

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		09-31a	AP-3/25/10	App-4/20/10

### Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit: French	Phone: 7-7965

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

**1. Course Proposals (check all that apply)**

New Course       Course Prefix Change       Course Deletion  
 Course Revision       Course Number and/or Title Change       Catalog Description Change

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Current Course prefix, number and full title      Proposed course prefix, number and full title, if changing  
 \_\_\_\_\_      **FRNC 102: Basic French II**

**2. Additional Course Designations: check if appropriate**

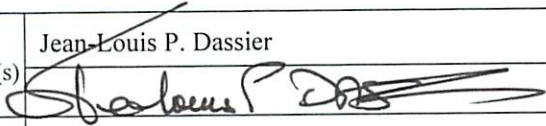
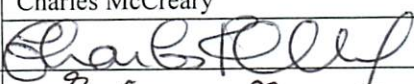
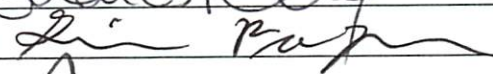
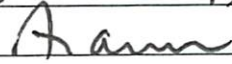
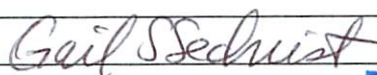
This course is also proposed as a Liberal Studies Course.       Other: (e.g., Women's Studies, Pan-African)  
 This course is also proposed as an Honors College Course.

**3. Program Proposals**

New Degree Program       Program Title Change       Program Revision  
 New Minor Program       New Track       Other

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Current program name      Proposed program name, if changing  
 \_\_\_\_\_      \_\_\_\_\_

4. Approvals		Date
Department Curriculum Committee Chair(s)	Jean-Louis P. Dassier 	3/4/09
Department Chair(s)	Charles McCreary 	3/5/09
College Curriculum Committee Chair		3/18/09
College Dean		3/18/09
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail Sedquist 	4/1/10

\* where applicable

APR 01 2010

MAR 1 2010

OCT 08 2009

Liberal Studies

Liberal Studies

Liberal Studies

## Part II: Description of Curricular Change

### 1. Syllabus of Record

#### I. Catalog Description.

FRNC 102 Basic French II

3 class hours

0 lab hours

Prerequisite:

3 credits

FRNC 101, or qualifying score on placement test

(3c-01-3cr)

(WebCAPE score between: 260-336), or permission of instructor.

Offered every Spring semester. Special focus on aural/oral skills. The students will learn in a multimedia environment. Students will converse and ask questions in simple present tense. They can now express commands and directions, and are introduced to the expression of punctual actions in the past. They further investigate the daily lives of native speakers of French around the world.

II a. Goal: Foreign language courses develop students' skills in communication across ethnic, cultural, ideological, and national boundaries, and help students develop an understanding of other cultures and patterns of thought.

#### IIb. Course Outcomes.

The students will be able to:

**Listening:** understand short utterances drawn from familiar material, recognize types of authentic listening texts, and identify keywords and ideas in spoken French.

**Speaking:** use (creatively by course's end) limited memorized materials in simple statements and question forms, i.e. engage in simple face-to-face conversations in familiar, so-called "survival" situations.

**Reading:** read and identify key words and ideas in recombined short narratives and dialogues using familiar memorized material.

**Writing:** list, identify and label from verbal cues, transcribe oral French in familiar contexts, and write simple paragraphs using memorized material.

### III. Detailed Course Outline.

i. Preliminary: (2 meeting = 100 mns) Course Presentation (Placement test: WebCape, Syllabus, Policies, Moodle Streaming Media; Summary of currently adopted story "*Le Chemin du Retour*" from Episode 1 to Episode 5)

ii. Unit 1: (8 meetings = 400 mns)

a) Functional Objective (I need new clothes); b) Specific Outcomes (students will: describe types and color of clothing, use shopping terminology, explain what they presently want to do and what they can do, ask questions about people and things, explain current facts about French clothing and fashion, summarize the history of French fashion); c) Testing Objectives (Written communication project 1: Teacher-graded, self-evaluated, and peer-evaluated; teacher-graded listening comprehension activity; and teacher-graded in-class participation); d) Multimedia Support (Video program currently adopted: "*Le Chemin du Retour*" Episode 6; Audio program currently adopted: *Débuts* audio program, Moodle Streaming Media Chapter 6).

iii. Unit 2: (8 meetings = 400 mns)

a) Functional Objective (Let's talk about FOOD); b) Specific Outcomes (students will: use shopping terminology, the names of food merchants, their stores, and their merchandise; express quantities; avoid repetitions of nouns and names; identify common foods in the French-speaking world); c) Testing Objectives (Teacher-graded reading comprehension activity; Oral recording project 1: teacher-graded, self-evaluated; teacher-graded in-class participation); d) Multimedia Support (Video program currently adopted: "*Le Chemin du Retour*" Episode 7; Audio program currently adopted: *Débuts* audio program, Moodle Streaming Media Chapter 7).

