

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		09-31c	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)		
<input type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	
<input checked="" type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	
<input type="checkbox"/> Course Deletion	<input checked="" type="checkbox"/> Catalog Description Change	
<u>Current</u> Course prefix, number and full title	<u>Proposed</u> course prefix, number and full title, if changing	
	FRNC 202: Intermediate French II	
2. Additional Course Designations: check if appropriate		
<input checked="" type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)	
<input type="checkbox"/> This course is also proposed as an Honors College Course.		
3. Program Proposals		
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Program Title Change	
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> New Track	
<input type="checkbox"/> Catalog Description Change	<input type="checkbox"/> Program Revision	
<input type="checkbox"/> Other		
<u>Current</u> program name	<u>Proposed</u> program name, if changing	
4. Approvals		
Department Curriculum Committee Chair(s)	Jean-Louis P. Dassier <i>Jean-Louis P. Dassier</i>	Date 3/4/09
Department Chair(s)	Charles McCreary <i>Charles McCreary</i>	3/5/09
College Curriculum Committee Chair	<i>Lin Pappi</i>	3/18/09
College Dean	<i>A. arm</i>	3/19/09
Director of Liberal Studies *	<i>Det H. P. P. P.</i>	5/31/09
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Schuist</i>	4/1/10

* where applicable

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Liberal Studies

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Part II. Description of the Curriculum Change

1. New Syllabus of Record

I. Catalog Description

FRNC 201 Intermediate French I

3 class hours
0 lab hours
3 credits
(3c-01-3cr)

Prerequisite: FRNC 102, or qualifying score on placement test (WebCAPE score between: 337-402pts), or permission of instructor.

Offered in the Fall semester. Continued study of French; development of listening, reading, speaking, and writing, with special focus on aural/oral skills. The students will learn in a multimedia environment. Students will converse and ask questions in the past. Students learn the different way to express completed action that occurred at a specific time in the past vs. expressing an action that continued in the past over an indefinite, undetermined period of time. Through the use of multimedia, students continue their inquiries into the daily lives of native speakers of French around the world.

II. New Syllabus of record

- 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.
- b. Course Outcomes
The students will be able to:
 - **Listening:** understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. They are comfortable with content that refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. They perform ideally on listening tasks pertaining primarily to spontaneous face-to-face conversations.
 - **Speaking:** handle successfully a limited number of interactive, task-oriented, and social situations. They can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, students can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Their vocabulary can be expected to be adequate to express only the most elementary needs.
 - **Reading:** understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. These texts impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples of such texts include messages with social purposes and information for the

widest possible audience, such as public announcements and short, straightforward instructions dealing with public life.

- Writing: meet limited practical writing needs; they write short messages, postcards, and take down simple notes, such as telephone messages. Students can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics.

III. Course Outline (based on current text)

- i. Preliminary unit: (1 meeting = 50 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 10)
- ii. Unit 1: (7 meetings = 350 mns)
 - a) Functional Objective (Narrating in the past) ; b) Specific Outcomes (students will: discuss occupations and professions; talk about French holidays, festivals, and celebrations, use ordinal numbers; narrate simple situations in the past; read about the period of the “Great Disturbance” in the history of the Acadians) ; 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 11; Audio program currently adopted: *Débuts* audio program, Moodle Streaming Media Chapter 11).
- iii. Unit 2: (6 meetings = 300 mns)
 - a) Functional Objective (Talking about Life Milestones) ; b) Specific Outcomes (students will: discuss life’s milestones; discuss popular media; describe things and simple situations in the past; describe old habits) ; 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 12; Audio program currently adopted: *Débuts* audio program, Moodle Streaming Media Chapter 12).
- iv. Unit 3: (7 meetings = 350 mns)
 - a) Functional Objective (Communication: “old” and new technologies); b) Specific Outcomes (students will: learn to express the difference between completed and continued actions in the past; discuss old means of communication and the NTICs; talk about university studies) ; 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 13; Audio program currently adopted: *Débuts* audio program, Moodle Streaming Media Chapter 13).
- v. Unit 4: (7 meetings = 350 mns)
 - a) Functional Objective (Moving about in Paris-Traveling by car, by train, by plane); b) Specific Outcomes (students will: talk about traveling by train, by plane, and by car; learn to move about in Paris; express the duration and beginning moment of an action; modify the meaning of a verb with adverbs) ; 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 14; Audio program currently adopted: *Débuts* audio program, Moodle Streaming Media Chapter 14).

