



UNIVERSITY OF TORONTO

University of Toronto Mississauga

Humanities Curriculum Proposals Report

October 22, 2021

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1 Retired Course:

HHS200H5: Methodological Perspectives on the Biological and Social Determinants of Health

Rationale:

This course was supposed to be part of a collaborative program in health but we could not get all of the departments to agree/come on board.

3 New Courses:

IMI299H5: Research Opportunity Program

Description:

This course provides a rewarding opportunity for students in their second year to work in the research project of a professor in return for IMI299H5 course credit. Based on the nature of the project, projects may satisfy the Sciences, Social Sciences, or Humanities distribution requirement. Students enrolled have an opportunity to become involved in original research, learn research methods and share in the excitement and discovery of acquiring new knowledge. Participating faculty members post their project descriptions for the following summer and fall/winter sessions in early February and students are invited to apply in early March. See [Experiential and International Opportunities](#) for more details.

Prerequisites:**Corequisites:**

Exclusions: Concurrent enrolment in IMI399H5 or IMI499H5.

Recommended Preparation:**Rationale:**

The course enables students to become involved in original research supervised by a faculty member at an advanced level. Experience with working hands-on with different forms of data, learning research methods, and communicating discoveries are crucial for acquiring new knowledge and developing critical thinking skills necessary for future professionals.

Resources: None.

IMI399H5: Research Opportunity Program

Description:

This course provides a rewarding opportunity for students in their third or fourth year to undertake relatively advanced work in the research project of a professor in return for IMI399H5 course credit. Students enrolled have an opportunity to become involved in original research, learn research methods and share in the excitement and discovery of acquiring new knowledge. Participating faculty members post their project descriptions for the following summer and fall/winter sessions in early February and students are invited to apply in early March. See [Experiential and International Opportunities](#) for more details.

Prerequisites: 8.0 credits and permission of instructor

Corequisites:

Exclusions: Concurrent enrolment in IMI299H5 or IMI499H5

Recommended Preparation:

Rationale:

The course enables students to become involved in original research supervised by a faculty member at an advanced level. Experience with working hands-on with different forms of data, learning research methods, and communicating discoveries are crucial for acquiring new knowledge and developing critical thinking skills necessary for future professionals.

Resources: None.

IMI499H5: Independent Study

Description:

This course provides a rewarding opportunity for students in their fourth year to undertake relatively advanced work in the research project of a professor in return for IMI499H5 course credit. Based on the nature of the project, projects may satisfy the Sciences, Social Sciences, or Humanities distribution requirement. Students enrolled have an opportunity to become involved in original research, learn research methods and share in the excitement and discovery of acquiring new knowledge. Participating faculty members post their project descriptions for the following summer and fall/winter sessions in early February and students are invited to apply in early March. See [Experiential and International Opportunities](#) for more details.

Prerequisites: 4th Year Standing and permission of instructor

Corequisites:

Exclusions:

Recommended Preparation:

Rationale:

The course enables students to become involved in original research supervised by a faculty member at an advanced level. Experience with working hands-on with different forms of data, learning research methods, and communicating discoveries are crucial for acquiring new knowledge and developing critical thinking skills necessary for future professionals.

Resources: None.

4 Minor Program Modifications:

History and Political Science - Specialist (Arts)

Enrolment Requirements:

Limited Enrolment — Enrolment ~~in the Specialist Program~~ in this program ~~History and Political Science~~ is limited.

For students applying in 2021-2022 for program entry in the 2022-2023 Academic Year, 4.0 credits are required, including the following:

- 1.0 credit of POL (with a minimum grade of at least 70% in each course)
- 1.0 credit of HIS (with a minimum grade of at least 70% in each course)
- A CGPA of at least 2.00

Students enrolling at the end of ~~second first~~ year (8.0 ~~4.0~~ credits) must obtain the following:

- 2.0 credits of POL (with a minimum grade of at least 70% in each course)
- 2.0 credits of HIS (with a minimum grade ~~mark~~ of at least 70% in each course)
- A CGPA of 2.30.

For students applying in 2022-2023 (and beyond) for program entry in the 2023-2024 Academic Year (and beyond), 4.0 credits are required, including the following:

- 1.0 ~~POL~~ credit of POL (with ~~and~~ a minimum grade ~~mark~~ of at least 70% in each course)
- 1.0 ~~HIS~~ credit of HIS (with ~~and have~~ a minimum grade ~~Cumulative Grade Point Average~~ of at least 70% in each course)
- ISP100H5 ~~2.00~~.
- A CGPA of at least 2.00

Students enrolling at the end of second year (8.0 credits) must obtain the following:

- 2.0 credits of POL (with a minimum grade ~~mark~~ of at least 70% in each course)
- ~~of~~ 2.0 ~~POL~~ credits of HIS (with ~~and~~ a minimum grade ~~mark~~ of at least 70% in each course)
- ISP100H5
- A CGPA ~~of 2.0 HIS credits and a have Cumulative Grade Point Average~~ of 2.30.

Completion Requirements:

14.0-14.5 ~~14.0~~ credits are required.

For students entering the program in 2023-2024 (and beyond): ISP100H5 (0.5 credit)

History:

7.0 credits ~~are required~~.

First Year:

1. 0.5 credit from [HIS101H5](#) or [HIS102H5](#) or [HIS103H5](#) or [HIS104H5](#) or [HIS105H5](#) or [HIS106H5](#) or [HIS107H5](#) or [HIS108H5](#).
2. 0.5 credit of HIS ~~credits~~ at the 200-level.

Higher Years:

1. ~~At least~~ 1.0 credit ~~credits~~ at the 200-level or above ~~200+level~~ from two different geographical regions ~~areas~~:
 - a. ~~1.~~ Africa, Latin America, & the Caribbean: HIS203H5 or HIS290H5 or HIS295H5 or HIS301H5 or HIS323H5 or HIS325H5 or HIS330H5 or HIS390H5 or HIS391H5 or HIS403H5 or HIS425H5 or HIS454H5 or HIS463H5 or HIS464H5 or HIS490H5 or HIS494H5
 - b. ~~2.~~ Asia and the Middle East: HIS201H5 or HIS204H5 or HIS250H5 or HIS282H5 or HIS284H5 or HIS285H5 or HIS378H5 or HIS382H5 or HIS384H5 or HIS385H5 or HIS386H5 or HIS387H5 or HIS388H5 or HIS389H5 or HIS394H5 or HIS397H5 or HIS398H5 or HIS425H5 or HIS431H5 or HIS448H5 or HIS480H5 or HIS483H5 or HIS484H5

- c. ~~3.~~ Canada & U.S.A.: HIS203H5 or HIS255H5 or HIS261H5 or HIS263Y5 or HIS271H5 or HIS272H5 or HIS311H5 or HIS312H5 or HIS313H5 or HIS314H5 or HIS315H5 or HIS318H5 or HIS319H5 or HIS326Y5 or HIS342H5 or HIS355H5 or HIS358H5 or HIS367H5 or HIS368H5 or HIS369H5 or HIS370H5 or HIS371H5 or HIS372H5 or HIS373H5 or HIS374H5 or HIS393H5 or HIS402H5 or HIS403H5 or HIS416H5 or HIS438H5 or HIS440H5 or HIS452H5 or HIS453H5 or HIS461H5 or HIS462H5 or HIS479H5 or HIS487H5 or HIS494H5
- d. ~~U.S.A.~~ ~~4.~~ Europe: HIS203H5 or HIS204H5 or HIS221H5 or HIS222H5 or HIS230H5 or HIS236H5 or HIS241H5 or HIS242H5 or HIS300H5 or HIS306H5 or HIS308H5 or HIS309H5 or HIS310H5 or HIS321H5 or HIS327Y5 or HIS336H5 or HIS338H5 or HIS339H5 or HIS340H5 or HIS357H5 or HIS401H5 or HIS403H5 or HIS407H5 or HIS409H5 or HIS420H5 or HIS435H5 or HIS438H5 or HIS475H5 or HIS486H5 or HIS495H5

2. 2.0 credits at the 300-level or above
3. ~~300+level credits.~~ 1.0 HIS credit of HIS at the 400-level
4. ~~2.0 additional HIS credits of HIS at the 200-level or above (which 200+level.~~

Note: ~~2.0 HIS credits~~ must correspond in region or field theme to the 2.0 credits of the POL credits chosen)-

Notes:

1. ~~Specialists may substitute acceptable non-HIS courses taught elsewhere at U of T Mississauga for up to 1.0 of the HIS credits.~~
2. ~~The Department of Historical Studies Handbook identifies substitutions; courses satisfying division requirements. It is available online at:~~
www.utm.utoronto.ca/historicalstudies

Political Science: 7.0 credits

7.0 credits in POL are required, including at least 1.0 credit at the 300 level and 1.0 credit at the 400 level and no more than 1.0 credit at the 100 level.

1. ~~1.~~ [POL200Y5](#) and [POL215H5](#) and [POL216H5](#)
2. ~~2.~~ 1.0 credit from two of the following three fields:
 1. Comparative Politics - [POL203Y5](#) or [POL218Y5](#) or [POL354Y5](#) or [POL300Y5](#) or [POL302Y5](#) or [POL303Y5](#) or [POL304Y5](#) or [POL309Y5](#) or [POL332Y5](#) or [POL440Y5](#) or [POL443H5](#) or [POL443Y5](#) or [POL438H5](#) or [POL438Y5](#)
 2. International Relations - [POL209H5](#) and [POL210H5](#) or [POL310Y5](#) or [POL327Y5](#) or [POL340Y5](#) or [POL343Y5](#) or [POL486Y5](#) or [POL487H5](#)
 3. Public Policy and Public Administration - [POL316Y5](#) or [POL317Y5](#) or [POL317H5](#) or [POL318H5](#) or [POL336Y5](#) or [POL346Y5](#) or [POL353Y5](#) or [POL355Y5](#) or [POL368H5](#) or [POL368Y5](#) or [POL369Y5](#) or [JEP351H5](#) or [JEP356H5](#) or [JEP452H5](#) or [JPE250Y5](#) or [JPE251H5](#) or [JPE252H5](#)
3. ~~3.~~ 4.0 Additional POL credits of POL.

Rationale:

Enrolment Requirements and Completion Requirements have been updated to reflect the implementation of ISP100H5.

Resource Implications:

South Asian Humanities - Minor (Arts)

Completion Requirements:

4.0 credits, including at least 1.0 credits at the 300/400 level. Students wishing to complete a South Asian Humanities Minor Program must successfully complete 4.0 credits from the courses listed below. These must include courses from two of the following disciplines: History (HIS), History of Religions (RLG) or Women, Gender and Sexuality Studies (WGS) within the Department of Historical Studies, Philosophy (PHL), Political Science (POL), Language Studies (LAN), Visual Studies (VCC, FAH), and Anthropology (ANT).

- SAH200H5
- 1.0 credit from the following list of courses: CIN215H5 or HIS282H5 or RLG205H5 or RLG207H5 or RLG210H5 or RLG303H5 or POL304Y5 or HIN211H5 or HIN212H5 or URD212Y5 or PUN212Y5 or SAN291Y5
- 2.5 credits from the list of electives below

ELECTIVES:

Students are responsible for checking the co- and prerequisites for all courses.

Anthropology: ANT316H5

Fine Art History: FAH383H5, FAH385H5

Language Studies: HIN311H5, HIN312H5, HIN313H5, HIN411H5, HIN412Y5, PRS210H5, PRS211H5, PRS310H5, PRS311H5, SAN392Y5, URD312Y5

History: HIS382H5, HIS386H5, HIS388H5, HIS389H5, HIS394H5, HIS448H5, HIS484H5

History of Religions: RLG307H5, RLG308H5, RLG310H5, RLG360H5, RLG361H5, RLG362H5, RLG365H5, RLG366H5, RLG421H5, RLG422H5, RLG460H5, RLG463H5, RLG464H5, RLG465H5

Philosophy: PHL235H5, **PHL311H5**

Political Science: POL305H5, POL305Y5, POL446H5

Visual Culture and Communication: VCC406H5

Women, Gender and Sexuality Studies: WGS345H5

Rationale:

Updating list of electives to reflect the addition of new courses in the Philosophy Department.

Resource Implications:

Women, Gender and Sexuality Studies - Major (Arts)

Completion Requirements:

7.0 credits are required.

First Year: WGS101H5

Higher Years:

- WGS200Y5
- 2.0 WGS credits at the 300+level
- 1.0 WGS credits at the 400-level
- 2.5 credits in WGS or from the list of electives below

ELECTIVES:

Students are responsible for checking the co- and prerequisites for all courses.

Anthropology: ANT211H5, ANT331H5, ANT335H5

Classical Civilization: CLA319H5

Communication, Culture, Information & Technology: CCT340H5

Drama: DRE366H5

English: ENG269H5, ENG275H5, ENG307H5, **ENG318H5**, **ENG339H5**, ENG368H5, ENG369H5

Fine Art History: FAH435H5

French: FRE391H5

Geography: GGR313H5

History: HIS255H5, HIS355H5, HIS308H5, HIS310H5, HIS314H5, HIS326Y5, HIS374H5, HIS386H5, HIS441H5, HIS454H5

History of Religions: RLG314H5, RLG449H5, RLG462H5

Italian: ITA392H5

Linguistics: JAL355H5

Philosophy: PHL243H5, PHL267H5, PHL367H5

Political Science: POL368Y5

Psychology: PSY317H5, PSY354H5

Sociology: SOC219H5, SOC275H5, SOC347H5, SOC352H5, SOC359H5, SOC362H5, SOC380H5, SOC413H5, SOC425H5

Rationale:

Updating list of electives to reflect the addition of new courses in the English Department.

Resource Implications:

Women, Gender and Sexuality Studies - Minor (Arts)

Completion Requirements:

4.0 credits are required.

First Year: WGS101H5

Higher Years:

- WGS200Y5
- 1.0 WGS credits at the 300+level
- 1.5 credits in WGS or from the list of electives below

ELECTIVES:

Students are responsible for checking the co- and prerequisites for all courses.

Anthropology: ANT211H5, ANT331H5, ANT335H5

Classical Civilization: CLA319H5

Communication, Culture, Information & Technology: CCT340H5

Drama: DRE366H5

English: ENG269H5, ENG275H5, ENG307H5, **ENG318H5**, **ENG339H5**, ENG368H5, ENG369H5

Fine Art History: FAH435H5

French: FRE391H5

Geography: GGR313H5

History: HIS255H5, HIS355H5, HIS308H5, HIS310H5, HIS314H5, HIS326Y5, HIS374H5, HIS386H5, HIS441H5, HIS454H5

History of Religions: RLG314H5, RLG449H5, RLG462H5

Italian: ITA392H5

Linguistics: JAL355H5

Philosophy: PHL243H5, PHL267H5, PHL367H5

Political Science: POL368Y5

Psychology: PSY317H5, PSY354H5

Sociology: SOC219H5, SOC275H5, SOC347H5, SOC352H5, SOC359H5, SOC362H5, SOC380H5, SOC413H5, SOC425H5.

Rationale:

Updating list of electives to reflect the addition of new courses in the English Department.

Resource Implications:

2 Minor Program Modifications:

English - Specialist (Arts)

Completion Requirements:

At least 10.0 ENG credits, including at least 3.0 credits at the 300 level and 1.0 credit at the 400 level. Only 1.0 credit at the 100 level may be counted towards program requirements, and no more than 1.0 credit may be counted towards program requirements from the following courses: ENG234H5, ENG235H5, ENG236H5, ENG237H5, ENG238H5, ENG239H5, ENG261H5, ENG276H5, ENG277H5, ENG279H5, ENG289H5, ENG291H5, ENG344H5, ENG373H5, ENG374H5. ENG100H5 may not be counted towards program requirements. No course may be counted towards the program requirements of more than one of the 6 areas below. The specialist also requires the following courses:

- ENG280H5 Critical Approaches to Literature
- ENG202H5 and ENG203H5, British Literature survey parts I and II
- 6.0 credits distributed among the following areas, as follows:
 - At least 1.0 credit in Literary Theory/Methods: ENG101H5, ENG201Y5, ENG204H5, ENG205H5, ENG206H5, ENG259H5, ENG269H5, ENG275H5, ENG344H5, ENG372H5, ENG380H5, ENG382Y5, ENG384H5, ENG396H5, ENG400H5, ENG414H5, ENG415H5, ENG416H5.
 - At least 1.0 credit in Race, Ethnicity, Diaspora, Indigeneity: ENG271H5, ENG272H5, ENG273H5, ENG274H5, ENG309H5, ENG310H5, ENG317H5, ENG326H5, ENG334H5, ENG343H5, ENG346H5, ENG351H5, ENG355H5, ENG356H5, ENG358H5, ENG359H5, ENG367H5, ENG368H5, ENG369H5, ENG370H5, ENG371H5, ENG426H5, ENG434H5.
 - At least 1.5 credits in Literature pre-1700: ENG220Y5, ENG223H5, ENG300Y5, ENG301H5, ENG303H5, ENG304H5, ENG307H5, ENG311H5, ENG312H5, ENG313H5, ENG320H5, ENG321H5, ENG322H5, ENG326H5, ENG327H5, ENG330H5, ENG331H5, ENG335H5, ENG336H5, ENG339H5, ENG460H5, ENG461H5, ENG462H5.
 - At least 1.5 credits in Literature 1700-1900: ENG305H5, ENG306Y5, ENG308Y5, ENG314H5, ENG315H5, ENG318H5, ENG322Y5, ENG323H5, ENG324Y5, ENG325H5, ENG332H5, ENG337H5, ENG338H5, ENG345H5, ENG383H5, ENG385H5, ENG386H5, ENG387H5, ENG395H5, ENG463H5, ENG470H5, ENG471H5.
 - At least 0.5 credits in Canadian Literature: ENG215H5, ENG252Y5, ENG255H5, ENG271H5, ENG346H5, ENG352H5, ENG353Y5, ENG354Y5, ENG357H5, ENG358H5, ENG361H5, ENG362H5, ENG392H5, ENG393H5, ENG424H5, ENG425H5.
 - At least 0.5 credits in American Literature: ENG250Y5, ENG251H5, **ENG347H5**, ENG351H5, ENG360H5, ENG363Y5, ENG364Y5, ENG365H5, ENG366H5, ENG367H5, ENG368H5, **ENG379H5**, ENG394H5, ENG395H5, ENG435H5, ENG436H5.

Rationale:

Adding two new course offerings to the American Literature course list to increase course options for students in this program.

Resource Implications:

English - Major (Arts)

Completion Requirements:

At least 7.0 ENG credits, including at least 2.0 credits at the 300 or 400 level. Only 1.0 ENG course at the 100 level may be counted towards program requirements, and no more than 1.0 credit may be counted towards program requirements from the following courses: ENG234H5, ENG235H5, ENG236H5, ENG237H5, ENG238H5, ENG239H5, ENG261H5, ENG276H5, ENG277H5, ENG279H5, ENG289H5, ENG291H5, ENG344H5, ENG373H5, ENG374H5. ENG100H5 may not be counted towards program requirements. No course may be counted towards the program requirements of more than one of the 6 areas below. The major also requires the following courses:

- ENG280H5 Critical Approaches to Literature

- ENG202H5 and ENG203H5, British Literature survey parts I and II
- 3.0 credits distributed among the following areas, as follows:
 - At least 0.5 credits in Literary Theory/Methods: ENG101H5, ENG201Y5, ENG204H5, ENG205H5, ENG206H5, ENG259H5, ENG269H5, ENG275H5, ENG344H5, ENG372H5, ENG380H5, ENG382Y5, ENG384H5, ENG396H5, ENG400H5, ENG414H5, ENG415H5, ENG416H5.
 - At least 0.5 credits in Race, Ethnicity, Diaspora, Indigeneity: ENG271H5, ENG272H5, ENG273H5, ENG274H5, ENG309H5, ENG310H5, ENG317H5, ENG326H5, ENG334H5, ENG343H5, ENG346H5, ENG351H5, ENG355H5, ENG356H5, ENG358H5, ENG359H5, ENG367H5, ENG368H5, ENG369H5, ENG370H5, ENG371H5, ENG426H5, ENG434H5.
 - At least 0.5 credits in Literature pre-1700: ENG220Y5, ENG223H5, ENG300Y5, ENG301H5, ENG303H5, ENG304H5, ENG307H5, ENG311H5, ENG312H5, ENG313H5, ENG320H5, ENG321H5, ENG326H5, ENG327H5, ENG330H5, ENG331H5, ENG335H5, ENG336H5, ENG339H5, ENG460H5, ENG461H5, ENG462H5.
 - At least 0.5 credits in Literature 1700-1900: ENG305H5, ENG306Y5, ENG308Y5, ENG314H5, ENG315H5, ENG318H5, ENG322Y5, ENG323H5, ENG324Y5, ENG325H5, ENG332H5, ENG337H5, ENG338H5, ENG345H5, ENG383H5, ENG385H5, ENG386H5, ENG387H5, ENG395H5, ENG463H5, ENG470H5, ENG471H5.
 - At least 0.5 credits in Canadian Literature: ENG215H5, ENG252Y5, ENG255H5, ENG271H5, ENG346H5, ENG352H5, ENG353Y5, ENG354Y5, ENG357H5, ENG358H5, ENG361H5, ENG362H5, ENG392H5, ENG393H5, ENG424H5, ENG425H5.
 - At least 0.5 credits in American Literature: ENG250Y5, ENG251H5, [ENG347H5](#), ENG351H5, ENG360H5, ENG363Y5, ENG364Y5, ENG365H5, ENG366H5, ENG367H5, ENG368H5, [ENG379H5](#), ENG394H5, ENG395H5, ENG435H5, ENG436H5.

