

**Minutes  
General Faculty Meeting  
October 12, 2017 – Lowrimore Auditorium**

- I. Meeting was called to order by Chair Gourley at 3:46**
- II. Minutes from the April 4, 2017 meeting were approved as posted**
- III. Elections – The following elections took place:**

**Academic Affairs** at Large position (2018)

David Franck

Ruth Wittmann-Price

**Accreditation** School of Business – elected by the faculty (2019)

Kay Lawrimore

**Faculty Grievance** (to be elected 2019 and 2020)

Buck Schnibben (2019)

Joe Aniello (2020)

**Information Technology** (2019)

Hubert Setzler

**Institutional Effectiveness** at large position (2020)

Johnathan Munn

**Nominating** at large position (2018)

Tiffany Phillips

**Senate** at Large position at large (2019)

Joe Aniello

- IV. Report from the Executive Committee**

Shawn Smolen-Morton has graciously agreed to serve as Parliamentarian for the 2017 – 2018 Academic year. The SACS report has been submitted and the site visit will take place during the week of March 12, next semester. Dr. Kunka and her staff have worked very hard and have done a great job getting CASA up and running. Now some of the success of CASA rests with the participation and the commitment from the Faculty. Hobcaw Barony negotiations are almost finalized, there is only one item of negotiation to be completed. If you have not heard this will now be a joint venture between FMU, Coastal, and the College of Charleston. The budget requests have been submitted, Dr. Carter asked me to tell you (some of you heard this information at the CLA meeting on Tuesday), \$750,000 recurring for STEM, \$750,000 recurring stipend for teaching in state students, 2.4 million non-recurring to complete the

Honor's Center and 8 million in the bond-bill to renovate the Old Post Office Building.

**V. Report from the Faculty Senate** (*See the attachment for complete proposals. See the appendix for supporting materials*).

**1. School of Business - All items passed as written.**

Item A. Add ECON 341

Item B. Add Healthcare Informatics Major

Item C. Change listing of programs in the School of Business

**2. School of Education – All items passed as written**

Item A. Add EDUC 201

Item B. Add the word MAJOR

Item C. Add the description of MINOR

Item D. Modify corequisites for EDUC 190

Item E. Modify course description for EDUC 305

Item F. Modify prerequisite for EDUC 310

Item G. Modify prerequisite for EDUC 311

Item H. Modify prerequisite for EDUC 322

Item I. Modify prerequisite for EDUC 420

Item J. Add EDUC 540 and 541

Item K. Delete EDUC 610, 616, 620, 623, 724, 731, 732, 733, 734, 744, 748, 794, and 795

**3. Department of English, Modern Languages and Philosophy – All items passed as written.**

Item A. Add FNCH 203

Item B. Add FNCH 210

Item C. Add SPAN 210

Item D. Modify FNCH 300

**VI. Old Business - None**

**VII. New Business - None**

**VIII. Announcements – Various dates and activities were discussed**

**IX. Meeting was adjourned by Chair Gourley by 4:28pm**

**Attachment to the General Faculty Meeting Agenda – October 12, 2017**

**V. Report from the Faculty Senate**

**1. Proposal from the School of Business**

**A.** Page 135 of the 2017 – 18 Catalog

**ADD** the below Healthcare Economics course to the BUSINESS ECONOMICS COURSES section

341 Healthcare Economics (3) (Prerequisite: 203). Examines how the behavior of consumers, producers, and insurers is affected by the unique nature of healthcare markets. Emphasis is placed on government intervention, the effects of uncertainty, asymmetric information, and the impact of externalities.

**Rationale:** Healthcare Economics is an integral part of any healthcare program and this course will be offered to meet the needs of students studying the Healthcare industry. No new faculty is needed for this proposal.

**B.** Page 141 of the 2017-18 Catalog

**ADD** a new major to the School of Business

Coordinator: Dr. Hari K Rajagopalan

**MISSION STATEMENT**

The Healthcare Informatics (HCI) major (Bachelor of Science) is offered in collaboration with the School of Health Sciences, the Department of Political Science, the Department of Psychology, the Department of Sociology, and the School of Business. The HCI baccalaureate degree will use the two track option to prepare knowledgeable and skillful professionals to assume leadership positions in private and public healthcare organizations. Within an organization, HCI graduates will be able to manage and administer health information systems that span across divisions, departments, and businesses and help analyze and interpret the data.

