

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Dept. of Foreign Languages	Phone Dept. 7-2325

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

1. Course Proposals (check all that apply)

<input type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	<input type="checkbox"/> Course Deletion
<input checked="" type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	<input checked="" type="checkbox"/> Catalog Description Change

Current course prefix, number and full title: **FRNC 102 Basic French II**

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate
This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

<input type="checkbox"/> Learning Skills	<input type="checkbox"/> Knowledge Area	<input type="checkbox"/> Global and Multicultural Awareness	<input type="checkbox"/> Writing Across the Curriculum (W Course)
<input type="checkbox"/> Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)			
<input type="checkbox"/> Global Citizenship	<input type="checkbox"/> Information Literacy	<input type="checkbox"/> Oral Communication	
<input type="checkbox"/> Quantitative Reasoning	<input type="checkbox"/> Scientific Literacy	<input type="checkbox"/> Technological Literacy	

3. Other Designations, as appropriate

<input type="checkbox"/> Honors College Course	<input type="checkbox"/> Other: (e.g. Women's Studies, Pan African)
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4. Program Proposals

<input type="checkbox"/> Catalog Description Change	<input type="checkbox"/> Program Revision	<input type="checkbox"/> Program Title Change	<input type="checkbox"/> New Track
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> New Minor Program	<input type="checkbox"/> Liberal Studies Requirement Changes	<input type="checkbox"/> Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Marveta Ryan-Sams</i>	11-8-11
Department Chairperson(s)	<i>Sue Wood</i>	12-9-11
College Curriculum Committee Chair	<i>Theresa</i>	12/14/11
College Dean	<i>Fann</i>	12/14/11
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Sedquist</i>	2/28/12

Received

DEC 15 2011

Liberal Studies

Part II: Description of Curricular Change

1. Syllabus of Record

I. Catalog Description.

FRNC 102 Basic French II

4 class hours

0 lab hours

4 credits

(4c-01-4cr)

Prerequisite:

FRNC 101, or qualifying score on placement test

(WebCAPE score between: 286-362),

or permission of instructor.

For beginning students. Students must achieve an appropriate placement test score to enroll (score comprised between 286-362). 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. Attendance is mandatory. Students may not register for, or take a D/F repeat in, FRNC 102 when credit has already been received for a higher-numbered FRNC course.

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:

- 1) describe people and things in present and past time frames;
- 2) narrate common actions in present and past time frames;
- 3) identify body parts;
- 4) discuss health issues;
- 5) describe the weather;
- 6) express duties and obligations;
- 7) express locations;
- 8) identify occupations and professions;
- 9) use pronouns to avoid repetition of nouns and names;
- 10) use adverbs to speak more precisely about common actions;
- 11) use ordinal numbers;
- 12) identify and describe various elements of Francophone cultures.

c. Detailed Course Outline.

i. Preliminary Unit: (3 meetings = 150 mns)

- a) Course and 101-201 Sequence Presentation (Placement test: WebCape, Syllabus, Policies, Media);
- b) Specific outcomes (Students will: review main curricular objectives of FRNC 101: Narrate and describe in the present tense; specifically review Present

conjugation of high frequency verbs such as ETRE, AVOIR, ALLER, VENIR, FAIRE, POUVOIR, VOULOIR, PRENDRE, METTRE, BOIRE, SORTIR); c) Testing objectives (Oral recording project 1: teacher-graded, self-evaluated; teacher-graded cultural topic investigation/creative project; teacher-graded in-class participation; teacher-graded reading comprehension activity; teacher graded in-class participation)

ii. Unit 1: (7 meetings = 350 mns)

a) Functional Objective (Interpreting and reporting information about health); b) Specific Outcomes (students will: define and identify body parts; report about 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: Teacher-graded, self-evaluated, and peer-evaluated; teacher-graded listening comprehension activity; and teacher-graded in-class participation).

iii. Unit 2: (7 meetings = 350 mns)

a) Functional Objective (Explaining urban leisure activities); b) Specific Outcomes (students will: name and recognize leisure urban activities; order a meal in a restaurant; identify and express the weather; express past events and when they happened; interpret and report information about French cafes, restaurants, brasseries; summarize WW2 from different French perspectives); c) Testing Objectives (Oral proficiency project: teacher-graded, self-evaluated; teacher-graded in-class participation; teacher-graded reading comprehension activity; teacher graded in-class participation).

iv. Unit 3 (7 meetings = 350 mns)

a) Functional Objective (Narrating in the past) ; b) Specific Outcomes (students will: name and classify occupations and professions; recognize 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: Teacher-graded, self-evaluated, and peer-evaluated; teacher-graded listening comprehension activity; teacher-graded cultural topic investigation/creative project; and teacher-graded in-class participation; In-class Midterm Examination) .

