

LSC Use Only Proposal No: _____ UWUCC Use Only Proposal No: 11-746
 LSC Action-Date: _____ UWUCC Action-Date: App-2/28/12 Senate Action Date: App-3/20/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Marveta Ryan-Sams	Email Address mmryan@iup.edu
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 101 Basic French I

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) |
|--|---|

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>Joan McQuinn</i>	<i>12-9-11</i>
College Curriculum Committee Chair	<i>Patricia Moore</i>	<i>12/14/11</i>
College Dean	<i>Amm</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		
UWUCC Co-Chairs	<i>Gail Sedrist</i>	<i>2/28/12</i>

Received

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Part II. Description of the Curriculum Change

1. New Syllabus of Record

I. Catalog Description

FRNC 101 Basic French I	4 class hours
Prerequisite: Appropriate score on the Placement test (WebCape): score below 285	0 lab hours 4 credits (4c-01-4cr)

For beginning students. Not open to native speakers, except by special permission of department. Students must achieve an appropriate placement test score to enroll (score comprised between 0 and 285). 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 become acquainted with elements of 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 101 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 greet others, introduce themselves, and take leave in a culturally acceptable manner;
- 2 talk about everyday actions in the present tense;
- 3 describe in the present tense people, places, and everyday objects (such as clothing, houses, rooms, and furnishings);
- 4 talk about days, months, and dates;
- 5 talk about actions that are going to happen soon;
- 6 use numbers up to 10,000 in giving information about self, others, and specific situations;
- 7 express quantities;
- 8 ask yes/no and informational questions in the present tense;
- 9 express negation in the present tense;
- 10 use expressions of agreement and disagreement;
- 11 express desires and preferences;
- 12 express and respond to apologies;
- 13 give and respond to commands and directions;
- 14 identify the gender of nouns in French;
- 15 use pronouns to avoid repetition of nouns;
- 16 express possession;
- 17 identify regions/countries where French is spoken;
- 18 discuss nationalities;
- 19 identify and describe elements of Francophone cultures.

c. Course Outline (based on currently adopted text)

- i. Preliminary Unit: (3 meetings = 150 mns)
Course and 101-201 Sequence Presentation (Placement test: WebCape, Syllabus, Policies, Media); Specific outcomes (Students will: greet others, introduce themselves, and take leaves in a culturally acceptable manner; count from 0 to 59; learn about the gender of nouns; learn common vocabulary and commands used in the classroom, learn the regions/countries where French is spoken).
- ii. Unit 1: (6 meetings = 300 mns)
 - a) Functional Objective (Interpreting information about studying and applying it in structured conversations) ; b) Specific Outcomes (learn vocabulary related to studying in a university environment; express negative ideas in the present tense; ask simple yes/no questions in the present tense; learn about the education system in France and in other French-speaking countries) ; 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: (6 meetings = 300 mns)
 - a) Functional Objective (Describing people and familiar objects) ; b) Specific Outcomes (students will: describe people and things in the present tense; use adverbs of frequency; use expressions of agreement and disagreement; talk about everyday actions; learn about the importance of television in France) ; c) Testing Objectives (Teacher-graded reading comprehension activity; Oral proficiency project: teacher-graded, self-evaluated; teacher-graded in-class participation)
- iv. Unit 3: (6 meetings = 300 mns)
 - a) Functional Objective (Exploring the city: Giving and understanding directions) ;
 - b) Specific Outcomes (students will: converse about places and people; explain where things are located; describe movement in a city; discuss nationalities; ask questions using tag phrases; learn about nonverbal communication in France; talk about actions that are going to happen soon) ; c) Testing Objectives (Written Communication project: Teacher-graded, peer-graded, and self-evaluated ; teacher-graded reading comprehension activity; teacher graded in-class participation).
- v. Unit 4: (7 meetings = 350 mns)
 - a) Functional Objective (Describing families and family relationships) ; b) Specific Outcomes (students will: converse about their family; count above 60; talk about days, months, and dates; learn about the diversity of France; learn about the notion of family in France; express possession; ask questions about where, when, why, how, how much, and how many in the present tense) ; c) Testing Objectives (Teacher-graded listening comprehension activity; Oral proficiency project: teacher-graded, self-evaluated; teacher-graded cultural topic investigation/creative project; teacher-graded in-class participation; In-class Midterm Examination).

- vi. Unit 5: (7 meetings = 350 mns)
 - a) Functional Objective (Describing my house) ; b) Specific Outcomes (students will: tell time; describe houses, rooms, and furnishing in the present tense; express and respond to apologies; describe daily activities; ask clarifications about people or things) ; c) Testing Objectives (Written communication project: 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).

- vii. Unit 6: (7 meetings = 350 mns)
 - a) Functional Objective (Describing people and the clothes they wear); 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 (Teacher-graded listening comprehension activity; Oral proficiency project: teacher-graded, self-evaluated; teacher-graded cultural topic investigation/creative project; and teacher-graded in-class participation).

- viii. Unit 7: (7 meetings = 350 mns)
 - a) Functional Objective (Describing food and the places where it is purchased; carrying out a grocery shopping trip); 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 (Written communication project: Teacher-graded, self-evaluated, and peer-evaluated; teacher-graded listening comprehension activity; and teacher-graded in-class participation).