**PROGRAM DESCRIPTION**

The Healthcare Informatics major emphasizes the development of knowledge and skill in information management in private and public healthcare organizations. The required courses along with the general education curriculum will prepare graduates to advance to handling the multiple leadership roles in management of information and information technology within healthcare organizations. This program has two specific tracks; the Healthcare Informatics with Information Management (HCIM) track focuses upon human resource management, finance, operations and organization development, preparing students for healthcare information management, while the Healthcare Informatics with Information Technology (HCIT) track

focuses upon information technology and systems, preparing students to build and use software and hardware systems to manage, retrieve, and analyze data to drive improvements in patient care.

## **MAJOR**

A major in Healthcare Informatics requires

1. 48 hours of General Education requirements which include PSY 206/216 as one of the science requirements.
2. 16 hours of Introductory Healthcare and Information Science courses, which include NURS 211, SOC 201, SOC/IPHC 375, POL/IPHC 215, PSY/IPHC 314, and MIS/CS 225.
3. 39 hours of core courses which include BUS 305, MIS 327, MIS 337, MGT 351, MGT 355, MGT 356, MGT 357, MGT 373, IPHC 450, PSY 302, IPHC 334, APRN 506, IPHC 457.
4. Majors in **Healthcare Informatics Information Management (HCIM)** track are required to take 9 hours of MGT 352, MGT 353 and ECON 341 and select an additional 9 hours from IPHC 448, FIN/IPHC 451, MGT/IPHC 456, and IPHC 445.
5. Majors in **Healthcare Informatics Information Technology (HCIT)** track are required to take 9 hours of CS 190, CS 226, and CS 227 and select an additional 9 hours from CS 313, CS 340, MIS 347, MIS 447. MIS 467.

## **ADMISSION REQUIREMENTS**

Students seeking a degree of Healthcare Informatics enter as pre-HCI students. This type of program is often called a 2 + 2 program because applicants must complete 64 semester hours of coursework to apply to the HCI program. Admission into the final two years of study in the Healthcare Informatics program is competitive. The HCI Admission committee will review applicants for overall academic success. Students must meet the following requirements to be accepted into the HCI program:

- Completion of 64 hours of course work, including 48 hours of General Education and 16 hours of Introductory Healthcare and Information Science courses, with a GPA of 2.5 or better.
- Cumulative GPA of 2.5 on a 4.0 scale for all courses taken at FMU
- Three positive, signed professional references (preferably instructors or employers)

## **MINOR**

No minor in Healthcare Informatics is offered.

## **COLLATERAL**

No collateral in Healthcare Informatics is offered.

**Rationale:** Please see the feasibility study attached for this program as rationale. No new faculty is required for this program. Only one new course (Econ 341 Healthcare Economics) is needed for this curriculum.

C. Page 131 of the 2017-18 Catalog

**CHANGE**

**FROM**

The School of Business offers programs which lead to the following degrees:  
 Bachelor of Business Administration  
 Bachelor of Arts in Economics  
 Bachelor of Science in Economics  
 Bachelor of Science in Computer Science

**TO**

The School of Business offers programs which lead to the following degrees:  
 Bachelor of Business Administration  
 Bachelor of Arts in Economics  
 Bachelor of Science in Economics  
 Bachelor of Science in Computer Science  
 Bachelor of Science in Healthcare Informatics

**2. Proposal from School of Education**

**A. ADD on page 147:**

**EDUC 201, Politics in Education** (3) This course is for non-majors and examines the status of the U.S. Education system, past conflicts over education governance, ongoing policy debates, and the forces shaping current reform efforts. Emphasis will be placed on key institutions (e.g., school boards, state governments, Congress, executive branch agencies, and court(s) and actors (e.g. elected officials, parents, teachers, unions, and the general public) shaping the American PreK-12 education system. The course will explore how American society handles conflicting visions of what schools should and should not be doing, and what the specific changes in political and governance processes might improve public education.

