

## Term Information

Effective Term Autumn 2025

## General Information

Course Bulletin Listing/Subject Area French  
Fiscal Unit/Academic Org French & Italian - D0545  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3503  
Course Title Medical French  
Transcript Abbreviation Medical French  
Course Description Designed especially for students interested in pursuing a variety of health professions and wishing to add value to their expertise in healthcare fields. Students learn how to interact effectively in French with patients and patients' families from various cultural backgrounds, and/or to practice their profession in a Francophone context, at a mid- to high-intermediate level of French.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites French 2101.01 or 2101.61; or the equivalent.  
Exclusions  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings None

## Subject/CIP Code

Subject/CIP Code 16.0901  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### Course goals or learning objectives/outcomes

- Recognize diverse cultural approaches to healthcare within hospital and clinical contexts
- Demonstrate effective and appropriate use of healthcare-specific vocabulary and grammar, cultural knowledge, and preprofessional skills in a cross-cultural communicative healthcare settings.
- Compare and contrast diverse cultural approaches to healthcare within hospital and clinical contexts.

### Content Topic List

- Conducting health histories in French
- Filling out intake forms in French
- Communicating orally with patients and their families in French
- Assessing patients' comfort and wellbeing in French

### Sought Concurrence

No

## Attachments

- FR3503 Syllabus Med. French[24].docx: syllabus  
*(Syllabus. Owner: Willging, Jennifer)*
- FR Major Curriculum Map rev 12-2-24 copy.docx: FR major curriculum mpa  
*(Other Supporting Documentation. Owner: Willging, Jennifer)*
- FFS Major Curriculum Map rev 12-2-24.docx: FFS major curriculum map  
*(Other Supporting Documentation. Owner: Willging, Jennifer)*

## Comments

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Willging, Jennifer	12/02/2024 04:45 PM	Submitted for Approval
Approved	Willging, Jennifer	12/02/2024 04:46 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/04/2024 11:35 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	12/04/2024 11:35 AM	ASCCAO Approval

# SYLLABUS

## FRENCH 3503 : Medical French

**Tuesdays and Thursdays, 6:30-7:50pm, Location TBA**

Lecture, 3 credits

### INSTRUCTOR

Dr. Anne Mutidjo

mutidjo.1@osu.edu

Office hours: TBA, HH233

My preferred method of contact is by email.

### COURSE DESCRIPTION

There are 320 million speakers of French across the world, with 1.2 million Americans reporting speaking French at home. FR3503 is a course is designed especially for students with interests in pursuing various health professions—including medicine; nursing; physical, occupational, mental health, and other kinds of therapies; health care administration; and other allied medical professions—wishing to add value to their expertise in healthcare fields. FR3503 aims to teach students how to effectively interact in French with patients and patients' families from various cultural backgrounds, and/or to practice their profession in a Francophone context, at a mid- to high-intermediate level of French. Activities are organized around situations health professionals encounter in their daily practices in a hospital or clinical setting, as well as a few centered on selected pathologies and selected patient populations.

This is a 3-credit-hour course. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect around 9 hours of engagement with the class to earn a grade of (C) average. Actual hours will vary by student learning habits and the assignments each week. This course is delivered in-person on the dates and times indicated at the beginning of the syllabus, and students are expected to attend all classes.

Prerequisites: French 2101.01, 2101.61, or the equivalent.

This course meets in person on the indicated days and times. In the event of a campus closure due to inclement weather or disaster, unless otherwise announced by the university, online or distance classes will occur as scheduled.

### COURSE LEARNING OBJECTIVES

- Recognize diverse cultural approaches to healthcare within hospital and clinical contexts.



- Compare and contrast diverse cultural approaches to healthcare within hospital and clinical contexts.
- Demonstrate effective and appropriate use of healthcare-specific vocabulary and grammar, cultural knowledge, and preprofessional skills in a cross-cultural communicative healthcare settings.

