

## FR 354 Learning Goals and Class Rules

### Learning Goals:

The sexual and racial selection of genius exposes the weight of prejudice against creative women in French cultural history. In studying the impact of “great” couples during the long 19th century (1789-1914), we shall map and interrogate their legacies across a broad sweep of (colonial) history, the arts, letters, and sciences. Learning goals emphasize interdisciplinary practice of cultural analysis, close study of images and works of art (including objects in the Colby Museum), and the development of advanced oral and written expression in French.

As stated in the course description, FR354 offers advanced students of French and Francophone studies the opportunity to think about the notion of genius and its impact on the writing of cultural history, in particular, that of France during the 19<sup>th</sup> century. Students acquire specific critical vocabulary to engage with archival research, gleaning the other history of “great” couples from their correspondence and the light this personal record sheds on their understanding of each other’s genius. An interdisciplinary independent research project gives students the opportunity to delve deeply into a topic of their choosing related to an aspect of the course. Short writing assignments, textual commentaries, and two exposés help students to develop advanced oral and written expression in French.

The class is conducted *like* a seminar, with **collaborative learning** at its core. All students’ contributions are vital to this type of learning experience. Careful preparation for each class and active participation in class discussion are expected.

As noted on the syllabus:

- Students are expected to purchase all required texts for the class (1 textbook, 3 course packs; 2 of the course packs have been purchased for you by Prof. Paliyenko).
- A three-ring binder (with loose-leaf paper for taking notes in class) is also required.

### Class Rules

-Cell phone use is not allowed during class.

-All “sujets de réflexion” are downloaded from the interactive course website:

<http://personal.colby.edu/personal/a/ampaliye/FR354/index.html>

- The reading prompts for Tuesday’s class is to be **typed**, printed out and turned in for a grade on a weekly basis. Correct your work with Antidote (on the computers in the LRC).
- The second for Thursday’s class, also **typed**, is also to be printed out and handed in for evaluation as part of your class preparation grade.

-All “commentaires de texte” are to be corrected first with Antidote, then reviewed in person with Coline Delice, our language assistant.

-I do not accept late work.

-I follow Colby’s no absence policy and expect everyone (including myself!) to be **on time** to class.

-I am offline by 5 pm. That said, I do check my emails and respond to messages with “Urgent” in the subject heading. I refrain from sending emails over the weekend, unless I need to clarify assignments or answer important questions.

-Please fill water bottles and take care of personal needs before coming to class. We have precious little time together.

-We are all responsible for creating an inclusive learning environment.

### **Academic Honesty & Consequences for Academic Dishonesty**

Honesty, integrity, and personal responsibility are cornerstones of a Colby education and provide the foundation for scholarly inquiry, intellectual discourse, and an open and welcoming campus community. These values are articulated in the Colby Affirmation and are central to this course. You are expected to demonstrate academic honesty in all aspects of this course. If you are clear about course expectations, give credit to those whose work you rely on, and submit your best work, you are highly unlikely to commit an act of academic dishonesty.

Academic dishonesty includes, but is not limited to: violating clearly stated rules for taking an exam or completing homework; plagiarism (including material from sources without a citation and quotation marks around any borrowed words); claiming another’s work or a modification of another’s work as one’s own; buying or attempting to buy papers or projects for a course; fabricating information or citations; knowingly assisting others in acts of academic dishonesty; misrepresentations to faculty within the context of a course; and submitting the same work, including an essay that you wrote, in more than one course without the permission of the instructors.

Academic dishonesty is a serious offense against the college. Sanctions for academic dishonesty are assigned by an academic review board and may include failure on the assignment, failure in the course, or suspension or expulsion from the College. For more on recognizing and avoiding plagiarism, see the library guide: [libguides.colby.edu/avoidingplagiarism](http://libguides.colby.edu/avoidingplagiarism)

#### The Colby Affirmation

Colby College is a community dedicated to learning and committed to the growth and well-being of all its members.

As a community devoted to intellectual growth, we value academic integrity. We agree to take ownership of our academic work, to submit only work that is our own, to fully acknowledge the research and ideas of others in our work, and to abide by the instructions and regulations governing academic work established by the faculty. As a community built on respect for ourselves, each other, and our physical environment, we recognize the diversity of people that have gathered here and that genuine inclusivity requires active, honest, and compassionate engagement with one another. We agree to respect each other, to honor community expectations, and to comply with college policies.

As a member of this community, I pledge to hold myself and others accountable to these values.

What does this mean to students?

- We respect each other and ourselves.
- We respect our physical spaces on campus.
- We respect our academics and complete work honestly.