**Rationale for A:** This course is for non-majors and can be counted in the new Education minor or as an elective. It is an effort to build interest in education and recruit students into education to aid with the teacher shortage.

**B. ADD on page 143:**

The word “**MAJOR**” after the first paragraph under **REQUIREMENTS FOR ADMISSION TO THE PROFESSIONAL EDUCATION PROGRAM**

**C. ADD on page 143 :**

After numbered list and “Students will be informed via their university email account upon completion of these requirements.”

### **MINOR**

A minor in Education requires 18 hours to include the following courses: EDUC 190, 201, 305, 311, 322, and 420

**Rationale for B and C:** This minor is designed for those individuals who have an interest in public education. It will prepare students in terms of background of education in this state and country, politics in education, theory, planning, as well as introduce students to learning disabilities. This is again an effort to spark interest in education across disciplines.

**D. MODIFY on page 147**

#### **FROM:**

**190 Foundations of Education (3)** (Corequisite: 191) F, S. This course is required of all candidates seeking licensure, including transfer students. Teacher candidates will be provided with current information about the cultural, legal, societal, and economic information that impacts school systems and thus teachers and students. Class discussions will include the historical and philosophical roots of education and the function of schools in a culturally diverse society. Students who have SC Teacher Cadet credit are not required to take this course. The purchase of LiveText is a course requirement.

#### **TO:**

**190 Foundations of Education (3)** (191 is a Corequisite for EDUC majors only) F, S. This course is required of all candidates seeking licensure, including transfer students. Teacher candidates will be provided with current information about the cultural, legal, societal, and economic information that impacts school systems and thus teachers and students. Class discussions will include the historical and philosophical roots of education and the function of schools in a culturally diverse society. Students who have SC Teacher Cadet credit are not required to take this course. The purchase of LiveText is a course requirement.

**E. MODIFY on page 147:**

#### **FROM:**

**305 Foundations of Curriculum and Instruction (3)** F, S, SU. This course provides foundations in learning and motivation theory, classroom management, and individual differences in students. Special emphasis is on cognitive functioning and classroom interaction as influenced by gender, community, and socioeconomic status. Education 305 is a prerequisite for Education, Early Childhood Education, Elementary Education, and Middle Level Education courses above Education 305. The purchase of LiveText is a course requirement.

**TO:**

**305 Foundations of Curriculum and Instruction** (3) F, S, SU. This course provides foundations in learning and motivation theory, classroom management, and individual differences in students. Special emphasis is on cognitive functioning and classroom interaction as influenced by gender, community, and socioeconomic status. The purchase of LiveText is a course requirement.

F. **MODIFY** on page 148:

**FROM:**

**310 Using Technology Effectively in the Classroom** (3). F, S, SU.  
(Prerequisite: Admission to Professional Education Program) Designed for education majors, this course provides a hands-on approach for using technology to enhance classroom instruction. Students are introduced to microcomputer software applications, hardware and web applications. Topics include computer fundamentals, word processing, electronic spreadsheets, databases, and other microcomputer applications. Practical applications include planning instructional and teacher resources for a classroom setting utilizing a variety of software, hardware, and web applications. This course is aligned with International Society for Technology in Education standards – ISTE standards. This course could require up to 10 field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**TO:**

**310 Using Technology Effectively in the Classroom** (3). F, S, SU.  
(Prerequisite: Admission to Professional Education Program) Designed for education majors, This course provides a hands-on approach for using technology to enhance classroom instruction. Students are introduced to microcomputer software applications, hardware and web applications. Topics include computer fundamentals, word processing, electronic spreadsheets, databases, and other microcomputer applications. Practical applications include planning instructional and teacher resources for a classroom setting utilizing a variety of software, hardware, and web applications. This course is aligned with International Society for Technology in Education standards – ISTE standards. This course could require up to 10 field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

G. **MODIFY** on page 148:

**FROM:**

**311 Foundations of Instructional Planning and Assessment (3)** (Prerequisite: Admission to Professional Education Program) F, S, SU. This course is designed to develop an understanding of effective instructional planning, both long-range and short-range, to improve student achievement and classroom measurement. This course introduces students to designing and using standards-driven assessments using curriculum standards. Both informal and formal test interpretation are covered.