- ix. Unit 8: (7 meetings = 350 mns)
 - a) Functional Objective (Describing formal and informal meals; ordering food in a restaurant); 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 (Teacher-graded reading comprehension activity; Oral recording project: teacher-graded, self-evaluated; Final Oral Examination; teacher-graded in-class participation).

- 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% |

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

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 101.)

iii. Proposed Matrix of Task-based projects:

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

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 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 101 (4c-01-4cr) will now be offered four times a week, include the objectives, approach, contents of the current FRNC 101 (3c-01-3cr), as well as 3 units from the current FRNC 102 (3c-01-3cr), approved by the IUP Senate in spring 2009.

IV. Old Syllabus of Record

I. Catalog Description

FRNC 101 Basic French I	3 class hours
Prerequisite: Appropriate score on the Placement test (WebCape): score below 260	0 lab hours 3 credits (3c-01-3cr)

For beginning students. Offered every Fall semester. Not open to native speakers, except by special permission of department. Students must achieve an appropriate placement test score to enroll (score comprised between 0 and 260). 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 become acquainted with elements of 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 101 when credit has already been received for a higher-numbered FRNC course.

II. New Syllabus of record

h. 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.

i. Course Outcomes

The students will be able to:

- 1) learn to greet others, introduce themselves, and take leaves in a culturally acceptable manner.
- 2) learn to count (first from 0 to 59; then above 60).
- 3) learn about the gender of nouns in French.
- 4) learn the regions/countries where French is spoken.
- 5) talk about days, months, and dates.
- 6) learn about the education system in France and in other French-speaking countries.
- 7) discuss nationalities.
- 8) learn about the diversity of France.
- 9) learn about the notion of family in France.
- 10) express possession.
- 11) learn vocabulary related to studying in a university environment.
- 12) ask simple yes/no questions in the present tense.
- 13) ask questions using tag phrases.
- 14) ask questions about *where, when, why, how, how much, and how many* in the present tense.
- 15) express negative ideas in the present tense.
- 16) use expressions of agreement and disagreement.
- 17) express and respond to apologies.
- 18) describe people, things, houses, rooms, and furnishing in the present tense.
- 19) learn to give and understand directions.
- 20) learn about nonverbal communication in France.

- 21) talk about actions that are going to happen soon.
- 22) talk about actions that just happened.

j. Course Outline (based on current text)

- a. Preliminary Unit: (2 meetings = 100 mns)
Course and 101-202 Sequence Presentations (Placement test: WebCape, Syllabus, Policies, WebCt Streaming Media); Specific outcomes (Students will: greet others, introduce themselves, and take leaves in a culturally acceptable manner; count from 0 to 59; learn about the gender of nouns; learn the regions/countries where French is spoken).
- b. Unit 1: (8 meetings = 400 mns)
 - a) Functional Objective (Talking about studying) ; b) Specific Outcomes (learn vocabulary related to studying in a university environment; express negative ideas in the present tense; ask simple yes/no questions in the present tense; learn about the education system in France and in other French-speaking countries) ; 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 1; Audio program currently adopted: *Débuts* audio program, WebCt Streaming Media Chapter 1).
- c. Unit 2: (8 meetings = 400 mns)
 - a) Functional Objective (Describing people and things) ; b) Specific Outcomes (students will: describe people and things in the present tense; use adverbs of frequency; use expressions of agreement and disagreement; talk about everyday actions; learn about the importance of television in France) ; 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 2; Audio program currently adopted: *Débuts* audio program, WebCt Streaming Media Chapter 2).
- d. Unit 3: (8 meetings = 400 mns)
 - a) Functional Objective (Exploring the city: Giving and understanding directions) ; b) Specific Outcomes (students will: converse about places and people; explain where things are located; describe movement in a city; discuss nationalities; ask questions using tag phrases; learn about nonverbal communication in France; talk about actions that are going to happen soon) ; 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 3; Audio program currently adopted: *Débuts* audio program, WebCt Streaming Media Chapter 3).
- e. Unit 4: (8 meetings = 400 mns)
 - a) Functional Objective (My family) ; b) Specific Outcomes (students will: converse about their family; count above 60; talk about days, months, and dates; learn about the diversity of France; learn about the notion of family in France; express possession; ask questions about where, when, why, how, how much, and

how many in the present tense) ; c) Testing Objectives (Teacher-graded listening 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 4; Audio program currently adopted: *Débuts* audio program, WebCt Streaming Media Chapter 4)

- f. Unit 5: (8 meetings = 400 mns)
- a) Functional Objective (My house) ; b) Specific Outcomes (students will: tell time; describe houses, rooms, and furnishing in the present tense; express and respond to apologies; describe daily activities; ask clarifications about people or things) ; 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 5; Audio program currently adopted: *Débuts* audio program, WebCt Streaming Media Chapter 5)

k. 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 101.

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 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

1. Grading of task-based assessment activities

Appropriate tasks for assessments will be designed by individual instructors. Model tasks can be found at the Ohio Foreign Language Model Assessment Project (<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=337&ContentID=13799&Content=51538>). These tasks need to respond to the following general guidelines:

- **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.sil.org/lingualinks/LANGUAGELEARNING/OtherResources/ACTFLProficiencyGuidelines/ACTFLProficiencyGuidelines.htm>) and can be found on WebCt.

m. Grading Scale

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

n. 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.

o. Required textbooks:

We have currently adopted:

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

Workbook/Laboratory Manual:

H. Jay Siskin, Ann Williams, Nancy Virtue, Elise Leahy Jr. (2007). Début: 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)