vi. Unit 5: (7 meetings = 350 mns)

a) Functional Objective (Exotic foods) ; b) Specific Outcomes (students will: talk about popular foods in different parts of the world; name countries and nationalities; learn about immigration in France in the XXth century) ; 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 15; Audio program currently adopted: *Débuts* audio program, Moodle Streaming Media Chapter 15)

vii. Unit 6: (7 meetings = 350 mns)

a) Functional Objective (Leisure and Vacations) ; b) Specific Outcomes (students will: talk about leisure activities and vacations; ask questions using interrogative pronouns; compare and contrast actions and things; discuss the concept of friendship in France) ; c) Testing Objectives (Written communication project 3: Teacher-graded, peer-graded, and self-evaluated ; teacher-graded reading comprehension activity; teacher-graded cultural topic investigation/creative project; teacher graded in-class participation; Oral Proficiency examination; Final written examination) ; d) Multimedia Support (Video program currently adopted: “*Le Chemin du Retour*” Episode 16; Audio program currently adopted: *Débuts* audio program, Moodle Streaming Media Chapter 16).

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 201.

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

d. Proposed Matrix of Task-based projects:

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/OEDDetail.aspx?page=3&TopicRelationID=337&ContentID=13799&Content=51538>). These tasks need to respond to the following adapted ACTFL Proficiency Guidelines for the Intermediate-low level:

1. Two written exams (<i>Midterm/Final</i>)	20%
<i>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.</i>	
2. One final oral exam	10%
3. Task-based projects	50%
4. Participation and attendance	20%

1. u

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

m

bers

2. express the duration and the beginning moment of an action
3. modify the meaning of a verb with adverbs
4. locate people and places
5. talk about popular foods in different parts of the world
6. talk about leisure activities and vacations
7. describe and narrate simple situations in the past
8. describe old habits
9. learn to express the difference between completed and continued actions in the past
10. ask questions using interrogative pronouns
11. compare and contrast actions and things
12. discuss occupations and professions
13. talk about French holidays, festivals, and celebrations
14. discuss life's milestones
15. discuss popular media (France and in the USA)
16. talk in greater depth about university studies

17. talk about traveling by train, by plane, and by car
18. learn to move about in Paris
19. discuss XXth century modes of communication, and the NTICs (New Information/Communication Technologies)
20. discuss the concept of friendship in France
21. talk about popular foods in different parts of the world; name countries and nationalities
22. learn about immigration in France in the XXth century
23. read about the period of the “Great Disturbance” in the history of the Acadians.

All 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 201 are permitted a maximum of three (3) absences during the semester or one (1) absence during the summer session. 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 2 (Second Edition)*. McGraw-Hill. ISBN-13 978-0-07-321911-0

Supplemental: Moodle (<http://Moodle.iup.edu/> --look in your list of courses for FRNC 201 Streaming Media)

i. Bibliography

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- Chamot, Anna Uhl and O'Malley, Michael J. (1994). *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach*. Reading, MA: Addison-Wesley.
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- Lewin, Larry and Shoemaker, Betty Jean. (1998). *Great Performances: Creating Classroom-Based Assessment Tasks*. Alexandria, VA: Association for Supervision and Curriculum Development.
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- Phillips, J., & Draper, J. (1994). "National standards and assessments: What does it mean for the study of second languages in the schools?" In G.K. Crouse (Ed.). *Meeting new challenges in the foreign language classroom* (pp. 1-8). Lincolnwood, IL: National Textbook.
- Shrum, J. L. & Glisan, E.W. (2000). *Teacher's Handbook: Contextualized Language Instruction*. 2nd ed. Boston, MA: Heinle & Heinle Publishers.
- Tedick, Diane J., Ed. (1998). *Proficiency-Oriented Language Instruction and Assessment: A Curriculum Handbook for Teachers*. Minneapolis, MN: University of Minnesota, Center for Advanced Research in Language Acquisition.