**TO:**

**311 Foundations of Instructional Planning and Assessment (3)** (~~Prerequisite: Admission to Professional Education Program~~) F, S, SU. This course is designed to develop an understanding of effective instructional planning, both long-range and short-range, to improve student achievement and classroom measurement. This course introduces students to designing and using standards-driven assessments using curriculum standards. Both informal and formal test interpretation are covered.

H. **MODIFY** on page 148:

**FROM:**

**322 Foundations in the Instruction of Reading (3)** (Prerequisite: Admission to Professional Education Program; ECE majors must take this course in Block A). This course is an overview of reading-related theories, skills and instructional practices. Teacher candidates will receive an introduction to the five essential components of reading; phonemic awareness, phonics, vocabulary, fluency, and comprehension. Home/school connections, diversity and the role of professional development will be emphasized throughout the course.

**TO:**

**322 Foundations in the Instruction of Reading (3)** (~~Prerequisite: Admission to Professional Education Program~~; ECE majors must take this course in Block A). This course is an overview of reading-related theories, skills and instructional practices. Teacher candidates will receive an introduction to the five essential components of reading; phonemic awareness, phonics, vocabulary, fluency, and comprehension. Home/school connections, diversity and the role of professional development will be emphasized throughout the course.



I. **MODIFY** on page 149**FROM:**

**420 Introduction to the Exceptional Learner (3)** (Prerequisite: Admission to Professional Education Program). This course is designed for prospective teachers with a concentration in learning disabilities. It will provide an introduction and overview of the nature and needs of exceptional learners who are included in general education classrooms. Pre-service teachers will be exposed to theoretical bases and practical experiences to work with students with a variety of exceptionalities such as learning disabilities, intellectual disabilities, autism, attention deficit hyperactivity disorders, etc. Experiences will include exposure to, discussion of, and implementation of an IEP (Individualized Education Program), real-world case studies and scenarios, numerous podcasts, and a variety of learning modules from a national center dedicated to improving education outcomes for all children through the use of effective evidence based practices and interventions. This course could require up to 15 field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**TO:**

**420 Introduction to the Exceptional Learner (3)** (~~Prerequisite: Admission to Professional Education Program~~). This course is designed for prospective teachers with a concentration in learning disabilities. It will provide an introduction and overview of the nature and needs of exceptional learners who are included in general education classrooms. Pre-service teachers will be exposed to theoretical bases and practical experiences to work with students with a variety of exceptionalities such as learning disabilities, intellectual disabilities, autism, attention deficit hyperactivity disorders, etc. Experiences will include exposure to, discussion of, and implementation of an IEP (Individualized Education Program), real-world case studies and scenarios, numerous podcasts, and a variety of learning modules from a national center dedicated to improving education outcomes for all children through the use of effective evidence based practices and interventions. This course could require up to 15 field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**Rationale for D-I:** Corequisites and Prerequisites are being adjusted to allow courses to count toward a minor in Education

J. **ADD** on page 187 of the current catalog the following:

**EDUC 540 Nature and Needs of Gifted and Talented Students (3)** This course is intended to introduce candidates to the major topics regarding the specialized nature of gifted and talented students along with the unique educational needs of the gifted learner. The major definitions, concepts, theories and theorists will be explored as well as the history of gifted and talented education. The course will also introduce differentiation of instruction and of curriculum to meet the needs of the gifted and talented learner. The course forms a firm foundation upon which candidates will develop a working knowledge of identifying the unique needs of gifted and talented students, as well as developing methods to better meet these needs.

**EDUC 541 Curriculum for the Gifted and Talented (3)** This course is designed to prepare teachers to organize and deliver appropriate curriculum, instruction, and assessment to meet the needs of gifted and talented students. Teachers will explore history and rationale of gifted education, curriculum models, instructional strategies, and assessments to meet the specific needs and abilities of gifted and talented students. Current technology will be employed in researching, presenting, and writing lesson plans and units of study. The South Carolina Best Practice Manual for Gifted and Talented Students will provide the foundation for this course.

