New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Proposal_Classification_Chart.pdf) for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

|  |  |
| --- | --- |
| **Title of Proposal** | **French for Culinary Arts, Hotel Management, Travel and Tourism** |
| **Date** | **November 1th, 2017** |
| **Major or Minor** | **Major modification** |
| **Proposer’s Name** | **Dr. Khalid Lachheb** |
| **Department** | **Humanities** |
| **Date of Departmental Meeting in which proposal was approved** | **February 1st, 2018** |
| **Department Chair Name** | **Dr. Ann Delilkan** |
| **Department Chair Signature and Date** | DelilkanSignature **Feb 16th, 2018** |
| **Academic Dean Name** | **Dr. Justin Vazquez-Poritz** |
| **Academic Dean Signature and Date** | **2/21/18** |
| **Brief Description of Proposal**  (Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | This new elective course provides students in Hospitality Management with the necessary French vocabulary and language skills to work in hospitality and culinary professions. The course focuses on technical and professional language, as well as on the cultural contexts in which hospitality and cooking professionals may find themselves. |
| **Brief Rationale for Proposal**  (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body). | This course is designed for students pursuing professional paths in Culinary Arts, Hotel Management, and Travel/Tourism, provides them with the knowledge and sufficient skills to communicate using French in professional environments. The course supports Hospitality Management students involved with the City Tech’s Thomas Ahrens International Work/Study Program, which is an exchange program between City Tech and University d’Evry, Paris. |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | New course proposal |

Please include all appropriate documentation as indicated in the Curriculum Modification Checklist.

For each new course, please also complete the New Course Proposal and submit in this document.

Please submit this document as a single .doc or .rtf format. If some documents are unable to be converted to .doc, then please provide all documents archived into a single .zip file.

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# New Course Proposal Form

This form is used for all new course proposals. Attach this to the [Curriculum Modification Proposal Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-10-Curriculum_Modification_Proposal_Form.docx) and submit as one package as per instructions. Use one New Course Proposal Form for each new course.

|  |  |
| --- | --- |
| **Course Title** | French For Culinary Arts, Hotel Management, Travel and Tourism |
| **Proposal Date** | November 1, 2017 |
| **Proposer’s Name** | Dr. Khalid Lachheb |
| **Course Number** | FREN 2201P |
| **Course Credits, Hours** | 3 hours 3 credits |
| **Course Pre-Requisites** | FREN 1102 or department approval (placement test) |
| **Catalog Course Description** | An intermediate course in French for students pursuing careers in culinary arts, hotel management, travel and tourism. Students learn to communicate in their professional environments, gaining insight into French culture while acquiring concepts and terms*.* |
| **Brief Rationale**  Provide a concise summary of why this course is important to the department, school or college. | This course is designed for students pursuing professional paths in Culinary Arts, Hotel Management, and Travel/Tourism, providing them with the knowledge and sufficient skills to communicate using French in professional environments. The course supports Hospitality Management students involved with the City Tech’s Thomas Ahrens International Work/Study Program, which is an exchange program between City Tech and University d’Evry, Paris. |
| **CUNY – Course Equivalencies**  Provide information about equivalent courses within CUNY, if any. | No |
| **Intent to Submit as Common Core**  If this course is intended to fulfill one of the requirements in the common core, then indicate which area. | Yes. World Cultures and Global Issues |
| **Intent to Submit as An Interdisciplinary Course** | NO |
| **Intent to Submit as a Writing Intensive Course** | NO |

Please include all appropriate documentation as indicated in the NEW COURSE PROPOSAL Combine all information into a single document that is included in the Curriculum Modification Form.

# New Course Proposal Checklist

Use this checklist to ensure that all required documentation has been included. You may wish to use this checklist as a table of contents within the new course proposal.

|  |  |
| --- | --- |
| **Completed NEW COURSE PROPOSAL FORM** |  |
| * Title, Number, Credits, Hours, Catalog course description | X |
| * Brief Rationale | X |
| Completed [Library Resources and Information Literacy Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/curriculum_modification_library_form.doc) | X |
| **Course Outline**  Include within the outline the following. |  |
| Hours and Credits for Lecture and Labs  If hours exceed mandated Carnegie Hours, then rationale for this | X |
| Prerequisites/Co- requisites | X |
| Detailed Course Description | X |
| Course Specific Learning Outcome and Assessment Tables   * Discipline Specific * General Education Specific Learning Outcome and Assessment Tables | X |
| Example Weekly Course outline | X |
| Grade Policy and Procedure | X |
| Recommended Instructional Materials (Textbooks, lab supplies, etc.) | X |
| Library resources and bibliography |  |
| **Course Need Assessment.**  Describe the need for this course. Include in your statement the following information. |  |
| Target Students who will take this course. Which programs or departments, and how many anticipated?  Documentation of student views (if applicable, e.g. non-required elective). | X |
| Projected headcounts (fall/spring and day/evening) for each new or modified course. | X |
| If additional physical resources are required (new space, modifications, equipment), description of these requirements. If applicable, Memo or email from the VP for Finance and Administration with written comments regarding additional and/or new facilities, renovations or construction. | N/A |
| Where does this course overlap with other courses, both within and outside of the department? | X |
| Does the Department currently have full time faculty qualified to teach this course? If not, then what plans are there to cover this? | X |
| If needs assessment states that this course is required by an accrediting body, then provide documentation indicating that need. | N/A |
| **Course Design**  Describe how this course is designed. |  |
| Course Context (e.g. required, elective, capstone) | X |
| Course Structure: how the course will be offered (e.g. lecture, seminar, tutorial, fieldtrip)? | X |
| Anticipated pedagogical strategies and instructional design (e.g. Group Work, Case Study, Team Project, Lecture) | X |
| How does this course support Programmatic Learning Outcomes? | X |
| Is this course designed to be partially or fully online? If so, describe how this benefits students and/or program. | X |
| **Additional Forms for Specific Course Categories** |  |
| [Interdisciplinary Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/Application-for-Interdisciplinary-Course-Designation.docx) (if applicable) | N/A |
| [Common Core (Liberal Arts) Intent to Submit](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/CommonCoreCourseSubmissionForm_4.2.12.doc) (if applicable) | X |
| Writing Intensive Form if course is intended to be a WIC (under development) | N/A |
| If course originated as an experimental course, then results of evaluation plan as developed with director of assessment. | N/A |
| **(Additional materials for** [**Curricular Experiments**](http://www.300jaystreet.com/college-council/curriculum_proposals/curricular-experiments)**)** | N/A |
| Plan and process for evaluation developed in consultation with the director of assessment. (Contact Director of Assessment for more information). | N/A |
| Established Timeline for Curricular Experiment | N/A |

# Library Resource and Information Literacy: Major Curriculum Modification

Please complete for **all** major curriculum modifications. This information will assist the library in planning for new acquisitions; it will not affect curriculum proposals either positively or negatively.