Rationale:

Adding two new course offerings to the American Literature course list to increase course options for students in this program.

Resource Implications:

9 New Courses:

DRE340H5: Workshop in Playwriting

Contact Hours: *Lecture:* 36

Description:

This course is a continued exploration in writing for the stage for students who have already written one act or solo plays. Participant playwrights will complete a full-length play, incorporate complex structures and anti-structure, and advance their voices and skills as playwrights. The class will workshop scenes and prepare staged readings of participant work. A major focus of this course will be processes of development and revision while working with directors, actors, dramaturgs, and other collaborators.

Prerequisites: DRE362H5

Corequisites:

Exclusions:

Recommended Preparation:

Rationale:

A sequel to a popular introductory course in playwriting that allows for lengthier and more advanced script development as well as practice collaborating with other stakeholders in a theatrical production.

Resources: See Resource Form

Description:

This course introduces students to various forms and traditions of writing about the visual arts, from the close analysis of images to verbal forms (such as ekphrasis and calligrammes) that make poetry and fiction out of paintings, photographs, and sculptures to contemporary art criticism. While the puzzle of translating between space-based and time-based arts will be at the centre of our inquiry, the course will also consider texts and books as visual objects; how writers create visual experiences and mental images; and how and where writing happens in museums and exhibitions. Students will have opportunities to practice writing about the arts in collaboration with the Blackwood Gallery at UTM and its featured artists, and, when possible, with other Peel Region and Greater Toronto Area artists and galleries.

Prerequisites: 4.0 credits. Students who do not meet the prerequisite but are enrolled in any 100-level ENG or DRE course (except ENG100H5) may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website.

Corequisites:

Exclusions:

Recommended Preparation:

Rationale:

This course complements current courses on the relationship between texts and images (e.g., in graphic novels) and music and literature. It offers a historical and theoretical survey of the conversation between the verbal and the visual arts and allows students to practice writing and thinking in concert with curators and artists at UTM's Blackwood Gallery.

Resources: See Resource Form

ENG218H5: Interactive Storytelling and Worldmaking

Contact Hours: *Lecture*: 36

Description:

This course examines the deep history and extraordinary diversity of interactive storytelling, with a focus on narrative art in digital games, transmedia/cross-platform projects, alternate reality and pervasive games, theme parks, and immersive performances, as well as literary texts and films. We will consider forms (e.g., riddles, parables, metafiction, branching narratives) that require participatory agency, choice-based and emergent storytelling, as well as genres (e.g., creation myths, planetary romances, travelogues, adventure fiction, Expressionist cinema) that discover or assemble a narrative by traversing a world. We will also explore the contexts and theoretical grounds of reader- and player-centric approaches.

Prerequisites: ENG105H5 or ENG110H5

Corequisites:

Exclusions:

Recommended Preparation:

Rationale:

Establishes literature and digital games within a spectrum of interactive media and provides historical and theoretical coordinates for more advanced study. Foundational course for a potential interdisciplinary Minor in Game Studies.

Resources: See Resource Form

ENG263H5: Play and Games

Contact Hours: *Lecture:* 24 / *Tutorial:* 12

Description:

Despite its reputation as a diversion from the serious activities of life, play has been understood by philosophers and social theorists as essential to human development and as the foundation of freedom, self-understanding, civic identity, social justice, and artistic contemplation. This course surveys the ways and reasons we play in relationship to the objects we play with, including things that are more normally thought of as games—card and board games, sports, toys, video games—as well as other sites of playful thought and action, like paintings, novels, dramatic texts, fashion, and conflict management. Students in this course will encounter major scholars of play (Schiller, Huizinga, Caillois, Winnicott, Geertz, Flanagan, McGonigal, among others) and designers of rules (Emperor Yao, Magie and Darrow, Will Wright, Sid Meier, among others), key terms and concepts in the analysis of play and games, as well as games and ludic enterprises across a variety of cultures and media. Students will also consider problems in play and games like cheating, addiction, and gamification.

Prerequisites: ENG105H5 or ENG110H5

Corequisites:

Exclusions:

Recommended Preparation:

Rationale:

Gives students a cross-cultural literary, historical, sociological, and philosophical survey of play and the analysis of play and games. Foundational course for a potential interdisciplinary Minor in Game Studies.

Resources: See Resource Form

ENG319H5: Players, Characters, and Avatars in Digital Games

Contact Hours: *Lecture*: 36

Description:

This course investigates representation and identity in and through digital games. Students will primarily consider gender, race, sexuality, and the non-human world in relation to the complex circuits of desire, projection, and disguise that exist among players, avatars, non-player characters, and other gamers. Students will interpret and critique both blockbuster AAA games with large development budgets and production teams as well as small-scale indie and experimental games and will learn about expressive, critical, and avant-garde design and play practices. The class will also discuss games as instruments of persuasion, protest, social change, and community formation.

Prerequisites: ENG279H5

Corequisites:

Exclusions:

Recommended Preparation:

Rationale:

This course supplements other departmental offerings in the literary and cross-media study of race, gender, ethnicity, and sexuality. Advanced course in the potential Game Studies Minor that considers games in relation to character, identity, and representation.

Resources: See Resource Form

ENG328H5: Writing for Games and Narrative Design

Contact Hours: *Lecture*: 36

Description:

This course introduces students to the planning and implementation of writing for video games as well as the role of the narrative designer in game development. Students will practice multiple collaborative forms of game writing (flow charts, quest outlines, character descriptions, flavour text, non-player character dialogue, cut scenes, storyboard scripts), level design, and player experience creation. Students will learn to use design and editing tools as well as iterative processes of revising game writing to augment gameplay and game features. Students will also learn to analyze and critique diverse game narratives and will discuss careers in game writing.

Prerequisites: ENG279H5

Corequisites:

Exclusions:

Recommended Preparation:

Rationale:

Creative writing course that supplements and extends current offerings in poetry, fiction, and playwriting, allowing students to develop skills in creative writing for new media. This course could also be included in a potential interdisciplinary Minor in Game Studies.

Resources: See Resource Form

ENG347H5: The Nineteenth-Century American Novel

Contact Hours: *Lecture*: 36

Description:

This course will introduce students to historical and cultural concerns of nineteenth-century America through major subgenres of the novel, including the gothic, the sentimental, realism, and naturalism. Emphasis will be on shifts in the novel across the century as well as the relationship of the nineteenth-century novel to print culture, including serial publication in literary magazines and newspapers. We may also think about how non-fiction texts from this period draw on the conventions of fiction. Authors studied may include Charles Brockden Brown, Fanny Fern, George Lippard, Harriet Beecher Stowe, Charles Chesnutt, Mark Twain, Edith Wharton, and Pauline Hopkins.

Prerequisites: 1.0 credit in ENG and 3.0 additional credits

Corequisites:

Exclusions:

Recommended Preparation:

Rationale:

The Nineteenth-Century American Novel is a standard and important generic approach to engaging nineteenth-century American literature, but we don't currently have anything like this in our course offerings. Currently, our American literature courses are either general introductory surveys at the 200-level or 300-level courses organized by period (i.e. Early American Literature or Nineteenth-Century American Literature). There aren't any course shells that focus on genre, and while one can certainly give a generic focus to the existing Nineteenth-Century American Literature course, this seems important enough for its own shell. Adding more options for teaching American literature courses will bring these offerings slightly more in line with the range of courses offered in British literary traditions. For example, this course is a kind of complement to the course we offer on the Victorian Novel. Melissa Gniadek (Associate Professor) taught this particular course as a topics course (ENG366H) in Fall 2019 and Winter 2021. It enrolled well both times and was well-received. Giving this course its own course code would free up the ENG366H course for more specific topics.

Resources: See Resource Form

Contact Hours: *Lecture*: 36

Description:

We often categorize literature by its nation of origin when we study and teach, though we also recognize the limitations involved in doing so. Over the past several decades, the study of U.S. literature, in particular, has been shaped by transnational and global approaches that emphasize the porous nature of any “national” literature. In this course, students will study approaches to American Literature in global contexts. These may include hemispheric approaches to U.S. literatures that emphasize U.S. interactions with Central America and the Caribbean, engagements with Africa in U.S. literatures, or U.S. literatures and the Pacific from the eighteenth century through the present.

Prerequisites: 1.0 credit in ENG and 3.0 additional credits

Corequisites:

Exclusions:

Recommended Preparation:

Rationale:

Those of us who teach American literature in the department right now often do so with an awareness of the relationship of U.S. literatures to other geographies, literatures, and histories, in one way or another. But we do not have a course on the books that specifically foregrounds transnational or global approaches to the study of U.S. literatures, and there isn’t always time to emphasize this in a survey course that needs to do other work. This course would provide an opportunity for different faculty to tailor the approach taken in any given semester, focusing on transnational approaches in general, or more specifically on hemispheric approaches to U.S. literatures that emphasize Latin America and the Caribbean, engagements with Africa in U.S. literatures, or U.S. literatures and the Pacific. I have not mentioned particular authors or texts in the course description because the description is meant to be capacious enough to allow for a range of approaches to the topic, depending on who is teaching the course, but examples could be added if necessary.

Resources: See Resource Form

ENG410H5: Seminar: Critical Game Studies

Contact Hours: *Seminar*: 24

Description:

Advanced study of a topic in critical game studies.

Prerequisites: 0.5 credit in Game Studies at the 300-level

Corequisites:

Exclusions:

Recommended Preparation:

Rationale:

A focused, advanced seminar in Game Studies that addresses urgent and evolving questions in critical approaches to games, e.g. defining games, play and players, game production, violence in games, and the social and pedagogical benefits of games. The seminar format can accommodate individual and collaborative research on a more specialized level.

Resources: See Resource Form

2 Course Modifications:

ENG234H5: Children's Literature

Description:

A critical and historical introduction to works ~~study of poetry and fiction~~ written and created for or appropriated by children, from early didactic forms through the “Golden Era” to 20th-century fiction and contemporary works that centre non-white identities and experiences. The ~~this~~ course may ~~also~~ include fiction, poetry, drama, ~~or~~ non-fiction, and visual media, and will cover works by: ~~The~~ authors such as John ~~studied may include~~ Bunyan, Robert Louis Stevenson, Lewis Carroll, Mark Twain, ~~Alcott, Nesbit~~, Lucy Maud Montgomery, A.A. Milne, ~~Norton~~, Louise Fitzhugh, Salman Rushdie, Cherie Dimaline, Aviaq Johnston, Katherina Vermette, Audrey Thomas, Jason Reynolds, Hanna Alkaf, Namina Forna ~~and Rowling~~. [36L]

Prerequisites:

Previous: Open to students who have successfully completed at least 4.0 full credits . Students who do not meet the prerequisite but are enrolled in any 100-level ENG or DRE course (except ENG100H5) may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website.

New: 4.0 credits

Note:

Previous:

New: Students who do not meet the prerequisite but are enrolled in any 100-level ENG or DRE course (except ENG100H5) may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website.

Rationale:

Course texts listed were lacking in diverse representation, and the revised description now reflects how the course is presently taught.

Resources:

ENG308Y5: Romantic Poetry and Prose

Description:

This course provides a general survey of the poetry ~~Poetry~~ and ~~critical~~ prose of the British Romantic period (roughly from 1770 to 1830) ~~Blake, W.~~ Subjects to be explored may include political revolution ~~Wordsworth~~, slavery and abolition ~~Coleridge~~, the expansion of the British empire ~~Byron~~, the flourishing of women writers and feminist thought ~~P.B. Shelley~~, and experimentation with literary forms. Authors to be considered ~~Keats~~; may include Anna Barbauld ~~brief selections from other writers such as Crabbe~~, William Cowper, William Blake, Olaudah Equiano, William ~~Dorothy~~ Wordsworth, Samuel Taylor Coleridge ~~Scott~~, Hannah More, Mary Wollstonecraft, Lord Byron, Percy Shelley ~~Lander~~, Mary Shelley, Jane Austen, Walter Scott, John Clare, Henry Louis Vivian Derozio, and John Keats ~~De Quincey~~. [72L]

Prerequisites:

Previous: 1.0 credit in ENG and 3.0 additional credits.

New: 1.0 credit of ENG and 3.0 additional credits.

Rationale:

New descriptions provides greater clarity for students in terms of the topics that the course covers, and the author list is not more inclusive.

Resources: N/A

1 Retired Course:

ENG307H5: Women Writers before Austen

Rationale:

This course is being split into two new courses - ENG318H5 and ENG339H5 - and will no longer be offered. Students who already have credit for this course will still be able to apply this toward program completion.

1 Minor Program Modification:

Visual Culture and Communication - Specialist (Arts)

Completion Requirements:

13.0 credits are required, including at least 1.0 credit of VCC at the 400 level.

Specialists in VCC are strongly urged to structure their studies as follows:

First Year: CCT109H5 and CCT110H5 and FAH101H5 and VCC101H5 and CIN101H5 and ISP100H5

Second Year:

1. 1.0 credit from CCT204H5 or CCT250H5 or CCT270H5
2. 1.0 credit from CCT200H5 or CCT206H5 or CCT210H5
3. 1.0 credit from VCC205H5 or VCC236H5 or VCC290H5

Third Year:

1. 2.0 credit from CCT310H5 or CCT311H5 or CCT336H5 and CCT351H5 and CCT352H5 and CCT353H5
2. 1.5 credits of VCC at the 300/400 level
3. 1.0 credit from VST410H5 or any CIN or FAH course at the 300/400 level

Fourth Year:

1. VCC400H5 and 0.5 additional credit of VCC at the 400 level
2. CCT357H5 and CCT417H5 ~~CCT452H5~~ and CCT434H5 (with permission and the appropriate prerequisites, up to 1.0 credit can be replaced with FAS246H5 or FAS346Y5 or FAS347Y5)

Description of Proposed Changes: Amending the program requirements to accommodate the migration of CCT Sheridan courses to UTM.

Rationale:

Providing students with options to complete CCT courses at UTM at the 300 and 400 level. This is in line with the migration of CCT Sheridan courses to UTM in ICCIT.

Impact: The Sheridan Certificate in Digital Communication will no longer be available.

Resource Implications: VCC Specialists should be considered for priority enrolment in related courses.

7 Course Modifications:

CIN309H5: Colour and the Moving image

Exclusions:

Previous: CIN301H5 topics course "Colour".

New: CIN401H5 20121

Rationale:

Correction

Resources:

FAH101H5: Introduction to Art History

Description:

(Formerly FAH202H5) An overview of ~~western art from~~ the art and architecture of ~~ancient world through~~ the past and present ~~20th century~~, as well as an introduction to the discipline of art history and its methodologies. Emphasis on representative monuments and key approaches to interpretation.

Rationale:

Generalizing the course content to accommodate future possibilities.

Resources: There are no resource implications.

FAH483H5: Studies in Medieval Art

Prerequisites:

Previous: Six FAH courses including a 300+ level half course and P.I.

New: 3.0 credits in FAH including 0.5 at the 300 or 400-level and permission of instructor

Rationale:

Updating prerequisite language.

Resources:

FAS359Y5: Video and Sound

Prerequisites:

FAS143H5 and FAS145H5 and FAS147H5 and FAS232H5 and FAS236H5 and FAS248H5, and an additional 0.5 credit in FAS at the 200-level and 1.5 credits in FAH/VCC/VST and permission of instructor

Rationale:

Currently with the minimum prerequisites and a limited enrolment cap, the course can not accommodate students wishing to take this course each year. Therefore students are now encouraged to take an additional 200-level credit in FAS for this course which will provide them with more options in FAS courses at the 300/400 level.

Resources:

FAS369Y5: Performance-Based Art

Prerequisites:

FAS143H5 and FAS145H5 and FAS147H5 and FAS232H5 and FAS236H5 and FAS248H5, and an additional 0.5 credit in FAS at the 200-level, and 1.5 credits in FAH/VCC/VST and permission of instructor

Rationale:

Currently with the minimum prerequisites and a limited enrolment cap, the course can not accommodate students wishing to take this course each year. Therefore students are now encouraged to take an additional 200-level credit in FAS for this course which will provide them with more options in FAS courses at the 300/400 level

Resources:

VCC309H5: Society and Spectacle

Contact Hours:

Previous: *Lecture:* 24

New: *Lecture:* 24 / *Practical:* 36

Rationale:

The screenings for this course was removed in 2017 because they were not required at that time. It is being added at the request of the faculty member who will be teaching the course with screenings in the future.

Resources: Room for screening of films. DVDs of films.

VCC405H5: Individual Project

Prerequisites: Completion of 13.0 credits including VCC400H5 and ~~CCT400H5~~

Rationale:

Updating prerequisite to reflect the advanced project offered in VCC.

Resources:

8 Minor Program Modifications:

English Language Linguistics - Minor (Arts)

Enrolment Requirements:

Previous:

Limited Enrolment — Enrolment in the Minor program is limited to students who have a CGPA of at least 2.0.

Students cannot be enrolled simultaneously in the Linguistic Studies Major program and either the Linguistic Studies or the English Language and Linguistics Minor programs

New:

Limited Enrolment — Enrolment in the Minor program is limited to students who have achieved at least 63% in both [LIN101H5](#) and [LIN102H5](#). Students who do not meet the enrolment requirements in their first year can apply for the Minor with a grade of 70% in at least two (2) of the following courses: JAL253H5, LIN208H5, [LIN228H5](#), [LIN229H5](#), [LIN231H5](#), LIN233H5, [LIN232H5](#), [LIN237H5](#), [LIN256H5](#), [LIN288H5](#).

Students cannot be enrolled simultaneously in the Linguistic Studies Major program and either the Linguistic Studies or the English Language and Linguistics Minor programs

Track Changes:

Limited Enrolment — Enrolment in the Minor program is limited to students who have achieved at least 63% in both [LIN101H5](#) and [LIN102H5](#). Students who do not meet the enrolment requirements in their first year can apply for the Minor with a grade ~~CGPA~~ of 70% in at least two (2) of the following courses: JAL253H5, LIN208H5, [LIN228H5](#), [LIN229H5](#), [LIN231H5](#), LIN233H5, [LIN232H5](#), [LIN237H5](#), [LIN256H5](#), [LIN288H5](#) ~~2.0~~.

Students cannot be enrolled simultaneously in the Linguistic Studies Major program and either the Linguistic Studies or the English Language and Linguistics Minor programs

Description of Proposed Changes:

Program entry requirements changed.

Rationale:

We find that a CGPA requirement is too limiting and excludes students who may be particularly good in linguistics and thus well suited for the minor program, but who are not as strong in other areas. The limitation is therefore best applied to their performance in certain LIN courses. This also aligns entry requirement with the LIN Minor and Major programs.

Impact:

Consultation:

Resource Implications:

No impact in existing resources.

Education Studies - Minor (Arts)

Enrolment Requirements:

Limited Enrolment — Enrolment into the Education Studies Minor is limited. To be considered for enrolment, students are required to have completed 4.0 credits with a minimum cumulative grade point average (CGPA) of at least 2.30. Meeting the minimum requirements does not guarantee enrolment into the program.

Completion Requirements:

4.0 credits are required.

First Year: 0.5 credit from EDS100H5 or EDS101H5 (Note these courses are open ~~Open~~ to all students. Highly recommended **but not required** for those applying to the EDS minor.)

Second Year: EDS200H5, EDS210H5 and EDS220H5

Third and Fourth Years:

1. EDS300H5 and EDS310H5
2. 0.5 or 1.0 credits in experiential learning (for example, EDS325H5, EDS388H5, EDS377H5) or internship courses in other subject areas as approved by the Education Studies Program Coordinator.
3. 0.5 or 1.0 remaining credits from the following: EDS250H5, EDS275H5, EDS285H5, EDS291H5, EDS345H5; EDS399H5 ; FAS453H5, FAS455H5; FRE225Y5, FRE325H5, FRE345H5, FRE352H5, FRE353H5, FRE355H5, FRE382H5, FRE383H5; LIN388H5, LIN487H5, LIN456H5; LTL227H5, LTL380H5, LTL487H5, LTL456H5, LTL486H5, LTL488H5; MAT382H5, MAT392H5; PHL272H5; PSY310H5, PSY311H5, PSY312H5, PSY313H5, PSY315H5, PSY341H5, PSY345H5, PSY410H5, PSY422Y5; SOC224H5, SOC480Y5; or additional appropriate courses as approved by the Education Studies Minor Coordinator.

NOTE: Students must check prerequisites and exclusions for courses listed above to ensure they meet the requirements for entry.

Description of Proposed Changes:

Updated #3 to include previously approved EDS courses as well as FAS453H5 and FAS455H5 which are teaching-centric and fit well into EDS offerings as acceptable electives. Removed BOLD type text from entrance requirements.

Rationale:

Updated #3 to include previously approved EDS courses as well as FAS453H5 and FAS455H5 which are teaching-centric and fit well into EDS offerings as acceptable electives.

Impact:

FAS453H5 and FAS455H5 are upper-level offerings which are restricted to program students in Art History programs. These students are also EDS Minor students. This addition will allow students to expand the range of listed electives that are closely aligned with their Major.

Resource Implications:

French Studies - Major (Arts)

Completion Requirements:

8.0 credits are required, of which 0.5 credit must be a 400-level FRE linguistics ~~including at least 2.0 300/literature course 400 level courses.~~

First Year: FRE180H5, FRE181H5 (or equivalent). Students exempted from these courses ~~must~~ ~~may~~ replace them with a higher level 1.0 credit in FRE.