iv. Unit 3: (8 meetings = 400 mns)

a) Functional Objective (Formal and informal meals); b) Specific Outcomes (students will: talk about dining and meals; express what they want to drink, eat; give commands and directions; avoid repetitions of nouns and names; analyze how the French conduct a conversation);

c) Testing Objectives (Written communication project 1: Teacher-graded, self-evaluated, and peer-evaluated; teacher-graded reading comprehension activity; teacher-graded cultural topic investigation/creative project; teacher graded in-class participation; In-class Midterm Examination);

d) Multimedia Support (Video program currently adopted: "*Le Chemin du Retour*" Episode 8; Audio program currently adopted: *Débuts* audio program, Moodle Streaming Media Chapter 8).

v. Unit 4: (8 meetings = 400 mns)

a) Functional Objective (It's about my health); b) Specific Outcomes (students will: name and understand body parts; converse on health issues; discuss duties and obligations; express daily routine activities--health, hygiene, etc.; learn about health care in France);

c) Testing Objectives (Written Communication project 2: Teacher-graded, peer-graded, and self-evaluated ; teacher-graded reading comprehension activity; teacher-graded cultural topic investigation/creative project; teacher graded in-class participation; In-class Midterm Examination);

d) Multimedia Support (Video program currently adopted: "*Le Chemin du Retour*" Episode 9; Audio program currently adopted: *Débuts* audio program, Moodle Streaming Media Chapter 9).

vi. Unit 5: (8 meetings = 400 mns)

a) Functional Objective (Fun in the City); b) Specific Outcomes (students will: talk about leisure urban activities; order a meal in a restaurant; discuss the weather; express past events and when they happened; learn about French cafes, restaurants, brasseries; summarize WW2 from different French perspectives);

c) Testing Objectives (Teacher-graded listening comprehension activity; Oral recording project 2: teacher-graded, self-evaluated; teacher-graded in-class participation);

d) Multimedia Support (Video program currently adopted: "*Le Chemin du Retour*" Episode 10; Audio program currently adopted: *Débuts* audio program, Moodle Streaming Media Chapter 10)

vii. Final Exam (120 minutes)

#### IV. Evaluation Methods.

a. Mid-term and final in-class examinations will be designed by the French faculty as a group and identical in all sections of FRNC 102.

b. Individual faculty will structure tasks (Projects) according to their emphases within the syllabus specifications. In general, however, the following guidelines will be suggested.

c. The final course grade is based on formal evaluations (Midterm and Final, Final Oral Proficiency) and task-based activities (projects) as follows:

1. Two written exams (Midterm/Final) 20%  
Exams will include all language skills including written activities,  
an aural comprehension part utilizing audio/video material,

and a reading comprehension section to demonstrate comprehension of literary/ cultural texts.

- |    |                              |     |
|----|------------------------------|-----|
| 2. | One final oral exam          | 10% |
| 3. | Task-based projects          | 50% |
| 4. | Participation and attendance | 20% |

Individual instructors may change these values in the following range: +/-5%

d. Proposed Matrix of Task-based projects:

Task type	Unit
1: Teacher-graded writing communication	Unit 1, Unit 3, Unit 5
2: Teacher-graded reading activity	Unit 2, Unit 3, Unit 5
3: Teacher-graded listening activity	Unit 1, Unit 4
4: Teacher-graded speaking activity	Unit 2, Unit 4
5: Peer-graded writing activity	Unit 1, Unit 3, Unit 5
6: Self-evaluated writing activity	Unit 1, Unit 3, Unit 5
7: Self-evaluated speaking activity	Unit 2, Unit 4, Unit 5
8: Teacher-graded cultural activity	Unit 3, Unit 5
Teacher-graded participation	Every unit

e. Grading of task-based assessment activities

Appropriate tasks for assessments will be designed by individual instructors. Model tasks can be found at the Ohio Foreign Language Model Assessment Project

(<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=337&ContentID=13799&Content=51538>). These tasks need to respond to the following general guidelines:

- 1) describe types and color of clothing
- 2) use shopping terminology, the names of food merchants, their stores, and their merchandise
- 3) explain what they presently want to do and what they can do
- 4) ask questions about people and things
- 5) order a meal in a restaurant
- 6) talk about dining and meals
- 7) express quantities
- 8) express what they want to drink, eat
- 9) give commands and directions
- 10) name and understand body parts
- 11) converse on health issues
- 12) discuss the weather
- 13) avoid repetitions of nouns and names
- 14) express daily routine activities (health, hygiene, etc).
- 15) discuss duties and obligations
- 16) talk about urban leisure activities
- 17) express past events and when they happened
- 18) explain current facts about French clothing and fashion
- 19) summarize the history of French fashion