Consult with library faculty subject selectors (<http://cityte.ch/dir>) **3 weeks in advance** when planning course proposals to ensure enough time to allocate budgets if materials need to be purchased.

**Course proposer:** please complete boxes 1-4. **Library faculty subject selector:** please complete box 5.

|  |  |  |
| --- | --- | --- |
| **1** | **Title of proposal**  French for Culinary Arts, Hotel Management, Travel and Tourism | **Department/Program**  Humanities |
|  | **Proposed by Khalid Lachheb**  [klachheb@Citytech.cuny.edu](mailto:klachheb@Citytech.cuny.edu)  718-260-50 | **Expected date course(s) will be offered**  Begins Fall 2018  **# of students 22** |

|  |  |
| --- | --- |
| **2** | **Are City Tech library resources sufficient for course assignments? Please elaborate.**  The library holds a good collection of essential titles for this course. The acquisition of the following materials as additional resources will further support student research and language acquisition for culinary arts, hospitality and tourism specifically. Moreover, it will be beneficial for the instructors to have pertinent resources that use a variety of teaching methodologies.   * Child, Julia (2012), *Mastering the Art of French Cooking*, Knopf. * Cholvy, J., (2014), En cuisine ! Français professionnel (avec DVD), CLE International, Paris * Cook, Roy, Hsu, Kathy, Tylor, Lorraine (2017), *Tourism: the business of hospitality and travel*, Global edition, 6 Editions. * Henri-Paul Pellaprat (1966), *The New Pellaprat Modern French Culinary Arts*, World Publishing Company. * Larousse. *Gastronomique:* *The World’s Greatest Culinary Encyclopedia* (2009), Librairie Larousse. * Mass, Victoria (2014), The Farm to table French Phrasebook: Master the culture, language and savoir faire of French cuisine. Ulysses Press. ISBN: (978-1-61243-3554 * Prochasson-Renard, Monique (2013), *A table ! Apprendre le Français Autrement, Cahier de l’élève*. Société des *é*crivains. * Raghubalan, G., Raghubalan, S., (2007), *Hotel Housekeeping: Operation and Management*. Oxford University Press. * Stewart, Erica (2016), *The Complete French Travel Phrasebook*, Alex-Publishing.   Walker, W. (2015), *French Menu Companion: Dictionary of French Food, Wine and Cheese*.   * Ward, John (1997), *Travel and tourism, Longman*. |

|  |  |
| --- | --- |
| **3** | **Are additional resources needed for course assignments? Please provide details about format of resources (e.g., ebooks, journals, DVDs, etc.), author, title, publisher, edition, date, and price.**  Additional materials such as videos, journals and newspaper/magazine articles will be provided by instructors. |

|  |  |
| --- | --- |
| **4** | **Library faculty focus on strengthening students' information literacy skills in finding, evaluating, and ethically using information. We can collaborate on developing assignments and offer customized information literacy instruction and research guides for your course.**  Not necessary for this course  **Do you plan to consult with the library faculty subject specialist for your area? Please elaborate.**  Yes, this is to assess the course after its preliminary run. The first course design does not need extra materials other than those already chosen by the instructor. Feedback from the students should provide new perspectives on the course, which may then require the instructor to look for supplemental resources to address such needs and cover the course content. |

|  |  |
| --- | --- |
| **5** | **Library Faculty Subject Selector\_\_\_**Maura Smale (interim**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Comments and Recommendations**  I have reviewed the Library’s collections in the area of French language learning and hospitality management. Our collection of French language reference materials is strong, and we will be able to accommodate purchase of the books recommended by the course proposal within the Library’s existing monograph budget. I will also consult with Prof. Monica Berger, subject specialist for Hospitality Management, to see if she has any recommendations. We look forward to supporting this course.  **Date** 4/5/18 |

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# Course Outline

**French For Culinary Arts, Hotel Management, Travel and Tourism**

Course Code: FREN 2201P

Instructor: Khalid Lachheb, Ph.D.

Email: [klachheb@citytech.cuny.edu](mailto:klachheb@citytech.cuny.edu)

Office hours:

Office: A630

Credits: 3 credits

Hours: 3 class hours

Prerequisites: FREN 1102, or department approval (placement test)

**Course description**

An intermediate course in French for students pursuing careers in culinary arts, hotel management, travel and tourism. Students learn to communicate in their professional environments, gaining insight into French culture while acquiring concepts and terms*.*

**Instructional materials**

*Textbook*

Mass, Victoria (2014), The Farm to table French Phrasebook: Master the culture, language and savoir faire of French cuisine. Ulysses Press. ISBN: (978-1-61243-3554

*Suggested material*

Purchase an adequate French-English, English-French bilingual dictionary and English-French dictionary for cuisine, hospitality, travel and tourism.

* Cholvy, J. (2014), En cuisine ! Français professionnel (avec DVD), CLE International. Paris.
* Larousse *Gastronomique:* *The World’s Greatest Culinary Encyclopedia* (2009), Librairie Larousse.
* Walker, W. (2015), *French Menu Companion: Dictionary of French Food, Wine and Cheese*.
* Stewart, Erica (2016), *The Complete French Travel Phrasebook*, Alex-Publishing.

**Course Specific Learning objectives**

* Acquire basic vocabulary for discussing and describing food and drink, express opinions regarding food and drink, and develop concepts related to cuisine, hospitality and tourism;
* Demonstrate proficiency in interpersonal, interpretive, and presentational communication using French language and terminology for cuisine, hospitality and tourism;
* Increase students’ confidence to provide quality customer service in all aspects of communication in French;
* Emphasize French functional grammar and vocabulary: giving information, making recommendations, and handling problems. The curriculum will include practice in realistic situations where language functions can be demonstrated and developed alongside basis service-oriented performance;
* Interact with French speakers in culturally acceptable ways employing appropriate gestures, greetings, and mannerisms, understanding basic questions and commands;
* Reflect on basic cultural differences among a variety of professional contexts, including French cuisine, hospitality, travel and tourism;
* Develop an understanding of the French language in cuisine, hospitality, travel and tourism contexts and improve skills in reading, listening and writing;
* Function effectively in simulated situations with French customers in order to make reservations, order food, book flights, and manage housekeeping services; and
* Text, chat, blog, or email appropriately in French using the technical vocabulary and terminology in cuisine, hospitality and tourism.

