

13-326

LSC Use Only Proposal No:

UWUCC Use Only Proposal No: ~~12-1295~~

LSC Action-Date: AP-5/2/13

UWUCC Action-Date: App-10/29/13

Senate Action Date: App-12/3/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Department of Foreign Languages	Phone 7-2325 (Ryan-Sams), 7-2707 (McCreary)

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)

New Course Course Prefix Change Course Deletion

Course Revision Course Number and/or Title Change 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)

Learning Skills Knowledge Area Global and Multicultural Awareness Writing Intensive (include W cover sheet)

Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship Information Literacy Oral Communication

Quantitative Reasoning Scientific Literacy Technological Literacy

3. Other Designations, as appropriate

Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change Program Revision Program Title Change New Track

New Degree Program New Minor Program Liberal Studies Requirement Changes Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Marveta Ryan-Sams</i>	2-26-13
Department Chairperson(s)	<i>Sean McCreary</i>	2-26-13
College Curriculum Committee Chair	<i>[Signature]</i>	3-6-13
College Dean	<i>[Signature]</i>	3/6/13
Director of Liberal Studies (as needed)	<i>[Signature]</i>	10/21/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Sechrist</i>	10/29/13

Received

OCT 15 2013

Liberal Studies

Received

APR 22 2013

Liberal Studies

Part II, Item 1: FRENCH 102 – NEW SYLLABUS OF RECORD

I. Catalog Description.

FRNC 102 Basic French II

4c-01-4cr

Prerequisite: FRNC 101, or qualifying score on the WebCAPE placement test (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. Course Outcomes

At the completion of French 102, students will be able to...

1. identify main ideas or significant information from spoken or recorded French;
2. speak French with accurate pronunciation so as to be understood by a native speaker used to dealing with second-language learners;
3. communicate effectively in uncomplicated everyday situations using any of the three modes (interpersonal, interpretive, and presentational) in the following ways:
 - a. describe people in terms of their appearance, professions, occupations, their body parts, physical health and health issues;
 - b. list present and past activities of self and others, including daily routine and leisure-time activities;
 - c. ask questions to obtain specific information about persons, places, weather, and familiar household objects;
 - d. describe one's duties and obligations;
 - e. use appropriate pronouns to avoid the unnatural repetition of nouns;
4. communicate effectively in written form through paragraphs about events that occurred in the past;
5. recognize the relationships among selected products, practices, and perspectives of the cultures studied;
6. compare and contrast selected aspects of the cultures studied with their own culture.

Outcomes 1-4: Expected Undergraduate Student Learning Outcomes #1 and 2, *Informed and Empowered Learners*:

Rationale for Outcomes 1-4 (language-related outcomes): As Informed Learners, students acquire knowledge of vocabulary and grammar. As Empowered Learners in a language course, students must solve problems of communication by determining how to convey their ideas in a

way that is appropriate and understandable within given contexts. In essence, students creatively synthesize linguistic and cultural information into their own messages. In order to accomplish these tasks, the students may need to access, evaluate, interpret, and use information from a variety of sources. Class activities, assignments, and assessments will require students to apply all of the aforementioned skills.

Outcome 5:

Students will be able to recognize the relationships among selected products, practices, and perspectives of the cultures studied.

Expected Undergraduate Student Learning Outcomes #1 and #3, *Informed* and *Responsible* Learners

Rationale for Outcome 5: Products include but are not limited to artifacts, objects, texts, and films. Practices include but are not limited to everyday activities, special events, and celebrations. Perspectives include but are not limited to values, beliefs, attitudes, and points of view. Assignments and class activities will require students to become *Informed* about products, practices, and perspectives of the culture studied, as well as their interrelationships. This knowledge will allow students to demonstrate an understanding of the identities, histories, and cultures of others (*Responsible learners*).

Outcome 6:

Students will be able to compare and contrast selected aspects of the cultures studied with their own culture.

Expected Undergraduate Student Learning Outcomes #1 and #3, *Informed* and *Responsible* Learners

Rationale for Outcome 6: Assignments and class activities will require students to become *Informed* about cultural customs and societal changes, as well as to recognize interrelationships, commonalities, and differences among cultures. This knowledge will allow students to demonstrate an understanding of the identities, histories, and cultures of others (*Responsible learners*).

III. Detailed Course Outline.

Units will include a variety of activities such as: homework assignments, in-class activities, teacher-graded and self-assessed oral proficiency projects, teacher-graded and peer-evaluated projects, teacher-graded in-class participation. All outcomes may be goals for all units. This outline notes the particular communicative skills that are specifically stressed in the units due to their themes. Individual instructors may select from a variety of cultural topics; cultural topics listed here are examples.