Second Year: ~~FRE240Y5/(FRE240H5 and FRE241H5),~~ FRE272H5 ~~FRE272Y5,~~ FRE282H5, FRE283H5 ~~FRE280Y5~~

Third and Fourth Years ~~Year:~~

1. FRE382H5 and FRE380H5/FRE383H5/FRE442H5
2. 4.0 ~~3.0~~ credits to be completed in **ONE** area of concentration (French Linguistics or French & Francophone Literary and Cultural Studies)

Course Categories, ~~including 0.5 credit at the 400-level:~~

- a. **French Linguistics** : FRE325H5, FRE355H5, ~~FRE372H5, FRE373H5,~~ FRE376H5, FRE377H5, FRE378H5, FRE385H5, FRE387H5, ~~FRE389H5~~ ~~FRE386H5,~~ FRE399Y5 ~~FRE388H5,~~ JFL388H5, JFL389H5, JFL454H5, FRE474H5 ~~FRE454H5,~~ FRE487H5, FRE488H5, FRE489H5 ; ~~JFL389H5.~~

b. **French & Francophone Literary and Cultural Studies** : FFRE312H5 ~~FRE312H5~~, ~~FRE315Y5~~, FRE316H5, FRE340H5, FRE342H5, FRE343H5, FRE356H5, ~~FRE357H5~~, FRE363H5, FRE364H5, ~~FRE367H5~~, FRE368H5, FRE370H5, ~~FRE372H5~~, ~~FRE373H5~~, FRE391H5, FRE393H5, ~~FRE395H5~~, FRE397H5, ~~FRE399Y5~~, ~~FRE398H5~~, FRE440H5, FRE445H5, FRE446H5, FRE467H5, ~~FRE468H5~~, FRE482H5.

NOTE : No more than 1.0 credit in FRE credits taught in English (such as FRE342H5, JFL388H5 ~~FRE388H5~~, JFL389H5, JFL454H5 ~~FRE454H5~~) can be counted towards a Major program in French.

Rationale:

- Addition of 0.5FCE 400-level requirement: with the goal of increasing students' research skills and the redesign of 400-level offerings as advanced research courses, students will be required to take a half-course at this level;
- Reweighted & Renumbered required courses: 1) FRE272Y5>FRE272H5, FRE280Y5>FRE282H5: As part of the revision of all our French Major & Specialist programs, all 200-level courses are being revised from Y to H-courses for two reasons, both related to students' current level of preparation at the end of Year 1: 1) Due to changes in high school French program outcomes, students are arriving with weaker French language skills than even 5 years ago. At the beginning of and, often, throughout Year 2, many students struggle with both their French language skills and, as a consequence, their ability to engage with disciplinary materials taught in French; 2) The Major in French Studies has a very heavy second year – 3.0 of the total 8.0FCE required involve 200-level courses. By revising all 200-level Y-courses to H-courses, some of the disciplinary content will be taught rather in Year 3, which should allow students to be more successful in realizing the program learning objectives;
- Deleted required course: For the same reasons given for the 'Reweighted and Renumbered courses' immediately above, the requirement of FRE240Y5 or FRE240H5 + FRE241H5 (1.0FCE introduction to our French literature concentration) have been reduced to a single half-course (FRE240H5) via the elimination of FRE241H5
- Required third- and fourth-year courses for linguistics or literature concentration: due to the changes mentioned immediately above, the requirement for upper-level courses has been increased from 3.0 to 4.0FCE
- Revision of the Course Categories list: 1) Several new courses are being proposed (FRE354H5, FRE377H5, FRE385H5, FRE389H5, FRE398H5); 2) Courses are being retired (FRE315Y5, FRE345H5, FRE468H5, FRE372H5, FRE373H5) due to recent retirements; 3) two FRE courses (FRE388H5, FRE454H5) with parallel LIN courses (LIN388H5, LIN454H5) in the department will now be offered under the JFL (Joint French Linguistics) designator (JFL388H5, JFL454H5); 4) FRE353H5 is being redesigned as a fourth-year research course (FRE453H5); 5) The French faculty recently decided that ROP399Y can be counted towards the third- and fourth-year French linguistics or literature concentration in order to offer more research-related courses to our students; 6) The course label for 'French Literary and Cultural Studies' will be expanded to 'French & Francophone Literary and Cultural Studies' to reflect the broader focus of this area

Resource Implications:

French Studies - Minor (Arts)

Completion Requirements:

4.0 ~~FRE~~ credits of FRE are required, which must include:

1. A min. with at least 2.0 credits of FRE language: ~~credits (FRE180Y5/FRE180H5/& FRE181H5/FRE282H5/FRE283H5 FRE280Y5/FRE382H5/FRE383H5/FRE442H5/FRE482H5~~
- 2.) Must include 1.0 ~~FRE~~ credit of FRE at the 300/400 level.
3. Additional FRE credits to fulfill 4.0 credits.

Note: Courses offered in English are excluded (~~FRE FRC~~ and LTL).

Rationale:

- Removed retired courses (FRE180Y5, FRE280Y5)
- Addition of FRE283H5, FRE442H5, FRE482H5: These courses were previously inadvertently omitted from the list of courses in our FRE language series

Resource Implications: No impact on existing resources.

French Studies - Specialist (Arts)

Completion Requirements:

10.0 credits are required, including at least 5.0 300/400 level credits in literature/linguistics, 1.0 of which must be a 400 level credit.

First Year: FRE180H5, FRE181H5 (or equivalent). Students ~~exempted~~ ~~exempt~~ from these courses ~~must~~ ~~may~~ replace them with a higher level 1.0 credit in FRE.

Second Year: ~~FRE240Y5~~/(FRE240H5, FRE227H5 ~~FRE241H5~~), FRE272H5 ~~FRE272Y5~~, FRE282H5, FRE283H5 ~~FRE280Y5~~

Third and ~~Fourth~~ Years:

1. FRE382H5, FRE380H5/FRE383H5, ~~FRE442H5~~/FRE482H5

2. 4.5 ~~5.0 credits in~~ FRE credits to be completed within ONE area of concentration, ~~including 1.0 credit at the 400-level:~~

- French Linguistics

- French & Francophone Literary and Cultural Studies

3. FRE491H5/FRE492H5

Course Categories:

French Linguistics : FRE325H5, FRE355H5, ~~FRE372H5~~, ~~FRE373H5~~, FRE376H5, ~~FRE377H5~~, FRE378H5, ~~FRE385H5~~, FRE387H5, FRE389H5 ~~FRE386H5~~, FRE399Y5 ~~FRE388H5~~, JFL388H5, JFL389H5, JFL454H5 ~~FRE454H5~~, FRE487H5, FRE488H5, FRE489H5 ; ~~JFL389H5~~.

French & Francophone Literary and Cultural Studies : ~~FFRE312H5~~ ~~FRE312H5~~, ~~FRE315Y5~~, FRE316H5, FRE340H5, FRE342H5, FRE343H5, FRE356H5, ~~FRE357H5~~, FRE363H5, FRE364H5, ~~FRE367H5~~, FRE368H5, FRE370H5, ~~FRE372H5~~, ~~FRE373H5~~, FRE391H5, FRE393H5, ~~FRE395H5~~, FRE397H5, ~~FRE399Y5~~, ~~FRE398H5~~, FRE440H5, FRE445H5, FRE446H5, FRE467H5, ~~FRE468H5~~, FRE482H5.

NOTE : No more than 1.0 FRE credits taught in English (such as FRE342H5, FRE388H5, JFL389H5, FRE454H5) can be counted towards a Specialist program in French.

Rationale:

- Addition of FRE227H5 Teaching and Learning a Second/Foreign Language: in order that students in our French Studies specialist program be familiar with the three main areas of our programs, our introductory course to French language teaching and learning has been added;

- Reweighted & Renumbered required courses: 1) FRE272Y5>FRE272H5, FRE280Y5>FRE282H5: As part of the revision of all our French Major & Specialist programs, all 200-level courses are being revised from Y to H-courses for two reasons, both related to students' current level of preparation at the end of Year 1: 1) Due to changes in high school French program outcomes, students are arriving with weaker French language skills than even 5 years ago. At the beginning of and, often, throughout Year 2, many students struggle with both their French language skills and, as a consequence, their ability to engage with disciplinary materials taught in French; 2) The Specialist in French Studies has a somewhat heavy second year – 3.0 of the total 10.0 FCE required involve 200-level courses. By revising all 200-level Y-courses to H-courses, some of the disciplinary content will be taught rather in Year 3, which should allow students to be more successful in realizing the program learning objectives;

- Deleted required courses: 1) For the same reasons given for the 'Reweighted and Renumbered courses' immediately above, the requirement of FRE240Y5 or FRE240H5 + FRE241H5 (two half-course introductions to our French literature concentration) have been reduced to a single half-course (FRE240H5) via the elimination of FRE241H5; 2) FRE372H5 and FRE383H5, which focus on the diachronic linguistics of French, have been removed because i) among the programs learning objectives, there is no reference to historical linguistics and literature; ii) the two courses were too different from the other French linguistics (which have a synchronic focus) or literature courses (which focus primarily on 20th- and 21st-century literature) required for this specialist program; and iii) the only faculty member with the relevant expertise retired July 1, 2020 and there are no plans to hire in this area in the future;

- New 400-level course requirements: in order to increase the level of advanced French language and disciplinary research skills among students choosing this program, an advanced writing course (FRE442H5) as well as a final-year independent study (FRE491H5/492H5) are now required

- Increase in the number of disciplinary concentration courses: the change from 4.0 to 5.0 is a consequence of the

reduction of the number of 200-level courses discussed above as well as the new requirement for a final-year independent study course (FRE491H5/492H5)

Resource Implications:

Language Teaching and Learning: French - Major (Arts)

Completion Requirements:

8.0 credits are required, of which 0.5 credit must be a 400-level FRE language teaching and learning course.

First Year: FRE180H5, FRE181H5 (or equivalent). Students exempted from these courses ~~must~~ **may** replace them with a higher level 1.0 credit in FRE.

Second Year: FRE227H5 ~~FRE280Y5 (or equivalent), FRE225Y5, FRE240Y5/(FRE240H5, FRE272H5 FRE241H5), FRE282H5, FRE283H5 FRE272Y5.~~

Note: **FRE227H5 FRE225Y5** MUST be completed in the second year OR prior to enrolling in 300/400 level courses in Language Teaching and Learning.

Third & Fourth Year:

- FRE382H5, FRE380H5/FRE383H5/FRE442H5
- 2.0 credits ~~1.0 credit~~ to be chosen among the FRE Language Teaching and Learning courses: FRE325H5, FRE345H5, FRE352H5, ~~FRE 354H5 FRE353H5~~, FRE355H5, FRE389H5 ~~FRE380H5~~, FRE453H5, JFL454H5 ~~FRE454H5~~; JFL388H5, JFL389H5
- 1.5 credits ~~1.0 credit~~ to be chosen among the LTL Language Teaching and Learning courses: LTL380H5, ~~LTL382H5, LTL382H5 LTL487H5~~, LTL456H5, LTL 486H5, LTL487H5 ~~LTL486H5~~, LTL488H5, LTL495Y5, LTL496H5

Rationale:

- Addition of 0.5FCE 400-level requirement: with the goal of increasing students' research skills and the redesign of 400-level offerings as advanced research courses, students will be required to take a half-course at this level
- Reweighted & Renumbered courses: 1) FRE225Y5>FRE227H5, FRE272Y5>FRE272H5, FRE280Y5>FRE282H5: As part of the revision of all our French Major & Specialist programs, all 200-level courses are being revised from Y to H-courses for two reasons, both related to students' current level of preparation at the end of Year 1: 1) Due to changes in high school French program outcomes, students are arriving with weaker French language skills than even 5 years ago. At the beginning of and, often, throughout Year 2, many students struggle with both their French language skills and, as a consequence, their ability to engage with disciplinary materials taught in French; 2) The Major in Language Learning: French has a very heavy second year – 4.0 of the total 8.0FCE required program credits involve 200-level courses. By revising all 200-level Y-courses to H-courses, some of the disciplinary content will be taught rather in Years 3 & 4, which should allow students to be more successful in realizing the program learning objectives
- Added courses: 1) FRE283H5: Given the need to ensure that students have the opportunity to work on both their oral and written French proficiency in Year 2, FRE280Y5, which focuses exclusively on written French, has been replaced with FRE282H5 (a half-course on written French) plus the addition of FRE283H5 that focuses on spoken French; 2) In order to have a complete list of FRE & LTL 300- and 400-level courses, both new (FRE354H5, FRE389H5, JFL385H5), renumbered (FRE353H5>453H5, FRE388H5>JFL388H5, FRE345H5>JFL454H5), and previously inadvertently omitted courses (JFL389H5) have been added
- Deleted courses: For the same reasons given for the 'Reweighted and Renumbered courses' immediately above, the requirement of FRE240Y5 or FRE240H5 + FRE241H5 (1.0FCE introduction to our French literature concentration) have been reduced to a single half-course (FRE240H5) via the elimination of FRE241H5
- Changes to Third and Fourth-Year credit requirements: As outlined above, with the goal of lightening second-year requirements in order to assist students with better realizing the program learning objectives, 1.5 credits have been moved from Year 2 to Years 3 and 4, hence the change from 1.0>2.0 upper-year FRE Language Teaching and Learning courses and 1.0>1.5 English Language Teaching and Learning courses

Resource Implications: No impact on existing resources.

Language Teaching and Learning: French and Italian - Specialist (Arts)

Completion Requirements:

14.0 credits are required. The program must include a minimum of 4.0 300/400 level credits (2.0 in French and 2.0 in Italian), 1.0 credit at the 400 level (either in French or Italian).

French

7.0 credits are required.

First Year: FRE180H5, FRE181H5 (or equivalent). Students exempt from these courses ~~must~~ ~~may~~ replace them with a higher level 1.0 credit in FRE.

Higher Years:

1. ~~FRE227H5~~ ~~1. FRE280Y5 (or equivalent), FRE225Y5, FRE240Y5/(FRE240H5, FRE272H5 FRE241H5), FRE282H5, FRE283H5 FRE272Y5.~~

Note: ~~FRE227H5 FRE225Y5~~ MUST be completed in the second year OR prior to enrolling in 300/400-level courses in Language Teaching and Learning ~~course category.~~

- ~~2.2. FRE382H5 and, FRE383H5.~~

- ~~3.3. 1.0 credit to be chosen among the FRE courses in Teaching and Learning: FRE325H5, FRE345H5, FRE352H5, FRE354H5 FRE353H5, FRE355H5, FRE389H5 FRE380H5, FRE453H5 FRE454H5; JFL454H5 ; JFL389H, JFL388H5) JFL389H5~~

Italian

7.0 credits are required. ~~Some~~ ~~All~~ written work will be done in Italian in all courses.

1. ~~ITA200Y5/ITA201Y5~~

2. ~~and~~ ITA350H5

3. 0.5 credit from ~~2. ITA351H5, /ITA352H5, /ITA450H5~~

4. ITA388H5

5. ~~3.~~ ITA437Y5

6. ~~4.~~ 2.0 additional credits in Italian Language; Linguistics; Teaching and Learning-

- ~~5.7. 1.5 2.0~~ additional credits in any of the other Italian course categories (excluding those listed above).

Rationale:

The proposed change - the addition of ITA388H5 Italian Education Internship Studies, provides a practical layer to the Teaching and Learning program. Students have the opportunity to apply theoretical knowledge gained, throughout their course experiences, outside of the traditional lecture and to connect their academic and personal interests to the relevant real-work environment. The practical component that ITA388H5 offers is aligned with program goals as well as with UTM's Academic Plan.

Reweight & Renumbered courses: 1) FRE225Y5>FRE227H5, FRE272Y5>FRE272H5, FRE280Y5>FRE282H5: As part of the revision of all our French Major & Specialist programs, all 200-level courses are being revised from Y to H-courses for two reasons, both related to students' current level of preparation at the end of Year 1: 1) Due to changes in high school French program outcomes, students are arriving with weaker French language skills than even 5 years ago. At the beginning of and, often, throughout Year 2, many students struggle with both their French language skills and, as a consequence, their ability to engage with disciplinary materials taught in French; 2) The Specialist in Language Learning: French & Italian has a very heavy second year – 4.0 of the total 7.0 FCE required French credits involve 200-level courses. By revising all 200-level Y-courses to H-courses, some of the disciplinary content will be taught rather in Years 3 & 4, which should allow students to be more successful in realizing the program learning objectives

- Added courses: 1) FRE283H5: Given the need to ensure that students have the opportunity to work on both their oral and written French proficiency in Year 2, FRE280Y5, which focuses exclusively on written French, has been replaced with FRE282H5 (a half-course on written French) plus the addition of FRE283H5 that focuses on spoken French; 2) In order to have a complete list of FRE 300- and 400-level courses, both new (FRE354H5, FRE389H5, JFL385H5), renumbered (FRE353H5>453H5, FRE388H5>JFL388H5, FRE454H5>JFL455H5), and previously inadvertently omitted courses (JFL389H5) have been added

- Deleted courses: For the same reasons given for the 'Reweight and Renumbered courses' immediately above, the requirement of FRE240Y5 or FRE240H5 + FRE241H5 (1.0 FCE introduction to our French literature concentration) have been reduced to a single half-course (FRE240H5) via the elimination of FRE241H5

- Changes to Third and Fourth-Year credit requirements: As outlined above, with the goal of lightening second-year

requirements in order to assist students with better realizing the program learning objectives, 1.5 credits have been moved from Year 2 to Years 3 & 4, hence the change from 1.0 to 2.5 300- and 400-level FRE Language

Resource Implications:

Language Teaching and Learning: Italian - Major (Arts)

Completion Requirements:

8.0 credits are required including at least 2.0 credits at the 300/400 level. Some written work and readings will be done in Italian in all courses.

1. ITA100Y5 / ITA101Y5
2. ~~ITA200Y5~~ / ITA201Y5
3. ~~ITA350H5~~ ~~and ITA437Y5~~
4. 0.5 credit from ITA351H5, ~~or~~ ITA352H5, ~~or~~ ITA450H5
5. ITA388H5
6. ITA437Y5
7. 0.5 credit from LTL380H5, LTL456H5, LTL487H5, LTL488H5
8. 1.5 additional credits in Italian Language; Linguistics; Language Teaching.
9. 1.5 ~~2.0~~ additional credits in any of the other Italian course categories (excluding those listed above).
10. ~~0.5 credit from LTL380H5, LTL456H5, LTL487H5, LTL488H5~~

Rationale:

The proposed change - the addition of ITA388H5 Italian Education Internship Studies, provides a practical layer to the Teaching and Learning program. Students have the opportunity to apply theoretical knowledge gained, throughout their course experiences, outside of the traditional lecture and to connect their academic and personal interests to the relevant real-work environment. The practical component that ITA388H5 offers is aligned with program goals as well as with UTM's Academic Plan.

Resource Implications:

13 New Courses:

EDS101H5: Health and Education

Contact Hours: *Lecture:* 24

Description:

This course serves as an introduction to theory and research in the related fields of health and education. Students will learn to identify, address, and manage health-related risk in school environments by deepening their knowledge of holistic and brain-based theory. The course will explore health and wellness as a fundamental human right by addressing proactive approaches through the *Determinants of Health* and *Developmental Assets Framework*. Active research will include investigation of school-based policies and practices (e.g, the critique of a new fitness technology, examination of a school food and nutrition program, assessment of a school health campaign).

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Rationale:

Students pursuing work in education on the UTM campus come from a cross section of academic interests with many entering our program from the health sciences. As a special interest course in the Education Minor program, the course will allow students with combined interests in education and health science to explore interdisciplinary research and scholarship. This course acts as a stair step into EDS 220 Equity and Diversity as students learn about the roles and responsibilities of education stakeholders in reinforcing health and well-being as a human right. As a result of this course, students will better understand determinants of their own health and well-being and know how to identify, evaluate, and assess foundational responsibilities and policies in our systems of education. Given the alarming rise in mental health issues affecting school aged children and young adults, we need a course to equip future leaders with the theoretical background, research experience, critical thinking and assessment approaches needed to make sound decisions on health education related programming. Education studies prepares students for pathways into areas like teaching, HR and international work with non-profits and NGOs. This course sets students up for success in program development and evaluation.

Resources: Resource Implications Form has been submitted to Dean's Office for review and approval.

FRE354H5: Teaching French in a Plurilingual Context

Contact Hours: *Lecture*: 24

Description:

This course allows students to explore innovative pedagogical approaches such as the Action Oriented and Plurilingual & Pluricultural Approaches, building on knowledge and skills acquired in FRE227H5 Teaching and Learning a Second/Foreign Language. This is accomplished through the examination of the linguistic and cultural diversity observed in French Language classes today, and the discovery of innovative and current teaching approaches followed by the creation of pedagogical materials. Particular emphasis is placed on students' abilities to transfer knowledge into practice.

Prerequisites: FRE227H5 or FRE272Y5

Corequisites:

Exclusions:

Recommended Preparation:

Rationale:

- In order to better match the interests of our current students, to better integrate the course into the Language Teaching & Learning and French program under proposal, and to benefit maximally from the research expertise of our French pedagogy faculty, a new course needs to be offered that integrates more current pedagogical approaches such as those of action oriented and plurilingual pedagogies.
- As part of the revision of our Major & Specialist programs in French Language Teaching and Learning (ERMAJ1056, ERSPE1092), all 200-level courses are being changed from Y to H-courses. As a consequence, and in order to complement at a higher-level pedagogical knowledge initiated during the second year of students' program, a new course needs to be developed and, in accordance with the programs' curriculum mapping, will give students the opportunity work further on the following learning objectives
- K6: Employ the core professional tools & resources in second language pedagogy
- K7: Evaluate the efficacy of different methodologies in addressing questions that arise in the teaching and learning of French as a second language
- K8: Critically evaluate information, arguments, assumptions, abstract concepts, and hypotheses in second language pedagogy

Resources: Resource implication form submitted to the Office of the Dean.

