

LSC Use Only Proposal No:
LSC Action-Date:

UWUCC Use Only Proposal No: *11-74e.*
UWUCC Action-Date: *AP 3/06/12*

Senate Action Date: *App- 3/20/12*

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 checked="" type="checkbox"/> Course Number and/or Title Change | <input checked="" type="checkbox"/> Catalog Description Change |

Current course prefix, number and full title: **FRNC 201 Intermediate French I**

Proposed course prefix, number and full title, if changing: **FRNC 201 Intermediate French**

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) |
|--|---|

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>	<i>11-8-11</i>
Department Chairperson(s)	<i>Sean McQuinn</i>	<i>12-9-11</i>
College Curriculum Committee Chair	<i>Shoelmon</i>	<i>12-14-11</i>
College Dean	<i>A am</i>	<i>12/14/11</i>
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate	<i>Edel Reilly, TECC Chair</i>	<i>3/1/12 2/29/12</i>
UWUCC Co-Chairs	<i>Gail Sedquist</i>	<i>3/8/12</i>

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Liberal Studies

Liberal Studies

Liberal Studies

Part II. Description of the Curriculum Change

1. New Syllabus of Record

I. Catalog Description

FRNC 201 Intermediate French

4c-01-4cr

Prerequisite: FRNC 102, or qualifying score on the WebCAPE placement test (score above 362), or permission of instructor.

Continued study of French; development of listening, reading, speaking, and writing, but primary emphasis is on aural/oral skills. Students use a multimedia environment to learn to 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; students review how to narrate and describe in the past, ask and give directions, talk about the future, avoid repetitions, learn to combine simple sentences, express and understand conditional sentences, express and understand subjective statements, and understand indirect discourse. Through the use of multimedia, students continue their inquiries into 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 201 when credit has already been received for a higher-numbered FRNC course. Liberal Studies humanities credit is given for this course.

II. New Syllabus or 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 do the following in French:

- 1) describe people and things in present, past, and future time frames;
- 2) narrate common actions in present, past, and future time frames;
- 3) describe people and things using relative clauses;
- 4) ask for and give directions;
- 5) discuss hypothetical situations and conditions;
- 6) express judgments, necessity, will, obligation, emotions, doubt, and uncertainty;
- 7) discuss various elements of Francophone cultures, past and present.

c. Course Outline

i. Preliminary: (3 meeting = 150 mns)

a) Course Presentation (Placement test: WebCape, Syllabus, Policies, Multimedia support), b) Specific outcomes (Students will: review main curricular objectives of FRNC 102: Conjugation of high frequency verbs such as DEVOIR, VOIR, CROIRE, RECEVOIR, DIRE, LIRE, ECRIRE, SAVOIR, CONNAITRE, OUVRIR, VIVRE, SUIVRE, reflexive verbs, as well as conjugation and use of the *Passé Composé* and *Imparfait*); 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 (Explaining and recommending leisure activities and vacations) ; b) Specific Outcomes (students will: label, explain, and recommend leisure and vacation activities; ask questions using interrogative pronouns; compare and contrast actions and things; discuss the concept of friendship 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 (Understanding and describing travels) ; b) Specific Outcomes (students will: talk about geographical features; ask and give directions; talk about the future; use direct object and indirect object pronouns in the same sentence; learn about the causes of popularity shifts in France and in Africa during the 20th century) ; 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).

- iii. Unit 3: (7 meetings = 350 mns)
 - a) Functional Objective (Expressing, reporting and critiquing information about environmental issues) ; b) Specific Outcomes (students will: identify and explain information about farm life; express, report and critique information about environmental issues; describe people and things using relative clauses; talk about everyday actions; learn about how country life and city life relate to the geography of France; read a folktale from the Cévennes) ; 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).

- iv. Unit 4: (7 meetings = 350 mns)
 - a) Functional Objective (Explaining hypothetical situations and conditions); b) Specific Outcomes (students will: Restate and explain information about war-time events; discuss hypothetical situations and conditions; use demonstrative pronouns to refer to specific things and people; learn more about the Resistance movement in France during the Second World War; read about Martinique and New Caledonia) ; 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).