**Content Learning Outcomes and Assessment Methods**

|  |  |
| --- | --- |
| **Learning Outcomes** | **Assessment Methods** |
| Upon completion of this course students demonstrate an intermediate level of proficiency in interpretation, interpersonal, and presentational communication using French and the terminology of gastronomy, hospitality, travel and tourism. | Quizzes, online activities, assignments, class participation and essays. |
| Students gain knowledge and understanding of the functional aspects of French cuisine, hospitality (ordering food, reception duties, hotel reservations, presenting food, checking in and so on) by creating a realistic situational practice. | Small group discussions, individual performance, interviews, small group role playing exercises, think-pair-share exercises.  Students will record themselves speaking French in many situations and contexts. The instructor will listen and provides feedback on the recordings.  Evaluation of student oral summaries and interpretation of various authentic and semi-authentic audio, visual, and audio-visual resources related to French cuisine, hospitality and tourism. |
| As communication skills are an important part of the hospitality industry and as an understanding of performance expectations is the key to guaranteeing of customer satisfaction, students express themselves in interactive situations between the customer and the provider (hotel staff, receptionist, waiter, housekeeper, etc.). Students carry out many tasks on a daily basis such as making reservations, checking in, checking out, etc.) | Creating learning scenarios, and role-paying assignments, where the students can accomplish a range of conversational tasks.  Assessment will be based on observation (small group discussions, participation/involvement).  Students will be able to review group simulations of their peers (peer-and-self assessment). |
| By adopting a collaborative learning approach, students work together to search for understanding and meaning. They also engage in independent learning activities inside the classroom. | To guide improvement in students learning the course will evaluate student performance in many interactive activities: class discussions, individual oral presentations, etc. |
| Student text, email and take orders and notes, order food, and both read and write restaurant menus, etc. | Developing a learning environment in which students participate actively, e.g., in situational dialogues.  Students will be able to write a small description of a specific situation during the midterm and final exams. |
| Students develop insight into the culture of French cuisine, hospitality and tourism (meal habits in the Francophone world, food preferences and recipes, table etiquette, shopping in French market, holidays, transports, accommodations, etc.) by identifying and discussing cultural influences, attitudes, and values | End-of-unit tests, standardized tests to evaluate the sociolinguistic conventions (simulations, videos, reading texts) relating to cuisine, hospitality and tourism: students’ performance will be assessed according to the degrees of appropriate language use and behaviors in professional and social contexts. |
| Students develop awareness regarding the language barrier and the importance of bilingualism and multilingualism in hospitality industry especially in our globalized world. The more foreign language skills are available to a company, the better prepared students will be to meet customers ‘needs. | Through class discussions and research, students write a self-evaluation of the skills learned during the course and assess the benefits of real world application of such skills. |

**General Education Learning Outcomes**

|  |  |
| --- | --- |
| Gather information on francophone cuisine, hospitality, and Tourism from a variety of written resources.  Recognize other cultural forms of greetings, daily routine and schedules, oral rhetoric, and ways to establish a conversation.  Recognize formal and informal speech situations that require different registers of French.  Identify different text genres (e.g. food magazine articles, travel magazine, restaurant menus, maps, and brochures, etc.).  Identify differences between standard and non-standard varieties, dialectal varieties of French (e.g. Haitian Creole, patois, Cajun varieties). | * Gather, interpret, and assess information from a variety of sources and points of view. |
| Listen, read, understand, and interpret a wide variety of authentic French materials and resources and gain understanding of the cultures of the francophone world.  Analyze texts on how language barrier affects communication in Hospitality settings. | * Evaluate evidence and arguments critically or analytically. |
| Students write papers and give oral presentations, using evidence provided by readings and supplemental materials. | * Produce well-reasoned written or oral arguments using evidence to support conclusions. |
| A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will: | |
| Students encounter the methods and concepts from a variety of fields of study, including travel and tourism, hospitality, culinary arts and French studies | * Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature. |
| Students learn about the impact of colonialism and globalization in the study of hybridity. Creole and pidgin forms of French demonstrate forms of cultural diversity within the French speaking diaspora, and students consider the influence of Francophone culinary arts on the cuisine of e.g., Morocco and Vietnam. | * Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. |
| Class activities such as video showing, simulation, group discussions on assigned reading (articles, newspapers, cooking recipes, etc.) and videos allow students to recognize the diverse set of practices and cultural beliefs that may affect communication with French-speaking customers. | * Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies. |
| Students give oral presentations to other students and to the instructor. Writing an essay will also reflect their views and opinions about the hospitality practices and culture.  Students review and practice French grammar with various grammar activities and exercises where they use verbs/grammatical structures in context. | * Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own. |

**Weekly course outline**

The schedule below is an outline of the class calendar. A more specific, day-by-day schedule of assignment is provided for each chapter of the textbooks. Students should refer to this schedule as they prepare for each class.

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Discussion Topic** | **Vocabulary/structure** | **Culture** |
| **1** | **Module 1: Cuisine, A table!**  Course introduction, greetings, general conversation, making small talk, being polite, ice breaker conversations | French vocabulary: time, number, gender, agreement, asking directions. | Social customs and norms |
| **2** | Writing, reading and ordering from a menu to order food and drinks, bread, cheese and wine. Choosing wine and interactions during tastings at the table. | Restaurant reservations and French wine basics. Verbs: interrogatories and expressing desires: *choisir, desire*, aimer.  Adjectifs démonstratifs: *ce, cet, cette.* | Social customs |
| **3** | Preparing French food: breakfast, lunch and dinner | French dish preparation: dish names, cooking verbs: *cuire, assaisonner, beurrer, chauffer* | Meal habits, food preferences |
| **4** | Setting a table for dining | Table setting procedures for French food and beverage service style. Utensils names and verbs: *dresser la table* | French dining etiquette |
| **5** | **Module 2: Hotel Management: Front desk**  Greeting guests, handling special requests, check-in and check-out, providing information to guests, assigning rooms and dispensing guest room keys | Room reservations: room typologies: chamber simple, chamber double, duplex, etc.  Room service: (television, air conditioning, non-smoking room). Verbs: *réserver* | Customer-specific needs and cultures |
| **6** | Handling guest luggage at time of arrival and departure, escorting guests to their room upon arrival | Welcoming the guest, small talk (trip, weather, wishing a nice stay, etc.), welcome, verbs: *soyez le bienvenu, Je vous souhaite un bon séjour!* | Special kind of hospitality |
| **7** | Making reservations for dining in a famous restaurant; arranging tours, limousines, and entertainment tickets, and obtaining tickets for theatre, music, etc. | Telling time, sharing personal information, expressing needs, desires and preferences.Verbs: *désirer, préférer, souhaiter* | Special preferences and desires |
| **8** | Receiving payments, balancing guest accounts, handling credits/debits charge cards, handling foreign currencies. | Payment processRegular verbs: *payer, facturer, régler*. Nouns: *argent, montant, taxe, co****û****t, ch****è****que.* | Language barriers |
| **9** | **Module 3: Hotel Management: Housekeeping**  Greet the guest, listen to and understand requests | Greetings: politely entering a room, bedroom vocabulary, what did the guest ask for? Special requests: air freshener, crib, sofa, bed, spare bed, hair dryer, etc. | Welcoming culture |
| **10** | Cleaning guest rooms, vocabulary for guest bedrooms, bathrooms and contents. | Cleaning supplies and equipment, resolving cleaning problems. Nouns and adjectives: the room is stuffy, sink is dirty, hair on the pillows, etc. Verbs: *nettoyer,* | Hygiene practices |
| **11** | Responding to a guest request for more supplies or linen, helping guests to locate items in the hotel bathroom, identifying problems in bedrooms and bathrooms, and responding to complaints. | More supplies and linen vocabulary, adjectives, nouns: *propre, sale, nettoyage*. Descriptions of problems: *sentir mauvais, poussière, saleté*. Negatives: *non, pas du tout, absolument pas, jamais*. | Hospitality culture |
| **12** | **Module 4: Travel and Tourism**  Identifying tourists’ needs and motivations, choosing a destination, preparing travel itineraries, obtaining visas, choosing hotel accommodations. | Types of tourists and their needs: business, vacation, family and tours. Reasons for travel: culture, weather, scenery. Verbs: *réserver, arriver, décoller, faire.* | Tourists motivations and needs |
| **13** | Public transportation: trains, busses, metros, taxis, asking directions, booking a flight, checking in at the airport, making travel arrangements, and renting cars. | Phrases relevant to travel. Future tense verbs: *prendre, voyager, acheter, annuler, partir* | Transportation culture and local transportation |
| **14** | Planning a visit in Paris, reading tourist maps, visiting places, parks, monuments, and memorials. | Reflexive verbs:*se promener, se balader* | Geography, history and social life |
| **15** | Shopping: food, clothing, drug store items and local arts and crafts | Shopping as part of the travel experience or as the primary focus of travel. Regular verbs: *acheter, payer*, noun: *argent, solde* | Experiencing local culture through an engagement with local products, local crafts people |