FRE377H5: Phonetics & Phonology of French Foreign Accent

Contact Hours: *Lecture:* 24 / *Tutorial:* 12

Description:

This course explores the phonetic and phonological properties of second language French learners' speech. Particular emphasis is placed on students' ability to summarize typical characteristics and phenomena of second language speech learning, identify segmental and prosodic features of non-native French including inter-learner variability, and conduct acoustic analyses of real learner speech.

Prerequisites: ((FRE272H5 or FRE272Y5) and [FRE280Y5 or (FRE282H5 and FRE283H5)]) or a minimum grade of 77% in FSL406H5

Corequisites:

Exclusions:

Recommended Preparation:

Rationale:

This course is being proposed for two reasons: 1) In keeping with the decision to reorient all current theoretical linguistics courses within our French program towards courses with a more applied focus to better meet students' interests and future professional needs, this course will be one of two to replace our current FRE376H5 French Phonology & Phonetics; 2) Prof. Steele joined the Department in 2019 and the course proposed here falls within his main areas of expertise.

Resources: Resource Implications Form submitted.

FRE389H5: Individual Differences in Second Language Acquisition

Contact Hours: *Lecture*: 24 / *Tutorial*: 12

Description:

This course examines the effects of cognitive (e.g., aptitude, working memory) and affective differences (e.g., motivation, L2 anxiety) on second language acquisition. Students will come to understand the nature of these differences via empirical studies on learners of French and the use of assessment instruments including questionnaires and on-line tests. Particular emphasis is placed on students' ability to discuss between-learner differences in comprehension and production, identify relevant individual differences capable of explaining such variability, and conduct their own individual differences research.

Prerequisites: ((FRE225Y or FRE227H or FRE272H5 or FRE272Y5) and [FRE280Y5 or (FRE282H5 and FRE283H5)]) or a minimum grade of 77% in FSL406H5

Corequisites:

Exclusions:

Recommended Preparation:

Rationale:

The faculty instructor who will normally offer the course, Prof. Steele, joined the Department of Language Studies in 2019. This course falls in one of his areas of expertise. Moreover, it relates to several of the main areas of focus of the French linguistics concentration within the revised Major & Specialist programs in French Studies (ERMAJ1295, ERSPE1925) submitted in Fall 2021.

Resources: See Resource Form

Contact Hours:

Description:

This course explores media and culture in the Francophone world through textual, graphic, musical and cinematographic content. Students will apply previously acquired knowledge in cultural studies, and their oral and written competences in French to the study of multiple cultural and mediatic forms including movies, graphic novels and songs. Particular emphasis will be placed on extending attentive reading skills as ways of thinking about texts, images and music, and on deploying these skills to better understand the relationship between different Francophone cultures within our contemporary world.

Prerequisites: (FRE240H5 and [FRE280Y5 or (FRE282H5 and FRE283H5)]) or a minimum grade of 77% in FSL406H5

Corequisites:

Exclusions:

Recommended Preparation:

Rationale:

Prof. Pascal Michelucci and Prof. Adrien Rannaud are both developing new research projects in the course area. This new course will expand the current offerings to students in the department's Major & Specialist programs in French Studies.

Resources: Resource Implications Form submitted

Contact Hours:

Description:

This course explores the city of Paris as it developed into a cultural beacon of excellence in French culture throughout the 19th and 20th centuries. Students will expand and apply previous knowledge in cultural studies, and their oral and written competences in French, to the study of the events that have shaped the Paris of today. Particular emphasis will be placed on extending attentive interpretive skills to the impact of historical events, city planning and promotion, and artistic celebration, and on deploying these skills to think critically about heritage in the French context. As part of this course, students have the option of participating in an international learning experience that will have an additional cost and application process.

Prerequisites: (FRE240H5 and [FRE280Y5 or (FRE282H5 and FRE283H5)]) or a minimum grade of 77% in FSL406H5

Corequisites:

Exclusions:

Recommended Preparation:

Rationale:

This course is proposed with a view to offering it in 2022-2023 with a UTM Abroad Academic Experience in Paris. This new course will expand the current offerings to students in the department's Major & Specialist programs in French Studies, and will be offered in rotation as part of the regular teaching complement of an existing permanent prof. Consultation with International Education has taken place to offer this course (hopefully Fall 2022).

Resources: Resource Implications Form Submitted.

LIN387H5: Theoretical Issues in Teaching and Learning Second Language Vocabulary

Contact Hours: *Lecture:* 24

Description:

This course provides an overview of second language vocabulary acquisition research and the resultant implications for second language teaching. Topics include dimensions of vocabulary knowledge, incidental and intentional vocabulary learning, textbook analysis, learning strategies, and teacher beliefs about vocabulary teaching and learning. Implications are drawn for pedagogical practices, including best vocabulary teaching practices, materials selection, and measuring vocabulary knowledge.

Prerequisites: 1.0 credit from LIN228H5 or LIN229H5 or LIN231H5 or LIN232H5 or LIN237H5 or (LIN256H5 or JAL253H5) or LIN288H5.

Corequisites:

Exclusions: LTL387H5

Recommended Preparation:

Rationale:

This course is closely related to several LTL/LIN required courses (i.e., LTL/LIN380, LTL/LIN487, LTL381) but delves into a field of language learning that has often been neglected in our language studies programs: vocabulary teaching and learning. Thus, by offering this course, students will be able to complement currently offered LTL/LIN courses with essential information about vocabulary teaching and learning. Furthermore, this course accommodates a new Tenure-Stream hire (Dr. Pablo Robles-García) who will be teaching this course and who has research expertise in the area of second language vocabulary acquisition. It will be offered jointly/simultaneously with LTL390H5 (same classroom, same instructor).

Resources: Resource Implication Form submitted.

LIN389H5: Developmental Psycholinguistics

Contact Hours:

Lecture: 24 / *Tutorial:* 12

Description:

Developmental psycholinguistics is the burgeoning field of research investigating the intersection of first language acquisition and psycholinguistics. While interest in children's speech perception abilities developed in the 1970s, other aspects of children's processing systems were largely ignored until fairly recently. Traditionally, it has been assumed that children are born with an adult-like ability to assign structural representations to sentences they hear in the environment. This assumption has recently begun to be questioned: while children are sometimes like adults in their processing of sentences, they also utilize distinct, non-adult-like procedures for analyzing certain types of sentences. This discovery has led to a surge of interest in child sentence processing over the last 20 years. In addition to examining the development of speech perception abilities, statistical learning skills, and word learning, this course will investigate the burgeoning field of developmental sentence processing. We will address many of the foundational questions of this area of research: How do children's processing mechanisms differ from those of adults? How do the adult-like processing biases develop and at what age? What can children's processing tell us about the mature sentence processing mechanisms? How is first language acquisition affected by children's immature parsers?

Prerequisites: LIN288H5 or PSY274H5

Corequisites:

Exclusions:

Recommended Preparation:

Rationale:

We have a growing population of students who are interested in learning about language acquisition and the psychological aspects of human language. Each year, our LIN courses with language acquisition content have a waiting list. Emily Atkinson, our newest faculty hire Emily Atkinson, specializes in both acquisition and psycholinguistics. An additional offering in acquisition at the 300-level would enable us to accommodate the student demand, give them more choices and research opportunities in this particular domain of inquiry, and allow Prof. Atkinson to directly integrate her research in her teaching. While the Dept. of Psychology offers courses with related topics (e.g., PSY315H5, PSY374H5), the course we propose here is substantially different because it will specifically examine the intersection of psycholinguistics and first language acquisition, which is an emerging sub-field, and will give students experience with state of the art research. Additionally, Prof. Atkinson's research specifically falls in this intersection, so she is uniquely qualified to teach such a course.

Resources: Resource Implications Form submitted to the Office of the Dean

LTL387H5: Theoretical Issues in Teaching and Learning Second Language Vocabulary

Contact Hours: *Lecture*: 24

Description:

This course provides an overview of second language vocabulary acquisition research and the resultant implications for second language teaching. Topics include dimensions of vocabulary knowledge, incidental and intentional vocabulary learning, textbook analysis, learning strategies, and teacher beliefs about vocabulary teaching and learning. Implications are drawn for pedagogical practices, including best vocabulary teaching practices, materials selection, and measuring vocabulary knowledge. This course is taught in English and is open to students from other disciplines. Written work to be completed in French/Italian for credit towards a Specialist (French or French & Italian) or Major (French/Italian).

Prerequisites: FRE272H5 or FRE272Y5

Corequisites:

Exclusions: LIN387H5

Recommended Preparation:

Rationale:

This course will be offered simultaneously with LIN390H5 is closely related to several LTL/LIN required courses (i.e., LTL/LIN380, LTL/LIN487, LTL381) but delves into a field of language learning that has often been neglected in our language studies programs: vocabulary teaching and learning. Thus, by offering this course, students will be able to complement currently offered LTL/LIN courses with essential information about vocabulary teaching and learning. Furthermore, this course accommodates a new Tenure-Stream hire (Dr. Pablo Robles-García) who will be teaching this course and who has research expertise in the area of second language vocabulary acquisition.

Resources: Resource Implication Form submitted.

SPA219H5: Spanish for Heritage and Native Speakers I

Contact Hours: *Lecture:* 24 / *Tutorial:* 12

Description:

This course is designed for heritage and native speakers with little to no knowledge of written Spanish who have basic to fluent speaking and comprehension abilities. The course provides foundations in understanding the Spanish grammatical system, opportunities to increase vocabulary and to develop writing skills and the ability to use the language across different contexts including in more formal situations. Students MUST complete the Arabic Language Assessment Questionnaire before enrolling in this course. Please visit <https://www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires>

Prerequisites: As determined by the Spanish Language Assessment (<https://www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires>).

Corequisites:

Exclusions: SPA100Y5 or SPA219Y5 or SPA219Y1 or SPA220Y or SPA319H5 or SPA320Y5

Recommended Preparation:

Rationale:

The existing SPA219Y5Y course targets a wide spectrum of heritage speakers. However, in reality, this Y course is not able to adequately accommodate the disparate levels of both heritage speakers with no written and limited oral fluency and heritage/native speakers who are highly proficient in speaking and writing. Currently, the majority of students in SPA219Y5 are either advanced heritage or native speakers due to the fact that most heritage speakers who do not have sufficient written skills are placed in SPA 100Y. Splitting the Y course into two H courses will allow us to accommodate the heritage speakers with little or no exposure to written Spanish and basic oral fluency in SPA219H5, and the native/heritage speakers with written and oral fluency in SPA319H5. The reason for placing the second part of the course at the 300-level (SPA319H5) is that the vast majority of the students that finish SPA 219Y5 are far more proficient than their second language learner counterparts finishing SPA 320Y. Therefore, with SPA 219Y split into two different courses, the more advanced course should be a 300-level course rather than a 200-level course. Furthermore, students taking SPA 319H will not need to take SPA 320Y, since the level of 319H5 will be even higher than the one offered in SPA 320Y.

Resources: See Resource Form

SPA319H5: Spanish for Heritage and Native Speakers II

Contact Hours: *Lecture*: 24 / *Practical*: 12

Description:

This course is designed for heritage and native speakers with solid reading and writing abilities in Spanish as well as fluent speaking and listening skills. The course provides opportunities to develop a complex Spanish grammatical system as well as opportunities to increase vocabulary, and develop writing skills and the ability to use the language across different contexts including in more formal situations.

Prerequisites: As determined by the Spanish Language Assessment (<https://www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires>).

Corequisites:

Exclusions: SPA100Y or SPA219Y5 or SPA219Y1 or SPA219H5 or SPA220Y5 SPA220Y1 or SPA319H5 or SPA320Y5 or higher

Recommended Preparation:

Rationale:

The existing SPA219Y5 course targets a wide spectrum of heritage speakers. However, in reality, this Y course is not able to adequately accommodate the disparate levels of both heritage speakers with no written and limited oral fluency and heritage/native speakers who are highly proficient in speaking and writing. Currently, the majority of students in SPA219Y5 are either advanced heritage or native speakers due to the fact that most heritage speakers who do not have sufficient written skills are placed in SPA 100Y. Splitting the Y course into two H courses will allow us to accommodate the heritage speakers with little or no exposure to written Spanish and basic oral fluency in SPA219H5, and the native/heritage speakers with written and oral fluency in SPA319H5. The reason for placing the second part of the course at the 300-level (SPA319H5) is that the vast majority of the students that finish SPA 219Y5 are far more proficient than their second language learner counterparts finishing SPA 320Y. Therefore, with SPA 219Y split into two different courses, the more advanced course should be a 300-level course rather than a 200-level course. Furthermore, students taking SPA 319H will not need to take SPA 320Y, since the level of 319H5 will be even higher than the one offered in SPA 320Y.

Resources: Resource Implications Form submitted to Office of the Dean.

SPA390H5: Crosscultural Communciation and Pragmatics in the Spanish-speaking World

Contact Hours: *Lecture:* 24

Description:

The course introduces students to the different ways in which speakers communicate across the diverse Spanish-speaking world. Students will analyze how culturally defined politeness, social norms, and speaker identities impact how language is used in diverse Spanish-speaking countries. Students will also explore, identify, and solve problems resulting from cultural differences between Spanish and other languages. Furthermore, students will develop pragmatic competence in Spanish and will compare variation in pragmatic norms among different Spanish-speaking communities.

Prerequisites:

Corequisites: SPA219Y5 or SPA319H5 or SPA320Y5

Exclusions:

Recommended Preparation:

Rationale:

Effective communication in a foreign or heritage language requires both intercultural competence and pragmatic awareness of the target culture (in the case of heritage speakers, any Hispanic culture that differs from their heritage country). Indeed, linguistic competence alone is not enough for L2 language users and heritage speakers to understand, interpret the meaning, and interact with their native counterparts unless they understand their cultural, linguistic, and social norms. Therefore, this course aims at bridging this gap by providing students with the linguistic and intercultural tools needed to become competent language users, since a course with such essential content has been missing from UTM Spanish section's curriculum. Furthermore, SPA 390 will touch base on issues related to culture, communication, and applied linguistics, aspects that will be further strengthened in future 400 level courses. This course will be one of the 300-level (along with 320Y for L2 speakers and 319H for Heritage and Native speakers of Spanish (if approved by the committee)) mandatory courses required to fulfill the future Minor in Spanish. In addition to this, the Spanish section at UTM will in the future be collaborating with the "UTM Abroad Academic Experiences" to offer Spanish students the possibility of studying in a Hispanic country. Therefore, SPA 390 will be an essential (with the potential of being mandatory) course for students who are considering studying abroad.

Resources: Resource Implication Form has been submitted to the Office of the Dean.

Description:

This course introduces students to the discipline of linguistics through a focus on Spanish- speaking communities and the linguistic diversity amongst them. This advanced task-based course focuses on developing students' pragmatic competence in Spanish, or the ability to use the language appropriately in different social contexts. To do so, students will analyze how culturally confined politeness norms, contextual elements, and speakers' identities impact how language is used to carry out different speech acts such as requests, invitations, and apologies, among others, and will compare variation in pragmatic norms among different Spanish-speaking communities.

Prerequisites: SPA320Y5 or (SPA219Y5 and permission of the instructor)

Corequisites:

Exclusions:

Recommended Preparation:

Rationale:

This course will be fundamental for the development of future Spanish minor program at UTM. This will be an obligatory course that students will have to take to complete the Spanish Minor program.

Resources: Resource Implication Form has been submitted to the Office of the Dean. This course will be taught by a recent hire in DLS.

72 Course Modifications:

ARA212Y5: Introductory Arabic

Description:

This introductory course is designed for beginners, i.e., students with NO prior knowledge of the Arabic language. The course provides a basic proficiency in Modern Standard Arabic. The students will have ample practice of reading and writing the Arabic alphabet and will master the Arabic sounds and their phono-syntactic features. A foundation of grammar will familiarize the students with word formation, word order, and sentence structures. By the end of the course, the students should be able to fully read Arabic, comprehend simple reading, produce complete sentences to express basic information orally and in writing, and to conduct basic conversations in Modern Standard Arabic. All students are REQUIRED to complete the Arabic Language Assessment Questionnaire before enrolling in this course. Please visit [https:// www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires](https://www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires) and complete the Arabic Language Assessment Questionnaire by no later than August 29th. Late assessment submissions will not be accepted. </p>

Prerequisites: All students who are enrolling in an ARA language course for the FIRST time are required to complete a language assessment questionnaire. Students who have not completed an assessment cannot be approved for course enrolment. Please visit [https:// www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires](https://www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires) ~~ara languagecourse assessment questionnaire.~~

Rationale: Clarify the requirement that a language assessment must be completed.

Resources:

ARA300Y5: Intermediate Arabic for Heritage Learners

Description:

This is an Arabic language course for heritage students, i.e. of Arab origins, who may have had passive exposure to Arabic but have never formally studied the reading and writing of Arabic. This course is also designed to help students with interest in Islamic studies who may have been exposed to elementary Qur'anic teaching but were never taught the alphabet, and who cannot communicate in spoken or written Arabic. In this course, students will begin by learning how to sound, read and write the Arabic alphabet. They will study Arabic grammar, develop reading comprehension, and practice writing skills that advance gradually throughout the course. Each unit of the course is fully supported by a range of comprehension, vocabulary-building, grammar reinforcement activities, and reading & writing exercises. Language analysis will be based on the reading of excerpts of authentic Arabic texts from contemporary literature, magazines and newspapers. By the end of this course, students will have completed the prerequisites to take Arabic reading, literature, and advanced language courses. Please visit [https:// www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires](https://www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires) and complete the Arabic Language Assessment Questionnaire by no later than August 29th. Late assessment submissions will not be accepted. </p>

Prerequisites: As determined by assessment questionnaire([https:// www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires](https://www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires) ~~ara language course assessment questionnaire~~).

Rationale: Included requirement of completing and submitting a language assessment.

Resources:

CHI103H5: Introductory Chinese I

Description:

Intended for students with none or minimal background in Mandarin or any Chinese dialects, this course provides a comprehensive introduction to phonetics and written form of Modern Standard Chinese(Mandarin)and covers the topics of functional Chinese at beginner level. All students are REQUIRED to complete the Chinese Language Assessment Questionnaire before enrolling in this course. Please visit [https:// www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires](https://www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires) and complete the Chinese Language Assessment Questionnaire by no later than August 29th. Late assessment submissions will not be accepted. {36L, 12P}

Prerequisites:**Previous:**

New: All students are REQUIRED to complete the Chinese Language Assessment Questionnaire before enrolling in this course. Please visit and complete the Chinese Language Assessment Questionnaire by no later than August 29th.

Exclusions: CHI100Y5 or(EAS100Y1 or EAS101Y1)or LGGA60H3 or **LGGA61H3** ~~LGGA61H3~~.

Rationale:

Updated description - CHI103H5 to the CHI404H5 are courses intended for second language learners of Chinese. Inclusion of a required assessment before enrolling in any one of these courses will assist in eliminating confusion and prompt students to complete the required assessment.

Resources:**CHI104H5: Introductory Chinese II****Description:**

As the second half of Introductory Chinese, this course continues to expand students' knowledge and develop their language skills of Mandarin. More topics of functional Chinese are covered in this course. **Students who have not completed the listed prerequisite of CHI103H5 are REQUIRED to complete the Chinese Language Assessment Questionnaire** ([https:// www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires](https://www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires)).~~</p>~~

Prerequisites: CHI103H5 or ~~appropriate language level~~ as indicated by the **Chinese Language Assessment Questionnaire language assessment questionnaire**([https:// www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires](https://www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires) ~~chinese language course questionnaire~~).

Rationale:

Updated link and wording in prerequisites. Also updated description - CHI103H5 to the CHI404H5 are courses intended for second language learners of Chinese. Inclusion of mention of a required assessment before enrolling in any one of these courses will assist in eliminating confusion and prompt students to complete the required assessment.

Resources:**CHI203H5: Intermediate Low Chinese I****Description:**

As a continuation of Introductory Chinese, this course aims at developing students' language comprehension, expanding their vocabulary and grammar, and improving their skills in listening, speaking, reading, writing and translation in Modern Standard Chinese(Mandarin)at intermediate level. The course content is focused on functional topics. **Students who have not completed the listed prerequisite are REQUIRED to complete the Chinese Language Assessment Questionnaire** ([https:// www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires](https://www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires)) by August 29th. Late assessment submissions will not be accepted. ~~</p>~~

Prerequisites: CHI104H5 or ~~appropriate language level~~ as indicated by ~~in~~ the **Chinese Language Assessment Questionnaire language assessment questionnaire**([https:// www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires](https://www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires) ~~chinese language course questionnaire~~).

Rationale:

Updated description - CHI103H5 to the CHI404H5 are courses intended for second language learners of Chinese. Inclusion of a required assessment before enrolling in any one of these courses will assist in eliminating confusion and prompt students to complete the required assessment especially when they have not completed the listed prerequisite.

Resources:**CHI204H5: Intermediate Low Chinese II****Description:**

As the second half of Intermediate Chinese, this course continues to develop students' language comprehension, expand their vocabulary and grammar, and improve their skills in listening, speaking, reading, writing and translation in Modern Standard Chinese(Mandarin) at the intermediate level. The course content is focused on functional topics. **Students who have not completed the listed prerequisite for this course are REQUIRED to complete the Chinese Language Assessment Questionnaire before enrolling in this course . Please visit [https:// www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires](https://www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires) and complete the assessment questionnaire by no later than August 29th. Late assessment submissions will not be accepted.**

Prerequisites: CHI203H5 or ~~appropriate language level~~ as indicated by the **Chinese Language Assessment Questionnaire ~~language assessment questionnaire~~**([https:// www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires](https://www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires) ~~chinese language course questionnaire~~).