**EXPECTED LEARNING OUTCOMES:**

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

- Engage in conversations in French using familiar terminology and expressions specific to healthcare and medical contexts
- Read and understand authentic texts to perform the daily tasks of the health professions
- Respond to patients’ requests regarding care
- Conduct patient assessments in French, including registration, health history, and preparing patients for interventions
- Communicate care to patients in more specific situations such as diabetic patients, patients with a fracture, and patients scheduled for a colonoscopy.
- Provide culturally sensitive care to French-speaking patients and communities in need of medical and health and wellness services

**CLASS MATERIALS**

1. *Le français des infirmiers*, by Talavera-Goy, S. Gardette-Tria, N. Perez, C. FLE Presses Universitaire de Grenoble, 2023. ISBN : 978-2706153976. Available on Amazon.
2. Four conversation sessions through Talkabroad for conversation practice with a native French speaker.

**GRADING AND ASSIGNMENTS**

Assignment Category	Points	
Proficiency Evaluations	6 x 40 pts	240 points
Portfolio	2 x 105 pts	210 points
Class attendance & participation	16 x 10 pts	160 points
Final project	1 x 140 pts	140 points
Final interview	1 x 130	130 points
Vocabulary Quizzes	12 x 10 pts	120 points
<b>TOTAL</b>	<b>1000 points</b>	

Grading scale

A 93-100	B+ 87-89.9	B- 80-82.9	C 73-76.9	D+ 67-69.9	E 59.9-0
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A- 90-92.9	B 83-86.9	C+ 77-79.9	C- 70-72.9	D 60-66.9	
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## DESCRIPTION OF ASSIGNMENTS

### Proficiency evaluations (6 x 40 pts = 240 points)

The purpose of Proficiency evaluations is for students to demonstrate oral mastery of selected health-related tasks as seen in class or in coursework. On Proficiency evaluation days, students will show their ability to perform grammar, vocabulary and dialog tasks to partners and to the instructor. A checklist of tasks to be mastered will be available ahead of time on Carmen.

### Portfolios (2 x 105 pts = 210 points)

Portfolios aim at providing students with practice interacting in French in a work-like situation with native speakers who are trained in the medical field. They are also an opportunity for students to discuss and reflect on topics related to cultural differences in health care practices.

Each portfolio will need to include the following components:

1. A dialog situation accompanied by a reflective summary:
  - a. Students will create a dialog using one of the topics posted on Carmen,
  - b. Students will record their dialog with a native French speaker using Talkabroad,
  - c. Students will submit a reflective summary in English highlighting their dialog's strengths, weaknesses, suggestions for improvement, and/or questions they might have.
2. A 150-200-word summary in French of a 30-minute discussion students will have with a native French speaker on a topic related to cultural differences in health care practices.
3. A 150-200-word reflection on the discussion with one of our guest speakers.

### Class Attendance and Participation (160 points)

Students need to be in class to hear and practice the language. This is especially important in a class focused on a profession primarily using the language orally. Starting in week 2, students can earn up to 10 points per class day for attendance and participation. Students do not earn any points for attendance and participation during Proficiency evaluation days. Coming prepared to class, being engaged throughout class, and speaking only in French will help ensure students earn all their points. Students can miss 3 classes without consequence on their Attendance and Participation grade. These points cannot be made-up.



**Final Project (140 points)**

In groups, students will be involved in the co-creation and delivery of a mock outreach educational health session, such as those offered in high schools and churches and at other local events. The project components will include designing materials on a topic of their choice to be distributed to their target population, as well as a recording where students will role-play an interaction between a member of the target population and a health professional.

**Final Interview (130 points)**

Students will meet individually with the instructor for 20-30 minutes and will be asked to complete any of the Proficiency evaluations previously completed during the semester.

**Vocabulary Quizzes (12 x 10 pts = 120 points)**

Given the specificity of the class's topic, we will be learning a lot of new vocabulary throughout the semester. There will be several "pop quizzes" to encourage students to recall and be able to actively use the vocabulary provided in the textbook. Students should keep a journal or log of any unfamiliar terminology and vocabulary encountered in the textbook, during class, or while completing writing assignments. Students should refer to the "Class Outcomes" listed each day in the course schedule to know which vocabulary will be on the quizzes. "Class Outcome" vocabulary will also be available on Carmen.

