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 Food and Culture** |
| **Date** | **March 8th, 2020** |
| **Major or Minor** | **Minor modification** |
| **Proposer’s Name** | **Dr. Khalid Lachheb** |
| **Department** | **Humanities** |
| **Date of Departmental Meeting in which proposal was approved** | **March 12th, 2020** |
| **Department Chair Name** | **Dr. Ann Delilkan** |
| **Department Chair Signature and Date** | **C:\Users\adelilkan\Desktop\Logos, signatures\DelilkanSignature.JPG** |
| **Academic Dean Name** | **Dr. Justin Vazquez-Poritz** |
| **Academic Dean Signature and Date** | **March 18, 2020** |
| **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 proposal aims to narrow the curricular focus of an existing course, from covering Culinary Arts, Hospitality management, Travel, and Tourism, to address only Culinary Arts. This course is designed to help students who completed the second semester of French to enhance their four basic skills in French. While focusing on improving students' grammar, usage, and their critical reading and writing strategies in French, the course introduces students to the rich tradition of French culinary arts.  By adopting a communicative approach, students continue to be engaged in the expression and interpretation of meaning in French language and its topics related to food and culinary arts in general. Students listen, read, understand, and interpret a wide variety of authentic French materials and resources and gain understanding of the cultures of the francophone world.  This course is taught mostly in French. |
| **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 will benefit students enrolled in Hospitality Management and students of other programs with a minimum of two semesters in French language instruction. The course will fulfill one step of the LAA World Languages requirement for FREN. The aim of such a course is to acquaint those students with basic concepts and principles in French and show how these apply to Culinary Arts. This arena of application of the language will have wider appeal than to HMGT students alone. |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | Minor modification to change course title and description, narrow the curricular focus, and remove the prerequisite (of being an HMGT major) for an existing course. |

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.

**ALL PROPOSAL CHECK LIST**

|  |  |
| --- | --- |
| Completed CURRICULUM MODIFICATION FORM including: |  |
| * Brief description of proposal | ✓ |
| * Rationale for proposal | ✓ |
| * Date of department meeting approving the modification | ✓ |
| * Chair’s Signature | ✓ |
| * Dean’s Signature | ✓ |
| Evidence of consultation with affected departments  List of the programs that use this course as required or elective, and courses that use this as a prerequisite. | ✓ |
| Documentation of Advisory Commission views (if applicable). | N/A |
| Completed [Chancellor’s Report Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Chancellor_Report_Quick_Reference_Guide1.doc). | ✓ |

Included in this Curriculum Modification Form is a sample syllabus for FREN 2201P French for Food and Culture.

# Chancellor’s Report

**2201P Intermediate French for Culinary Arts**

|  |  |  |  |
| --- | --- | --- | --- |
| **Department(s)** | Humanities | **Department(s)** |  |
| **Course Number** | 2201P | **Course Number** |  |
| **Course Title** | ~~French for Culinary Arts, Hotel Management, Travel and Tourism~~ | **Course Title** | French for Food and Culture |
| **Catalog Description** | ~~This course is designed to help students who completed the second semester of French to enhance their four basic skills in French. While focusing on improving students' grammar, usage, and their critical reading and writing strategies in French, the course introduces students to the rich tradition of French culinary arts~~ | **Catalog Description** | This course is designed to help students who have completed the second semester of French to enhance their four basic skills in French. While focusing on improving students' grammar, usage, and their critical reading and writing strategies in French, the course introduces students to the rich tradition of French culinary arts. |

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

# Sample Syllabus

**French for Food and Culture**

Course Code: FREN 2201P

Instructor: Khalid Lachheb, Ph.D.

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

Office hours:

Office: L630

Credits: 3 credits

Hours: 3 class hours

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

**Instructional materials**

The following textbooks are required for this class:

1. Jerome Cholvy, *En cuisine. Français Professionnel*. CLE International, 2014. ISBN: 978-2-09-038673-8.
2. Vera Bencini, Monique Paola Cangioli, Francesca Naldini, Aurélie Paris, *En cuisine et en salle. Français Professionnel*. CLE International, 2015. ISBN: 978-209-038675-2.

