Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Marveta Ryan-Sams and J-Louis Dassier	Email Address: mmryan@iup.edu, dassier@iup.edu
Proposing Department/Unit **Department of Foreign Languages**	Phone: **Ryan-Sams (Dept. office) 7-2325** **Dassier (Dept. office) 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)

__X__ 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 230 Intermediate French Composition and Grammar**

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)	*Marveta Ryan Sams*	4-28-14
Department Chairperson(s)	*Sean Mel[...]*	4-30-14
College Curriculum Committee Chair	*[signature]*	5/7/14
College Dean	*[signature]*	5/8/14
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	*Gail Sechrist*	9/3/14

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NEW SYLLABUS OF RECORD

I. Catalog Description

FRNC 230 Intermediate French Composition and Grammar   (3c-0l-3cr)

Prerequisites: FRNC 220 or equivalent; may be taken concurrently.

Intensive practice in written expression and communication in French together with a grammar review. An intermediate-level language course with the goal of fostering writing in French for a variety of practical purposes. Review and expansion of specific grammar points will be integrated into each unit. Taught in French.

II. Course Outcomes

After completing this course, students will be able to:

1. produce cohesive paragraph-length writing and writing that consists of multiple connected paragraphs;
2. create written products with the audience in mind (formal, informal, academic, etc.);
3. engage in writing as a process which includes pre-writing, drafting, revising, and peer editing;
4. analyze model texts selected from contemporary French literature, recent newspaper articles, blogs, etc.
5. incorporate targeted grammatical structures into their writing;
6. write a journal or blog in French to reflect about the writing process and the French model texts analyzed in the course;
7. create descriptions of objects, places, and geographical locations;
8. create descriptions of people by preparing biographies or portraits;
9. narrate in the past in biographical writing to describe childhood events and significant experiences;
10. create formal correspondence such as cover letters, resumes, and e-mails;
11. create formal and informal reports by summarizing daily activities (personal and/or professional), historical and current events, and newspaper articles.

III. Course Outline

The course will focus on acquiring, expanding, and applying writing competence for a variety of culturally specific situations. The content will include review, expansion, and practice of previously acquired grammatical structures, depending on the needs of students.

A. Introduction to Course: 2 hours
- Syllabus
- Policies
- Information on content of the course
- Writing Process surveys (L1 & L2) Introduction to the writing process (pre-writing, drafting, editing, revising) and discussions of writing strategies.

B. Describing People: Representation of Self and Others   10 hours
   - La Description: Describe three scenes from your last Winter Break / Summer Vacations: Students will select three personal pictures of their last vacations away from IUP and will be instructed to describe in the present to someone who cannot see them.
   - Modèle: One example of description by JM Le Clezio (Nobel Prize winner 2008).
   - Connected Grammar: Le nom et ses déterminants ; l'adjectif ; comparatifs / superlatifs ; le présent de l'indicatif (review) ; « il y a / c'est » « c'est / il est » (new).

C. Communicating an Identity through (Auto)biographical Writing   10 hours
   - Le Portrait: Describing someone special: Students will select two characters (one from the private life, one from the public life) and write two short contrasting portraits.
   - Modèles: Someone close to me for an informal audience (Yann Moix, Renaudot Prize winner 2013 or "Roses Blanches"); a public figure (former president Nicolas Sarkozy's portrait from *Le Monde*).
   - Connected Grammar: Propositions relatives; discours indirect au présent; *Imparfait, Passé Composé* (review) ; discours indirect au passé; Plus-que-parfait (new).