**Grade policy and procedure**

*Breakdown of final grade Grading scale*

8 Quizzes 30% A 93-100

1 Simulation 20% A- 90-92.9

1 essay 10% B+ 87-89.9

Midterm 10% B 83-86.9

Final 15% B- 80-82.9

Class participation 10% C+ 77-79.9

Homework 5% C 70-76.9

D 60-69.9

F 59.9 and below

WU Unofficial Withdrawal

WF Withdrew Failing

**Instructional materials**

*Textbook*

Mass, Victoria (2014), *The Farm to table French Phrasebook: Master the culture, language and savoir faire of French cuisine*. Ulysses Press. ISBN: (978-1-61243-3554

*Suggested Text*

Purchase an adequate French-English, English-French bilingual dictionary and English-French dictionary for cuisine, hospitality, travel and tourism.

**Bibliography**

*Didactic material*

* Calmy, Anne-Marie (2004), *Le Français du Tourisme* (Hôtellerie, restauration, voyages), Hachette livre.
* Escoffier, A. and Craknel, H. L. (2002), *Le Guide Culinaire : The First Complete Translation into English: The Complete Guide to the Art of Modern Cookery.*
* Henri-Paul Pellaprat (1966), *The New Pellaprat Modern French Culinary Arts, World Publishing Company.*
* Prochasson-Renard, Monique (2013), *A table ! Apprendre le Français Autrement, Cahier de l’éleve. Société des écrivains*.
* Stewart, Erica (2016), *The Complete French Travel Phrasebook*, Alex-Publishing.
* Walker, W. (2015), *French Menu Companion: Dictionary of French food, wine and cheese.*

**General bibliography**

* Abbot, Peter, and Lewry, Sue (1999), *Front office: Procedures, Social Skills, Yield and Management*. Butterworth-Heinemann.
* Casado, Matt (2011), *Housekeeping Management*. Wiley Global Education.
* Catolonia, S., Canas, J., and Perez, L. (2014*), Language needs in Tourism Enterprise in Pallars*.
* Child, Julia (2012), *Mastering the Art of French Cooking*, Knopf.
* Cook, Roy, Hsu, Kathy, Tylor, Lorraine (2017), *Tourism: The Business of Hospitality and Travel,* Global edition.
* Cooper, Christ, Fletcher, Gilbert, David, Wanhill, Stephen, John, Fyall, A. (2017), *Tourism : Principles and Practice*. FT Prentice Hall. Fourth Edition.
* Diat, Louis, De Lattre; Georgette (2013), *Gourmet’s Basic French Cookbook,* Literary Licensing, LLC.
* Escoffier, G., A., (2011), *Le Guide Culinaire*.
* Greenspan, Dorie (2010), *Around my French Table*, Houghton Mifflin Harcourt.
* Larousse *Gastronomique:* *The World’s Greatest Culinary Encyclopedia* (2009), Librairie Larousse.
* Maincent-Morel, Michel (2015), *La cuisine de référence*, éditeur: BPI.
* Mass, Victoria (2014), *The Farm to Table French Phrasebook: Master the culture, Language and Savoir Faire of French Cuisine*. Ulysses Press. ISBN: (978-1-61243-3554).
* Penfornis, [Jean-Luc, Dubois Chantal, Semichon, Laurent, (2014),](https://www.amazon.fr/s/ref=dp_byline_sr_book_1?ie=UTF8&text=Jean-Luc+Penfornis&search-alias=books-fr&field-author=Jean-Luc+Penfornis&sort=relevancerank) Hôtellerie-restauration.com - Livre de l'élève + DVD Rom -2ème édition. CLE International.
* Raghubalan, G., Raghubalan, S., (2007), *Hotel Housekeeping: Operation and Management.* Oxford University Press.
* Ward, John (1997), *Travel and tourism*, Longman.
* Wells, Patricia (2013), *The French Kitchen Cookbook,* Harper Collins.

# Course Design

**Course context**

The course is offered as an elective to fulfill three (3) of nine (9) foreign language requirements for students in Liberal Arts and Arts (LAA). It aims at addressing the needs of HMGT students who have prior knowledge of French and are working towards careers in culinary arts, hotel hospitality, travel, and tourism. The course will help students develop an insight into technical French terms for cuisine, hospitality, and tourism, in order to become active members of their professional communities and to interact in francophone contexts.

**Course structure**

In addition to using real life simulations and a variety of material including online, or real encounters with French students, restaurateurs and hotel hospitality agents, this course will adopt an interactive and dynamic approach that prioritizes the autonomy of the learners and enhances their ability to excel. (The instructor will use some of his personal connections in the professional arena to enrich this part of the course)

The course is based on four (4) modules that are divided in 15 units: 1) Culinary Arts, 2) Housekeeping, 3) Front office, 4) Travel and Tourism.

Each module contains four (4) units and is offered in an interactive lecture format, as group work, and through dynamic discussions. The class will be taught twice during four (4) weeks. Module (3) contains three (3) units and be offered twice during three (3) weeks. Within each module, students work and are assessed on all aspects of communication: listening, speaking, reading, and writing.

**Anticipated strategies and instructional design**

The course teaches language structures in situational contexts (Travel, Tourism, Culinary Arts, and Hospitality), and focuses on the development of fluency to communicate well and interact efficiently. Students demonstrate proficiency in interpersonal, interpretive, and presentational communication by using the French terminology for cuisine, hospitality, and tourism.