- 17) express past events and when they happened
- 18) explain current facts about French clothing and fashion
- 19) summarize the history of French fashion
- 20) identify common foods in the French-speaking world
- 21) analyze how the French conduct a conversation
- 22) learn about health care in France
- 23) learn about French cafes, restaurants, brasseries
- 24) summarize WW2 from different French perspectives

All appropriate rubrics are based on the American Council on the Teaching of Foreign Languages (ACTFL)'s Proficiency Guidelines (<http://www.sil.org/lingualinks/LANGUAGELEARNING/OtherResources/ACTFLProficiencyGuidelines/ACTFLProficiencyGuidelines.htm>) and can be found on Moodle.

f. Grading Scale

Grading Scale: A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=Below 60%

g. Attendance Policy

Attendance is paramount to success in this course! Roll will be taken at the beginning of each class period. According to the University Undergraduate Course Attendance Policy (see Undergraduate Catalog), all students are expected to attend class. Therefore, students enrolled in FRNC 102 are permitted a maximum of three (3) absences during the semester. Absences may be excused only for (1) extended illness, hospitalization or death in the immediate family--all with documentation [Note: In cases of illness, a letter from a physician is required on the day the student returns to class. The letter must state that the student was instructed by the physician to miss class. Receipts from the health center are not acceptable], and (2) University-sponsored, educational activities [Note: Written verification of each activity is required prior to the class absence.] All excused absences must be documented. Documentation must be presented to the professor according to the timeline outlined above in order for the absence to be excused.

In the event that an emergency arises which calls you away from your regular school commitment, you should advise the instructor before you miss class.

French Section Policy: Any student who accumulates more than five absences for any reason will have his/her course grade lowered by three percentage points for each absence after the 5th absence. Students who miss class more than 12 times (equivalent 4 weeks) for any reason are asked to drop the class or will obtain an automatic F as their final grade.

h. Required textbooks:

We have currently adopted:

Textbook: H. Jay Siskin, Ann Williams, Thomas T. Field. (2007). *Débuts: An Introduction to French* (Second Edition). McGraw-Hill. ISBN: 007312544x

Workbook/Laboratory Manual:

H. Jay Siskin, Ann Williams, Nancy Virtue, Elise Leahy Jr. (2007). *Débuts: An Introduction to French Workbook/Laboratory Manual Part 1* (Second Edition). McGraw-Hill. ISBN-13 978-0-07-321912-7

Supplemental: Moodle (<http://moodle.iup.edu/> --Look in your list of courses for FRNC 102 Streaming Media).

## 2. Course Analysis Questionnaire

### Section A: Details of the Course

**A1** How does this course fit into the programs of the department? For which students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

This course revision is one of four proposals that have two purposes: The re-organization and updating of the French service sequence. As it is currently being offered, the French service sequence is composed of French 101 (4 credit hours), French 201 (3 credit hours), and French 202 (3 credit hours). The Department of French feels the need to reinstate the French 102 (Basic French 2) class (3 credit hours) and to bring back the number of contact hours in French 101 back to three (3) hours. The effect of these modifications is to bring the French basic level to six (6) credit hours instead of four (4).

In the past two years, self-study data consistently showed that the current beginning level course, FRNC 101, at IUP failed to bring true beginners in one semester to the Novice –high proficiency on the ACTFL proficiency scale that they need to reach before entering the Intermediate French 1 course (FRNC 201).

**A2** Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

The creation of FRNC 102 affects the whole French sequence at the Basic and Intermediate levels as the same curricular objectives need now to be spread through four courses instead of three. The Department of French therefore is submitting four (4) proposals to the UWUCC to re-organize and update the French service sequence. All four proposals explain how each revised/new course will implement a new placement policy, revise curricular objectives correlated with ACTFL proficiency levels, detail the new offering cycle, and explain the newly adopted methodological approaches.

- a) Modifications of FRNC 101: True beginners to Novice mid on the ACTFL proficiency scale;
- b) Creation of FRNC 102: Novice mid to Novice high;
- c) Modifications of FRNC 201: Novice high to Intermediate-low;
- d) Modifications of FRNC 202: Intermediate low to Intermediate high

New catalogue descriptions are proposed in each appropriate course proposal.

**A3** Has this course ever been offered at IUP on a trial basis (e.g. as a special topic). If so, explain the details of the offering (semester/year and number of students).