- v. Unit 5: (8 meetings = 400 mns)
 a) Functional Objective (Expressing judgment, necessity, and obligation); b) Specific Outcomes (students will: Restate and explain information about the city of Marseille; express judgment, necessity, and obligation using infinitives; express obligation and will, using the subjunctive; learn about workplace customs 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).
- vi. Unit 6: (8 meetings = 400 mns)
 a) Functional Objective (Expressing emotions such as doubt and uncertainty) ; b) Specific Outcomes (students will: Restate and explain information about art, music, and other cultural opportunities in Marseille; Expressing emotions, including doubt and uncertainty, in the subjunctive mood; describe and explain information about museums as institutions in French society; read about cultural policy in Quebec) ; 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).
- vii. Unit 7: (9 meetings = 450 mns)
 Functional Objective (Narrating stories that include events at various points in the past: The *Plus-que-Parfait*) ; b) Specific Outcomes (students will: narrate travels to other countries in the past; review narrating with the *passé composé* and the *imparfait*; narrate stories that include events at various points in the past, using the *Plus-que-Parfait*; learn to understand indirect discourse in narration; restate and explain information about the culture of Casablanca) ; 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).
- viii. Final exam (120 mns)
- 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. 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 (<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% |

* Participation will be evaluated as determined by the instructor, through graded in-class assignments and/or a daily grade that reflects the student's level of active engagement in class.

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

ii. Grading Scale

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

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 6, 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 6, 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

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

[The instructor should specify an attendance policy that is acceptable to the faculty of the Department of Foreign Languages, and that is in accordance with the Undergraduate Course Attendance Policy, found in the Undergraduate Catalog.]

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.

Objectives	ACTFL-NCATE Standards	ACTFL Standards for Foreign Language Learning	COE-ET Conceptual Framework Component	French Educ.Program Competencies	Course Assessment Technique Measuring Objectives
1	1.c,	1.1, 1.2, 1.3, 4.1,	1.a	3, 6	Written project assignments, Reading comprehension projects, Speaking proficiency projects , Listening comprehension projects. Midterm Examination final oral exam (Key Assessment)
2	1.c,	1.1, 1.2, 1.3, 4.1,	1.a	3, 6	Written project assignments, Reading comprehension projects, Speaking proficiency projects , Listening comprehension projects. Midterm Examination final oral exam (Key Assessment)
3	1.c,	1.1, 1.2, 1.3, 4.1,	1.a	3, 6	Written project assignments, Reading comprehension projects, Speaking proficiency projects , Listening comprehension projects. Midterm Examination
4	1.c,	1.1, 1.2, 1.3, 4.1,	1.a	3, 6	Written project assignments, Reading comprehension projects, Speaking proficiency projects , Listening comprehension projects. Midterm Examination
5	1.a, 1.b, 1.c,	1.1, 1.2, 1.3, 2.1, 4.1,	1.a	3, 6	Written project assignments, Reading comprehension projects, Speaking proficiency projects , Listening comprehension projects. final oral exam (Key Assessment)
6	1.a, 1.b, 1.c,	1.1, 1.2, 1.3, 2.1, 4.1,	1.a	3, 6	Written project assignments, Reading comprehension projects, Speaking proficiency projects , Listening comprehension projects. Final Examination final oral exam (Key Assessment)
7	2.a	2.2, 3.2, 5.1	1.a	3, 6	Written project assignments, Reading comprehension projects, Speaking proficiency projects , Listening comprehension projects. Final Examination

**Assessment that appears in bold is designed for mean and score range aggregated reporting.*

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.
- d. Though the 3-credit FRNC 201 and 202 are listed as Liberal Studies courses, this proposal for a 4-credit FRNC 201 course does not designate it as a Liberal Studies course under any of the new LS categories. Therefore, this proposal does not include any of the documents required for LS courses.

III. Justification/Rationale for the Revision

- a. This course revision is one of three proposals that only 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 201 (4c-01-4cr) will now be offered four times a week, include some of the objectives, approach, contents of the current FRNC 201 (3c-01-3cr), as well as the objectives, approach, contents of the current FRNC 202 (3c-01-3cr) approved by the IUP Senate in spring 2009.

IV. Old 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. Attendance is mandatory. Students may not register for, or take a D/F repeat in, FRNC 201 when credit has already been received for a higher-numbered FRNC course. Liberal Studies humanities credit is given for this course.

II. New Syllabus of record

d. 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.

e. Course Outcomes

The students will be able to:

- 1) use ordinal numbers
- 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.
- f. Course Outline (based on current text)
- a. Preliminary unit: (1 meeting = 50 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 10)
 - b. 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, WebCt Streaming Media Chapter 11).
 - c. 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, WebCt Streaming Media Chapter 12).
 - d. 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, WebCt Streaming Media Chapter 13).
 - e. 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, WebCt Streaming Media Chapter 14).

f. 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, WebCt Streaming Media Chapter 15)

g. 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, WebCt Streaming Media Chapter 16).

g. Evaluation Methods

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.

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

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 (<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%

Proposed Matrix of Task-based projects:

<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

h. 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 adapted ACTFL Proficiency Guidelines for the Intermediate-low level:

- **Listening:** Students are able to 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:** Students are able to 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:** Students are able to 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:** Students are able to 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.

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 WebCt.

i. Grading Scale

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

j. 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. 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.

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