- 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-tense 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: (8 meetings = 400 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)
- ix. Final Exam: (120 mns)

IV. Evaluation Methods

a) Student Outcomes Assessment Matrix for French 102

COE-ET Conceptual Framework Component	ACTFL/NCATE Program Standards	French Education Program Competencies	Course Objectives	Course Assessment Technique Measuring Objectives*
1.a.	1.a.	3, 4, 5, 6, 7, 8, 10	1	Formative Activities Final oral interaction
1.a.	1.a.	3, 5	2	Formative Activities; Final oral interaction
1.a.	1.a.	3, 4, 5, 6, 7, 8	3a	Formative Activities; Final oral interaction
1.a.	1.a.	3, 4, 5, 6, 7, 8	3b	Formative Activities; Final oral interaction
1.a.	1.a.	3, 4, 5, 6, 7, 8	3c	Formative: in-class activities, written coursework Summative: Final oral interaction ; Written exams
1.a.	1.a.	3, 4, 5, 6, 7, 8, 10	3d	Formative: in-class activities, written coursework; Summative: Written exams
1.a.	1.a.	3,4,5,6,7,8	3e	Formative: in-class activities, written coursework Summative: Written exams
1.a.	1.a.	3,4,5,6,7,8,9,10	4	Formative: compositions Summative: Written Exams
1.a.	1.a.	9,10,11,14	5	Formative: in-class activities, written coursework; Summative: Written exams
1.a.	1.a.	9,10,11,14	6	Formative: in-class activities, written coursework; Summative: Written exams

b) 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 (National Standards for Foreign Language Education (5

C's) Standards 1.1 and 1.3)) and the Interpretive Communication skills (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 Interaction) and task-based activities (projects) as follows:

Two written exams (Midterm/Final) 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.	Midterm 10% Final 10%
Final Oral Interaction	10%
Task-based Projects	50%
Participation*	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. Homework assignments, quizzes, and exams will assess students' knowledge of vocabulary, grammar, and culture, as well as their listening and reading comprehension skills and writing abilities. The oral interaction will assess their verbal and aural skills.

V. Example Grading Scale

- A=91-100%;
- B=82-90%;
- C=73-81%;
- D=64-72%;
- F=0- 63% ;

VI. Attendance Policy

Attendance is required. [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.]

VII. Required textbooks, supplemental books and readings

Required textbooks:

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

Supplemental materials:

It is appropriate to expand course content beyond the textbook and current language teaching pedagogy encourages doing so. In keeping with the spirit of this requirement, each faculty member will incorporate pedagogically appropriate materials that allow student learning to extend beyond textbook-based activities. Some sample activities may include:

- Using song lyrics, poems, newspaper and magazine articles, video-clips, and movies as part of language proficiency activities.
- Having students research an aspect of a particular topic (i.e. immigration, civil unions, open-air markets, current events) and bring their findings to class for a discussion or activity.
- Asking students to locate or to read background information on a well-known figure or cultural product; students would bring the information to class for an oral communication activity. For example: information on fashion designers for a discussion on *haute couture*; or biographical information on Charles de Gaulle prior to discussing the Resistance in World War II.

VIII. Special Resource Requirements

None.

IX. 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.

American Council on the Teaching of Foreign Languages. (2012). *ACTFL proficiency guidelines—speaking* (3rd ed.). Alexandria, VA: Author. Available: <http://actflproficiencyguidelines2012.org>

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.

Part II, Item 2: Summary of proposed revisions

1. The course outcomes were revised from the current syllabus of record. The course outcomes remain aligned with the proficiency guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL), and reflect currently accepted teaching practices in foreign languages. The outcomes are now also aligned with the Expected Undergraduate Student Learning Outcomes (EUSLOs) so that the course can be considered as a Liberal Studies Elective in the category of Oral Communication.
2. This proposal adds language with regard to non-textbook readings that are used in foreign language courses. The inclusion of non-textbook materials must be interpreted in the broadest sense possible for foreign language courses.

Part II, Item 3: Justification/rationale for the revision.

This course is not currently approved as a Liberal Studies Elective and is being revised to meet the new curriculum criteria for the Oral Communication category. Research has shown that studying a foreign language improves communication skills, cognitive and critical thinking abilities, and should play a key role in an undergraduate education. This course also provides the department with an opportunity to reach potential majors and minors.

The course outcomes for FRNC 102 are based on the proficiency guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL) and the National Standards for Foreign Language Learning. The course outcomes are designed to build functional language proficiency, and the revised course outcomes remain aligned with this field-specific content.

PART II, Item 4: The old syllabus of record is on the following pages.

PART II, Item 5: Liberal Studies course approval form and checklist are on the final pages of the proposal.

PART III: Letters of support. None. These changes do not affect any other departments.