Rationale:

Updated description - CHI103H5 to the CHI404H5 are courses intended for second language learners of Chinese. Inclusion of a required assessment before enrolling in any one of these courses will assist in eliminating confusion and prompt students to complete the required assessment especially when they have not completed the listed prerequisite.

Resources:

CHI303H5: Intermediate High Chinese I

Description:

This course, designed for second-language learners of Mandarin Chinese, aims to: 1) develop listening and speaking skills in handling daily routines and social situations related to personal lives; 2) improve reading and writing skills in narration and description on everyday topics; and 3) cultivate cultural knowledge that facilitates effective intercultural communication. **Students who have not completed the listed prerequisite are REQUIRED to complete the Chinese Language Assessment Questionnaire ([https:// www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires](https://www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires)) by August 29th. Late assessment submissions will not be accepted.**

Prerequisites: CHI204H5 or ~~appropriate language level~~ as indicated by ~~in~~ the **Chinese Language Assessment Questionnaire ~~language assessment questionnaire~~**([https:// www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires](https://www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires) ~~chinese language course questionnaire~~). ~~or interview.~~

Rationale:

Updated description - CHI103H5 to the CHI404H5 are courses intended for second language learners of Chinese. Inclusion of a required assessment before enrolling in any one of these courses will assist in eliminating confusion and prompt students to complete the required assessment.

Resources:

CHI304H5: Intermediate High Chinese II

Description:

This course, designed for second-language learners of Mandarin Chinese, is the second half of Intermediate High Chinese. It continues to: 1) develop listening and speaking skills in handling daily routines and social situations related to personal lives; 2) improve reading and writing skills in narration and description on everyday topics; and 3) cultivate cultural knowledge that facilitates effective intercultural communication. **Students who have not completed the listed prerequisite are REQUIRED to complete the Chinese Language Assessment Questionnaire ([https:// www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires](https://www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires)) by August 29th. Late assessment submissions will not be accepted.**

Prerequisites: CHI303H5 or ~~appropriate language level~~ as indicated by ~~in~~ the **Chinese Language Assessment Questionnaire ~~language assessment questionnaire~~**([https:// www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires](https://www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires) ~~chinese language course questionnaire~~). ~~or interview.~~

Exclusions:

Previous: CHI201H5 ~~or and~~ CHI202H5 ~~or and~~ EAS300Y1 ~~or and~~ LGGC60H3 ~~or and~~ LGGC61H3

Rationale:

Updated description - CHI103H5 to the CHI404H5 are courses intended for second language learners of Chinese. Inclusion of a required assessment before enrolling in any one of these courses will assist in eliminating confusion and prompt students to complete the required assessment.

Resources:

CHI403H5: Advanced Chinese I

Description:

This course, designed for second-language learners of Mandarin Chinese, aims to: 1) develop listening and speaking skills in handling most informal and some formal communicative tasks; 2) strengthen reading and writing skills in expository and persuasive essays on familiar cultural and social topics; 3) cultivate cultural knowledge that facilitates effective intercultural communication. **Students who have not completed the listed prerequisite are REQUIRED to complete the Chinese Language Assessment Questionnaire ([https:// www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires](https://www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires)) by August 29th. Late assessment submissions will not be accepted.**

Prerequisites: CHI304H5 or ~~appropriate language level~~ as indicated by ~~in~~ the Chinese Language Assessment Questionnaire ([https:// www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires](https://www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires)) . ~~language assessment questionnaire.~~

Rationale:

Updated description - CHI103H5 to the CHI404H5 are courses intended for second language learners of Chinese. Inclusion of a required assessment before enrolling in any one of these courses will assist in eliminating confusion and prompt students to complete the required assessment.

Resources:

CHI404H5: Advanced Chinese II

Description:

This course, designed for second-language learners of Mandarin Chinese, is the second half of Advanced Chinese. It continues to: 1) develop listening and speaking skills in handling most informal and some formal communicative tasks; 2) strengthen reading and writing skills in expository and persuasive essays on familiar cultural and social topics; and 3) cultivate cultural knowledge that facilitates effective intercultural communication. **Students who have not completed the listed prerequisite are REQUIRED to complete the Chinese Language Assessment Questionnaire ([https:// www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires](https://www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires)) by August 29th. Late assessment submissions will not be accepted.**

Prerequisites: CHI403H5 or ~~appropriate language level~~ as indicated by ~~in~~ the Chinese Language Assessment Questionnaire ([https:// www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires](https://www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires)) . ~~language assessment questionnaire.~~

Rationale:

Updated description - CHI103H5 to the CHI404H5 are courses intended for second language learners of Chinese. Inclusion of a required assessment before enrolling in any one of these courses will assist in eliminating confusion and prompt students to complete the required assessment.

Resources:

CHI410H5: Modern Chinese Literature Studies

Exclusions:

Previous: EAS358Y1

New: EAS284H1 or EAS309H1 or EAS334H1

Rationale:

Updated exclusions.

Resources:

CHI411H5: Theory and Practice in English/Chinese Translation

Description:

This course is an introduction to the major theories, methods and techniques involved in translating from English into Chinese. The course focuses on practical training for novice translators. Through practice, students will familiarize themselves with the translation process and develop a variety of translation skills and strategies. Students will discuss and reflect upon issues encountered during translation and develop decision-making ability to deal with translation challenges. This course provides a solid foundation for students to continue their studies in translation at the advanced level. All students who have not completed the listed prerequisite are REQUIRED to complete the Chinese Language Assessment Questionnaire ([https:// www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires](https://www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires)) by no later than August 29th. [24L, 12P]

Prerequisites: CHI212H5, or adequate reading and writing knowledge in Chinese approved by the instructor. All students who have not completed the listed prerequisite are REQUIRED to complete the Chinese Language Assessment Questionnaire ([https:// www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires](https://www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires)). instructor.

Rationale:

For students who have not completed the listed prerequisite it is necessary to ascertain their Chinese language fluency for this advanced course.

Resources:

EDS200H5: Child, Adolescent and Adult Development in Education

Title:

Previous: Child, Adolescent and Adult Development in Education

New: Learning Through the Lifespan

Rationale:

New title captures what is discussed in the subject matter more accurately; the focus is on learning versus teaching.

Resources:

EDS310H5: Education in a Global Context

Description:

Previous: This course allows students to actively explore issues associated with education and culturally proficient teaching / training from both an Ontario and global perspective . The course addresses two phenomena: the marked and deliberate increase in the number of international students at all levels of Ontario ' s educational system, and the global dispersal of Ontario-trained teachers. A practical experience focusing upon working with international students in a support role will provide a concrete experience to test their classroom content. [24L]

New: This course invites students to explore, analyze and compare educational themes and topics within a global context . Using leading frameworks of transformative change, students develop knowledge, apply critical thinking, practice cultural proficiency and empathy as they conduct a comparative analysis of teaching and learning models in both an international and local setting . < / span>

Recommended Preparation:

Previous: EDS300H5 (minimum 70%)

New: EDS300H5

Rationale:

This new description better captures the format and content of the course.

Resources:

EDS325H5: Supplemental Instruction in Higher Education: The Impact of Peer-Facilitated Study Groups (FSG)

Title: Supplemental Instruction in Higher Education: ~~The Impact of~~ Peer-Facilitated Study Groups { FSG }

Exclusions: Previous Peer Facilitated Study Group experience in courses like FRE491H5 or FRE492H5 or ~~LIN495Y5~~ ~~LIN495Y5~~.

Rationale:

Added Course Experience Tag. Academic Internship: In-class component + on-site internship with university students. Partnership with RGASC for training and internship placement as Facilitated Study Group Leaders.

Resources:

FRE180H5: Introduction to French Studies I

Title:

Previous: Introduction to French Studies I

New: French Language Skills and Learning Strategies for University Study

Description:

This course provides students with ~~A broad introduction to French studies combining~~ a solid grounding in the French language skills ~~variety of exercises to improve discussion~~ and language learning strategies required for successful completion of a French Major or Specialist program ~~clear expression~~. Students ~~We~~ will discover vocabulary and grammatical structures in ~~be using~~ a variety ~~selection~~ of authentic written ~~linguistic, artistic~~ and spoken texts ~~cultural sources chosen among novels, plays, films, conferences, songs~~, connect form to meaning ~~comic strips~~, participate in spoken and written interactions, and complete tasks on topics centered on student life in Montreal ~~audio-visual material such as interviews~~. All students are REQUIRED to complete the French Placement Test(<https://frenchpt.utm.utoronto.ca/>)before enrolling in ANY FSL or FRE language course for the FIRST time.

Rationale:

Course Title & Description: Due to changes in high school French program outcomes, students are arriving with weaker French language skills than even 5 years ago. In this introductory course for our French Major & Specialist programs, many students have struggled with both their French language skills and, as a consequence, their ability to engage with disciplinary materials taught in French. Therefore, in order to better match the French language abilities of our current students, the content of this course is being redesigned using a task-based pedagogical approach so as to focus on the preparation of a trip and a study abroad experience in Montreal. This includes a primary focus on strengthening language skills including via the introduction of second language learning strategies so that students will be better prepared to engage with the disciplinary content encountered in subsequent courses. Disciplinary-related knowledge will now be taught in our second first-year FRE course, FRE181H5

- Prerequisite: Given the large variability in high school French program outcomes, completion of Grade 12 Core French can no longer be used as a reliable measure of university-entry French proficiency. Student placement will furthermore be based on students having taken one of our one courses (FSL205Y) or our French Placement Test

Resources: No impact on existing resources

FRE181H5: Introduction to French Studies II

Title: Introduction to French Studies ~~#~~

Description:

This course provides an ~~Consolidates the development of written expression through a broad~~ introduction to French studies with a focus on expanding students' French language proficiency ~~Studies. Varied exercises are used to improve argumentation and clear expression~~. It also introduces basic notions in French linguistics ~~Course materials include linguistic, literary & artistic and cultural studies sources chosen among novels, plays, films, conferences, songs, comic strips~~, and language teaching & learning . Students will practise processing authentic texts in a variety of written and spoken formats through the guided discovery of new vocabulary and through the consolidation of grammatical structures. They will learn to connect form to meaning and to develop their spoken and written skills via an investigation of global

French-speaking cultures ~~audio-visual materials such as interviews~~. All students are REQUIRED to complete the French Placement Test([https:// frenchpt.utm.utoronto.ca/](https://frenchpt.utm.utoronto.ca/))before enrolling in ANY FSL or FRE language course for the FIRST time.

Rationale:

Course title: As FRE180H5 will no longer be called 'Introduction to French Studies I', FRE181H5 will simply be labelled 'Introduction to French Studies'

Course description: As part of the renewal of our French MAJ and SPEC programs (ERMAJ1056, ERMAJ1295; ERSPE1092, ERSPE1295), this core introductory course is being redesigned to better align with program learning outcomes

Resources: No impact on existing resources

FRE225Y5: Teaching and Learning a Second/Foreign Language

New Course Code: FRE227H5

Description:

Previous: In this course, students will learn how language teaching methods have evolved since the 1960s. Different teaching approaches (behaviourist, audio-visual, communicative, cognitive and humanistic) will be examined with special emphasis on the teaching of the four skills (reading, writing, listening, speaking) and culture, on the roles of the teacher and the learner in the classroom.

New: This course provides an introduction to second language pedagogy with a particular focus on French. Students will learn key concepts in pedagogy and compare the teaching and learning processes and experiences of first and second language learners as well as the roles of classroom teachers and learners via the creation of linguistic portraits and pedagogical materials.

Exclusions:

Previous: LTL225Y5 or LTL227H5.

New: FRE225Y5

Rationale:

- Course Description: In order to better match the interests of our current students as well as the research expertise of our faculty in language pedagogy, the course will be redesigned, moving from its current introduction to historical and traditional language teaching methods to an introduction to contemporary second language pedagogy.

- Reweighting: As part of the revision of our French Major & Specialist programs (ERMAJ1056, ERMAJ1295; ERSPE1092, ERSPE1295), all 200-level courses are being changed from Y to H-courses for two reasons, both related to students' current level of preparation at the end of Year 1: 1) Due to changes in high school French program outcomes, students are arriving with weaker French language skills than even 5 years ago. At the beginning of and, often, throughout Year 2, many students struggle with both their French language skills and, as a consequence, their ability to engage with disciplinary materials taught in French; 2) our French Major & Specialist programs currently have a very heavy second year – 3/4FCE of the total 8/10/11 required program credits involve 200-level courses. By revising all 200-level Y-courses to H-courses, some of the disciplinary content will be taught rather in Year 3, which should allow students to be more successful in realizing the program learning objectives

- New course code: the new course code (FRE227) parallels those for the new Major in Language Teaching & Learning currently in the Dean's Office in which all second-year courses regarding the foundations of second language pedagogy are coded XXX227.

Resources: No impact on existing resources.

FRE240H5: Reading Classical French Masterworks

Title:

Previous: Reading Classical French Masterworks

New: Interpreting French Narratives

Description:

Previous: This course focuses on a variety of texts from the Renaissance (16th Century) to the Enlightenment (18th Century) in order to explain the evolution of French imaginary forms. This survey offers an examination of literary movements, social meanings, and genres like poetry, novel, short story, drama and essay.

New: This course provides an introduction to French & Francophone literary and cultural studies, providing students with a set of interpretive tools that they can use to analyze narrative texts and movies in French classes and beyond. Particular emphasis will be placed on developing attentive and critical reading skills about and through narrative texts and movies, and on deploying these skills accurately in written and oral productions and discussions.

Rationale:

The course has been redesigned to better meet i) the learning objectives of the Literary & Cultural concentration of our MAJ and SPEC programs in French Studies, and ii) the interests, needs, and start-of-program abilities of our current students.

Resources:

FRE272Y5: The Structure of Modern French: An Introduction

New Course Code: FRE272H5

Title:

Previous: The Structure of Modern French: An Introduction

New: A Linguistic Introduction to the French Language

Contact Hours:

Previous: *Lecture:* 48 / *Tutorial:* 24

New: *Lecture:* 24 / *Tutorial:* 12

Description:

This course provides a linguistic introduction to the A descriptive study of contemporary French language phonetics and French-language phenomena . Students will learn to analyze meaning phonology, word morphology, sound, syntax and sentence structure ; describe linguistic phenomena semantics including first and second language acquisition, bilingualism, and creoles; and identify the linguistic variation observed among French between different speakers and speech communities dialects of French.</p>

Exclusions:

Previous:

New: FRE272Y5

Rationale:

Course Title & Description: In order to better match the interests of our current students as well as the research expertise of our French linguistics faculty, the course will be redesigned, moving from its current traditional introduction to French linguistics to an introduction to French linguistics via its application to linguistic phenomena including first and second language acquisition, bilingualism, and language-contact phenomena including creoles

- Reweighting: As part of the revision of our French Major & Specialist programs (ERMAJ1056, ERMAJ1295; ERSPE1092, ERSPE1295), all 200-level courses are being changed from Y to H-courses for two reasons, both related to students' current level of preparation at the end of Year 1: 1) Due to changes in high school French program outcomes, students are arriving with weaker French language skills than even 5 years ago. At the beginning of and, often, throughout Year 2, many students struggle with both their French language skills and, as a consequence, their ability to engage with disciplinary materials taught in French; 2) our French Major & Specialist programs currently have a very heavy second year – 3/4FCE of the total 8/10/11 required program credits involve 200-level courses. By revising all 200-level Y-courses to H-courses, some of the disciplinary content will be taught rather in Year 3, which should allow students to be more successful in realizing the program learning objectives

Resources: Resource Implication Form submitted to Office of the Dean.

FRE280Y5: Language Practice: Written

New Course Code: FRE282H5

Title: **Intermediate** Language Practice:Written **French**

Contact Hours:

Previous: *Lecture:* 48 / *Tutorial:* 24

New: *Lecture:* 24 / *Tutorial:* 12

Description:

This course develops writing skills at an intermediate level in the areas of vocabulary, grammar, and style. Students will acquire practical tools for understanding and producing French written texts for their university studies and beyond. Emphasis will be placed ~~put~~ on developing descriptive, narrative, ~~practice~~ and argumentative writing skills ~~error correction~~. All students are REQUIRED to complete the French Placement Test(<https://frenchpt.utm.utoronto.ca/>)before enrolling in ANY FSL or FRE language course for the FIRST time.

Prerequisites: FRE181H5 or FSL305Y5 or equivalent as determined by the department's French Placement Test. All students are REQUIRED to complete the French Placement Test (<https://frenchpt.utm.utoronto.ca/>)before enrolling in ANY FSL or FRE language course for the FIRST time.

Exclusions: FRE282Y5 or FSL321Y1

Rationale:

- Course code & title: The revised code & title parallel those of our advanced 300-level French writing course (FRE382H5 Advanced Language Practice: Written French)
- Course description: The course content will be generalized to better align with the learning outcomes common to all FRE 200-level courses (extension of oral and written competences in French)
- Reweighting: As part of the revision of our French Major & Specialist programs (ERMAJ1056, ERMAJ1295; ERSPE1092, ERSPE1295), all 200-level courses are being changed from Y to H-courses for two reasons, both related to students' current level of preparation at the end of Year 1: 1) Due to changes in high school French program outcomes, students are arriving with weaker French language skills than even 5 years ago. At the beginning of and, often, throughout Year 2, many students struggle with both their French language skills and, as a consequence, their ability to engage with disciplinary materials taught in French; 2) our French Major & Specialist programs currently have a very heavy second year – 3/4FCE of the total 8/10/11 required program credits involve 200-level courses. By revising all 200-level Y-courses to H-courses, some of the disciplinary content will be taught rather in Year 3, which should allow students to be more successful in realizing the program learning objectives

Resources: Resource Implication Form submitted.

FRE283H5: Language Practice: Oral

Title: **Intermediate** Language Practice:Spoken **French** ~~Oral~~

Description:

This ~~Intensive practice of oral production and aural comprehension of French for students who seek to enhance their oral skills.~~ The course provides students with intensive practice in listening and spoken French at the intermediate level. Students will acquire the skills and vocabulary necessary for ~~in~~ daily conversations and ~~for an~~ understanding o f ~~of~~ Francophone culture through exposure to various media and authentic documents such as songs, storytelling ~~radio~~, videos ~~interviews~~, games ~~storytelling~~, and interviews and other media ~~etc~~. Particular attention is paid to ~~Focus on~~ spontaneous speech, formal and informal interactions, as well as presentation skills. All students are REQUIRED to complete the French Placement Test (<https://frenchpt.utm.utoronto.ca/>) before enrolling in ANY FSL or FRE language course for the FIRST time .

Prerequisites: FRE181H5 or FSL305Y5 or or the equivalent as determined by the department ' s French Placement Test (<https://frenchpt.utm.utoronto.ca/>).

Exclusions: Not ~~FRE383H5~~ and ~~not~~ open to native or near native speakers of French.

Rationale:

- Course Title & Description: The title has been modified to indicate the learner level, the description to better reflect the current content of the course
- Course format: The change from 'T' to 'PRA' reflects the use of the active learning classroom for this course
- Changes to exclusion, corequisite, and recommended preparation: All changes are related to the course now being required in our revised MAJ and SPEC programs in French Studies

Resources:**FRE312H5: From the Gothic and Fantastic Novels to Realism in Quebec**

Title: Modernity, Tradition, ~~From the Gothic~~ and ~~Resistance Fantastic Novels to Realism~~ in Quebec Literature

Description:

This course explores ~~A study of~~ the tension between modernity and tradition in a range ~~first wave~~ of fiction and non-fiction written in Quebec from the 19th century to ~~1830 with~~ the present day. Students will apply previous knowledge in literature ~~Gothic Novel~~, and their oral ~~its evolution through fantasy, folklore~~ and written competences in French to the study ~~Novel~~ of multiple literary genres including the novel, short story, essay and journalistic texts. Particular emphasis will be placed on extending attentive reading skills as ways of reflecting on texts and their relationship ~~Land which spread from 1846~~ to gender, freedom, identity, space and history ~~1945. [24L]~~

Prerequisites: (FRE240H5 and [FRE280Y5 or (FRE282H5 and FRE283H5)]) or a minimum grade of 77% in FSL406H5) ~~and (FRE240H5 and FRE241H5 or FRE240Y5) or permission of the department.~~

Rationale:

- Course title & description: The course has been redesigned to better meet i) the learning objectives of the Literary & Cultural concentration of our MAJ and SPEC programs in French Studies and ii) the specific learning outcomes of all 300-level French & Francophone Literary & Cultural courses including greater opportunities to improve students' oral and written French
- Prerequisites: These have been changed to reflect the new structure of the second year of our MAJ & SPEC programs in French Studies

Resources:**FRE316H5: Urban Attraction and the Quebec Contemporary Novel****Title:**

Previous: Urban Attraction and the Quebec Contemporary Novel

New: Comedy and Tragedy in Quebec Theatre

Description:

Previous: A Study of the new forms of literary expression that took place in Quebec after the Second World War to today. [24L]

New: This course explores topics in Quebec theatre, from the 19th century to the present day. Students will apply previous knowledge in literature, and their oral and written competences in French to the study of a variety of plays. Particular emphasis will be placed on extending attentive reading skills as ways of reflecting on dramatic texts and their relationship to space, language, and society.