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

a) Functional Objective (Interpreting and reporting about life milestones); b) Specific Outcomes (students will: define, restate and classify life's milestones; explain and interpret information about popular media; describe simple situations in the past; describe old habits) ; c) Testing Objectives (Oral proficiency project: teacher-graded, self-evaluated; teacher-graded in-class participation; teacher-graded reading comprehension activity; teacher graded in-class participation).

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

a) Functional Objective (Reporting about "old" and new communication technologies); b) Specific Outcomes (students will: recognize and express completed and continued actions in the past; recognize and express information about "old" and new communication

technologies; discover and report about university studies); c) Testing Objectives (Written communication project: Teacher-graded, self-evaluated, and peer-evaluated; teacher-graded listening comprehension activity; and teacher-graded in-class participation).

vii. Unit 6: (9 meetings = 450 mns)

a) Functional Objective (Understanding and describing travels by car, by train, by plane, by subway); b) Specific Outcomes (students will: recognize and express travels by train, by plane, by car, by subway around Paris; recognize and express the duration and beginning time of an action; modify the meaning of a verb with adverbs) ; c) Testing Objectives (Oral proficiency project: teacher-graded, self-evaluated; teacher-graded in-class participation; teacher-graded reading comprehension activity; teacher graded in-class participation).

viii. Unit 7: (8 meetings = 400 mns)

a) Functional Objective (Describing and recommending exotic foods) ; b) Specific Outcomes (students will: label, distinguish and classify popular foods in different parts of the world; name countries and nationalities; interpret and analyze information about immigration in France in the XXth century) ; c) Testing Objectives (Written communication project: Teacher-graded, self-evaluated, and peer-evaluated; teacher-graded listening comprehension activity; teacher-graded cultural topic investigation/creative project; and teacher-graded in-class participation; Final Oral Examination)

d. Evaluation Methods.

- i. Mid-term and final in-class examinations will be designed by the French faculty. Individual faculty will structure tasks (projects/tasks) according to their emphases within the syllabus specifications. Each unit allows the instructor to propose a task testing the Interpersonal or Presentational Communication skills (ACTFL Standards 1.1 and 1.3) and the Interpretive Communication skills (ACTFL Standard 1.2) of the learners. In general, however, the following guidelines will be suggested.

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%

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

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

ii. Grading Scale

Grading Scale: A=91-100%; B=82-90%; C=73-81%; D=64-72%; F=0- 63% (in line with the grading scale for the 4-credit Spanish 102.)

iii. Proposed Matrix of Task-based projects:

Task type	Unit
1: Teacher-graded writing communication	Unit 1, Unit 3, Unit 5, Unit 7
2: Teacher-graded reading activity	Preliminary Unit Unit 2, Unit 4, Unit 65, Unit 8
3: Teacher-graded listening activity	Unit 1, Unit 3, Unit 5, Unit 7
4: Teacher-graded speaking activity	Preliminary Unit Unit 2, Unit 4, Unit 65, Unit 8
5: Peer-graded writing activity	Unit 1, Unit 3, Unit 5, Unit 7
6: Self-evaluated writing activity	Unit 1, Unit 3, Unit 5, Unit 7
7: Self-evaluated speaking activity	Unit 1, Unit 3, Unit 5, Unit 7
8: Teacher-graded cultural activity	Unit 3, Unit 7
9. Teacher-graded participation	Every unit
Teacher-graded participation	Every unit

iv. 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://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1701&ContentID=13799&Content=110446>). These tasks need to respond to the following general guidelines:

- Listening: Students will be able to understand short utterances drawn from familiar material, recognize types of authentic listening texts, and identify keywords and ideas in spoken French.
- Speaking: Students will be able to 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: Students will be able to read and identify key words and ideas in recombined short narratives and dialogues using familiar memorized material.
- Writing: Students will be able to list, identify and label from verbal cues, supply simple written form-style information, transcribe oral French in familiar contexts, and write simple paragraphs using memorized material.

All appropriate rubrics are based on the *American Council on the Teaching of Foreign Languages (ACTFL)*'s Proficiency Guidelines

(<http://www.actfl.org/i4a/pages/index.cfm?pageid=4236>)

e. 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 four (4) absences during the semester. After the fourth unexcused absence, there will be a penalty of 2% per unexcused absence, subtracted from the final grade. 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.

f. Required textbooks:

We have currently adopted:

H. Jay Siskin, Ann Williams, Thomas T. Field. (2009). *Débuts: An Introduction to French* (Third Edition). McGraw-Hill.

g. Bibliography

Adair-Hauck, B., Glisan, E. W., Koda, K., Swender E. B., & Sandrock, P. (2006). The Integrated Performance Assessment (IPA): Connecting assessment to instruction and learning. *Foreign Language Annals*, 39, 359-382.