Part II, Item 4: Old Syllabus of Record

1. Syllabus of Record
- I. Catalog Description.

FRNC 102 Basic French II

4c-01-4cr

Prerequisite: FRNC 101, or qualifying score on the WebCAPE placement test (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 do the following in French:

- 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: (8 meetings = 400 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)

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)

ix. 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=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

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.

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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.

Sample Assignment: Final Oral Interaction

All French 102 courses include a final (cumulative) oral communication assessment, which requires students to demonstrate their functional language ability developed throughout the course. This assignment is worth 10% of the final course grade. The French faculty teaching FRNC 102 use the similar role-play scenarios/situations and grading rubrics for this assignment.

In the final weeks of the semester or during the final exam period, each student meets with the instructor for this assessment. The oral final lasts between 7 and 15 minutes. The student is presented with a variable number of situation cards, placed faced down; the actual test situations are not revealed ahead of time; the student selects a card, and then engages with the professor in the role-play described on the card. In that conversation the student will have the opportunity to demonstrate the extent to which he or she has met the course's stated objectives.

This interaction will be graded using this rubric (on the next page):

	TARGET 4 = Exceeds Expectations	ACCEPTABLE 3 = Meets Expectations (High)	ACCEPTABLE 2 = Meets Expectations (Low)	UNACCEPTABLE 1 = Does Not Meet Expectations
Task completion <i>Self-directedness and thoroughness in fulfilling the requirements of the situation</i> Score =	Completes all required tasks without prompting or questioning by the instructor. Provides the details essential to the situation.	Completes all required tasks but with some prompting and/or questioning OR completes the majority of required tasks without prompting and/or questioning.	Completes half of required tasks without prompting and/or questioning OR completes a few required tasks with prompting and/or questioning.	Does not complete any required tasks, even with prompting and/or questioning.
Interpersonal Communicative Strategies <i>Participation and responsiveness in conversation; ability to clarify misunderstanding</i> Score=	Participates actively and responds in conversation. Clarifies meaning by restating and adding details. Asks for clarification as needed and responds appropriately.	Participates actively and responds in conversation. May clarify by restating and adding details. May ask for clarification and respond appropriately, although with some hesitation.	Participates and responds but may avoid attempts at clarification. Hesitates and may not respond appropriately and/or hesitation interrupts flow of conversation.	Participation mainly limited to responding. Avoids attempts at clarification.
Vocabulary <i>Appropriateness, variety and amount of vocabulary used in context</i> Score =	Uses appropriate vocabulary for the context and incorporates a broad range and wide variety of vocabulary.	Uses appropriate variety and range of vocabulary for the context or in order to complete the task.	Uses a limited range of vocabulary and lacks variety in order to complete the task.	Uses a very limited amount of vocabulary lacking any range or variety and/or vocabulary is not appropriate for completing the task.
Grammar <i>Patterns* of errors in grammatical structures (e.g., sentence/question formation, verb tense/conjugation, agreement)</i> Score=	There are no patterns of errors in structures targeted in the course. A few minor errors may be present but they do not affect comprehensibility of the message (at least 90% accuracy overall).	There are one or two patterns of errors in structures targeted in the course. Some errors are present that may affect comprehensibility of the message (at least 75% accuracy overall).	There are several patterns of errors in structures studied in the course. At least half of message is still comprehensible (at least 50% accuracy overall).	There are major patterns of errors in structures studied in the course. These errors compromise the comprehensibility of the message (less than 50% accuracy overall).
Comprehensibility <i>Degree to which the message is understood by those accustomed to interacting with language learners</i> Score =	Responses are understood and there are no major pronunciation errors or examples of English interference.	The majority of responses are understood and there are a few pronunciation errors and/or examples of English interference but they do not affect comprehensibility of much of the message.	There are several patterns of pronunciation errors and/or English interference. A speaker may need to ask for repetition. A part of the message may be difficult to understand.	There are many patterns of pronunciation errors and/or English interference. A speaker may experience difficulty in understanding the message, even with repetition.
Total raw score		Converted score		

***Patterns of errors refer to multiple occurrences of the same type of error in various tasks (e.g., verb tense, verb forms, noun/adjective agreement).**

**IUP Department of Foreign Languages: FRNC 102, 201
Final Oral Interaction: Percentage & Letter Grade Conversions***

Raw Rubric Score	Grade Book Score or Percentage	Grade Book Letter Grade
20	100	A
19	97	A
18	95	A
17	92	A
16	90	B
15	87	B
14	84	B
13	82	B
12	79	C
11	77	C
10	74	C
9	71	C
8	69	D
7	66	D
6	64	D
5	61	F

Note: A percentage of zero (0%) and a Letter Grade of F will be given if the student attends the final oral interaction but makes no attempt to speak French, or if the student does not attend the final oral interaction.