## COURSE SCHEDULE

WEEK 1			
ACCUEILLIR IN PATIENT			
	TO-DO	CONTENT	CLASS OUTCOME
Day 1	<b>Before class:</b> Access Carmen, familiarize yourself with the course content and requirements	Syllabus Calendar Carmen Textbook Ch4.1	. Introduction, course expectation and requirements . Conducting health histories
Day 2	<b>Before class:</b> 5-8 pp.71-74,	Ch4.1 (cont) Ch4.2(1)	. Conducting health histories (cont) . Filling out a patient's intake form



WEEK 2			
ACCUEILLIR IN PATIENT			
	TO-DO	CONTENT	CLASS OUTCOME
Day 1	<b>Before class:</b> . 18-20 pp. 81-82, 23 p-86 25 p.88 . On Carmen: review the passé composé, imparfait et plus-que-parfait	Ch4.2(1) (cont)	. Filling out a patient's intake form (cont)
Day 2	<b>Before class:</b> Study vocabulary pp.90-91, 28-29 pp.92-93	Ch4.3	. Communicating with a patient's family

WEEK 3			
ACCUEILLIR IN PATIENT			
	TO-DO	CONTENT	CLASS OUTCOME
Day 1	<b>Before class:</b> . Study for Proficiency evaluation 1: review the checklist of vocabulary, grammar points and dialogs on Carmen	Proficiency evaluation checklist on Carmen	. Demonstrate proficiency on the content from Ch4.1-3
RÉALISER DES SOINS DE CONFORT			
Day 2	<b>Before class:</b> 1, 2 pp. 100-102 9 p. 106	Ch5.2	. Evaluating levels of consciousness

WEEK 4			
RÉALISER DES SOINS DE CONFORT			
	TO-DO	CONTENT	CLASS OUTCOME
Day 1	<b>Before class:</b> . Exo 12-17 pp.109-13 . On Carmen: review the passive voice and faire causatif	Ch5.3 (1-3)	. Implementing comfort care and palliative interventions
Day 2	<b>Before class:</b> . Prepare for Proficiency evaluation 2	Proficiency evaluation checklist on Carmen	. Demonstrate proficiency on the content from Ch5.1-3(1-3)



WEEK 5			
RÉALISER DES SOINS DE CONFORT			
	TO-DO	CONTENT	CLASS OUTCOME
Day 1	<p><b>Before class:</b></p> <ul style="list-style-type: none"> <li>. 32 p.126, 34 p. 128,</li> <li>. 37, 39, 41 pp.132-4</li> <li>. On Carmen: review pronominal verbs</li> </ul> <p><b>By end of day (11:59):</b> submit final project proposal</p>	Ch5.3 (5-7)	<ul style="list-style-type: none"> <li>. Securing patient cooperation and participation</li> <li>. Assessing patient's comfort and well-being</li> <li>. Setting patient-centered goals</li> <li>. Assess pain level</li> <li>. Intercultural competence activity 1: pain expression and belief about suffering</li> </ul>
Day 2	<p><b>Before class:</b></p> <ul style="list-style-type: none"> <li>. Review les prefixes verbaux Re et Dé</li> </ul>	Guest speaker #1	

WEEK 6			
RÉALISER DES SOINS PRESCRITS			
	TO-DO	CONTENT	CLASS OUTCOME
Day 1	<p><b>Before class:</b></p> <ul style="list-style-type: none"> <li>. Prepare for Proficiency evaluation 3</li> </ul>	Proficiency evaluation checklist on Carmen	. Demonstrate proficiency on the content from Ch5.1-3(5-7)
Day 2	<p><b>Before class:</b></p> <ul style="list-style-type: none"> <li>. 1, 2 pp. 138-39</li> <li>. On Carmen: review "nous" et « on »</li> </ul>	Ch6.1(1-3)	. Vital sign monitoring: Measuring and interpreting blood pressure and temperature

