

**FREN 399      INTERNSHIP IN FRENCH (1-6)** *Prerequisites: Juniors or seniors with a 2.25 minimum QPA; approval of written proposal by internship coordinator and supervising faculty prior to registration.* Students may earn college credit for participation in an internship with a business firm, a government agency, or a private non-profit organization; jointly supervised by the program and the responsible organization administrator. The internship is expected to provide the student with an opportunity to apply, in a practical way, some of the language skills acquired in the study of French. (See “Internships.”)

**FREN 470      METHODOLOGY OF TEACHING SECOND LANGUAGES (3)** *Prerequisite: Junior or senior status.* This course is designed for students interested in teaching French, Spanish or English as a second language (ESL). The course provides a thorough introduction to contemporary theories of second language acquisition, methods of language teaching and assessment, and current issues in second language teaching. Additional work will be required for graduate credit.

**FREN 475-476      SEMINAR IN FRENCH (3,3)** This capstone course sequence is required of all French majors. The first semester focuses on stylistic, advanced translation, and aspects of literary criticism, based on knowledge acquired in previous course work. In the second semester students will be prepared to present orally and in writing a portfolio of their work, including a senior thesis to be written and defended in French.

#### GENDER STUDIES COURSES (GNDR)

**GNDR 210      INTRODUCTION TO GENDER STUDIES (3)** *Prerequisite: HIST 101-102.* This course introduces students to gender theories as they emerge in a wide variety of disciplines, with an emphasis on gender as a social construction.

**GNDR 397      INDEPENDENT STUDY IN GENDER STUDIES (1-3)** *Prerequisite: Approval of faculty sponsor and school dean: junior or senior standing.* This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May not be repeated.

**GNDR 410      GENDER STUDIES CAPSTONE PROJECT (3)** *Prerequisites: GNDR 210 and nine hours of Gender Studies approved coursework.* Students will apply appropriate theoretical models in gender studies in a research project that will demonstrate understanding of that application’s usefulness as well as its limitations. The project will be evaluated by a committee (the “Research Committee”) consisting of the director of gender studies, the research advisor (in the student’s field of interest), as well as one other committee member selected by the student.

#### GENERAL STUDIES COURSES (G S)

**G S 100      FRESHMAN SUCCESS SEMINAR (1)** This seminar is designed to help freshmen make a successful transition to Lynchburg College. Emphasis is placed on educating new students about campus policies and resources as well as helping new students make sound decisions relative to their academic and co-curricular lives. Specific topics addressed include goal-setting, time management, and working with advisors and other faculty members.

**G S 104      COLLEGE SUCCESS STRATEGIES (1)** This support course teaches the skills and strategies, and encourages the attitudes a student needs to achieve the academic goals the College set forth for its students as part of its mission. Goal-setting, time management, note-taking, active reading, and other important study skills and strategies are addressed. The course also provides students with opportunities for self-reflection and development of decision-making strategies to help them make a smoother transition into college. Attention is also devoted to student understanding of basic academic rules and regulations.

**G S 105      CAREER DEVELOPMENT FOR THE LIBERAL ARTS AND SCIENCES (1)** Open only to freshmen and sophomores, this course introduces students to the career-decision making process through self-assessment, major/career exploration, and the integration of this information into career fields. Particular emphasis is given to the use of the Internet as a resource for career exploration.