D . Writing in the Professional World   10 hours
   - Sending messages: Personal versus Professional written communication; Writing e-mails, memos, and personal letters.
   - Creating a resume (*curriculum vitae)* and a cover letter *(letter de candidature)* for the francophone professional world.
   - Modèles: French/francophone and American resumes and cover letters to be compared and contrasted in terms of content, structure, and organization.
   - Connected Grammar: Les relations logiques; le futur; le conditionnel présent (review) ; la voie passive (new)

E. Writing Reports   10 hours
   - Identifying the elements of the traditional French summary (*résumé*) and Text report (*Explication de texte*), and producing texts in these genres.
   - Reporting and summarizing current events (Newspaper articles): What the French expect to read.
   - Reporting and explaining: Organizing your thoughts coherently in the *explication de texte* after the summary.
   - Compare and contrast francophone versus American content, structure, and organization of summaries and reports.
   - Connected Grammar: Les verbes pronominaux; les pronoms compléments (review); les pronoms toniques, le subjonctif (new).

Final Exam/Final Project: 2 hours

IV.   Evaluation Methods
The final grade will be determined as follows:

Participation	10%
Homework	10%
Process-oriented tasks and writing exercises	20%
Compositions	30%
Journal/Blog	10%
Final Exam/Final Project	20%

V. Grading Scale
90-100% = A   80-89% = B   70-79% = C   60-69% = D   59% and below = F

VI. Course 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 Texts, and Readings
Required Textbooks :
1) Gregoire, Maia; Thievenaz, Odile. (2004). *Grammaire Progressive Du Français: Avec 500 Exercices.* French & European Pubns. ISBN-10: 2090338547 / ISBN-13: 978-2090338546
2) Gregoire, Maia; Thievenaz, Odile. (2004). *Grammaire Progressive Du Français : Exercices communicatifs de la Niveau intermediaire.* Publisher: Cle; Nouvelle edition edition. ISBN-10: 9782090333596 / ISBN-13: 978-2266117333
3) H. Jay Siskin, Cheryl Krueger, Maryse Fauvel. (2003). *Tâches d'encre: French Composition, 2nd edition.* Boston: Houghton Mifflin Company. ISBN-10: 0618230475 ISBN-13: 978-0618230471

Highly Recommended Resource:
Charles Maquet. (2001). *Larousse Dictionnaire Analogique.* French & European Pubns. ISBN-10: 0785976450 ISBN-13: 978-0785976455

VIII. Special Resource Requirements
None.
However, students enrolled in this course should possess the following technology skills:
- The ability to use word processing software
- The ability to use the IUP e-mail system (I-mail)
- The ability to attach files to an e-mail message
- The ability to use presentation software such as PowerPoint
- The ability to use a blogging site (such as *Tumblr.com*)
- The ability to access information on the Internet
- The ability to copy and paste images
- The ability to use the IUP library web pages to find information on assigned topics

IX. Bibliography

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Sample Writing Assignment: Describing People: Representation of Self and Others

Big Idea: In this unit, we will be writing the portrait of someone you knew in high school.

The process will consist in the following steps; please check the appropriate boxes after completing the required (and/or optional) "*étapes*".

ETAPES - STEPS   ☑

1. Think about a classmate, teacher, or friend from high school, whom you would like to describe. To gather relevant information about him/her (brainstorm about what you will be writing), please answer the three (3) preliminary questions in ATELIER D'ECRITURE 1 (*Tâches d'Encres*, p. 34). ☐

2. To anticipate vocabulary issues, check VOCABULAIRE UTILE (*Tâches d'Encres*, p. 35). ☐

3. You may want to analyze a model portrait before thinking further about your text. Read "Portrait de Nestor" by Michel Tournier (*Tâches d'Encres*, pp. 37-9). Think about what we studied in class to analyze this text for its content (COMPREHENSION DU TEXTE, *Tâches d'Encres*, pp. 39-40), for its structure (ANALYSE STRUCTURELLE, *Tâches d'Encres*, p. 41), for its style (ANALYSE STYLISTIQUE, *Tâches d'Encres*, pp. 42-43) ☐

4. Language/Discourse: Keep in mind the activities from LES ACTES DE PAROLE (*Tâches d'Encres*, pp. 43-46) ☐

5. ATELIER D'ECRITURE 2 (*Tâches d'Encres*, pp. 49-50): In the light of ETAPES 3 & 4, rewrite your early draft (ATELIER D'ECRITURE 1). Make sure to include the grammatical structures studied in class: ☐
   - *Imparfait* vs. *Passé Composé*; ☐
   - one example of *discours indirect au passé*; ☐
   - two examples of *Plus-que-parfait* (mandatory). ☐