II. Summary of Proposed Revisions

- a. This course revision is part of the re-organization and updating of the French Service sequence (FRNC 101 through FRNC 202).
- b. The goal of the sequence is to explain the importance of language instruction for Liberal Studies and in the larger university curriculum.
- c. To enhance the feasibility of the proposed re-organization of the French Service sequence, FRNC 201 will be offered only during Fall semester (instead of Fall and Spring), moving the French sequence toward a cohort model where FRNC 101 and FRNC 201 are taught in the Fall, and FRNC 102 and FRNC 202 are offered in the Spring. This model will allow for all the French courses to be taught with the current level of resources.
- d. Course outcomes from FRNC 101 through 202 are sequenced and scheduled in a manner that allows even true beginners to reach the Intermediate proficiency by the end of FRNC 202.
- e. FRNC 201 course prerequisites are to complete FRNC 102 or to obtain an adequate score on the placement test (nationally-normed WebCAPE).
- f. FRNC 201 course outcomes are defined functionally in terms of the desired communicative objectives; they are defined more precisely.
- g. FRNC 201 course outline is defined more specifically and embraces current approaches to language instruction: Communicative Language Teaching, the Multimedia Approach, and Task-Based Instruction.
- h. Evaluation methods offer a mix of diagnostic, formative, achievement, and proficiency testing.
- i. Attendance policy is clearly defined.

Selected Side-by-Side Comparison of Course Syllabi

Current course:	Proposed course revision:
<p>Catalog Description FR 201 College French 3c-01-3sh The initiation of college-level mastery of basic language skills and exposure to cultural materials. Supplements beginners' oral competency with more advanced reading and writing. Emphasis on narration in the past. Efforts are made to practice skills and comprehend texts in authentic cultural contexts. Liberal Studies humanities credit is given for this course.</p>	<p>Catalog description FRNC 201 Intermediate French 1 3 class hours 0 lab hours 3 credits (3c-01-3cr)</p> <p>Prerequisite: FRNC 102, or qualifying score on placement test (WebCAPE score between: 337-402pts), or permission of instructor.</p> <p>Offered in the Fall semester. Continued study of French; development of listening, reading, speaking, and writing, with special focus on aural/oral skills. The students will learn in a multimedia environment. Students will converse and ask questions in the past. Students learn the different way to express completed action that occurred at a specific time in the past vs. expressing an action that continued in the past over an indefinite, undetermined period of time. Through the use of multimedia, students continue their inquiries into the daily lives of native speakers of French around the world.</p>

III. Justification/Rationale for the Revision

a. This course revision is one of four proposals that have two purposes: The re-organization and updating of the French service sequence.

- **Re-organization:** 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 necessary outcome of the sequence is to bring the motivated learners to, at least, a proficiency of Intermediate-mid 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). Self-study data have shown in the past two years (AY 2006-2007 and AY 2007-2008) that the current sequence did not offer enough contact hours to reach the desired outcomes: The functional topics and grammatical contents that have to be studied at the beginning level were never fully covered in the 4 credit hours offered at IUP. This makes the transition from French 101 to French 201 distinctly problematic as the same 3 credit hours class has *de facto* to cover the beginning-level objectives before tackling the first intermediate objectives. As a consequence, at the end of French 202, many learners do not reach the intermediate level (a majority scored only at the novice-high level on WebCape during the AY 2007-2008), making it highly improbable that they reach the required proficiency outcomes for those who are going to major in French.