**Rationale:** These courses count towards beginning GT endorsement for SC.

K. **DELETE** on pages 184-188:

**610 Collaboration and Management Solutions for Education (3) F, S.**

This course will examine the conflicts in school settings from a variety of perspectives, examining these situations at both the individual and systemic levels. The goal is to enable participants to objectively identify the nature of the problem and the relevant interests of various parties, to explore alternatives with firm foundations in research, and to formulate possible strategies for resolving the situation constructively.

**616 Public School Curriculum and Organization K-12 (3) F, SU.** This course is designed to supply the skills necessary to allow curricular development and to give the student a broad understanding of the scope and sequence of public school curriculum.

**620 Foundations of Education (3) F, S, SU.** The course introduces the student to contemporary and emerging societal problems and issues as they relate to and impact upon education. These problems and issues will be viewed from a national, state, and local perspective. This course will focus on the dynamics of educational change. The student will be expected to focus on a particular educational or societal problem/issue and assess and evaluate its instructional implications.

**623 Quantitative Research Methods in Education**

(3) (Prerequisite/corequisite: Education 621 or permission of the school) F, S, SU. This course will emphasize current research techniques/methodologies appropriate for the contemporary teacher. Skills in understanding and critically analyzing professional literature and in applying the findings of current research in educational settings will be emphasized. Basics

of statistical analysis will be introduced. Models and designs of various types of studies will be covered, including Historical, Descriptive, and Experimental. The student will be exposed to Pre-experimental, Quasi-experimental, and True-experimental designs and the benefits of each in contemporary classroom environments. The student will also learn to use appropriate software for analyzing research data in education settings. It is recommended that students complete Education 623 within the first 12 hours of their academic program. It is required that students complete Education 623 within the first 18 hours.

#### **724 Leadership of Early Childhood Programs**

(3) SU. The major goal of this course is to have students analyze leadership responsibilities in establishing, managing, and improving appropriate programs for children from birth to age eight. Students collaborate with individuals who currently serve in leadership roles in Early Childhood programs. Topics such as diversity of staff and families, environmental assessment, professional ethics, mentoring to develop the potential of individual staff (life span development), and regulations for quality programs are studied. Information is also provided about prospective entrepreneurs' interests in owning a home or center child care business.

**731 Literacy Development** (3) F, S, SU. The course covers primary through middle-school reading curriculum. It develops the best of past and current literacy practice, and the best of past and current literacy research. Critical thinking is emphasized throughout, as are considerations of individual and cultural diversity. The best current available literacy technology is explained, demonstrated, and, when feasible, employed directly by students. All elements of the course are integrated, strengthened, and focused by the program principles of knowledge, reflections, and collaboration.

**732 Quantitative Learning: Pre-School Through Middle School** (3) F, S, SU. The course will consider a wide spectrum of methods and styles for quantitative learning in very young children, children, and early adolescents. The course will focus on these techniques as they apply to the South Carolina Mathematics Standards.

**733 Concepts and Methods in Elementary Science** (3) F, S, SU. This course will prepare students to teach science in the elementary school. This course emphasizes a constructivist hands-on approach that focuses on learning science through discovery.

**734 Concepts and Methods in Elementary Social Studies** (3) F, S, SU. Course content focuses on selected content from the social studies scope and sequence. The mastery of these concepts via inquiry, guided discovery, and other "best practice" strategies will serve as a basis to explore effective methods for social studies instruction. Course will supply the student with the latest concepts and teaching strategies in the field.

**744 Quantitative Processing and the Divergent Learner** (3) F, S, SU. The course will consider a wide spectrum of learning divergences with appropriate and effective diagnostic, prescriptive, and treatment techniques. The course will focus on these divergences and techniques as they apply to South Carolina Mathematics Standards.

**748 Qualitative Research for Educators** (3) (Prerequisite: Admission to the School of Education Graduate Program or permission of the school) F, S, SU. This course is designed to provide students an introduction to qualitative research methods for education. Through this course the students will be introduced to critical issues and strategies for conducting qualitative inquiries.

