Spanish.

**Withdrawal:** The last day to withdraw from classes with a *W* is **Sunday, March 8, 2015**.

**Tentative Schedule:****Marriage or the Convent**

- 1/5 Introduction to Course
- 1/7 Anonymous Women's Poems, 13<sup>th</sup>-16<sup>th</sup> century Spain
- 1/9 Kharchas (jarchas)
- 1/12 Juan Manuel, Infante de Castilla, Spain, 1282-1348  
*Count Lucanor/El conde Lucanor* (excerpt)
- 1/ 14 Juan Luis de Vives (catalán Joan Lluís de Vives), Spain, 1493?-1540  
*The Education of a Christian Woman /  
De institutione feminae christianae* (excerpt)  
Fray Luis de León, Spain, 1527-1591  
*The Perfect Wife/La casada perfecta* (excerpt)
- 1/16 María de Zayas y Sotomayor, Spain, 1590-1647?  
*Amorous and Exemplary Novels /Novelas amorosas y ejemplares* (excerpt)
- 1/21 Santa Teresa de Jesús (Santa Teresa de Ávila), née Teresa de Cepeda y Ahumada,  
Spain, 1515-1582  
*The Book of Life/El libro de la vida* (excerpt)
- 1/23 Sor Juana Inés de la Cruz, née Juana Ramírez de Asbaje, Colonial México (Nueva  
España), 1651-1695  
*Response to Sor Filoteo/ Respuesta a Sor Filoteo*  
**Response 1 Due**

**The Virgin and the Malinche**

- 1/26 Gonzalo de Berceo, Spain, 1197-1264?  
*Miracles of Our Lady/Milagros de nuestra Señora* (excerpt)
- 1/28 Octavio Paz, Mexico, 1914-1998  
*The Labyrinth of Solitude/ El laberinto de la soledad* (excerpt)
- 1/30 Sor Juana  
*Quatrains/Redondillas* (excerpt)  
Alfonsia Storni, Argentina, Argentina (Switzerland), 1892-1938

## Selected Poems

- 2/2 Delmira Agustini, Uruguay, 1886-1914  
Selected Poems
- Ana Rossetti (Ana Bueno de la Peña), Spain, 1950-  
Selected Poems
- 2/4-6 Lucrecia Martel, Argentina, 1966-  
*The Holy Girl/La niña santa*
- 2/9 **Midterm Exam**
- Domestic Violence/Crimes of Gender**
- 2/11-13 María de Zayas  
*Deceptive Tales/ Novelas engañosas (excerpt)*
- 2/16 Emilia Pardo Bazán, Spain, 1851-1921  
*Broken Lace/El encaje roto (excerpt)*
- 2/18 Anonymous (13<sup>th</sup>-16<sup>th</sup> century, Spain)  
Selected poems  
Gabriela Mistral, Chile, 1889-1957  
Selected Poems  
**Response 2 due**
- Women and War**
- 2/20-23 Isabel Coixet Castillo, Spain, 1960-  
*The Secret Life of Words*
- 2/25 Library Day
- 2/27 Griselda Gambaro, Argentina, 1928-  
*Furious Antigone/Antígona furiosa*
- 3/2-4 Dulce Chacón Gutiérrez (novelist), Spain, 1954-2003  
*The Sleeping Voice/La voz dormida (movie 2011)*  
**Response 3 due (3/4)**
- Race, Ethnicity, Class, and Gender**
- 3/6 Nicolás Guillén, Cuba, 1902-1989  
Selected poetry



- Nancy Morejón Figueroa, Cuba, 1944-  
Selected poetry
- 3/16-20 Gertrudis Gómez de Avellaneda, Colonial Cuba, 1814-1873  
*Sab*
- 3/23-25 Rosario Castellanos, Mexico, 1925-1974  
*City of Kings/La ciudad real* (excerpt)
- 3/27-4/4 Julia Álvarez, US/ Dominican Republic, 1950-  
*How the Álvarez Girls Lost Their Accents*
- 4/6-10 Sandra Cisneros, US, 1954-  
*The House on Mango Street*
- 4/13-15 Mariana Chenillo, Mexico, 1977-  
*Nora's Will/5 días sin Nora*, 2008
- 4/17-20 Oral Presentations**