WEEK 7			
RÉALISER DES SOINS PRESCRITS			
	TO-DO	CONTENT	CLASS OUTCOME
Day 1	<p><b>Before class:</b></p> <ul style="list-style-type: none"> <li>. 11-13 pp. 143-45</li> <li>. 15-17 pp. 146-47</li> <li>. On Carmen: review si and concordance des temps (1)</li> </ul>	Ch6.1(4-5)	. Vital sign monitoring: Measuring and interpreting oxygen saturation, height and weight
Day 2	<p><b>Before class:</b></p> <ul style="list-style-type: none"> <li>. 23, 26 pp. 152, 154</li> <li>. 33 p. 160, 35-6 pp.161-3</li> </ul> <p>By end of the day (11:59pm) Submit</p>	Ch6.2	<ul style="list-style-type: none"> <li>. Therapeutic communication and explanatory techniques</li> <li>. Intercultural competence activity 2: Illness prevention within cultural context</li> </ul>





WEEK 8			
RÉALISER DES SOINS PRESCRITS			
	TO-DO	CONTENT	CLASS OUTCOME
Day 1	<b>Before class:</b> 43-45 pp.168-69 54 p. 174, 57-59 p. 176-7 . On Carmen: review si and concordance des temps (2)	Ch6.5	. Therapeutic communication and explanatory techniques (cont)
Day 2	<b>Due by 11:59pm on Friday:</b> Portfolio 1		No class

WEEK 9			
RÉALISER DES SOINS PRESCRITS			
	TO-DO	CONTENT	CLASS OUTCOME
Day 1	<b>Before class:</b> . Review for Proficiency evaluation 4	Proficiency evaluation checklist on Carmen	. Demonstrate proficiency on the content from Ch6.1-2 & .5
Day 2	<b>By end of day (11:59pm):</b> On Carmen: review the subjunctive and complete exercises (1)  <b>By end of day (11:59):</b> submit draft of final project's pamphlet and dialog	Guest speaker 2	

WEEK 10			
RÉALISER DES SOINS PRESCRITS			
	TO-DO	CONTENT	CLASS OUTCOME
Day 1	<b>Before class:</b> . 76-7 pp.186-7 . On Carmen: review the subjunctive and complete exercises (2)	Ch6.6-7	. Simplifying complex medical procedures for patient understanding
Day 2	<b>Before class:</b> . 83 p.191-2	Ch6.8 Ch6.9(2)	. Preparing a patient before surgery. . Postoperative care: preventing complications and monitoring



WEEK 11			
EDUQUER LE PATIENT			
	TO-DO	CONTENT	CLASS OUTCOME
Day 1	<b>Before class:</b> . Prepare for Proficiency evaluation 5	Proficiency evaluation checklist on Carmen	. Demonstrate proficiency on the content from Ch6.7-9(2)
Day 2	<b>Before class:</b> . 3-5 pp. 201-2 . On Carmen: review the imperative	Ch7.1	. Tailoring health education to individual diagnoses and comprehension levels

WEEK 12			
EDUQUER LE PATIENT			
	TO-DO	CONTENT	CLASS OUTCOME
Day 1			No class
Day 2	<b>Before class:</b> . 24 p.215, 26-27 pp.218-19	Ch7.1 (cont)	. Explaining chronic disease management strategies

WEEK 13			
EDUQUER LE PATIENT			
	TO-DO	CONTENT	CLASS OUTCOME
Day 1	<b>Before class:</b> 28-30 pp.219-22 32 p.224,	Ch7.2(1-2)	. Educating patient about dietary restrictions and nutritional plans
Day 2	<b>Before class:</b> 38 pp. 229-30	Ch7.2(3)	. Providing clear instructions about medications, follow-ups, and symptom monitoring . Intercultural competence activity 3: Hygiene and self-care

WEEK 14			
EDUQUER LE PATIENT			
	TO-DO	CONTENT	CLASS OUTCOME
Day 1	<b>By end of day (11:59pm):</b> Submit final project		No class
Day 2			No class



WEEK 15			
EDUQUER LE PATIENT			
	TO-DO	CONTENT	CLASS OUTCOME
Day 1		Guest speaker 3	
Day 2	<b>Before class:</b> 48 p.257	Ch7.2(4-5)	. Confirming patients and caregivers' understanding through teach-back methods

WEEK 16			
EDUQUER LE PATIENT			
	TO-DO	CONTENT	CLASS OUTCOME
Day 1	<b>Before class:</b> . Prepare for Proficiency evaluation 6  <b>By end of the day (11:59pm):</b> Portfolio 2	Proficiency evaluation checklist on Carmen	. Demonstrate proficiency on the content from Ch7