**794 Capstone I: Identification and Analysis of Research Topic** (3) (Prerequisites: Admission to the School of Education Graduate Program, Education 623, either Education 748 or Education 797 or permission of the school) F, S. This course is designed to provide students an introduction to a variety of school related problems. Students will identify a topic or issue, which will lead to their final education research project. FMU has an Institutional Review Board (IRB) and all research projects that involve human subjects are required to have approval from the FMU IRB committee. Application of appropriate research methods will be chosen to complete this project.

**795 Capstone II: Completion and Presentation of Research Topic** (3) (Prerequisites: Admission to the School of Education Graduate Program, Education 623, either Education 748 or Education 797, and either Education 794 or Education 798 or permission of the school) S, SU. Students will complete and present the results of their research projects. The student will present the completed work, near the conclusion of Education 795, to a group of his/her colleagues (typically students enrolled in the course), the course instructor, and interested members of the School of Education faculty.

**Rationale:** These courses are no longer offered.

### **3. Proposal from the Department of English, Modern Languages, and Philosophy**

A. **ADD** the following French course on p. 85 of the current catalog:

**203 French for the Arts and Sciences** (3) (Prerequisite: Completion of 102 with a grade of C or higher or equivalent) Development of practical reading and written communication skills in French for use in a variety of specialized fields within the arts and sciences. A focus on comprehending, summarizing and discussing texts in the humanities and technical disciplines.

**Rationale for A:** Francis Marion does not currently offer a course specifically geared to students who may use French as part of a larger research agenda in the arts and sciences. This course extends the offerings of the French program to address the needs of students who may find it useful to read French texts in the humanities and technical disciplines. This course will give students practice summarizing, discussing, and presenting information gleaned from French-language texts within a variety of specialized fields in the arts and sciences.

B. **ADD** the following French course on p. 85 of the current catalog:

**210 French for the Professions (3)** (Prerequisite: Completion of 201 with a grade of C or higher or equivalent). Development of practical oral and written communication skills in French to complete a range of communicative tasks in a business or professional setting. Situational vocabulary and study of topics pertaining to professional life with attention to cultural practices and norms.

**Rationale for B:** Francis Marion does not currently offer a course specifically geared to students who may use French as a means of communication in their future workplace. This course extends the offerings of the French program to address the needs of students who may use French professionally. The course will give students practice with specific vocabulary useful in the workplace and help students develop real-life skills such as applying for a job, creating marketing ads, and completing business transactions and professional presentations in a second language.

C. **ADD** the following Spanish course on p. 86 of the current catalog:

**210 Spanish for Business (3)** (Prerequisite: Completion of 201 with a grade of C or higher or equivalent). Development of practical oral and written communication skills in Spanish to complete a range of communicative tasks in a business or professional setting. Situational vocabulary and study of topics pertaining to professional life with attention to cultural practices and norms.

**Rationale for C:** As our students prepare to enter the job market, having a background in another language will give them an edge that many other job candidates will not have. This course will prepare them for entering the job market with an advantage that many other people will not have by giving them practice with vocabulary, grammar, and other preparation such as mock interviews and marketing ads in a second language. This will help develop skills for our students that they otherwise would not have without this course.

D. **MODIFY** the following French course on p. 85 of the current catalog under Modern Languages, French Track:

**FROM:**

**300 Introduction to Reading Texts in French (3)** (Prerequisite: 202 or equivalent on the placement test) A transitional course designed to provide a comprehensive introduction to critically reading and approaching French and Francophone texts. Guided readings and discussions of a variety of texts written in French, including literary excerpts and a range of articles and essays from print and digital media.

**TO:**

**300 Introduction to Reading Literature in French (3)** (Prerequisite: 202 or equivalent on the placement test) A transitional course designed to provide a comprehensive introduction to critically reading and approaching French and Francophone literature. Guided readings and discussions of a variety of texts in French, including literary excerpts and a range of essays from digital media.

**Rationale for D:** The change in the title and description are made to emphasize the fact that the readings in this course will consist of literary works or excerpts of literary works, as opposed to the readings in the proposed new French for Arts and Sciences course, which will include a broader range of non-literary readings in the humanities and technical disciplines (news articles, historical documents, research studies, etc.).