## Appendix C

### Examples of Older Curriculum Maps

**BA: Foreign Languages: Latin/Classics**

Courses and Activities Mapped to Foreign Languages: BA Latin

	Outcomes											
	<b>I.1 Grammar</b> Can recognize and produce indicative verb forms	<b>1.2 Grammar</b> Can recognize and produce subjunctive verb forms and constructions	<b>1.3 Grammar</b> Can recognize and produce forms of noun and adjective declensions	<b>1.4 Grammar</b> Indirect discourse	<b>II.1 Vocabulary</b> Recognizes vocabulary encountered in Latin texts.	<b>II.2 Vocabulary</b> Recognizes English derivatives from Latin	<b>III.1 Writing</b> Can write well-formed sentences	<b>III.2 Writing</b> Can write creative compositions	<b>IV.1 Speaking and Aural Comprehension</b> Can understand and respond simply to instructor's Latin discourse	<b>V.1 Reading</b> Can comprehend and translate Latin texts.	<b>VI.1 Culture</b> Has detailed knowledge of important authors	<b>VI.2 Culture</b> Has broad knowledge of Classical civilization
<b>Courses and Learning Activities</b>												
Classics 110 Major Triumphs of Greece and Rome												I
Classics 113 Western Humanities I												R
Classics 353 History of the Roman Empire												M
Classics 352 History of the Roman Republic												M
Classics 410 Classical Women												M
Classics 397 Greek and Roman Comedy in Translation												M
Classics 396 Classical Mythology												M
Classics 395 Greek and Roman Tragedy in Translation												M
Classics 351 History of Classical Greece												M

	Outcomes											
	<b>I.1 Grammar</b> Can recognize and produce indicative verb forms	<b>1.2 Grammar</b> Can recognize and produce subjunctive verb forms and constructions	<b>1.3 Grammar</b> Can recognize and produce forms of noun and adjective declensions	<b>1.4 Grammar</b> Indirect discourse	<b>II.1 Vocabulary</b> Recognizes vocabulary encountered in Latin texts.	<b>II.2 Vocabulary</b> Recognizes English derivatives from Latin	<b>III.1 Writing</b> Can write well-formed sentences	<b>III.2 Writing</b> Can write creative compositions	<b>IV.1 Speaking and Aural Comprehension</b> Can understand and respond simply to instructor's Latin discourse	<b>V.1 Reading</b> Can comprehend and translate Latin texts.	<b>VI.1 Culture</b> Has detailed knowledge of important authors	<b>VI.2 Culture</b> Has broad knowledge of Classical civilization
Classics 310 The Greco-Roman World												M
Latin 351 Latin Poetry										M	M	
Latin 350 Latin Prose										M	M	
Latin 202 Intermediate Latin II		M		M	R	R	M	R	R	R		
Latin 201 Intermediate Latin I		I		R	R	R	R	R	R	R		
Latin 102 Elementary Latin II	M		M	I	R	R	R	R	R	R		
Latin 101 Elementary Latin I	I		I		I	I	I	I	I	I		

**Legend:** I Introduced R Reinforced M Mastered

Last Modified: 11/10/2009 02:40:14 PM EDT

**B.A. French**

Courses and Activities Mapped to Foreign Languages: BA French, Spanish

Outcomes																				
Speaking kgy ulf t71 7 Marked obsolete by Victoria Steinberg on 07/24/2009 10:43:33 am EDT	I.1 SPEAKING Can be understood by a native speaker	I.2 SPEAKING Can give instructions, explanations and descriptions	I.3 SPEAKING Can narrate in past, present and future time	I.4 SPEAKING Can participate in social conversations	I.5 SPEAKING Can express hypothetical situations	II.1 LISTENING Can understand a native speaker in everyday situations	II.2 LISTENING Can understand and follow directions, instructions or explanations	II.3 LISTENING Can comprehend a story or lecture on a general topic in the past, present, or future	II.4 LISTENING Can comprehend films, radio broadcasts, or other aural media of a nontechnical nature	III.1 READING Can comprehend stories, articles, web pages targeted to a general audience in any medium	III.2 READING Can appreciate nuances in fictional and non- fictional works of literature	III.3 READING Can follow written arguments/and or instructions of a more technical or complex nature	IV.1 WRITING Can convey personal information in the form of letters, biographical essay, or opinion pieces	IV.2 WRITING Can compose a research paper, including documentation of primary and secondary sources	IV.3 WRITING Can respond to complex written questions on literary- cultural, personal, and socio- political topics	IV.4 WRITING Can narrate a story	V.1 CULTURE Can articulate the relationship between language and culture	V.2 CULTURE Can understand and express the markers that distinguish a foreign culture	V.3 CULTURE Can outline and identify major figures, events, movements and artifacts of a foreign culture and explain their significance in that culture	V.4 CULTURE Can relate the target culture to its broader contexts