**Final Exam date: Submit response to your classmates' final project**

**ACADEMIC MISCONDUCT**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))



- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](https://go.osu.edu/ten-suggestions))

Artificial intelligence and academic integrity:



The use of generative artificial intelligence (GenAI tools such as Copilot or ChatGPT, or translation platforms such as Google Translate) is not permitted in this course. Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State's [Academic Integrity](#) policy and [Code of Student Conduct](#) because the work is not your own. The use of unauthorized GenAI tools will result in referral to the [Committee on Academic Misconduct](#). If I suspect that you have used GenAI on an assignment for this course, I will ask you to communicate with me to explain your process for completing the assignment in question.

## RELIGIOUS ACCOMMODATIONS

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy. If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to



report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

## DIVERSITY AND INCLUSION AT OSU:

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. (To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit: <https://odi.osu.edu/> or <https://cbssc.osu.edu>)

## MENTAL HEALTH:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing **988 to reach the Suicide and Crisis Lifeline**.

Another resource available to you if you experience unforeseen circumstances affecting your course work is the Student Advocacy Center: [Student Advocacy Center](#). They can help you with short to medium length issues and advocate on your behalf to your professors.

## DISABILITY SERVICES

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability



(including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

Curriculum Map French Major - Undergraduate <sup>SEP</sup> B = beginning; I = Intermediate; A = Advanced Rev. 1-19-2022  
 All courses are FR (French) unless designated as FRIT (French and Italian).

	<b>Cultural Awareness</b>	<b>Comprehension</b>	<b>Speaking</b>	<b>Critical Analysis</b>	<b>Writing and Critical Expr.</b>
<b>Required courses</b>					
1101(GE)	B	B	B		B
1102 (GE)	B	B	B		B
1103 (GE)	B/I	B/I	B/I		B/I
1133 (GE)	B/I	B/I	B/I		B/I
1155 (GE)	B/I	B/I	B/I		B/I
2101	I	I	B/I	B/I	B/I
3101	I	I	I		I
<b>Elective courses in English</b>					
2501 (GE)	I			I	I
2801 (GE)	I			I	I
2802 (GE)	I			I	I
2803.01 (GE)	I			I	I
2804 (GE)	I			I	I
FRIT 3052 (GE)	I			I	I
FRIT 3053 (GE)	I			I	I
FRIT 3054 (GE)	I			I	I
FRIT 3061 (GE)	I			I	I
FRIT 3301	I			I	I
3801 (GE)	I			I	I
3802 (GE)	I			I	I
3803 (GE)	I			I	I
<b>3804 (GE)</b>	I			I	I
4690	A	(A if in a French-speaking context)	(A if in a French-speaking context)		A
FRIT 5051	A			A	
FRIT 5061	A			A	A
5601	A	A (reading comprehension necessary but most of course conducted in English)		A	A
5702	A			A	A
<b>Elective courses in French</b>					

Curriculum Map French Major - Undergraduate <sup>11</sup><sub>SEP</sub> B = beginning; I = Intermediate; A = Advanced Rev. 1-19-2022  
 All courses are FR (French) unless designated as FRIT (French and Italian).

3102	I	I	I		
3103	I	I	I		
3201	I	I	I		I
3202	I	I	I	I	I
3401	I	I	I	I	I
3402	I	I	I	I	I
3403	I	I	I	I	I
3501	I	I	I	I	I
3502	I	I	I	I	I
3503	I	I	I	I	I
3570	I	I	I		I
3701	I	I	I	I	I
4100	A	A	A	A	A
4401	A	A	A	A	A
4402	A	A	A	A	A
5103	A	A	A	A	A
5104	A	A	A	A	
5105	A	A	A	A	
5201	A	A	A	A	A
5202	A	A	A	A	A
5203	A	A	A	A	A
5204	A	A	A	A	A
5205	A	A	A	A	A
5206	A	A	A	A	A
5401	A	A	A	A	A
5403	A	A	A	A	A
5601	A	A	A	A	A
5701	A	A	A	A	A



## **French and Francophone Studies Major Curriculum Map**

**Goal 1:** Students will critically interpret and understand significant features of French and Francophone cultures, such as historical and literary movements, film, music, and social and political structures. In addition, they will appreciate the concept of global awareness and the importance of interacting effectively with people of other cultures.