*Suggested Material*

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

* Larousse. *Gastronomique:* *The World’s Greatest Culinary Encyclopedia* (2009), Librairie Larousse.
* Walker, W. (2015), *French Menu Companion: Dictionary of French Food, Wine and Cheese*.

**Course description**

This course is designed to help students who have completed the second semester of French to enhance their four basic skills in French. While focusing on improving students' grammar, usage, and their critical reading and writing strategies in French, the course introduces students to the rich tradition of French culinary arts.

**Course Specific Learning objectives**

By the end of the semester, students will be able to:

* Identify basic concepts and principles of food preparation and serving in the French cuisine.
* Analyze news and web articles orally and in writing approaching food-related topics both concretely and abstractly, presenting and supporting opinions about the text.
* Describe key elements of the French cuisine using paragraph length discourse.
* Discuss the meanings of edited contemporary articles in French about food.
* Compose food-related narratives that incorporate present and past tenses and are several paragraphs long.
* Identify career options in the food business where knowledge of French is useful.
* Present orally research on aspects of French and Francophone cuisine.
* Write a recipe.
* Explain how food is served.
* Explain and reflect on the relationship between food products, culinary practices and perspectives of the French and Francophone cultures.
* Compare and contrast their own culinary practices with those of French and Francophone persons.

**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 students’ 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 due to a medical matter, a student is allowed to take the examination before or during the next class meeting **only and as assessed by the Center for Student Accessibility**.

***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 applies 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.

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 lateness, 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 are 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.

**Disability/Medical Accommodations Statement**

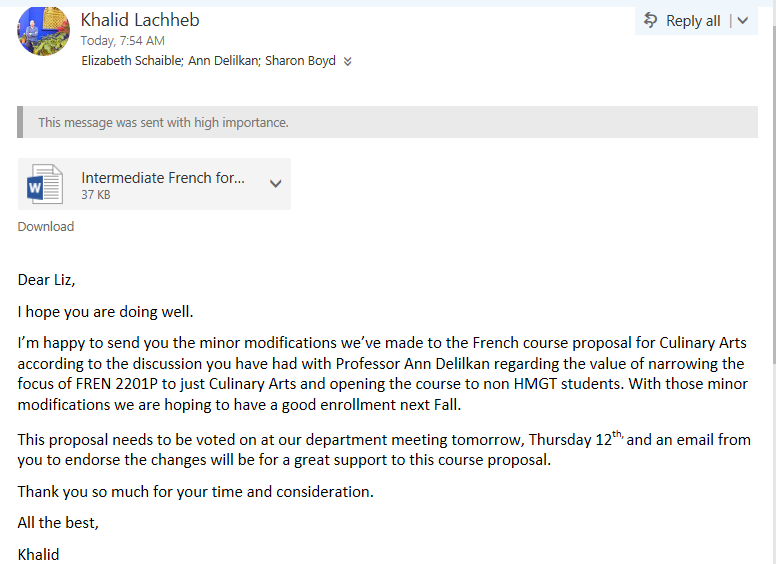
City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state and city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility or would like to seek accommodation services or academic adjustments, please contact the Center for Student Accessibility at 300 Jay Street room L-237, 718 260 5143, or http://www.citytech.cuny.edu/accessibility/ N.B., Students who miss a scheduled presentation or exam due to illness or medically-related emergencies will be referred to the Center for Student Accessibility. The CSA will review any documentation requested and give the student a letter to share with the relevant instructor if accommodations need to be made.