Adopting a situational learning, as was developed by Jean Lave and Etienne Wenger (1991), *French for Culinary Arts, Hotel Management, Travel, and Tourism* gives students the chance to develop their personal skills through group discussions, real-life scenarios, simulations, role-plays. Students synthesize and analyze information gleaned from food magazine articles, recipes, travel brochure, food menus, restaurant bills, preparing food videos, hotel reservation, booking flights, etc. Students learn to “construct” their knowledge from experience they bring to the learning situation inside the classroom. In order to fulfill cultural interaction learning outcomes, students will be exposed to a wide range of authentic materials (e.g., video and audio tracks, real-life- dialogues and conversations, interactive exercises, visitors with expertise in the field) encompassing different perspectives.

The course will also prioritize providing students with access to culturally-authentic technical French skills that prepare them for an increasingly globalized culture in 21st century.

Students work is continually assessed, based on various evaluative methods, including writing and speaking assignments, quizzes, group discussions, oral presentations, participation in role-play exercises, and Midterm and Final assessments. Students are graded daily to encourage them to speak as much as possible in class. Instructors emphasize and incentivize an exclusive usage of the French language throughout the duration of class meetings.

**How does this course support programmatic learning outcomes**

The learning outcomes are met through the continued integration of the four linguistic skills (reading, writing, listening, speaking) in each didactic unit. Students are given daily assessments– e.g., via quizzes, essays writing, group simulations, analysis of videos shown in class or assigned as homework, or in the form of simple peer-to-peer and peer-to- instructor conversation. Students are expected to work closely together and collaborate with their peers and with their instructor.

# Course Needs Assessment

There is no doubt that French is one of the major languages in the world. It is spoken by over 220 million people around the world. With approximately 1.6 million French speakers in the United States alone, it is the fourth most commonly spoken non-English language in the country after Spanish, Chinese, and Tagalog, (US Census Bureau, 2011)

French has traditionally been the language of diplomacy, arts and philosophy. It is the official language in a large number of international organizations, including the United Nation, the European Union, the Organization of Africa. The language features strongly at international conferences and is used by many overseas aid organizations.

For more than 400 years, USA has had strong connections with the France. In today’s world, a strong relationship continues to exist through trade and investment, communication technologies, education, scientific and technological research and cultural exchange.

According to 2007 France-US Economic Report, there is a deep and mutually beneficial relationship between USA and France:

* 51.000 jobs created by French companies in New York State
* France is #2 for jobs created by foreign companies in New York State
* 9,6 billion annually total bilateral trade in goods
* 717,000 French tourists visit New York every year
* Big French companies working in USA such as *Lactalis* (the world-wide leader in dairy Industry), *Accor Hotel*s (World-wide leader in Hospitality), and *Danone* (world food company)

In addition, according to United Census bureau (2012), 10% of job creation in all sectors happens in the field of gastronomy and hospitality, which will afford far more job opportunities in horizon 2020 prognostics than industry and factories will.

In 2010, UNESCO declared that French cuisine met all the conditions to be considered “a culture recognized and classified in the intangible cultural heritage of humanity”.

French cuisine is undoubtedly one of the most honored and celebrated cuisines around the world. This cuisine significantly informs the cooking methods of Western cultures and beyond, and it still influences trends and techniques of cooking all over the world. To graduate from a French culinary arts school has been and still is the dream of many serious students of cooking all over the globe, as it is the mark of excellent training and the golden standard in the art of cooking.

This new course aims at contributing to bridging the cultural gap created by language barriers in the field of tourist hospitality. The negative impact of language barriers can be a significant problem in the hospitality and restaurant industry. Hotel managers, for example, want guests to feel welcome when they visit their facilities. One can only imagine the frustration of one group from among the droves of French tourists who visit the States every year, who stop by a main attraction in New York, for example, and find no brochures, or maps, or any French speakers to bridge the cultural gaps that may stand between them and enjoying their stay. The ability of service providers in the hospitality and restaurant industry to hire skilled personnel who are also equipped with a second or third language will enhance their chances at creating familiarity among their guests, and will undoubtedly help them provide the pleasant consumer experience necessary for the continuation and flourishing of their business.

The course also aims at supporting the *Thomas Ahrens International Work/Study Programs* organized by Hospitality Management Department at City Tech. This exchange program between City Tech and University d’Evry, Paris, presents the business of tourism, hotel management, cuisine and culture to hospitality students at City Tech. *French for Culinary Arts, Hotel Management, Travel and Tourism* provides students with a necessary linguistic and cultural knowledge in order to communicate effectively with the French-speaking community, through interactive discussions, in-class activities, role playing, simulation, etc. Students use their language skills in situations that simulate their real life encounters in hospitality settings with French-speaking customers and hospitality service providers.

*French for Cuisine, hotel management, Travel and Tourism* has garnered the warm encouragement of the Department of Hospitality Management as it was recommended to Department of Humanities by Professors Rigofredo Granados and David Sanchez-Jimenez. It was first suggested at the Bilingual Literacy for the Professions panel series hosted by the Humanities department in 2013. This course is not offered at any CUNY College. *French for Culinary arts, Hotel Management, Travel and Tourism* will give students from City Tech, LaGuardia or Kingsborough College a unique opportunity to learn both the specialized gastronomy, hospitality and tourism terminology and the cultural skills necessary to communicate effectively with French-speaking customers and colleagues, and in encounters in different hospitality and restaurant settings.

**Target students**: Students in Hospitality Management with low to intermediate level of proficiency in French, and whose goal is to communicate effectively with French speaking customers. French for Cuisine, Hotel Management, Travel and Tourism will also be offered as an elective course to all students enrolled in the LAA Program who wish to study French for professions at an intermediate level.

**Additional physical resources may be required:** a placement test is given to determine the student’s French language background and proficiency level.

**The number of section (s) anticipated:** One section per semester.

**Projected headcount:** Class cap is 22, to provide every student with adequate time for participation in role playing exercises and interaction with their instructor.

**Course overlap:** Within the Humanities Department, this course may overlap with the regular course FREN 2201. However, while FREN 2201 is intended for students who learn French as a foreign language, FREN 2203 caters to students who wish to specialize in the field of Cuisine, Hotel Management, travel and tourism. In this course, students learn the language and cultural skills necessary to function in restaurants, hotels, and other hospitality settings with French as the principal language, and to interact effectively with French-speaking customers with limited English proficiency. Advisement at the Humanities Department will determine the best possible option for interested students.

**Faculty qualified to teach this course:** the faculty members in the Humanities Department are experts in the fields of French Applied Linguistics, Language for Specific Purposes, and Second Language Acquisition.