**Goal 2:** Students demonstrate their level of proficiency in French by achieving an acceptable score on a test measuring skills in reading, writing, listening, and speaking French.

**Goal 3:** Students will be able to use their background in specific disciplines, such as History, History of Art, or International Studies, to contextualize and critically interpret French and Francophone issues, movements and/or significant contributions.

B = basic      I = intermediate A = advanced

Courses are FR unless designated otherwise.

	<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>
<b>Required FR courses</b>			
1101 (GE)	B	B	
1102 (GE)	B	B	
1103 (GE)	B/I	B/I	
1133 (GE)	B/I	B/I	
1155 (GE) (in lieu of 1101 and 1102 if placed into it)	B/I	B/I	
2101(H)	I	I	
3101	I	I	
<b>Elective FRIT courses taught in English</b>			
2501 (GE)	I		
2801 (GE)	I		
2802 (GE)	I		
2803.01 (GE)	I		
2804 (GE)	I		
3801 (GE)	I		
3802 (GE)	I		
3803 (GE)	I		
3804 (GE)	I		
4690	A	(A if in a French-speaking context)	

IT5051	A		
FRIT3052 (GE)	I		
FRIT3053 (GE)	I		
FRIT3054 (GE)	I		
FRIT3061 (GE)	I		
FRIT3301 (GE)	I		
<b>Elective courses taught in French:</b>			
3201	I	I	
3202	I	I	
3401	I	I	
3402	I	I	
3403	I	I	
3501	I	I	
3502	I	I	
3503	I	I	
3570	I	I	
3701	I	I	
4100	A	A	
4401	A	A	
4402	A	A	
5103	A	A	
5104	A	A	
5105	A	A	
5201	A	A	
5202	A	A	
5203	A	A	
5204	A	A	
5205	A	A	
5206	A	A	
5401	A	A	
5402	A	A	
5403	A	A	
5601	A	A	
5701	A	A	
<b>Extra-departmental courses</b>			
Comparative Studies:			
2301 (GE)	B		B
3360	I		I
4420 (GE)	A		A

5957.02	A		A
Film Studies:			
3660	I		I
4640	A		A
4650	A		A
4895	A		A
Geography:			
5601	A		A
History:			
2203 (GE)	B		B
2204 (GE)	B		B
2206 (GE)	B		B
2302 (GE)	B		B
2303 (GE)	B		B
2500 (GE)	B		B
3249 (GE)	I		I
3250 (GE)	I		I
3251 (GE)	I		I
3253 (GE)	I		I
3254 (GE)	I		I
3270 (GE)	I		I
3301 (GE)	I		I
3304 (GE)	I		I
3306 (GE)	I		I
3308 (GE)	I		I
3552 (GE)	I		I
3642 (GE)	I		I
3798.06 (GE)	I		I
History of Art:	I		I
2002 (GE)	B		B
3611	I		I
4050	A		A
4421	A		A
4550	A		A
5001	A		A
5611	A		A
5612	A		A
5621	A		A
International Studies:			
2000 (GE)	B		B
3350 (GE)	I		I
4195	A		A
4515	A		A
4534	A		A
4800	A		A

Linguistics:			
2051 (GE)	B		B
3603 (GE)	I		I
3802 (GE)	I		I
3902 (GE)	I		I
Medieval and Renaissance Studies:			
2215 (GE)	B		B
Near Eastern Languages and Cultures:			
Arabic2702 (GE)	B		B
NELC3201 (GE)	I		I
Islam3501 (GE)	I		I
Islam3702 (GE)	I		I
Philosophy:			
3230 (GE)	I		I
3261 (GE)	I		I
5261	A		A
5840	A		A
Political Science:			
3280	I		I
3290	I		I
3596 (GE)	I		I
3910	I		I
4210	A		A
4250	A		A
4270	A		A
4285	A		A
4332	A		A