**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**  The curriculum from Week 1 to Week 5 is based on: *En cuisine: Français Professionnel* | **Chapter 1: Welcome!**  Greetings, general conversation, counting, identifying the kitchen staff, discussing vegetables, completing a market sheet.  **Chapter 2: Kitchen and Restaurant**  Locating objects in space, finding way in restaurant and in kitchen, discovering equipment, planning daily meals. | Using the pronouns: Tu and Vous.  · Subject pronouns  · Verbs: s’appeler, être and avoir  · Definite/Indefinite articles  Preposition “à”  and combination, Partitive article.  ·Verbs: aller, prendre  · Conjugation: verbs ending with (-er) and (-yer) | Social customs and norms  Gastronomic culture: dining in and dining out. |
| **2** | **Chapter 3: Kitchen Rules**  Body parts, asking questions, talking about the professional cloths, understanding and giving orders, discovering fruit.  **Chapter 4: Hands on!**  Understanding the standards of use, discovering dishes, making an inventory, using basic ingredients. | ·Interrogative words  ·Adjectives: possessive and demonstrative  ·Imperative mode  ·Verb: pouvoir  ·Conjugation in present tense: verbs in (-ir) and (-re)  · The obligation and prohibition.  · Verb: avoir  · Plural noun, agreement in adjectives.  ·Adverbs of quantity | Seasons and fruits in France!  French and bread.  The benefits of bread |
| **3** | **Chapter 5: Setting up!**  Mastering the preparation of vegetables, expressing likes and dislikes, indicating the succession of actions, writing a commissary voucher.  **Chapter 6: At the stove!**  Cooking equipment, mastering the cooking, understanding equipment techniques, understanding and following a technical data sheet. | Chronological articulators, pronouns, simple future, near future, personal pronouns.  · Verb: cuire  · Infinitive and negation imperative  ·Ask and answer questions  · Expressing duration: pendant, longtemps, jusqu'à | French “hors-d’oeuvre”, French ratatouille.  France, a country of cheese! |
| **4** | **Chapter 7: Meat and Poultry** Discovering meal and poultry, using aromatic herb and spices.  Making sauces. Completing a manufacturing data sheet.  **Chapter 8: Seafood:** Fish preparation, fish dishes, shellfish. Expressing tastes. Writing a production sheet. | · Adverbs of frequency: souvent, toujours, quelquefois, parfois, jamais.  · Pronouns : le, la, l’, les.  ·       Pronoun (en)  ·       Progressive present  ·       Pronouns: lui, leur  ·       Negation  · Reflexive verbs: se laver  · Verbs: adorer, aimer, détester, préférer | French foie gras d’oie !  · Fish: regional specialities.  · French wine map. |
| **5** | **Chapter 9: For dessert!**  Discovering the creams, preparing a dish, expressing your opinion, preparing desserts for birthdays  **Chapter 10: A la carte!**  Understanding and elaborating the menu. Understanding dietetic notions. Expressing time. Communicating with restaurant staff. Place an order with a supplier. | ·       Pronouns: direct and indirect  ·       Past tense  ·       Relatives pronouns: qui, que  The conditional, imperative and pronouns | ·French gastronomic guide.  ·Portraits of great French chefs. |
| The curriculum from **6** to the end is based on: *En cuisine et en salle. Français Professionnel*. | **Chapters 1-2: Professional outfits and aperitif**  Theme: Instruments, utensils and food conservation | ·        Grammar: Negation and interrogation | Professional Practice: Kitchen chef  Culture: A history of French cuisine throughout centuries |
| **7** | **Chapter 3 Create different categories of menus**  Theme: Vegan, vegetarian and organic cuisines | ·       Grammar: Comparatives and superlatives. Demonstrative pronouns and adjectives. | ·Professional Practice: Pastry chef  Culture: Attracting clients using slates and logos |
| **8** | **Chapter 4 Francophone cuisine of Europe**  Theme: Cooking techniques and cooking utensils | ·    Grammar: Expressing the future and the conditional | ·Professional Practice: Becoming a Chef  Culture:  Cuisine and television |
| **9** | **Chapter 5 Talking about wine and wine tasting**  Theme: Describe a recipe and present a dessert | ·    Grammar: Expression of space: Il y a, c’est. | Professional Practice: The job of Maitre d’Hotel  Culture: French gastronomy and regional productions |
| **10** | **Chapter 6 Booking a Reservation and Welcoming Clients**  Theme: Taking orders for meals and drinks and understanding the rules of tipping in France. | ·     Grammar: Expression of quantity; Pronoun “en” | Professional Practice: the job of a “limonadier”  Culture: iconic restaurant “Chez Maxim’s” 100 years of life. |
| **11** | **Week 11 Chapter 7 Bistrot and Brasseries**  Theme: New tendencies in France. Home Chefs. | ·        Grammar: The passive voice, relative pronouns. | Professional Practice: Cuisine and graphic novels.  Culture: Advertising and culinary arts. |
| **12** | **Review for final exam**  **Presentations: 10%** |  |  |
| **13** | **Final Exam** |  |  |

**Appendix 1**



**Appendix 2**