**Bibliography**

* Ellen Eun Kyoo Kim and Anna S. Mattila (2008), The Impact of Language Barrier & Cultural Differences on Restaurant Experiences: A Grounded Theory Approach. The School of Hospitality Management. The Pennsylvania State University
* France-US Economic Report, 2007
* Skibitska, O, (2015), The language of tourism: translating terms in tourist texts, in *Translation Journal*, October 2015 Issue.
* UNESCO, Gastronomic meal of the French: https://ich.unesco.org/en/RL/gastronomic-meal-of-the-french-00437
* US Census Bureau, 2011.

# Chancellor’s Report

**New courses to be offered in the Humanities department**

|  |  |
| --- | --- |
| **Department(s)** | Humanities |
| **Academic Level** | **[X] Regular  [   ] Compensatory  [   ] Developmental  [   ] Remedial** |
| **Subject Area** | Foreign Language |
| **Course Prefix** | FREN |
| **Course Number** | 2201P |
| **Course Title** | French for Culinary Arts, Hotel Management, Travel and Tourism |
| **Catalog Description** | An intermediate course in French for students pursuing careers in culinary arts, hotel management, travel and tourism. Students learn to communicate in their professional environments, gaining insight into French culture while acquiring concepts and terms*.* |
| **Prerequisite** | FREN 1102 or department approval (placement test) |
| **Corequisite** |  |
| **Pre- or corequisite** |  |
| **Credits** | 3 |
| **Contact Hours** | 3 |
| **Liberal Arts** | **[ X ] Yes  [   ] No** |
| **Course Attribute (e.g. Writing Intensive, etc.)** | N/A |
| **Course Applicability** | |  |  |  | | --- | --- | --- | | **[ ] Major** |  | | | **[ ] Gen Ed Required** | **[ X ] Gen Ed - Flexible** | **[ ] Gen Ed - College Option** | | **[ ] English Composition** | **[ X ] World Cultures** | **[ ] Speech** | | **[ ] Mathematics** | **[ ] US Experience in its Diversity** | **[ ] Interdisciplinary** | | **[ ] Science** | **[ ] Creative Expression** | **[ ] Advanced Liberal Arts** | |  | **[ ] Individual and Society** |  | |  | **[ ] Scientific World** |  | |
| **Effective Term** | **Spring 2019** |

**Rationale: The course provides the future cuisine and hospitality professionals who apply for programs in Hospitality management with the knowledge they need to conduct small conversation in French with French-speaking customers.**

# CUNY Common Core Course Submission Form

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

|  |  |  |
| --- | --- | --- |
| **College** | New York City College of Technology, School of Arts and Science | |
| **Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)** | FREN 2201P | |
| **Course Title** | French for Culinary Arts, Hotel Management, Travel and Tourism | |
| **Department(s)** | Humanities | |
| **Discipline** | Foreign Languages | |
| **Credits** | 3 | |
| **Contact Hours** | 3 | |
| **Pre-requisites (if none, enter N/A)** | FREN 1102 or department approval (placement test) | |
| **Catalogue Description** | An intermediate course in French for students pursuing careers in culinary arts, hotel management, travel and tourism. Students learn to communicate in their professional environments, gaining insight into French culture while acquiring concepts and terms*.* | |
| **Special Features (e.g., linked courses)** |  | |
| **Sample Syllabus** | Syllabus must be included with submission, 5 pages max recommended | |
| **Indicate the status of this course being nominated:**  current course  revision of current course  a new course being proposed | | |
| **CUNY COMMON CORE Location**  **Please check below the area of the Common Core for which the course is being submitted. (Select only one.)** | | |
| Required  English Composition  Mathematical and Quantitative Reasoning  Life and Physical Sciences | | Flexible  World Cultures and Global Issues  Individual and Society  US Experience in its Diversity  Scientific World  Creative Expression |
| **Waivers for Math and Science Courses with more than 3 credits and 3 contact hours**  Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of “Mathematical and Quantitative Reasoning” and “Life and Physical Sciences.” Three credit/3-contact hour courses must also be available in these areas. | | |
| **If you would like to request a waiver please check here:** | | Waiver requested  N/A |
| **If waiver requested:**  Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours. | | N/A |
| **If waiver requested:**  Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill. | | **N/A** |

|  |  |
| --- | --- |
| **Learning Outcomes**  **In the left column explain the course assignments and activities that will address the learning outcomes in the right column.** | |
| **II. Flexible Core** **(18 credits)**  Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field. | |
| **A. World Cultures and Global Issues** | |
| A Flexible Core course must meet the three learning outcomes in the right column. | |
| Gather information on francophone cuisine, hospitality, and Tourism from a variety of written resources.  Recognize other cultural forms of greetings, daily routine and schedules, oral rhetoric, and ways to establish a conversation.  Recognize formal and informal speech situations that require different registers of French.  Identify different text genres (e.g. food magazine articles, travel magazine, restaurant menus, maps, and brochures, etc.).  Identify differences between standard and non-standard varieties, dialectal varieties of French (e.g. Haitian Creole, patois, Cajun varieties). | * Gather, interpret, and assess information from a variety of sources and points of view. |
| Listen, read, understand, and interpret a wide variety of authentic French materials and resources and gain understanding of the cultures of the francophone world.  Analyze texts on how language barrier affects communication in Hospitality settings. | * Evaluate evidence and arguments critically or analytically. |
| Students write papers and give oral presentations, using evidence provided by readings and supplemental materials. | * Produce well-reasoned written or oral arguments using evidence to support conclusions. |
| A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will: | |
| Students encounter the methods and concepts from a variety of fields of study, including travel and tourism, hospitality, culinary arts and French studies | * Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature. |
| Students learn about the impact of colonialism and globalization in the study of hybridity. Creole and pidgin forms of French demonstrate forms of cultural diversity within the French speaking diaspora, and students consider the influence of Francophone culinary arts on the cuisine of e.g., Morocco and Vietnam. | * Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. |
| Class activities such as video showing, simulation, group discussions on assigned reading (articles, newspapers, cooking recipes, etc.) and videos allow students to recognize the diverse set of practices and cultural beliefs that may affect communication with French-speaking customers. | * Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies. |
| Students give oral presentations to other students and to the instructor. Writing an essay will also reflect their views and opinions about the hospitality practices and culture.  Students review and practice French grammar with various grammar activities and exercises where they use verbs/grammatical structures in context. | * Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own. |

# Sample Syllabus

**French For Culinary Arts, Hotel Management, Travel and Tourism**

Course Code: FREN 2201P

Instructor: Khalid Lachheb, Ph.D.

Email: [klachheb@citytech.cuny.edu](mailto:klachheb@citytech.cuny.edu)

Office hours:

Office: A630

Credits: 3 credits

Hours: 3 class hours

Prerequisites: FREN 1102, or department approval (placement test)

**Instructional materials**

*Textbook*

Mass, Victoria (2014), The Farm to table French Phrasebook: Master the culture, language and savoir faire of French cuisine. Ulysses Press. ISBN: (978-1-61243-3554

*Suggested Material*

Purchase an adequate French-English, English-French bilingual dictionary and English-French dictionary for cuisine, hospitality, travel and tourism.