After consultation with foreign language education specialists and the Dean of the College of Humanities and Social Sciences, one of the proactive steps agreed upon by the French faculty is to reinstate the French 102 class (3 credit hours; see appropriate proposal) that had been eliminated in 1991, to bring back the number of contact hours in French 101 to three (3) hours, and to change the prerequisites for FRNC 201 and FRNC 202.

The new FRNC 201 is now designed to accommodate learners whose proficiency is at the Novice-high level on the ACTFL Proficiency Guidelines Scale, aiming to take them to achieve at least Intermediate-low proficiency by the end of the class.

- **Updating of the Curriculum:** Another pro-active step taken by the French faculty was to acknowledge that simply increasing contact hours at the Beginning level and reorganizing the Intermediate level would not necessarily lead to the targeted proficiency at the end of the service sequence. The existing sequence reflected the early developments of Communicative Language Teaching (CLT) as defined in the late 1980s and early 1990s. The new sequence strengthens this commitment by adding newer developments in Second Language Acquisition (SLA): Task-Based Instruction (TBI) and the Multimedia Approach (MMA).

MMA: Thanks to Moodle and streaming video and audio programs, FRNC 201 students may now completely immerse themselves in French in class and outside of class. A virtual environment is created that allows them at any time to (a) watch a French film that is correlated to their workbook and textbook, (b) listen to French audio programs that are related to the French film and the curricular objectives of the unit being currently studied, (c) engage in written synchronous communication (chat with each other or with guests from France), (d) engage in asynchronous written communication (leaving messages on bulletin board, Emails, or blogs). This environment allows the French faculty to free a significant amount of class time for practice, explanations, and oral/aural communication.

TBI: Popularized by N. Prabhu (The Bangalore Project), Task-based instruction (TBI) is a method of instruction in the field of Second Language Acquisition that has proven successful. Its main focus is the use of authentic language. It also focuses on having the students doing meaningful tasks (“Projects”) using the target language. Assessment is therefore primarily, but not exclusively, based on task outcomes. It is an approach that has been demonstrated to be specifically effective to develop fluency, student intrinsic motivation, and student confidence.

Future self-study data will show, in the IUP context, whether this re-actualization leads to the desired outcomes: Reaching consistently and for all learners the Intermediate-mid or Intermediate-high proficiency levels in speaking and writing on the ACTFL proficiency scale.

IV. Old Syllabus of Record

a. **Catalog Description**

FR 201 College French

3c-01-3sh

The initiation of college-level mastery of basic language skills and exposure to cultural materials. Supplements beginners' oral competency with more advanced reading and writing. Emphasis on narration in the past. Efforts are made to practice skills and comprehend texts in authentic cultural contexts. Liberal Studies humanities credit is given for this course.

b. **Course Objectives**

The primary objective of College French I is the development of proficiency, that is the increased ability to communicate in written and oral form for a variety of purposes and in a variety of contexts.

A. Listening: The student will develop the ability to understand sentences of increasing complexity and to respond on the basis of common experience or some text read: i.e.

1. the ability to extract from the stream of speech relevant facts of communication: tense, gender, number, and/or interrogation/affirmation signals,
2. the ability to follow the main point of a story without grasping every detail
3. the ability to hear and retain the meaning of expanding sentences, whose span is gradually extended throughout the semester.

B. Speaking: The student will demonstrate a limited ability to create with the language, incorporating a variety of common experiences: i.e.

1. to describe a detailed picture involving known vocabulary
2. to narrate a story based on cartoons
3. to engage in face-to-face dialog and role-play using the present and eventually past tenses and the subjunctive in some limited usages.
4. to understand and manipulate some pronominal substitutions

C. Reading: The student will be able to determine with minimal recourse to a dictionary, the main focus, key ideas and most supporting details in expository and narrative writing on familiar topics.

D. Writing: The student will be able to create written questions, statements and accounts with sufficient accuracy to meet limited practical needs: i.e.