Prerequisites: (FRE240H5 and [FRE280Y5 or (FRE282H5 and FRE283H5)]) or a minimum grade of 77% in FSL406H5. ~~FSL406H5) and (FRE240H5 and FRE241H5 or FRE240Y5) or permission of the department.~~

Rationale:

- Course title & description: The content of FRE417H5 Comedy and Tragedy in Quebec Theatre has been transferred to this 300-level course, as 400-level courses in our revised MAJ & SPEC French Studies programs will now have a primary research focus. The revised FRE316H5 also replaces FRE315Y5 French Theatre and Performance (retired) and gives students in our MAJ and SPE programs an opportunity to delve into drama and theatre.

- Prerequisites: These have been changed to reflect the new structure of the second year of our MAJ & SPEC programs in French Studies

Resources:

FRE325H5: Language Acquisition of French

Title: Talking like a child : language acquisition ~~Language Acquisition~~ of French

Description:

We might not remember how we learned our ~~An introduction to the field of~~ first language (s) but we know it/ them so well ... Or do we? ~~acquisition from a theoretical perspective. We take~~ ~~will study various aspects:~~ the child 's perspective in language learning ~~acquisition of phonology, vocabulary,~~ focusing on the ~~morphology and syntax.~~ The following topics ~~will be dealt with:~~the acquisition of grammar, ~~relationship between~~ the development of communicative skills, ~~language and~~ the development of a language in a multilingual environment (as a majority language v er s us a heritage language) , ~~other cognitive aspects; bilingualism;~~ the differences and ~~the~~ similarities between simultaneous ~~first~~ and successive ~~second~~ language acquisition.</p>

Prerequisites: ((FRE272H5 ~~FRE225Y5~~ or FRE272Y5)and [FRE280Y5 or(FRE282H5 ~~FRE240H5~~ and FRE283H5 ~~FRE241H5~~)) ~~or (FRE240Y5 or FRE280Y5~~ or a minimum grade of 77% in FSL406H5}

Rationale:

- Course title & Description: The revisions are part of an initiative to make our French linguistics course descriptions more accessible and inviting for students

- Prerequisites: These have been changed to reflect the new structure of the second year of our MAJ & SPEC programs in French Studies

Resources:

FRE342H5: History of Quebec and French Canada

Prerequisites: FRE280Y5 or (FRE282H5 and FRE283H5) or a minimum grade of 77% in FSL406H5

Rationale:

Prerequisite change: These have been changed to reflect the new structure of the second year of our MAJ & SPEC programs in French Studies.

Resources:

FRE352H5: Teaching French Grammar

Prerequisites: ~~{(FRE227H5 and (FRE272H5 ~~FRE225Y5~~ or FRE272Y5)and [FRE280Y ~~or (FRE240Y5~~ or (FRE282H5 ~~FRE240H5~~ and FRE283H5 ~~FRE241H5~~)))] and (FRE280Y5~~ or a minimum grade of 77% in FSL406H5}.

Rationale:

Prerequisites: These have been changed to reflect the new structure of the second year of our MAJ & SPEC programs in French Studies

Resources:

FRE355H5: Psycholinguistics and Teaching and Learning French as a Second Language

Title:

Previous: Psycholinguistics and Teaching and Learning French as a Second Language

New: Psycholinguistics: multilingual learners in action

Description:

Previous: An introduction to the study of the main psychological factors that influence the acquisition and use of French as a second language. To better understand the communication needs of the language learner, we will

examine the learner's style (attitude, motivations, learning patterns) in relation to cognitive processes such as perception, production and memory. Emphasis on various teaching strategies. [24L, 12T]

New: This course provides an introduction to real-time language interaction in multilingual comprehension and production. A primary focus will be on language development, spoken and written language processing, the organisation of multilingual memory, and the main experimental methods in psycholinguistics.

Prerequisites: ((FRE272H5 FRE225Y5 or FRE272Y5) and [FRE280Y5 or (FRE282H5 FRE240H5 and FRE283H5 FRE241H5)]) and (FRE280Y5 or a minimum grade of 77% in FSL406H5 or equivalent).

Rationale:

- Course title & description: These have been revised to reflect more accurately changes in the syllabus content over the past 10 years and to make them more accessible and inviting for students
- Prerequisites: These have been changed to reflect the new structure of the second year of our MAJ & SPEC programs in French Studies

Resources:

FRE356H5: Versailles and the Classical Age

Contact Hours:

Previous: *Lecture:* 12 / *Tutorial:* 12

New: *Lecture:* 24

Description:

Previous: A close survey of selected literary texts from 17th century France in their political, social and artistic context. A selection from French drama, poetry and prose of the French classical age will be presented and analyzed. A study of Versailles palace and gardens and of life at court during the reign of King Louis XIV, the 'Sun King', will be included. Recommended companion course for FRE373H5 The French Language through Space and Time II.

New: his course explores topics in 17th century French culture and Versailles as the expression of the major cultural achievements of this period. Students will apply their oral and written competences in French to the study of a variety of texts, art forms, and media. Particular emphasis will be placed on extending attentive interpretive skills as ways to reflect on the development of 17th century classical taste and its relationship to its political, social, and artistic context.

Prerequisites: (FRE240H5 and [FRE280Y5 or (FRE282H5 and FRE283H5)]) or a minimum grade of 77% in FSL406H5

Mode of Delivery:

Previous:

New: In Class

Rationale:

- Course description: The course has been redesigned to better meet i) the learning objectives of the Literary & Cultural concentration of our French MAJ and SPEC programs in French Studies and ii) the specific learning outcomes of all 300-level French & Francophone Literary & Cultural courses including greater opportunities to improve students' oral and written French
- Prerequisites: These have been changed to reflect the new structure of the second year of our MAJ & SPEC programs in French Studies
- Contact hours: these have been changed to better align with content and learning outcomes of all FRE 300-level French Literary & Cultural studies courses.

Consultation:

Resources:

FRE363H5: Love and Pain in French Literature

Description:

This course explores the tension between love and pain in a range of French literary works from 1800 to the contemporary era. Students will apply their previous knowledge in literature ~~How are marriage, family life, adultery, and oral and written competences forbidden love represented in French literature? How do~~ French, to the study authors ~~handle various types~~ of multiple autobiographical and literary genres. Particular emphasis will be placed on extending attentive reading skills ~~love such~~ as ways of reflecting on first- and third-person writing and its relationship to ~~passion, unrequited love, and jealousy in light of the gendered~~ social context and expectations, and gender ~~pressures of their times?~~

Prerequisites: (FRE240H5 and [FRE280Y5 or (FRE282H5 and FRE283H5)]) or a minimum grade of 77% in FSL406H5 ~~and [FRE240Y5 or (FRE240H5 and FRE241H5)]~~

Rationale:

- Course description: The course has been redesigned to better meet i) the learning objectives of the Literary & Cultural concentration of our French MAJ and SPEC programs in French Studies and ii) the specific learning outcomes of all 300-level French & Francophone Literary & Cultural courses including greater opportunities to improve students' oral and written French
- Prerequisites: These have been changed to reflect the new structure of the second year of our MAJ & SPEC programs in French Studies

Resources:

FRE364H5: Society through the French Novel

Description:

Previous: This course explores the various responses to social issues by the French novel from Realism to the contemporary era. How are themes of social exclusion and marginality, class consciousness, and social identities given prominence? What shifting approaches to storytelling and character do novelists develop to address the social issues of their times?

New: This course explores the representation of social issues in French literature, from the 19th century to the contemporary era. Students will apply previous knowledge in literature, and their oral and written competences in French to the study of social exclusion and marginality, class consciousness, and social identities as literary themes. Particular emphasis will be on extending attentive reading skills as ways of thinking about storytelling and its relationship to character, the interplay between documentary and fictional genres, and commitment through authorship.

Track Changes: This course explores the representation of ~~various responses to~~ social issues in ~~by the~~ French literature, ~~novel~~ from the 19th century ~~Realism~~ to the contemporary era. Students will apply previous knowledge in literature, and their oral and written competences in French to the study ~~How are themes~~ of social exclusion and marginality, class consciousness, and social identities as literary themes. Particular emphasis will be on extending attentive reading skills as ways of thinking about ~~given prominence? What shifting approaches to~~ storytelling and its relationship ~~character do novelists develop~~ to character, ~~address the interplay between documentary and fictional genres, and commitment through authorship.~~ ~~social issues of their times?~~

Prerequisites:

Previous: (FRE280Y5 or a minimum grade of 77% in FSL406H5) and [FRE240Y5 or (FRE240H5 and FRE241H5)]

New: (FRE240H5 and [FRE280Y5 or (FRE282H5 and FRE283H5)]) or a minimum grade of 77% in FSL406H5

Track Changes: (FRE240H5 and [FRE280Y5 or (FRE282H5 and FRE283H5)]) or a minimum grade of 77% in FSL406H5 ~~and [FRE240Y5 or (FRE240H5 and FRE241H5)]~~

Rationale:

- Course description: The course has been redesigned to better meet i) the learning objectives of the Literary & Cultural concentration of our French MAJ and SPEC programs in French Studies and ii) the specific learning outcomes of all 300-level French & Francophone Literary & Cultural courses including greater opportunities to improve students' oral and written French
- Prerequisites: These have been changed to reflect the new structure of the second year of our MAJ & SPEC programs in French Studies

Consultation:

Resources:

FRE467H5: Time, Faith, and Human Condition

New Course Code: FRE367H5

Title:**Previous:** Time, Faith, and Human Condition**New:** French Fiction of the 20th Century**Contact Hours:****Previous:** *Lecture:* 12 / *Tutorial:* 12**New:** *Lecture:* 24**Description:**

Previous: French writers in the first half of the 20th century use several techniques to discuss the passage of time and the impact of memory, religious beliefs and spirituality as well as social and political activism. These are examined in selected prose fiction by Proust, Gide, Malraux and Breton. [12L, 12T]

New: This course allows students to explore French fiction of the 20th Century. Students apply previous knowledge in literature and cultural studies, and their oral and written competences in French to the study of works. Particular emphasis will be placed on extending attentive reading skills as ways of reflecting on memory and the telling of war experiences, the lives of women, and crime and guilt in the French context.

Prerequisites: ~~FRE280Y5 (or equivalent)~~ and (FRE240H5 and [FRE280Y5 ~~FRE241H5~~ or (FRE282H5 and FRE283H5)] ~~FRE240Y5~~) or a minimum grade of 77% in FSL406H5

Exclusions:**Previous:** FRE426Y5**New:** FRE467H5**Rationale:**

Course level: in keeping with the decision to make all 400-level FRE courses research oriented and 300-level courses in-depth explorations of periods and themes, this course will be moved to the 300 level

- Course title & description: The course has been redesigned to better meet i) the learning objectives of the Literary & Cultural concentration of our MAJ and SPEC programs in French Studies and ii) the specific learning outcomes of all 300-level French Literary & Cultural courses including greater opportunities to improve students' oral and written French

- Prerequisites: These have been changed to reflect the new structure of the second year of our MAJ & SPEC programs in French Studies

- Contact hours: The contact hours are being aligned with similar courses at the 300 level.

Resources:**FRE369H5: The French Novel Today****Description:**

Previous: Contemporary novels are numerous and varied, ranging from scandalous writings about the self to unusual experiments in story-telling, from fictions dealing with deep social issues to works that express diffidence about literature's power of influence. This course will focus on several extremely contemporary works by authors such as Houellebecq, Ernaux, Duras, or Le Clézio. [24L]

New: This course explores contemporary French literature. Students will apply previous knowledge in literature, and their oral and written competences in French to the study of key trends in contemporary fiction and autobiography. Particular emphasis will be placed on extending attentive reading skills as ways of reflecting on storytelling and its relationship to critical social commentary, the creative power of language, and testimony.

Prerequisites: (FRE240H5 and [FRE280Y5 or (FRE282H5 and FRE283H5)]) or a minimum grade of 77% in FSL406H5) ~~and (FRE240H5 and FRE241H5 or FRE240Y5)~~

Rationale:

- Course description: The course has been redesigned to better meet i) the learning objectives of the Literary & Cultural concentration of our French MAJ and SPEC programs in French Studies and ii) the specific learning outcomes of all 300-level French & Francophone Literary & Cultural courses including greater opportunities to improve students' oral and written French

- Prerequisites: These have been changed to reflect the new structure of the second year of our MAJ & SPEC programs in French Studies

Resources:

FRE370H5: Voices from No-Man's Land: Diaspora Writings in the 21st Century Francophone Literature

Description:

Previous: Contemporary literature written in the French language offers a rich and fertile ground for writers of various origins, cultures and languages who are united by several common factors: exile, immigration, transculturation, identity and alterity, and relationship with French, among others. This course explores these topics while relating them to literary and cultural contexts as well as students' real life through extensive reading and analysis of ultra contemporary novels and short stories by authors such as Dany Laferrière, Ying Chen, Aki Shimazaki, Kim Thúy, Marco Micone, Abia Farhoud, Sergio Kokis, Agota Kristof, Dai Sijie, or Nancy Huston. [24L]

New: Contemporary literature written in the French language offers a rich and fertile ground for writers of various origins, cultures and languages who are united by several common factors: exile, immigration, transculturation, identity and alterity, and relationship with French, among others. This course explores these topics while relating them to literary and cultural contexts as well as students' real life through extensive reading and analysis of ultra contemporary novels and short stories by authors such as Dany Laferrière, Ying Chen, Aki Shimazaki, Kim Thúy, Marco Micone, Abia Farhoud, Sergio Kokis, Agota Kristof, Dai Sijie, or Nancy Huston.

Prerequisites: (FRE240H5 and [FRE280Y5 FRE241H5 or FRE240Y5] and (FRE282H5 and FRE283H5)) FRE280Y5 or a minimum grade of 77% in FSL406H5

Rationale:

- Prerequisites: These have been changed to reflect the new structure of the second year of our MAJ & SPEC programs in French Studies

Resources:

FRE376H5: French Phonology and Phonetics

Prerequisites: ((FRE272H5 or FRE272Y5) and [FRE280Y5 or (FRE282H5 and FRE283H5)]) or a minimum grade of 77% in FSL406H5

Rationale:

- Prerequisites: These have been changed to reflect the new structure of the second year of our MAJ & SPEC programs in French Studies

Resources:

FRE378H5: French Syntax

Title: French syntax and the multilingual speaker Syntax

Description:

This course explores the sentential structure A study of French through the lens distribution and relationships of language learners . The focus is first and foremost on the learning syntagmatic components of contemporary French grammar, the sentential structure including relative clauses the principle of coordination, negation, pronominals subordination and the agreement system expansion. Theoretical approaches.

Prerequisites: ((FRE272H5 or FRE272Y5) and [FRE280Y5 or (FRE282H5 and FRE283H5)]) or a minimum grade of 77% in FSL406H5

Rationale:

- Course title & description: The changes are in keeping with the decision to reorient all current theoretical linguistics courses within our French program towards courses with a more applied focus to better meet students' interests and future professional needs

- Prerequisites: These have been changed to reflect the new structure of the second year of our MAJ & SPEC programs in French Studies

Resources:

FRE380H5: Plurilingual Theatre : Developing Writing and Oral Skills in French

Description:

Previous: The use of drama or theatre-based activities is a proven way to motivate and support learners in a foreign language classroom. Through observation, active participation, and reflection on the processes involved when learning French language and culture, students will use their knowledge of French, and other languages, to enhance communicative skills through drama (ranging from improvisation to full-length plays). [12L, 24T]

New: The use of drama or theatre-based activities is a proven way to motivate and support learners in a foreign language classroom. Through observation, active participation, and reflection on the processes involved when learning French language and culture, students will use their knowledge of French, and other languages, to enhance communicative skills through drama (ranging from improvisation to full-length plays).

Prerequisites: ~~FRE240H5 and FRE241H5~~(~~FRE240H5 or FRE240Y5~~) and [~~FRE280Y5 or (FRE282H5 and FRE283H5)~~]) or a minimum grade of 77% in FSL406H5 ~~or equivalent~~.

Rationale:

- Prerequisites: These have been changed to reflect the new structure of the second year of our MAJ & SPEC programs in French Studies

Resources:

FRE382H5: Advanced Language Practice: Written French

Prerequisites: ~~FRE282H5 or FRE280Y5~~ or a minimum grade of 77% in ~~FSL406H5 or the equivalent as determined by the department 's French Language Placement Test. in FSL406H5~~

Exclusions: ~~FSL442H1~~. Not normally open to francophones and/or holders of the French baccalaureat, but contingent on the results of the French Language Placement ~~Test. Test.~~

Rationale:

- Exclusion: The two courses specified have not been offered for many years now

- Pre-requisites: These have been changed to reflect the new structure of the second year of our MAJ & SPEC programs in French Studies

Resources:

FRE383H5: Advanced Language Practice: Oral

Title: Advanced Language Practice: ~~Spoken French~~ ~~Oral~~

Description:

This course ~~provides~~ students with intensive practice in listening ~~offers a consolidation of oral production, aural comprehension~~ and spoken French at the advanced level. Students will acquire competences and ~~mastery of topic-specific~~ vocabulary ~~necessary for authentic~~ ~~that enhance communication skills in various~~ academic contexts and professional settings ~~authentic situations~~. Formal ~~Projects~~ and informal interactions, projects and tasks ~~activities~~ are designed ~~to enable students~~ to ~~enhance develop~~ various types of oral communication skills ~~necessary in formal and academic settings such as professional interview and public speech~~. Students have the option of participating in local ~~or out-of-the-province learning experience~~. When travel experience is offered, additional costs and application processes ~~apply~~. All students are REQUIRED to complete the French Placement Test ([https:// frenchpt.utm.utoronto.ca/](https://frenchpt.utm.utoronto.ca/)) before enrolling in ANY FSL or FRE language course for the FIRST time .

Prerequisites:

Previous: FRE280Y5 or (FSL405H5 and FSL406H5).

New: FRE283H5 or FSL406H5.

Exclusions: ~~FSL443H1~~. Not open to native speakers of French ~~and or~~ holders of the French ~~baccalaureat~~. ~~baccalaureat~~.

Rationale:

- Course description: This has been modified for clarity and to better reflect the current course content
- Exclusion and prerequisites: Retired courses have been removed (exclusion) and the 200-level prerequisite has been changed given that FRE283H5 is now a required course

Resources:

FRE386H5: French Semantics

Prerequisites: [(FRE272H5 or FRE272Y5) and (FRE282H5 and FRE283H5)] ~~FRE280Y5~~ or a minimum grade of 77% in FSL406H5 or equivalent. ~~in FSL406H5~~

Rationale:

- Pre-requisites: These have been changed to reflect the new structure of the second year of our MAJ & SPEC programs in French Studies

Resources:

FRE387H5: French Morphology

Prerequisites: [(FRE272H5 or FRE272Y5) and (FRE282H5 and FRE283H5)] ~~FRE280Y5~~ or a minimum grade of 77% in FSL406H5 or equivalent. ~~in FSL406H5~~

Rationale:

- Pre-requisites: These have been changed to reflect the new structure of the second year of our MAJ & SPEC programs in French Studies

Resources:

FRE391H5: Women of the Francophone World

Title: Women and LGBTQ+ Writers and Filmmakers of the Francophone World

Description:

This course invites students to explore ~~An in-depth examination of the representation of women in a selection of novels~~ and LGBTQ+ writers and filmmakers ~~films~~ from France and the Francophone world. Students ~~countries, which~~ will apply their previous knowledge in literature and cultural studies, and their oral and written competences in French to the study ~~include a combination~~ of works by French, Quebecois, ~~Guadeloupean, Algerian,~~ Caribbean and African ~~Senegalese~~ authors and directors. Particular emphasis ~~The course will be placed focus on~~ extending attentive reading skills as ways ~~historical and socio-cultural francophone contexts and will include a discussion~~ of thinking about gender representation, feminism, ~~Feminism~~ and identity in fiction, non-fiction, ~~of the impact of political systems and films ideologies on the lives of women.~~ [24L]

Prerequisites: (FRE240H5 and [FRE280Y5 or (FRE282H5 and FRE283H5)]) or a minimum grade of 77% in FSL406H5; ~~or equivalent.~~

Exclusions:

Previous: FRE392H5 or FRE390H5 or FRC391H5

New:

Rationale:

- Course title: This has been rephrased in order to highlight the departmental focus on diversity and inclusion already present in the course.
- Course description: The course has been redesigned to better meet i) the learning objectives of the Literary & Cultural concentration of our MAJ and SPEC programs in French Studies and ii) the specific learning outcomes of all 300-level French & Francophone Literary & Cultural courses including greater opportunities to improve students' oral and written

French

- Prerequisites: These have been changed to reflect the new structure of the second year of our MAJ & SPEC programs in French Studies

-Removed Exclusions as courses have not been offered in 5 years.

Resources:

FRE393H5: French Society through Film

Description:

Previous: A historical perspective on French films with a focus on the specificity of French cinema from the Poetic Realism of the 1930s to the New Wave of the 1950s and 1960s, the 'cinema du look' of the 1980s and the various genres of contemporary French cinema: heritage film, film noir and comedies in particular. Special attention will be paid to issues in French society as depicted in films. Recommended foundation course for FRE397H5.

New: This course explores the representation of social issues in French cinema, from the Sixties to the contemporary era. Students will develop knowledge in cultural studies, and their oral and written competences in French, through the study of social exclusion and marginality, class conflict, and social identities as cinematographic themes. Particular emphasis will be placed on extending attentive interpretive skills as ways of reflecting on storytelling and its relationship to the cinematic medium, the interplay between documentary and fictional genres, and authorship.