* Cholvy, J., (2014), En cuisine ! Français professionnel (avec DVD), CLE International, Paris
* Larousse. *Gastronomique:* *The World’s Greatest Culinary Encyclopedia* (2009), Librairie Larousse.
* Walker, W. (2015), *French Menu Companion: Dictionary of French Food, Wine and Cheese*.
* Stewart, Erica (2016), *The Complete French Travel Phrasebook*, Alex-Publishing.

**Course description**

An intermediate course in French for students pursuing careers in culinary arts, hotel management, travel and tourism. Students learn to communicate in their professional environments, gaining insight into French culture while acquiring concepts and terms*.*

**Course Specific Learning objectives**

* Acquire basic vocabulary for discussing and describing food and drink, express opinions regarding food and drink, and develop concepts related to cuisine, hospitality and tourism;
* Demonstrate proficiency in interpersonal, interpretive, and presentational communication using French language and terminology for cuisine, hospitality and tourism;
* Increase students’ confidence to provide quality customer service in all aspects of communication in French;
* Emphasize French functional grammar and vocabulary: giving information, making recommendations, and handling problems. The curriculum will include practice in realistic situations where language functions can be demonstrated and developed alongside basis service-oriented performance;
* Interact with French speakers in culturally acceptable ways employing appropriate gestures, greetings, and mannerisms, and understanding basic questions and commands;
* Reflect on basic cultural differences among a variety of professional contexts, including French cuisine, hospitality, travel and tourism;
* Develop an understanding of the French language in cuisine, hospitality, travel and tourism contexts and improve skills in reading, listening and writing;
* Function effectively in simulated situations with French customers in order to make reservations, order food, book flights, and manage housekeeping services; and
* Text, chat, blog, or email appropriately in French using technical vocabulary and terminology in cuisine, hospitality and tourism.

**Grade policy and procedure**

*Breakdown of final grade Grading scale*

8 Quizzes 30% A 93-100

1 Simulation 20% A- 90-92.9

1 essay 10% B+ 87-89.9

Midterm 10% B 83-86.9

Final 15% B- 80-82.9

Class participation 10% C+ 77-79.9

Homework 5% C 70-76.9

D 60-69.9

F 59.9 and below

WU Unofficial Withdrawal

WF Withdrew Failing

**Assessment Overview**

***Quizzes***: Weekly quizzes are used to evaluate vocabulary, grammar, reading comprehension and acquisition of new expressions at the beginning of the class. Quizzes facilitate student’s assessment of their own learning and reinforce daily study habits. It is each student’s responsibility to always come to class prepared, which means studying the topic from the day before and having reviewed the new lesson by completing the class homework. **There are no make-up quizzes for any reason, including tardiness or absences.** However, the lowest quiz result will not be included in the final grade.

***Midterm and final examinations***: Exams cover all aspects of the readings, lectures and the class discussions, and serve to evaluate students’ understanding of the linguistic and cultural topics discussed in the course. The midterm exam covers materials from Section 1(Chapters 1-2), Section 2 (Chapters 3-9) while the final exam covers materials from Section 3 (Chapters 10 and 11, Section 4 (Chapters 12 and 13, Section 5 (Chapters 14 and 15).

***Make-up policy:*** Examinations must be taken on the date listed in the syllabus. If absent on the day of the examination, a student is allowed to take the examination before or during the next class meeting **only in the case of documented medical emergencies**. **Students who contact the instructor after they have missed the class will not be allowed to make-up the exam.** If the exam is not taken before or on the next class meeting, the student will receive a “0”for the exam.

***Homework:*** Homework, including further practice of classroom activities, is assigned on a regular basis for knowledge reinforcement. Students are responsible for completing homework every day before class as well as for those activities assigned by the instructor in the textbook and other sources. Homework must be written in a notebook and will be collected twice during the semester (on the classes before the midterm exam and the final exam). No late work is accepted. Please do not forget to write your name in your notebook, otherwise it cannot be graded.

***Class participation:*** Active participation is an essential part of the learning process and it is expected from all enrolled students. Participation means maintaining an active presence in the class by answering questions from the instructor, volunteering for and participating in class activities. **Simply attending class does not constitute participation.** Other aspects considered under class participation include the regular use of French in class with instructor and peers, constant demonstration of active listening when others speak, and collaboration with fellow students in in-class activities.

***Working outside the class****:* Students are also responsible for working each day outside of class to learn as much as possible through readings, assignments and research that you will share in class. Students are expected to invest at least three (3) hours of combined in-class and out-of-class work per week for each academic unit (credit) of coursework; thus, a 3-credit course will typically require a minimum of nine (9) hours of work per week (180 hrs./semester). Plan on spending at least six (6) hours per week outside of class. You will need this time to read the textbook and articles, memorize and practice the vocabulary, complete homework, elaborate essays, and prepare the oral activities assigned. Students should always look for ways *(learning strategies)* to grow and develop linguistic proficiency in and outside the classroom.

**Class Behavior**

You are expected to be present and participating, from roll call to dismissal. **Please note that sleeping or putting your head down on your desk means that you are not present in the class; the same is applied to unauthorized use of electronic devices, leaving the classroom during class, or leaving early.**

Students are required to bring the textbook/reading materials to every single class. Extra material will be available in Blackboard as the course progresses. **Those who come to class without the book will be asked to leave and marked absent.**

Any electronic devices (e.g. cell phones, tablets, computers, etc.) must be turned off when class begins, and must remain off when the class is in session, unless otherwise indicated by your instructor (for more details, see *Technology Policy* below).

**COURSE POLICIES**

**Humanities department Attendance policy**

It is the conviction of the Humanities department that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences but also latenesses, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade overtly allocated to participation and/or any grades awarded for activities that relate to presence in class.

Because practice and feedback are essential in the process of second language acquisition, most courses conducted in French require class attendance, as well as daily homework and regular participation

*Religious Holidays and Observances*

Students should notify the instructor **before** missing class due to religious observance of a holiday.

**Policy on In-class use of Technology**

Students are required to **log into their City Tech emails and Blackboard** regularly (every two to three days) in order to get updated information on course content, download handouts, watch videos, and follow class assignments. Doing so is every student’s responsibility and failure to comply will affect the final grades.

Any electronic devices (e.g. cell phones, tablets, computers, etc.) must be turned off when class begins, and remain off when the class is in session, unless otherwise indicated by your instructor. **Any evidence of cell phone use (ringing, buzzing, etc.) and similar equipment use may result in an automatic zero in participation for the day’s session, Using a cell phone during a test will result in a test score of zero.**

Technological issues are not a valid excuse for lack of participation or lack of course work. Students should foresee potential technical problems and should always have a Plan B in place (e.g., use of computers in the campus).