1. to incorporate grammatical points in correct written usage
2. to create short guided compositions related to familiar topics.

C. Course Outline

Approximately four to five hours of instruction and evaluation will be devoted to each of the following units.

(Although details of each unit may vary with textbooks chosen order and difficulty of material, the course will closely follow this pattern.)

A. Review of skills and materials commonly taught in high school French courses and in the preparatory FR 101 at IUP: i.e. knowledge of basic sentence structure, oral and written expression in the present, mastery of 1st and 2nd conjugation and several irregular verbs; vocabulary and expressions related to personal and family identity, activities, possessions, travel, food, living patterns.

Review of past tense.

B. Meteorological expressions and study of world-wide French-speaking countries.

Grammar: Completion of compound past. Practice in past narration. High-frequency idiomatic expressions. Problems in vowel contrast. Cumulative review.

Skills practice: Writing about weather and personal reactions to it.

C. Professions and careers, plans and desires, personal qualities. Survival expressions in stating work experience, basic work skills and talents.

Grammar: Basic modal verbs. Form and expressions subjunctive. Basic pronominal substitutions. Cumulative review.

Skills practice: Filling in personnel-type forms, supplying personal facts and narrative.

D. Merchandise, specialty stores. elements of advertising, foreign money denominations and conversion. Survival expressions in purchasing, paying, making change.

Grammar: 3rd conjugation verbs. Forms of familiar and formal imperative with pronoun substitutions. Measure and quantity expressions. Cumulative review.

Skills practice: In reading. finding relationships between pronouns and antecedents, in writing, avoiding redundancies.

E. Health. hygiene, physical well-being, body references.

Survival expressions in medical care.

Grammar: Reflexive verbs in present, past, imperative, infinitive forms. High-frequency "figurative" idioms. Cumulative review.

Skills practice: Reading for main ideas. Using dictionary.

F. Clothing, dressing for activities, sizes, survival expressions in clothing purchases.

Grammar: review adjectives (color, size, etc.) and agreement, structure of comparative and superlative, irregular verb "to put (on)", cumulative review.

Skills practice: in writing, expressing comparisons, contrasts, assessing superlatives.

G. Common cultural events, rituals, and costumes, survival expressions for invitations, acceptances, refusals.

Grammar: High-frequency adverbs and adverbial expressions.

The *imperfect* past tense: form and contrast with *passé composé* past tense.

Skills practice: Written narration in past using imperfect and *passé composé*.

Demonstrating basic courtesy in written correspondence.

H. International issues, cultural plurality. Survival skills in reading the international press.

Grammar: Pronoun substitutions (y, en), irregular verbs: *savoir, connaître, voir, croire*.

Preview: formation of future tense.

Skills practices: Reading and synopsisizing reportage in past using Imperfect and *passé composé*.

D. Evaluation Methods:

This multi-section course does not require block examinations.

Thus, individual faculty will structure evaluation according to their emphases within the syllabus specifications. In general, however, the following guidelines will be respected:

50-60% major examinations: 3 to 5 during the semester, including the final. Major exams are to evaluate cumulative mastery of course material. Each major exam is to include a listening component, a short answer / grammatical component; a short paragraph writing component, and a reading comprehension component.

20-30% shorter, scheduled quizzes to cover individual topics, units, skills, etc.

5-20% on homework preparation and class participation 5-20% on oral examinations scheduled with students individually

E. Required Textbook:

Many textbooks would be appropriate to the course material and emphases. We have currently adopted:

Jarvis, Gilbert A. et. al. *Invitation: Contextes, cultures, et communications*, 3rd ed. New York: Holt, Rinehart, and Winston, Inc., 1988.

Tape program and workbook selections (*Invitation*)

Supplemental texts from library holdings

F. Special Resource Requirements:

Eicher language laboratory and/or tape duplication

G. Bibliography

ACTFL, Krashen, Omaggio, Rivers, Valdman.