Prerequisites: (FRE240H5 and [FRE280Y5 or (FRE282H5 and FRE283H5)]) or a minimum grade of 77% in FSL406H5
~~FSL406H5.~~

Exclusions:

Previous: FRE394H5 or FRC393H5

New:

Rationale:

- Course description: The course has been redesigned to better meet i) the learning objectives of the Literary & Cultural concentration of our French MAJ and SPEC programs in French Studies and ii) the specific learning outcomes of all 300-level French Literary & Cultural courses including greater opportunities to improve students' oral and written French

- Pre-requisites: These have been changed to reflect the new structure of the second year of our MAJ & SPEC programs in French Studies

-Exclusions removed. Courses have not been offered in over 5 years

Resources:

FRE397H5: Colonialism and Post-colonialism in French Cinema

Title: Francophone African Colonialism and Caribbean Post-colonialism in French Cinema

Contact Hours:

Previous: *Lecture:* 24 / *Tutorial:* 24

New: *Lecture:* 24 / *Tutorial:* 12

Description:

Previous: A study of a selection of films from Francophone countries focusing on the history and ideological background of the French colonization of various regions - for instance North Africa, Sub-Saharan Africa, and the Far East - and of the consequences of colonialism for modern France.

New: This course provides an introduction to Francophone African and Caribbean cinema studies, tracing its origins and emergence to the present day. Students will apply previous knowledge in cultural studies, and their oral and written competences in French to the study of works by North-African, Sub-Saharan African, and Caribbean male and female directors. Particular emphasis will be placed on extending attentive reading skills as ways of thinking about colonialism, gender, space, and identity in narrative movies and documentaries.

Prerequisites: (FRE240H5 and [FRE280Y5 or (FRE282H5 and FRE283H5)]) or a minimum grade of 77% in FSL406H5
~~FSL406H5.~~

Exclusions:

Previous: FRE396H5 or FRE395H5 or FRC397H5

New:

Rationale:

Course title & description: The course has been redesigned to better meet i) the learning objectives of the Literary & Cultural concentration of our MAJ and SPEC programs in French Studies and ii) the specific learning outcomes of all 300-level French Literary & Cultural courses including greater opportunities to improve students' oral and written French

- Prerequisites: These have been changed to reflect the new structure of the second year of our MAJ & SPEC programs in French Studies

- Contact hours: The decrease from 24T to 12T in the tutorial hours is a consequence of students now being able to watch course films on-line – screening is no longer necessary during dedicated tutorials

-Exclusions removed. Courses not offered in the last 5 years

Resources:**FRE399Y5: Research Opportunity Program**

Prerequisites: FRE227H5 FRE240H5 and FRE241H5(FRE240H5 or FRE272H5 or FRE240Y5)or FRE272Y5

Rationale:

- Prerequisites: These have been changed to reflect the new structure of the second year of our MAJ & SPEC programs in French Studies

Resources:**FRE440H5: Francophone Periodical Studies****Contact Hours:**

Previous: *Lecture:* 24

New: *Lecture:* 24 / *Tutorial:* 12

Description:

This advanced research course provides students a theoretical and practical background in periodical studies, exploring ~~A study of~~ the interaction of literature and journalism, from the beginning of the 19th century to the present day in France and Quebec. Students work under the supervision ~~The course will examine a variety of French and Quebecois periodicals, journalists' trajectories, and mediatic genres including~~ the instructor to prepare ~~chronicle, collect reportage,~~ and analyze data from periodicals ~~interview,~~ newspapers and magazines ~~leading article ("Premier-Paris"), and to present findings in the form of a research report anecdote.~~

Prerequisites: 1.0 FRE280Y5 and 0.5 credit from among any 300-level ~~course from the~~ French Literary and Francophone Literary & Cultural studies ~~category. Studies category group.~~

Rationale:

- Course description: this has been revised to better reflect the research orientation of all 400-level courses in our MAJ & SPEC programs in French studies

- Prerequisites: This have been changed to match those of all other 400-level FRE literary & cultural studies courses

- Contact hours: the addition of weekly tutorial will allow students to be trained in research practices, ethics and methodology in periodical studies, so as to better align with the learning outcomes of all FRE 400-level courses (research course)

Resources:**FRE445H5: Special Topic in Literature I**

Title: Special Topics ~~Topic~~ in French & Francophone Literary and Cultural Studies ~~Literature~~ I

Description:

Previous: A study of fiction, non-fiction or theoretical approaches in French literature. The contact hours for this course may vary in terms of contact type (L, S, T, P) from year to year, but will be between 24-36 contact hours in total. See the UTM Timetable.

New: A study of fiction, non-fiction or theoretical approaches in French and Francophone literature and culture.

Prerequisites:

Previous: FRE280Y5 and [FRE240Y5 or (FRE240H5 and FRE241H5)]

New: (0.5 credit at the 300-level from the French & Francophone Literary and Cultural Studies category) and (0.5 credit of FRE at the 300-level, determined annually contingent on course content)

Rationale:

- Course title: The expanded title better reflects the breadth of topics to be taught within this course
- Course description: The change reflects the more inclusive perspective that we are seeking to integrate into our literary and cultural studies disciplines
- Prerequisites: 400-level French literature courses now have a research focus and build upon topics previously encountered in 300-level courses

Resources:

FRE446H5: Special Topics in Literature II

Description:

Previous: A study of fiction, non-fiction or theoretical approaches in French. The contact hours for this course may vary in terms of contact type (L, S, T, P) from year to year, but will be between 24-36 contact hours in total. See the UTM Timetable.

New: A study of fiction, non-fiction or theoretical approaches in French & Francophone literature and culture.

Prerequisites: (0.5 credit from the 300-level French and Francophone Literary & Cultural Studies category ~~FRE280Y5 or equivalent~~) and [(0.5 credit of FRE at the 300-level, determined annually contingent on course content ~~FRE240H5 and FRE241H5~~) or ~~FRE240Y5~~]

Rationale:

- Course title: The expanded title better reflects the breadth of topics to be taught within this course
- Course description: The change reflects the more inclusive perspective that we are seeking to integrate into our literary and cultural studies disciplines
- Prerequisites: 400-level French literature courses now have a research focus and build upon topics previously encountered in 300-level courses

Resources:

FRE353H5: Teaching French Culture

New Course Code: FRE453H5

Description:

This advanced research course deepens students' ~~examines practical and~~ theoretical and practical background in language pedagogy, exploring research questions related to issues surrounding the integration of culture in the language curriculum including ~~such as~~ the relationship ~~interface~~ between authentic language and culture, and ~~culture~~; the role ~~definition~~ of linguistic ~~teaching objectives; appropriate, established~~ and cultural diversity in education ~~emergent strategies; online resources; cross-cultural communication~~. Students will learn ~~be asked~~ to critique and create teaching materials and undertake an independent research project. </p></p>

Prerequisites:

Previous: [(FRE225Y5 or FRE272Y5) or (FRE240Y5 or (FRE240H5 and FRE241H5))] and (FRE280Y5 or a minimum grade of 77% in FSL406H5)

New: FRE354H5 and 0.5 credit at the 300-level from among the FRE Language Teaching and Learning courses.

Exclusions:

Previous:
New: FRE353H5

Rationale:

- New course code: The new course code (FRE453H5) reflects the change to an advanced research-based course - Course Description: In order to better match the interests of our current students, to better integrate the course into the Language Teaching & Learning and French program currently under proposal to the Dean's Office, and to benefit maximally from the research expertise of our French pedagogy faculty, the course will be redesigned as an advanced research course.

Resources:

FRE482H5: Creative Writing

Contact Hours:

Previous: *Lecture:* 24

New: *Lecture:* 12 / *Tutorial:* 12

Description:

Previous: This course will look at the creative process and techniques of fiction, poetry and drama (rhetoric, matters of literary genres). Discussions centered on student writing will be developed during workshops. [24L]

New: This course allows students to develop their French writing skills with a variety of short imaginative and first-person genres. Students will extend their knowledge of language creativity and written competences in French to the production of a range of creative texts based on examples and using generative techniques. Particular emphasis will be placed on developing precision and a diversity of expressive skills, especially varied vocabulary and standard idiomatic turns.

Rationale:

- Course description: The course has been redesigned to better meet i) the learning objectives of the Literary & Cultural concentration within our MAJ and SPEC programs in French Studies and ii) the specific learning outcomes of all 400-level French Literary & Cultural courses including greater opportunities to improve students' oral and written French
- Contact hours: As a creative writing course, this course will involve writing workshops (12T), not only instructor-driven presentations

Resources:

FRE489H5: The Structure of the Syllable in Romance Languages

Prerequisites: FRE376H5 and FRE377H5 and (FRE385H5 or ~~LIN229H5~~) and any 0.5 credit of FRE Linguistics or LIN at the 300-level ~~equivalent~~.

Rationale:

All 400-level FRE linguistics research-oriented courses now require 1.0 as opposed to 0.5 FCE of 300-level courses. The expansion of FRE376H5 to include FRE377H5 and FRE385H5 is due to the creation of these two new courses also in the area of French phonology & phonetics.

Resources:

FRE490Y5: Senior Essay

Prerequisites:

Previous: [FRE280Y5 (or equivalent) or FRE382H5] and (FRE240H5 and FRE241H5 or FRE240Y5) or (FRE272Y5 or FRE225Y5)

New: 1.0 credit of FRE at the 300-level relevant to the topic of study

Rationale:

The change aligns this course with all other 400-level research-oriented courses

Resources:

FRE491H5: Independent Study

Prerequisites:

Previous: [FRE280Y5 (or equivalent) or FRE382H5] and (FRE240H5 and FRE241H5 or FRE240Y5) or (FRE272Y5 or FRE225Y5)

New: 1.0 credit of FRE at the 300-level relevant to the topic of study

Rationale:

The change aligns this course with all other 400-level research-oriented courses.

Resources:

FRE492H5: Independent Study

Prerequisites:

Previous: [FRE280Y5 (or equivalent) or FRE382H5] and (FRE240H5 and FRE241H5 or FRE240Y5) or (FRE272Y5 or FRE225Y5)

New: 1.0 credit of FRE at the 300-level relevant to the topic of study

Track Changes: Previous: [FRE280Y5 (or equivalent) or FRE382H5] and (FRE240H5 and FRE241H5 or FRE240Y5) or (FRE272Y5 or FRE225Y5)

New: 1.0 credit of FRE at the 300-level relevant to the topic of study

Rationale:

- Prerequisite: The change aligns this course with all other 400-level research-oriented courses

Consultation:

Resources:

ITA315Y5: Italian Theatre and Performance

Title:

Previous: Italian Theatre and Performance

New: Major Italian Playwrights (19th to 21st Century)

Description:

(Offered in English)A study of 19th- to 21st-century Italian plays and playwrights ~~dramas (comedy, tragedy, culminating in opera) from the Nineteenth and Twentieth Centuries with a consideration of staging and acting techniques mainly through the production of a specific play from one of those eras or operatic piece.~~ Students may participate as actors [24L, stage managers 48P, marketers, fundraisers, costume and set designers, etc 48T].

Prerequisites: ~~None;~~ ITA200Y5 or ITA201Y5 ~~will be required for or permission of the department. Prerequisite only applicable to~~ students enrolled in an ~~ITA Italian Minor;~~ Major or Specialist ~~program only, as some of their written work will be submitted in Italian. program.~~

Recommended Preparation:

Previous: A good knowledge of Italian.

New:

Rationale:

Provide clearer description and title. Course Experience tag added. Performance and Artistic Production.

Resources: No impact on existing resources.

ITA351H5: Creative Writing in Italian Studies

Description:

Previous: (Offered in English and Italian) A course designed to promote self-expression in Italian by involving students in writing shorter pieces in fiction and non-fiction and teaching the structure of the language in relation

to the writing activity. Genres to be practised: the personal sketch, fable, apologue, short story, brief documentaries, and short plays. There will be an option of transforming the creative pieces into a screenplay which will be turned into a short film. Selected writings will be collected and published in a booklet.

New: (Offered in English and Italian) An intermediate-advanced-level language course designed to promote creative expression in Italian. Students examine various genres and writing styles (argumentative and descriptive article-writing, screenplays, etc.) as well as write their own original pieces.

Prerequisites: ITA200Y5 or ITA201Y5 or permission of program coordinator of Italian.

Rationale:

Updated description to align with other 300-level ITA language courses (ITA350H5) -> Intermediate -Advanced. Updated prerequisite.

Course Experience tag added. Simulated Work Experience: There will be an option of transforming student creative pieces into a screenplay which will be turned into a short film and/or publication.

Resources: No impact on existing resources.

ITA352H5: Digital Italian: Writing, Editing, and Translation

Title:

Previous: Digital Italian: Writing, Editing, and Translation

New: Italian Media and Social Media Production

Contact Hours:

Previous: *Lecture:* 24 / *Practical:* 12

New: *Lecture:* 24 / *Tutorial:* 12

Description:

(Offered in English and Italian) An intermediate-advanced-level language. This course is designed to enhance students' Italian language skills through digital writing, editing, and translating. Projects include media production (subtitles, dubbing, etc.), digital analyses of primary texts, and comparisons between human-generated and computer-generated translations. Students will collaborate with industry leaders in the fields of film, publishing and editing, and reference collection. [24L, 12P]

Prerequisites: ITA200Y5 or ITA201Y5 or permission of program coordinator of Italian instructor

Rationale:

Updated description to align with other 300-level ITA language courses (ITA350H5 and 351H5) -> Intermediate -Advanced. Updated prerequisite. Contact hours were updated to reflect how the course is delivered.

Resources: No impact on existing resources.

ITA388H5: Italian Studies Education Internship

Title: Italian Studies Education Internship

Description:

Previous: (Offered in English/Italian) This internship is a minimum 100-hour experiential learning opportunity. The internship connects the student's subject specialization to aspects of the teaching/training development profession. It will integrate, extend, and deepen the learning experience as students begin to identify particular academic or professional insights. Prior to enrolment, internship proposals must be approved by the program coordinator.

New: (Offered in English and Italian) An internship opportunity (minimum 100-hours) for students interested in gaining experience in a branch of Education such as teaching, curriculum, administration, etc. Placements, determined in consultation with the student, may include elementary, secondary, or college/university classes, units, departments. To request an internship placement, write to the program coordinator of Italian prior to course enrolment.

Prerequisites:

Previous: ITA200Y5

New:

Corequisites:

Previous:

New: ITA200Y5 or ITA201Y5 required for students enrolled in an ITA Major or Specialist program only, as some of their written work will be submitted in Italian.

Exclusions: CTE388H5 or CTE388Y5 or EDS388H5 ~~or ITA400Y5~~

Rationale:

Clearer title, description, changed prerequisites to corequisites to reflect current trends in program enrolment. Added Course Experience tag. Partnered Field Experience.

Resources: No impact on existing resources.

ITA399Y5: Research Opportunity Program

Description:

Previous: This course provides senior undergraduate students who have developed some knowledge of research methods used in the discipline of Italian studies to work in the research project of a U of T Mississauga professor for course credit. Enrolled students have the opportunity to become involved in original research, develop their research skills, and share in the excitement and discovery of acquiring new knowledge. Project descriptions for participating faculty members for the following summer and fall/winter sessions are posted on the ROP website in mid-February and students are invited to apply at that time. See [Experiential and International Opportunities](#) for more details.

New: An opportunity to conduct in-depth original research, with a supervising professor. Students learn research methods and share in the excitement and discovery of acquiring new knowledge. Students are invited to visit [Research Opportunity Program](#) for a list of participating faculty projects and for application details.

Prerequisites:

Previous: ITA200Y5 and ITA231H5 and ITA232H5.

New: ITA200Y5 or ITA201Y5

Rationale:

Updated with a more concise, clearer description. Updated prerequisites. Added Course Experience tagging. Research Intensive: Research Opportunity Program.

Resources: No impact on existing resources.

ITA400Y5: Italian Studies Internship

Title: ~~Italian Studies~~ Internship (Private or Public Sector)

Description:

Previous: Students enrolled in an Italian Studies program of study will have the opportunity, through work placement, to apply the knowledge and expertise gained throughout their studies in Italian. The work placement will take place in corporations, local media or community organizations. Application deadline is February 28th. Students will be required to include a letter of interest highlighting their qualifications as suitable candidates for an internship opportunity. Applicants who meet minimum criteria (must be in 3rd or 4th year of studies, number of courses completed in ITA and CGPA) will be selected for an interview. Final decisions will be based on a combination of academic qualifications, experience, and the interview.

New: An internship opportunity for students interested in gaining work-place experience, in private or public sectors. Placements, determined in consultation with the student, may include corporations, local media, non-profit community organizations. To request an internship placement, write to the undergraduate coordinator of Italian prior to course enrolment.

Prerequisites: (~~ITA100Y5 and ITA200Y5 and~~ 1.0 credit from ITA350H5 ~~ITA350Y5~~ or ITA351H5 or ITA352H5) or permission from the undergraduate coordinator of Italian. ~~ITA371Y5~~

Rationale:

Updated with a more concise and clearer title and description. Updated prerequisite to ensure that students possess the appropriate language proficiency required for placements.

Added Course Experience tag. Partnered Field Experience

Resources: No impact on existing resources.

ITA413Y5: Italian Theatre: Text and Performance

New Course Code: ITA415Y5

Title:

Previous: Italian Theatre: Text and Performance

New: Major Playwrights (15th to 18th Century Italy)

Description:

(Offered in English and/~~Italian~~)A study of 15th- to 18th-century Italian ~~representative~~ plays and playwrights (~~comic, tragic, religious, culminating in melodrama~~) from the ~~Middle Ages to Alfieri, with a consideration of~~ staging and acting techniques ~~mainly through the production~~ of a ~~specific~~ play from one of those eras. Students may participate as actors [~~24L~~, stage managers ~~48P~~, marketers, fundraisers, costume and set designers, etc ~~48T~~].

Prerequisites: Prerequisite only applicable to students enrolled in an Italian Minor, Major or Specialist program: ITA350H5, ~~ITA350Y5~~ or permission from ~~of~~ the undergraduate coordinator of Italian. ~~department.~~

Exclusions: ITA413Y5 ~~ITA312Y5 or ITA313Y5~~ or ITA412Y5.

Rationale:

Provide a clearer and more concise description; course renumbered to align with similar courses at the 300-level (i.e., ITA315Y5).

Added Course Experience tag. Performance and Artistic Production.

Resources: No impact on existing resources.

ITA499H5: Research Opportunity Program

Description:

Previous: This course provides senior undergraduate students with advanced language proficiency. Students who excel in research used in the discipline of Italian studies will work on the research project of a U of T Mississauga faculty for course credit. Enrolled students have the opportunity to become involved in original research, develop their research skills, and share in the excitement and discovery of acquiring new knowledge. Project descriptions for participating faculty members for the following summer and fall/winter sessions are posted on the ROP website in mid-February and students are invited to apply at that time. See [Experiential and International Opportunities](#) for more details.

New: An opportunity to conduct in-depth original research, with a supervising professor. Students learn research methods and share in the excitement and discovery of acquiring new knowledge. Students are invited to visit [Research Opportunity Program](#) for a list of participating faculty projects and for application details.

Prerequisites:

Previous: ITA350Y5 or ITA350H5 or ITA351H5 plus 0.5 ITA credit at the 300- or 400-level, in any category.

New: 1.0 credit from ITA350H5 or ITA351H5 or ITA352H5 or ITA450H5

Rationale:

Provided concise, clearer description; updated prerequisites.

Resources: No impact on existing resources.

JFL388H5: Bilingualism and Multiple Language Acquisition

Description:

This course examines simultaneous and successive second (and multiple) language acquisition ~~by children~~. We will look at ~~such~~ topics such as the bilingual brain, the nature of the input, age constraints on language acquisition, language separation and cross-linguistic influences, the status of the heritage language, schooling in a second language (for example French immersion programs), and various methods used in the study of bilingualism in individuals. Bilingual/multilingual corpora ~~containing French as one of the languages~~ will be examined. The language of instruction will be English. Students will have the option to write assignments in either English or French ~~Suggested companion course: FRE325H5~~. Written work to be completed in French for credit towards a Specialist (French) or Major (French ~~Formerly LIN358H5~~). ~~{24L, 12T}~~

Prerequisites:

Previous: (LIN101H5 and LIN102H5) or LIN100Y5 and 0.5 credit at the 200-level (not including LIN204H5 and LIN205H5 and LIN233H5 and LIN203H5 and LIN200H5) or 0.5 credit equivalent at the 300-level in PSY.

New: [(LIN102H5 or FRE227H5 or FRE225Y5 or FRE272H5 or FRE272Y5) and 0.5 credit from LIN288H5 or LIN231H5 or LIN232H5 or LIN233H5] or 0.5 credit of FRE linguistic at the 300-level.

Exclusions: LIN358H5 or LIN388H5 or FRE388H5

Recommended Preparation:

Previous: LIN288H5 or LIN258H5

New:

Rationale:

The description has been slightly modified to reflect more accurately changes in the syllabus content during the past 10 years. This course is currently being offered under two designators, FRE388H5 and LIN388H5. For administrative efficiency, a single JFL designator is preferable

Resources:

JFL389H5: Second Language Assessment

Prerequisites: ~~FRE272Y5 or~~ (FRE272H5 ~~LIN101H5~~ and (FRE282H5 or FRE283H5)) or (LIN101H5 and LIN102H5 ~~LIN102H5~~)

Rationale:

Prerequisites: These have been changed to reflect the new structure of the second year of our MAJ & SPEC programs in French Studies.