**Maintaining communication**

All communication between students and the instructor must be through your City Tech email address. The professor will use ONLY City Tech email addresses as primary means of communication. The instructor will make every effort to answer email messages promptly (Monday to Friday until 5:00 p.m.).

**Academic Honesty & Integrity at City Tech**

Academic honesty and integrity is expected from all students. This course demands a high level of scholarly behavior and academic honesty on the part of all students. Academic cheating and plagiarism will not be tolerated. Examples of academic dishonesty include but are not limited to: (1) the use of online translators, translator programs and/or another person completing assignments for the student in part or in whole\*; (2) copying from professional works without citing them. Any information you find on the web, at the library or in books must be cited; and (3) any form of cheating on exams. Specifically, copying from another student or using any paper or devices not allowed during the exam will lead to an automatic failure in the course. Violations of such may result in receiving a score of zero in a specific test/assignment, “F” final grade, and/or possible suspension or expulsion from City Tech, as stated in the academic integrity statement listed in the college’s catalog:

*“Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity.*

*Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.’*

NOTE: if the instructor finds that the results of students’ homework, scripts, and other at-home activities do not correspond to their level of proficiency, students may be called to take an extra exam to prove their capacity to solve tasks similar to those normally assigned in class.

**Diversity Statement**

The Humanities Department complies with the college wide nondiscrimination policy and seeks to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students’ ability to be informed, global citizens. Through our example, we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us human.

**Reasonable Accommodation Statement**

We are committed to providing reasonable accommodation to students with disabilities. Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Center for Student Accessibility. Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the Center, which is located in room A-237. It is the student’s responsibility to initiate contact with the Center staff and to follow the established procedures for having the accommodation notice sent to the instructor.

**Weekly course outline**

The schedule below is an outline of the class calendar. A more specific, day-by-day schedule of assignment is provided for each chapter of the textbooks. Students should refer to this schedule as they prepare for each class.

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Discussion Topic** | **Vocabulary/structure** | **Culture** |
| **1** | **Module 1: Cuisine, A table!**  Course introduction, greetings, general conversation, making small talk, being polite, ice breaker conversations. | French vocabulary: time, number, gender, agreement, asking directions. | Social customs and norms |
| **2** | Writing, reading and ordering from a menu to order food and drinks, bread, cheese and wine. Choosing wine and interactions during tastings at the table. | Restaurant reservations and French wine basics. Verbs: interrogative and expressing desire: *choisir, desire*, aimer.  Adjectifs démonstratifs: *ce, cet, cette.* | Social customs |
| **3** | Preparing French food: breakfast, lunch and dinner | French dish preparation: dish names, cooking verbs: *cuire, assaisonner, beurrer, chauffer* | Meal habits, food preferences |
| **4** | Setting a table for dining | Table setting procedures for French food and beverage service style. Utensils names and verbs: *dresser la table* | French dining etiquette |
| **5** | **Module 2: Hotel Management: Front desk**  Greeting guests, handling special request, checking-in and checking-out, providing information to guests, assigning rooms and dispensing guest room keys | Room reservations: room typologies: chamber simple, chamber double, duplex, etc.  Room service: (television, air conditioning, non-smoking room). Verbs: *réserver* | Customer-specific needs and cultures |
| **6** | Handling guest luggage at time of arrival and departure, escorting guests to their room upon arrival | Welcoming the guest, small talk (trip, weather, wishing a nice stay, etc.), welcome, verbs: *soyez le bienvenu, Je vous souhaite un bon séjour!* | Special kind of hospitality |
| **7** | Making reservations for dining in a famous restaurant; arranging tours, limousines, and entertainment tickets, and obtaining tickets for theatre, music, etc. | Telling time, personal information, expressing needs and desires and preferences.Verbs: *désirer, préférer, souhaiter* | Special preferences and desires |
| **8** | Receiving payments, balancing guest accounts, handling credits/debits charge cards, handling foreign currencies. | Payment processRegular verbs: *payer, facturer, régler*. Nouns: *argent, montant, taxe, co****û****t, ch****è****que.* | Language barriers |
| **9** | **Module 3: Hotel Management: Housekeeping**  Greet the guest, listen to and understand requests | Greetings: politely entering a room, bedroom vocabulary, what did the guest ask for? Special requests: air freshener, crib, sofa, bed, spare bed, hair dryer, etc. | Welcoming culture |
| **10** | Cleaning guest rooms, vocabulary for guest bedrooms, bathrooms and contents. | Cleaning supplies and equipment, resolving cleaning problems. Nouns and adjectives: the room is stuffy, sink is dirty, hair on the pillows, etc. Verbs: *nettoyer,* | Hygiene practices |
| **11** | Responding to a guest’s request for more supplies or linen, helping guests to locate items in the hotel bathroom, identifying problems in bedrooms and bathrooms, and responding to complaints. | More supplies and linen vocabulary, adjectives, nouns: *propre, sale, nettoyage*. Descriptions of problems: *sentir mauvais, poussière, saleté*. Negatives: *non, pas du tout, absolument pas, jamais*. | Hospitality culture |
| **12** | **Module 4: Travel and Tourism**  Identifying tourists’ needs and motivations, choosing a destination, preparing travel itineraries, obtaining visas, and choosing hotel accommodations. | Types of tourists and their needs: business, vacation, family and tours. Reasons for travel: culture, weather, scenery. Verbs: *réserver, arriver, décoller, faire.* | Tourists motivations and needs |
| **13** | Public transportation: trains, busses, metros, taxis, asking directions, booking a flight, checking in at the airport, making travel arrangements, and renting cars. | Phrases relevant to travel. Future tense verbs: *prendre, voyager, acheter, annuler, partir* | Transportation culture and local transportation |
| **14** | Planning a visit in Paris, reading tourist maps, visiting places, parks, monuments, and memorials. | Reflexive verbs:*se promener, se balader* | Geography, history and social life |
| **15** | Shopping: food, clothing, drug store items and local arts and crafts | Shopping as part of the travel experience or as the primary focus of travel. Regular verbs: *acheter, payer*, noun: *argent, solde* | Experiencing local culture through an engagement with local products, local crafts people |

**Appendix**

Maura Smale, 2/8, 5:25 AM

Ann Delilkan; Khalid Lachheb

Lachheb Course Proposal Delilkan edit Last version2.8.18.docx

Hello Khalid and Ann,

This looks like a terrific course, we're happy to support it. We should have no trouble acquiring the books recommended and required for the course within our usual Library collections budget and look forward to working with you in the future as the course develops.

Best,

Maura

Elizabeth Schaible, Wed 1/31, 1:37 PM

Khalid Lachheb; Ann Delilkan; David Smith

Dear Khalid,

This course should be a nice addition to your offerings. We look forward to our students having the opportunity to study advanced French.

Thank you.

Liz

Elizabeth Schaible

Associate Professor/Department Chair

Department of Hospitality Management

New York City College of Technology CUNY

300 Jay Street Namm 220

Brooklyn, NY 11201