*These conversions are based upon this rubric formula: $(\text{Total Points} \times 52) / 20 + 48 = \underline{\hspace{2cm}} \%$

Answers to Liberal Studies Questions

1. *If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments and evaluation.*

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

In order to assure basic course equivalency, all sections of FRNC 102 utilize the same textbook, online workbook, and grading scale.

2. *Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. By explicit reference to specific items in the syllabus and/or by an explanation in your response to this answer, please describe how your course will meet this criterion. The following website has suggestions from Liberal Studies, Women's Studies, and Minority Affairs on ways to include the perspectives and contributions of women and minorities*

FRNC 102 does not lend itself to detailed discussion of gender and ethnic issues. However, diversity is acknowledged in the textbook: men and women, and people of various racial and ethnic backgrounds are featured in photographs, cultural selections, as well as in the currently adopted film for the course.

3. *Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. By explicit reference to specific items in the syllabus and/or by an explanation in your response to this answer, please describe how your course will meet this criterion.*

It is appropriate to expand course content beyond the textbook and current language teaching pedagogy encourages doing so. In keeping with the spirit of this requirement, each faculty member will incorporate pedagogically appropriate materials that allow student learning to extend beyond textbook-based activities. Some sample activities may include:

- Using song lyrics, poems, newspaper and magazine articles, video-clips, and movies as part of language proficiency activities.
- Having students research an aspect of a particular topic (i.e. immigration, civil unions, open-air markets, current events) and bring their findings to class for a discussion or activity.
- Asking students to locate or to read background information on a well-known figure or cultural product; students would bring the information to class for an oral communication

activity. For example: information on fashion designers for a discussion on *haute couture*; or biographical information on Charles de Gaulle prior to discussing the Resistance in World War II.

4. *If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. If this is such an introductory course, how is it different from what is provided for beginning majors?*

This is an introductory course. It is intended for a general audience. French is not currently offered as a major. It is expected that most language minors will begin study in a higher level language course. A student declaring a French minor at this level would be expected to continue language study in more advanced courses in order to develop an appropriate level of functional language ability appropriate to their careers, whether for use as a language teacher or in another profession.

Liberal Studies Course Approval Checklist Instruction Sheet

Use this checklist for all Liberal Studies categories other than writing-intensive sections; a different checklist is available for this. If you have questions, contact the Liberal Studies Office, 103 Stabley, telephone 357-5715.

This checklist is intended to assist you in developing your course to meet IUP's Criteria for Liberal Studies and to arrange your proposal in a standard order for consideration by the Liberal Studies Committee (LSC) and the University-Wide Undergraduate Curriculum Committee (UWUCC). When you have finished, your proposal will have these parts:

Standard UWUCC Course Proposal Cover Sheet, with signatures and Liberal Studies course designation checked

Course syllabus in UWUCC format

UWUCC course analysis questionnaire. Needed only if this is a new course not previously approved by the University Senate. These are not considered by the LSC but will be forwarded to the UWUCC along with the rest of the proposal after the LSC completes its review.

Assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment

Answers to the four questions listed in the Liberal Studies Course Approval General Information (one page)

Submit the original of the completed proposal to the Liberal Studies Office (103 Stabley). In addition to the signed hard copy, email the proposal as a Word or RTF file attachment to Liberal-Studies@iup.edu.



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April 19, 2013

Dr. David Pistole, Chair
Liberal Studies Committee

Dear Dr. Pistole and Members of the Liberal Studies Committee:

It has come to our attention that there is a problem with a statement in the 2012-13 Undergraduate Catalog in the section about Liberal Studies Electives (on page 40). The problematic statement reads: "No course prefix may be used more than once, except for intermediate-level foreign language prefixes (FRNC, GRMN, ITAL, and SPAN), which may be used twice." The Department of Foreign Languages has recently made changes in its curriculum that necessitate a clarification in the Liberal Studies requirement.

In the past two years, the Department has submitted proposals to change the CHIN, FRNC, and GRMN course sequences from a series of four 3-credit courses to a series of three 4-credit courses, so as to align with SPAN course sequence. The Department has also proposed the creation of three 4-credit courses for Japanese (JAPN). In the sequences, the 102 courses are not designated as intermediate level, but rather as Elementary II, and in the case of French, FRNC 102 Basic French II. The 201 courses are designated as Intermediate. All of the 102 and 201 courses are being proposed as Liberal Studies Electives in the category of Oral Communication.

The Department recommends that the statement be changed to read: "No course prefix may be used more than once, except for foreign language prefixes (CHIN, FRNC, GRMN, JAPN and SPAN), which may be used twice." This wording would allow students to count both the 102 and 201 courses as Liberal Studies courses.

Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Marveta Ryan-Sams".

Marveta Ryan-Sams, Chair
on behalf of the Foreign Languages
Department Undergraduate Curriculum Committee