Berberi, T., Hamilton, E. C. & Sutherland, I. M. (eds) (2008). *Worlds Apart? Disability and Foreign Language Learning*. Yale University Press.

Duncan, G. (2000). The Standards-Based Classroom and Assessment: The Proof is in the Pudding. *AATSP Professional Development Series, Teaching Spanish With the Five C's: A Blueprint for Success*. Gail Gunterman. Fort Worth, TX: Harcourt College Publishers.

Glisan, E. W., Adair-Hauck, B., Koda, K., & Sandrock, P. (2003). *ACTFL Integrated Performance Assessment*. Yonkers, NY: ACTFL.

Igarashi, K., Wudthayagorn, J., Donato, R., & Tucker, G. R. (2002). What does a novice look like? Describing the grammar and discourse of young learners of Japanese. *The Canadian Modern Language Review*, 58, 526-554.

Klapper, J. (2003). Taking communication to task? A critical review of recent trends in language teaching. *Language Learning Journal*, 27, pp. 33-42.

Met, M. (1999). *Content-Based Instruction: Defining Terms, Making Decisions*. College Park, MD: National Foreign Language Center.

National Standards in Foreign Language Education Project. (2006). *Standards for Foreign Language Learning in the 21st Century: including Arabic, Chinese, classical languages, French, German, Italian, Japanese, Portuguese, Russian, and Spanish*. Third edition, revised. Yonkers, NY.

Ohio Department of Education. (2011, August 24). *Ohio foreign language model assessment project*. Retrieved from <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1701&ContentID=13799&Content=110446>

Pica, T. (2002). Subject-Matter Content: How Does It Assist the Interactional and Linguistic Needs of Classroom Language Learners? *Modern Language Journal*, 86, 1-19.

Shrum, J.L., & Glisan, E. W. (2010). *The teacher's handbook: Contextualized language instruction* (4th ed.). Boston, MA: Heinle Cengage Learning.

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 201).
- b. The proposed revision does not change the pedagogical approach of the French Service sequence that was approved by the IUP Senate in the spring of 2009. The only proposed changes are to reorganize the sequence from a 3/3/3/3 model (4 courses, 3 credits each, meeting 3 times a week: 3c-01-3cr) to a 4/4/4 model (3 courses, 4 credits each, meeting 4 times a week: 4c-01-4cr).
- c. The resources (textbook, multimedia supporting materials) are no longer indicated in the syllabus of record to allow more flexibility to the faculty in the French program if better materials were to become available in the future.

III. Justification/Rationale for the Revision

- a. This course revision is one of three proposals that only serve one purpose: The re-organization of the French service sequence.
 - As it is currently being offered, the French service sequence is composed of French 101 (3c-01-3cr), French 102 (3c-01-3cr), French 201 (3c-01-3cr), and French 202 (3c-01-3cr); the necessary outcome of this 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.
 - The proposed changes will reorganize the curriculum approved by the IUP Senate in spring 2009, but spread the content across three academic terms instead of four.
 - The new French 102 (4c-01-4cr) will now be offered four times a week, include the objectives, approach, contents of the current FRNC 102 (3c-01-3cr), as well as 5 units

from the current FRNC 201 (3c-01-3cr), approved by the IUP Senate in 2009.

IV. Old Syllabus of Record

1. Syllabus of Record

I. Catalog Description.

FRNC 102 Basic French II

3 class hours

0 lab hours

3 credits

(3c-01-3cr)

Prerequisite:

FRNC 101, or qualifying score on placement test

(WebCAPE score between: 260-336),

or permission of instructor.

For beginning students. Offered every spring semester. Students must achieve an appropriate placement test score to enroll (score comprised between 260 and 336). 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. Attendance is mandatory. Students may not register for, or take a D/F repeat in, FRNC 102 when credit has already been received for a higher-numbered FRNC course.

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:

- 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
- 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

III. Detailed Course Outline.

- i. Preliminary: (2 meeting = 100 mns) Course Presentation (Placement test: WebCape, Syllabus, Policies, WebCt 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, WebCt 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, WebCt 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, WebCt 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, WebCt 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, WebCt Streaming Media Chapter 10)

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 101.
- 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&TopicRela>

tionID=337&ContentID=13799&Content=51538). These tasks need to respond to the following general guidelines:

- Listening:** Students will be able to understand short utterances drawn from familiar material, recognize types of authentic listening texts, and identify keywords and ideas in spoken French.
 - Speaking:** Students will be able to 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:** Students will be able to read and identify key words and ideas in recombined short narratives and dialogues using familiar memorized material.
 - Writing:** Students will be able to list, identify and label from verbal cues, transcribe oral French in familiar contexts, and write simple paragraphs using memorized material.
- 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 WebCT.

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 101 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: WebCt (<http://webCt.iup.edu/> --Look in your list of courses for FRNC 101 Streaming Media).