**Courses and Learning Activities**

**Courses and Learning Activities**

FREN 4000-level 4000 level courses						R	R	R	R	R	R	R	R	R	R	R	R	R	R		
FREN 4010r Special Topics in French Language or Literature						R	R	R	P	R	R	R	R	R	R	R	R	R	R		
FREN 3400 French Internship						P	P			P							P	P			
FREN 3320 Introduction to French Literature II		R		R	R	R	P	R	P	P	R	P	P	P	P	P	P	P	P		
FREN 3310 Introduction to French Literature I		R		R	R	R	P	R	P	P	R	P	P	P	P	P	P	P	P		
FREN 3230 Introduction to French Culture				R		R	P	R	P	P	R	P	P	P	P	P	P	P	P		
FREN 3220 Advanced French Grammar II				P		P	P				P	P	P	P	P	P	P				
FREN 3210 Advanced French Grammar				P		P	P				P	P	P	P	P	P	P				
FREN 3120 Composition and Conversation II		P	R	R	P	P	P	P	P	I	P	P	I	I	I	I	P	P	P	P	
FREN 3110 Composition and Conversation I		P	R	P	P	P	P	P	P	I	P	P	I	I	I	I	P	P	P	P	
FREN 2120 Intermediate French for Conversation II		I	P	P	I	I	I	I	I	I	I				I		I	P	I	I	I
FREN 2110 Intermediate French for Conversation I		I	P	I	I			I	I	I	I				I			I	I	I	I
FREN 1020 Elementary French II				I	I	I				I	I	I			I			I	I	I	I
FREN 1010 Elementary French I				I								I						I	I	I	I

**Legend:** I Introduced P Practiced R Reinforced

**BA: Foreign Language: Spanish**

Courses and Activities Mapped to Foreign Languages: BA French, Spanish

Outcomes																				
Speaking	I.1 SPEAKING	I.2 SPEAKING	I.3 SPEAKING	1.4 SPEAKING	I.5 SPEAKING	II.1 LISTENING	II.2 LISTENING	II.3 LISTENING	II.4 LISTENING	III.1 READING	III.2 READING	III.3 READING	IV.1 WRITING	IV.2 WRITING	IV.3 WRITING	IV.4 WRITING	V.1 CULTURE	V.2 CULTURE	V.3 CULTURE	V.4 CULTURE
Can understand a native speaker	Can give instructions, explanations and descriptions	Can narrate in past, present and future time	Can participate in social conversations	Can express hypothetical situations	Can understand a native speaker in everyday situations	Can understand and follow directions, instructions or explanations	Can comprehend a story or lecture on a general topic in the past, present, or future	Can comprehend films, radio broadcasts, or other aural media of a nontechnical nature	Can comprehend stories, articles, web pages targeted to a general audience in any medium	Can appreciate nuances in fictional and non-fictional works of literature	Can follow written arguments/and or instructions of a more technical or complex nature	Can convey personal information in the form of letters, biographical essay, or opinion pieces	Can compose a research paper, including documentation of primary and secondary sources	Can respond to complex written questions on literary-cultural, personal, and socio-political topics	Can narrate a story	Can articulate the relationship between language and culture	Can understand and express the markers that distinguish a foreign culture	Can outline and identify major figures, events, movements and artifacts of a foreign culture and explain their significance in that culture	Can relate the target culture to its broader contexts	

Courses and Learning Activities																					
SPAN 400-level Spanish Language, Linguistics, and Technical Courses		M							M		M	M		M	M	M		M			
SPAN 400-level Spanish Literature courses									M		M	M		M	M	M					
SPAN 399r Group Studies									R		R	R			R	M					
SPAN 340 Spanish Internship		M	R	M	R	M			R	M		R			R	M					
SPAN 332 Masterpieces of Latin American Literature								M	R	M	R	R		R	R	M					
SPAN 331 Masterpieces of Spanish Literature.								M	R	M	R	R		I	R	M					
SPAN 325 Introduction to Spanish American Culture								M	R	M	R	R			R			M	M	M	
SPAN 323 Introduction to Spanish Culture								M	R	M	R	R			R			M	M	M	
SPAN 322 Advanced Spanish Grammar			M	M		M			M		R	R	R		R						
SPAN 321 Advanced Spanish Grammar			R	R					R		R	R	R		R						
SPAN 312 Spanish Composition and Conversation II		M	R	M	M	M	M	M	R	R	R	R	R	M		I	R	M	R	R	R
SPAN 311 Spanish Composition and Conversation I		M	R	R	R	R	M	M	R	R	R	R	I	M		I	R	M	R	R	R
SPAN 212 Intermediate Spanish for Conversation II		R	R	R	R	R	R	R	I	I	R	I		R			I	R	I	I	I
SPAN 211 Intermediate Spanish for Conversation I		R	R	R	I	I	R	R	I	I	R	I		R			I	R	I	I	I
SPAN 102 Elementary Spanish II		I	I	I		I	I	I			I			I				I			
SPAN 101 Elementary SPAN I		I	I				I	I			I			I				I			

**Legend:** I Introduced R Reinforced M Mastered

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