Resources:

JFL454H5: Teaching and Learning Varieties of Canadian French

Prerequisites: [(1.0 credit of FRE Linguistics at the 300-level ~~FRE280Y5~~ or LIN256H5) and 0.5 credit of LIN at the 300-level and reading ability in French] or permission of instructor. ~~FRE272Y5~~

Exclusions: FRE454H5 ~~LIN374H5 or FRE374H5~~ or FRE474H5 ~~or LIN474H5~~ or LIN454H5 or LIN474H5

Rationale:

- Course number: This course is currently being offered under two designators, FRE454H5 and LIN454H5. For administrative efficiency, a single designator is preferable

- Prerequisites: The new requirements for French program, students (1.0 FCE of 300-level French linguistics courses) are those for all 400-level FRE linguistics research-oriented courses. Those for LIN program students are the same as for LIN454H5

Resources:

LIN204H5: English Grammar I

Mode of Delivery:

Previous: In Class

New: Online

Rationale:

Consultation:

Resources:

LIN228H5: Phonetics

Prerequisites:

Previous:

New: LIN101H5

Track Changes: Previous:

New: LIN101H5

Corequisites:

Previous: LIN101H5

New:

Exclusions:

Previous: LIN208H5 or LIN228H1 or LINB09H3

New: LIN228H1 or LINB09H3

Track Changes: ~~LIN208H5 or~~ LIN228H1 or LINB09H3

Rationale:

Corequisite of LIN101H5 is offered in the winter, while LIN228H5 is offered in the fall. It is not possible for students to take them concurrently. The change to a “prerequisite” will resolve this problem, and it makes more sense given the timing of the course offerings. The rationale for the exclusion change is that students should be permitted to take LIN228H5 after taking LIN208H5 (though not the reverse). The former covers more content and is for Linguistics majors/minors, while the latter is for ELL students. Students who wish to later switch to a LIN major/minor should be permitted to do so and enrol in LIN228H5 which is a requirement for these programs

Consultation:

Resources:

LIN318H5: Talking Numbers: Interpretation and Presentation of Quantitative Linguistic Data

Prerequisites: (LIN256H5 or LIN288H5) ~~(or LIN258H5)~~ and (LIN229H5 or LIN232H5 or LIN231H5 or LIN237H5) ~~(or LIN247H5)~~.

Exclusions:

Previous: LIN368H5

New: LIN305H1

Rationale:

LIN368H5 hasn't existed for over 3 years. The content of LIN305H1 overlaps substantially with LIN318H5, although they differ in scope.

Resources: No impact on existing resources.

LIN399Y5: Research Opportunity Program

Prerequisites: ~~(LIN101H5 and LIN102H5) or LIN100Y5~~ and (1.0 credit from JAL253H5 or any of the following: LIN228H5 or LIN229H5 or LIN231H5 or LIN232H5 or LIN237H5 ~~(formerly LIN247H5)~~ or JAL253H5 or LIN256H5 or LIN288H5 ~~(formerly LIN258H5)~~).

Rationale:

Removed mention of courses that were renumbered/reweighted 5 years ago. Added Course Experience tagging. Research Intensive: Research Opportunity Program.

Resources: No impact on existing resources.

SPA100Y5: Spanish for Beginners

Exclusions: ~~(Grade 12 Spanish or equivalent knowledge of Spanish)~~ or SPA100Y1 or LGGA30H3 or LGGA31H3 or equivalent beginner knowledge. Students are REQUIRED to complete the Spanish Language Assessment Questionnaire at if they have any prior experience with the language.

Rationale:

To ensure that students enrolling in the course are beginner level students.

Resources:

URD212Y5: Introduction to Urdu

Description:

This course is for students who have no background knowledge in Urdu. The course provides students with basic information about the Urdu language paying particular attention to literacy skills, i.e. reading and writing in Urdu. Students start by learning how to write and pronounce the alphabet and how to connect letters to form new words. Then, they learn basic vocabulary in Urdu in order to express basic ideas orally and in writing. By the end of the course, students should be able to write simple sentences to express basic information, and they should be able to conduct basic conversations in Urdu. All students MUST complete the Urdu Language Assessment Questionnaire (<https://www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires>) before enrolling in URD course for the FIRST time. ~~[72L, 24P]~~

Prerequisites: All students who are enrolling in an URD language course for the first time MUST ~~(do not have the prerequisite)~~ are required to complete the Urdu Language Assessment Questionnaire (~~(https:// a language assessment questionnaire. Students who have not completed an assessment cannot be approved for course enrolment. Please visit www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires). hindiurdulanguage-course-assessment-questionnaire.~~

Rationale:

Inclusion of mention of a required assessment before enrolling in any URD courses will assist in eliminating confusion and prompt students to complete the required assessment.

Resources:

URD312Y5: Intermediate Urdu

Description:

In this course, students will continue developing skills in spoken and written Urdu with the study of more complex grammar. Students will continue to build vocabulary and advance their ability in literary and colloquial forms of the language. Students ~~[72L, 24P] NOTE: All students who are enrolling in an URD language course for the first time (do not have not completed the listed prerequisite of URD212Y5)~~ are REQUIRED ~~required~~ to complete the Urdu Language Assessment Questionnaire (~~(https:// a language assessment questionnaire. Students who have not completed an assessment cannot be approved for course enrolment. Please visit www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires) by no later than August 29th. Late assessment submissions will not be accepted hindiurdulanguage-course-assessment-questionnaire.~~

Prerequisites: URD212Y5 ~~URD212Y~~ or appropriate language level as indicated by the Urdu Language Assessment Questionnaire (~~(https:// www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires). language assessment questionnaire.~~

Rationale:

Inclusion of mention of a required assessment before enrolling in any one of these courses will assist in eliminating confusion and prompt students to complete the required assessment.

Resources:

10 Retired Courses:

FRE241H5: Reading Modern French and Quebec Masterworks

Rationale:

As part of the revision of our French Major & Specialist programs (ERMAJ1056, ERMAJ1295; ERSPE1092, ERSPE1295), all 200-level courses are being changed from Y to H-courses for two reasons, both related to students' current level of preparation at the end of Year 1: 1) Due to changes in high school French program outcomes, students are arriving with weaker French language skills than even 5 years ago. At the beginning of and, often, throughout Year 2, many students struggle with both their French language skills and, as a consequence, their ability to engage with disciplinary materials taught in French; 2) our French Major & Specialist programs currently have a very heavy second year – 3/4FCE of the total 8/10/11 required program credits involve 200-level courses. The 200-level half course in our French Literary & Cultural studies concentration will be FRE240H5

FRE315Y5: French Theatre and Performance

Rationale:

The main course content will be included in the revised FRE316H5 Comedy and Tragedy in Quebec Theatre

FRE340H5: Reading and Interpreting French Literature: An Introduction to Literary Criticism

Rationale:

Course content will be redistributed to the new version of our MAJ & SPEC required 200-level introductory course FRE240H5 Interpreting French Narratives.

FRE345H5: Teaching and Learning French Since the 1970s

Rationale:

The regular course instructor recently retired and the course content no longer reflects the approaches adopted by our newly hired faculty in the area

FRE357H5: Heroism and Love in the Middle Ages

Rationale:

With the retirement of a FT faculty, there is no longer a specialist in Medieval French within the Department.

FRE388H5: Bilingualism and Multiple Language Acquisition

Rationale:

FRE388H5 and LIN388H5 will be offered as one designator, JFL

FRE417H5: Comedy & Tragedy in Quebec Theatre

Rationale:

The course content will be moved to the 300-level in FRE316H5 Comedy and Tragedy in Quebec Theatre

FRE468H5: Stress and Disorder and the Birth of the New Novel

Rationale:

The course content will be redistributed in the new version of FRE467H5 (renumbered for a 3rd year course).

LIN454H5: Teaching and Learning Varieties of Canadian French

Rationale:

- Course number: This course is currently being offered under two designators, FRE454H5 and LIN454H5. For administrative efficiency, a single designator is preferable - JFL454H5

SPA219Y5: Spanish for Heritage and Native Speakers

Rationale:

Course is deleted and replaced with 2 H courses, SPA219H5 and SPA319H5. SPA219Y5Y course targets a wide spectrum of heritage speakers. However, in reality, this Y course is not able to adequately accommodate the disparate levels of both heritage speakers with no written and limited oral fluency and heritage/native speakers who are highly proficient in speaking and writing.

1 Course Modification:

PHL499H5: Individual Studies

New Course Code: PHL499Y5

Rationale:

On a few occasions, the Department has needed to enroll a student into a full year independent study course. Because we do not offer one here, we have to request permission from our St. George Philosophy department to add our students into their course.

Resources: N/A

Addendum: HUM Course Experience Tags (Fall 2021)

Unit	Course Experience	Code	Calendar Title & Description
English and Drama (UTM), Department of			
Partnership-Based Experience			
	DRE360H5	Developmental Dramaturgy	A theoretical, historical, and practical study of the process of developmental dramaturgy. The course will include a survey and analysis of historical and contemporary interpretations of the role of dramaturgy in the creation of new work. Students will also participate in the practical application of dramaturgical strategies and techniques.
Historical Studies (UTM), Department of			
Partnership-Based Experience			
	HIS498Y5	Internship in History	Through a part-time, unpaid work placement, a limited number of advanced history students may enrol for field experience relating to expertise they have gained in the program. Placements are made at local libraries, historic sites and foundations, media outlets, public and private institutions. Five previous history courses and a cumulative GPA of 3.0 are required. For application to admission contact the Department of Historical Studies before June 1.
	WGS435Y5	Women and Gender Studies Practicum	The practicum allows advanced WGS students to combine theory and practice through part-time unpaid placement with a community agency, government body, educational or social change organization.
University-Based Experience			
	RLG453H5	Researching Islam: Entering the World of Scholarly Investigation	How do academics research Islam? Students in this course learn about and gain hands-on experience with essential scholarly tools for discovering and disseminating new knowledge in this field. Both individually and collaboratively, students will work on original projects concerning academic literature, scholarly communication, or primary sources.
Language Studies (UTM), Department of			
Partnership-Based Experience			
	EDS325H5	Supplemental Instruction in Higher Education: Peer-Facilitated Study Groups	Looking for an opportunity to become a facilitator of small group learning in a subject discipline in which you have expertise? This course will introduce students to the theory and practice of Supplemental Instruction (SI) in higher education. Particular focus will be on the history and evolution of SI and the rationale for its use in different university contexts. EDS325H5 course participants will complete a mandatory internship that involves developing and delivering 8-10 peer led study sessions through the Facilitated Study Group (FSG) Program run by the Robert Gillespie Academic Skills Centre. Class work will embed relevant pedagogical tools, resources and research to support the development, delivery and success of FSG sessions. Current research investigating the impact of Supplemental Instruction on student success will also be explored. This is a closed course open only to those students who have successfully secured an FSG leader position with the Robert Gillespie Academic Skills Centre.

Unit	Course Experience	Code	Calendar Title & Description
		EDS377H5	<p>Why the First Year of University Matters: The Impact of Peer Mentoring</p> <p>This course explores contemporary issues in higher education with a focus on experiences, issues and challenges commonly encountered by undergraduate students during their first year of university. Interdisciplinary in its focus, topics of exploration include an examination of adult and student development theories, models of student engagement and an investigation into mindset, levels of persistence, habits of mind and personality characteristics that impact student success. An internship component is required. Students taking the course will assume a peer-mentoring role to apply and contextualize theories and skills learned in the course. This is a closed course open only to those students who have successfully secured a peer-mentoring position with the First Year Peer Mentoring program.</p>
		EDS388H5	<p>Experiential Learning Opportunity within the Community</p> <p>This internship is a minimum 100-hour experiential learning opportunity. The internship connects the student's subject specialization to aspects of the teaching/training development profession. It will integrate, extend, and deepen the learning experience as students begin to identify particular academic or professional insights. Prior to enrollment, internship proposals must be approved by the program coordinator. As part of this course, students may have the option of participating in an international learning experience that will have an additional cost and application process.</p>
		FRE400H5	<p>French Studies Internship</p> <p>Students enrolled in a French Studies program of study will have the opportunity, through work placement, to apply the knowledge and expertise gained throughout their studies in French. The work placement will take place in corporations, local media or community organizations. Application deadline is February 28th. Students will be required to include a letter of interest highlighting their qualifications as suitable candidates for an internship opportunity. Applicants who meet minimum criteria (must be in 4th year of studies, number of courses completed in FRE and CGPA) will be selected for an interview. Final decisions will be based on a combination of academic qualifications, experience, and the interview.</p>
		ITA388H5	<p>Education Internship</p> <p>(Offered in English and Italian) An internship opportunity (minimum 100-hours) for students interested in gaining experience in a branch of Education such as teaching, curriculum, administration, etc. Placements, determined in consultation with the student, may include elementary, secondary, or college/university classes, units, departments. To request an internship placement, write to the program coordinator of Italian prior to course enrolment.</p>
		ITA400Y5	<p>Internship (Private or Public Sector)</p> <p>An internship opportunity for students interested in gaining work-place experience, in private or public sectors. Placements, determined in consultation with the student, may include corporations, local media, non-profit community organizations. To request an internship placement, write to the undergraduate coordinator of Italian prior to course enrolment.</p>

Unit	Course Experience	Code	Calendar Title & Description
University-Based Experience			
	EDS345H5		<p>Design Thinking Incubator: From Problem to Prototype</p> <p>This course is open to all students on campus and provides an intellectual toolset for finding innovative solutions to complex problems. Students will learn to apply education theory to design thinking models in order to identify and solve real-world challenges facing their chosen discipline, whether in business, education, healthcare, etc. An iterative approach for testing, refining, and improving their idea will be used to create a working prototype of their proposed solution. This will demonstrate the idea's sustainability, scalability and viability, while taking into account ethical and legal implications.</p>
	EDS399H5		<p>Research Opportunity Program</p> <p>This ROP provides the opportunity for students to join a research team and assist on projects currently underway in Education Studies. The work will include preparing an impact study, conducting interviews and using a data-informed approach to investigate the impact of a range of programs and educational interventions. The work will involve conducting pre and post surveys, leading qualitative observational data collection, and producing an analysis. Project descriptions for participating faculty members for the following summer and fall/winter sessions are posted on the ROP website in mid-February and students are invited to apply at that time. See Experiential and International Opportunities for more details.</p>
	ITA299Y5		<p>Research Opportunity Program</p> <p>An opportunity to conduct in-depth original research with a supervising professor. Students learn research methods and share in the excitement and discovery of acquiring new knowledge. Students are invited to visit Research Opportunity Program for a list of participating faculty projects and for application details.</p>
	ITA315Y5		<p>Major Italian Playwrights (19th to 21st Century)</p> <p>(Offered in English) A study of 19th- to 21st-century Italian plays and playwrights, culminating in the staging of a play from one of those eras. Students may participate as actors, stage managers, marketers, fundraisers, costume and set designers, etc.</p>
	ITA399Y5		<p>Research Opportunity Program</p> <p>An opportunity to conduct in-depth original research, with a supervising professor. Students learn research methods and share in the excitement and discovery of acquiring new knowledge. Students are invited to visit Research Opportunity Program for a list of participating faculty projects and for application details.</p>
	ITA415Y5		<p>Major Playwrights (15th to 18th Century Italy)</p> <p>(Offered in English and Italian) A study of 15th- to 18th-century Italian plays and playwrights, culminating in the staging of a play from one of those eras. Students may participate as actors, stage managers, marketers, fundraisers, costume and set designers, etc.</p>
	ITA499H5		<p>Research Opportunity Program</p> <p>An opportunity to conduct in-depth original research, with a supervising professor. Students learn research methods and share in the excitement and discovery of acquiring new knowledge. Students are invited to visit Research Opportunity Program for a list of participating faculty projects and for application details.</p>

Unit	Course Experience	Code	Calendar Title & Description
		LIN299Y5	<p>Research Opportunity Program</p> <p>This courses provides a richly rewarding opportunity for students in their second year to work in the research project of a professor in return for 299Y course credit. Students enrolled have an opportunity to become involved in original research, learn research methods and share in the excitement and discovery of acquiring new knowledge. Participating faculty members post their project descriptions for the following summer and fall/winter sessions in early February and students are invited to apply in early March. See Experiential and International Opportunities for more details.</p>
		LIN399Y5	<p>Research Opportunity Program</p> <p>This course provides senior undergraduate students who have developed some knowledge of research methods used in the discipline of Linguistics to work in the research project of a U of T Mississauga professor for course credit. Enrolled students have the opportunity to become involved in original research, develop their research skills, and share in the excitement and discovery of acquiring new knowledge. Project descriptions for participating faculty members for the following summer and fall/winter sessions are posted on the ROP website in mid-February; students are invited to apply at that time. See Experiential and International Opportunities for more details.</p>
Visual Studies (UTM), Department of			
	Partnership-Based Experience		
		VST410H5	<p>Internship in Visual Studies</p> <p>This internship course provides an opportunity for students to gain practical experience at an institution or business closely related to the arts and to visual studies. This is especially tailored for mature and self-disciplined students in their final year of study, who are ready to apply knowledge acquired in previous courses and are planning a career in the arts and cultural sector. Students registered in any DVS program are eligible to apply. Students work closely with the DVS internship coordinator to establish suitability. Regular updates and a final report and presentation will be required. The final grade for the course will be based on these, along with the assessment of the employer.</p>
	University-Based Experience		
		FAH375H5	<p>All Our Relations: Indigenous Land Stewardship and Art</p> <p>This class embraces land- and earth-based skills as tools in the production and maintenance of revitalization efforts in Indigenous culture and knowledge. Throughout the course students will lead the development, production and maintenance of a Community Medicine Garden initiative to be located in the heart of the UTM campus. Topics include environmental liberation, food sovereignty, kinship, gardening as resistance, patriarchy, land stewardship, landscaping with regional indigenous plants, Indigenous feminisms, place-based knowledge and knowledge sharing. Activities will include: film screenings, community feasts, public readings, drumming circles, and guests speakers with Traditional Indigenous knowledge carriers, artists, environmental activists, and local grassroots community-based partners.</p>
		FAH451H5	<p>Curating Now: Turning Concepts into Curatorial Projects</p> <p>Students will research and develop a curatorial project proposal in the form of an exhibition, a public installation, a public event, a performance, a website, etc., as the culminating assignment for the course. The emphasis of the course will be on the application of knowledge gained in FAH310H5 and consideration of the multi-level preparatory stages entailed in the mounting of a curatorial project, placing particular emphasis on conceptualization and methodology, and on the premise that curatorial practice is an intellectual endeavour that manifests its ideas in form. Students will learn how to turn a concept into a project proposal and become equipped to develop innovative solutions to future challenges in curatorial practice.</p>

Unit	Course Experience	Code	Calendar Title & Description
		FAS434Y5	Individual Investigations in Print Media (Offered at Sheridan College) Students conduct independent research and develop a body of work using print medium(s) of their choice. Students present information on their educational and professional goals after graduation, write an artist's statement about their work, review and discuss articles and videos, and mount a group exhibition of their work.
		FAS443Y5	Individual Investigations in Drawing (Offered at Sheridan College) Students explore the use of drawing to investigate contemporary approaches to the production of artwork. Students work with a variety of traditional and unconventional drawing materials and processes to develop a professional website portfolio. Students participate in peer critiques, and write reflective essays and artist statements.
		FAS445Y5	Individual Investigations in Painting (Offered at Sheridan College) Students develop independent research habits to support self-directed projects in painting that are discussed in a peer critique setting. Students write an artist statement of their intentions and procedures, prepare a Canadian and international MFA program presentation, and document their artwork.
		FAS446Y5	Individual Investigations in Design (Offered at Sheridan College) Students learn to integrate professional art and design strategies, and to research, coordinate and fully realize their own long-term projects. Students work collaboratively on large projects as well as work on mandatory and optional assignments from a range of possible assignments.
		FAS447Y5	Individual Investigations in Photography (Offered at Sheridan College) Students develop a critically informed photography practice by integrating the history and theory of photography with their production of original work in either an analogue or digital format. Students prepare a presentation comparing two Canadian and/or international MFA programs, in addition to preparing responses to readings and technical assignments.
		FAS448Y5	Individual Investigations in Sculpture (Offered at Sheridan College) Students produce a coherent body of self-directed artwork based on independent research and written proposals. In-progress and completed artworks are discussed in a peer critique setting. Students write an artist statement of their intentions and procedures, prepare a Canadian and international MFA program presentation, and document their artwork.
		FAS450Y5	Advanced Project (Offered at Sheridan College) In this directed study, students undertake two semesters of independent research under the mentorship of a full-time Art and Art History studio faculty member. Students develop and present a body of artwork and a written and illustrated thesis for discussion, evaluation and critique. Advanced Project students must have a B+ standing in a completed fourth-year studio. A written proposal must be submitted to, and approved by, the department before registration.
		FAS451H5	Advanced Project (Offered at Sheridan College) In this directed study, students undertake a semester-long period of independent research under the mentorship of a full-time Art and Art History studio faculty member. Students develop and present a body of artwork and a written and illustrated thesis for discussion, evaluation and critique. Advanced Project students must have a B+ standing in a completed fourth-year studio. A written proposal must be submitted to, and approved by, the department before registration.

Unit	Course Experience	Code	Calendar Title & Description
		FAS452H5	Advanced Project (Offered at Sheridan College) In this directed study, students undertake a semester-long period of independent research under the mentorship of a full-time Art and Art History studio faculty member. Students develop and present a body of artwork and a written and illustrated thesis for discussion, evaluation and critique. Advanced Project students must have a B+ standing in a completed fourth-year studio. A written proposal must be submitted to, and approved by, the department before registration.