The course, as described in this proposal, has never been taught at IUP. At the present time, the curricular objectives described in all four proposals have to be covered with only 10 credit hours, and usually cannot be accomplished, leaving students exiting the sequence, in most cases, at the Novice high or Intermediate low proficiency levels. Failure to reach Intermediate high is

detrimental to students. Only at the Intermediate high-level may non-specialists have a sufficient proficiency to interact with content-specific input in their field of specialty, and make it possible for French majors to reach the Advanced level in 4 years, before graduation.

**A4** Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

Not applicable

**A5** If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

Not applicable

**A6** Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

Most French service sequences offer a Basic level sequence with more contact hours than IUP currently does, and spread these contact hours on two (2) academic terms. The Placement test proposed for the new French service sequence (WebCAPE) has been nationally-normed in hundreds of university around the country.

**A7** Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

As it is currently being offered, the French service sequence fails to bring the motivated learners to the desired Intermediate-mid proficiency on the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale. Failure to reach this benchmark proves extremely detrimental to students who later decide to major in French and who needs a minimum proficiency of Advanced low by the time they graduate (for instance: French Education majors need to demonstrate this proficiency level in speaking and writing for graduation and certification).

The proposed re-organization of the French service sequence will help the French Department to apply to its program benchmarks presented by ACTFL, and make it more likely for French majors to reach at least the Advanced low level, as promoted in the case of French Education majors, by NCATE.

## **Section B: Interdisciplinary Implications**

**B1** Will this course be taught by instructors from more than one department or team taught within the department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

Not applicable



**B2** What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

Not applicable

**B3** Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

Not applicable

**B4** Will seats in this course be made available to students in the School of Continuing Education?

Yes, if there is demand.

#### Section C: Implementation

**C1** Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

Faculty resources in the Department of French and German are adequate to meet the addition of this course to the Beginning and Intermediate sequence. Course faculty hours will be allocated differently.

**C2** What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

The new service sequence will not result in an increased demand in space, equipment, library and web materials. The resources currently used are just re-allocated.

**C3** Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

Not applicable

**C4** How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

Access to the courses in the new French service sequence will be better controlled thanks to a new placement policy. We estimated that the creation of this new level (FRNC 102) will not result in an increased demand for the Basic level courses. (It is hoped, however, that in placing students in a more homogeneous course where the students' levels of proficiency are more similar, it will more efficiently help the learners to progress in the study of the French language and culture.)

For this reason, the French Department feels that the alternated cohort model will not only allow to resolve the problem of a reduced faculty body, but also and mainly to address curricular issues documented in the Department's self-studies.

As a result, the Department of French feels that it can propose the new FRNC 102 yearly during the Spring semester.

**C5** How many sections of this course do you anticipate offering in any single semester?

In the Spring of 2010, the French Department is able to offer three sections of FRNC 101, two sections of FRNC 201, two sections of FRNC 202, and two upper-level courses.

Under the new plan, we could easily offer three sections of FRNC 102 (or four, if the demand allows it), two sections of FRNC 202 (or three, if the demand allows it), and two upper-level courses.

**C6** How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

ACTFL recommendations tend to favor smaller class sizes to accommodate as much negotiation of meaning in the target language between learners, and between learners and teacher. However, current IUP directives have set the limit for our class size to 30 students.

**C7** Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

American Council on the Teaching of Foreign Languages:  
Position Statement on Class Size (May 2006)

"Given the goals of a standards-based language program (i.e., the development of students' communicative competence), there must be opportunity for frequent and meaningful student-to-teacher and student-to-student interaction, monitored practice, and individual feedback during instructional time. This warrants attention to a class size that remains as small as possible."  
<http://www.actfl.org/i4a/pages/index.cfm?pageid=4368>

The Intersegmental Major Preparation Articulated Curriculum (IMPAC/California)

"FL Class Size: Given the intensive interactions demanded by second language learning, institutions at all three systems should maintain a normal foreign-language class size of no more than twenty-five students."

How To Find The Best Foreign Language Courses?

"A class size of up to 10 students is small; 10-15 is average and over, the class which includes 15 students is large. Keep in mind one very significant point when choosing the courses: the smaller the group is the better it is. It can be explained very easily if there are few people in the class, a teacher can approach each student individually."

<http://www.buzzle.com/editorials/7-2-2005-72479.asp>

C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

Not applicable

#### Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

#### V. Example Grading Scale.

See syllabus of record in this proposal.

#### VI. Undergraduate Course Attendance Policy.

See syllabus of record in this proposal.

#### VII. Required Textbook(s), Supplemental Books and Readings.

See syllabus of record in this proposal.

VIII. Special Resource Requirements. List any materials or equipment the student is expected to supply for this course. Is there a lab fee associated with the course?

See syllabus of record in this proposal.

#### IX. Bibliography.

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