6. Proofread ATELIER D'ECRITURE 2: Focus on the verb forms. ☐

7. Optional: If you feel strongly about your text, proofread ATELIER D'ECRITURE 2: Focus on LA STYLISTIQUE (*Tâches d'Encres*, pp. 50-53) ☐

8. ATELIER D'ECRITURE 3 (*Tâches d'Encres*, p. 54), make sure to understand the list of suggestions for the final editing from the section RETOUCHES (*Tâches d'Encres*, pp. 54-55) ☐

General Grading Rubric

	4 Exemplary	3 Accomplished	2 Developing	1 Beginning
Task Completion	Task completed Content appropriate Ideas well-developed and organized	Task completed Content appropriate Ideas adequately developed and organized	Partial completion of task Content mostly appropriate Ideas underdeveloped	Minimal completion of task Content mostly inappropriate or inadequate
Level of discourse	Variety of sentence structures and cohesive devices	Limited variety of sentence structures and cohesive devices	Use of complete sentences, yet with repetitive structures Few cohesive devices	Presence of sentence fragments No cohesive devices
Comprehensibility by a reader who is used to reading texts by non-native writers	Text is readily comprehensible, requiring no interpretation on the part of the reader.	Text is comprehensible, requiring minimal interpretation on the part of the reader.	Text is comprehensible but requires frequent interpretation on the part of the reader.	Text is minimally comprehensible.
Grammar	Accurate use of language structures presently being studied	Accurate use of language structures presently being studied, 75% of the time	Accurate use of language structures presently being studied, at least 50% of the time	Accurate use of language structures presently being studied, less than 50% of the time
Vocabulary	Rich, varied, and accurate use of vocabulary pertinent to the material studied	Adequate and accurate use of vocabulary pertinent to the material studied	Somewhat adequate or inaccurate use of vocabulary	Inadequate or inaccurate use of vocabulary
Originality	Demonstrates considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Demonstrates some originality and inventiveness. The content and ideas are presented in an interesting but not unique way.	Demonstrates an attempt at originality and inventiveness, but ideas or arguments are similar to those of at least 30% of classmates.	Rehashes other people's ideas and shows very little attempt at original thought.

Rubric based on PALS (Performance Assessment for Language Students)

Rubric formula: (Total points x 52)/24 + 48 = _____ % Grade: _____

Course Analysis Questionnaire

Section A: Details of the Course

A1 How does this course fit into the programs of the department? For which students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

This course is designed for French minors. The current offerings in the Undergraduate Catalog do not include an Intermediate French Composition and grammar course. This course will provide students with the writing proficiency skills needed to successfully participate in 300-level culture and literature classes aimed at minors. The language acquisition classes offered to our students to fulfill the language requirement of various colleges and departments at IUP do not allow for the development of the many linguistic functions necessary write at the Intermediate-high proficiency level to as described in the proficiency guidelines by the American Council on the Teaching of Foreign Languages (ACTFL). This proficiency level is required to be able to write for real life personal and professional tasks and is defined by ACTFK as follows: *"Writers at the Intermediate-High level are able to meet all practical writing needs such as taking notes on familiar topics, writing uncomplicated letters, simple summaries, and compositions related to work, school experiences, and topics of current and general interest. Intermediate-High writers connect sentences into paragraphs using a limited number of cohesive devices that tend to be repeated, and with some breakdown in one or more features of the Advanced level. They can write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames, although with some inaccuracies and inconsistencies."* (ACTFL, 2001, Revised Proficiency Guidelines - Writing). This course, taught in French, will fill a void that has existed for many years. This course is modeled after SPAN 230 and will bring more homogeneity to the offerings of the different language sections of the Department of Foreign Languages by aligning course content and numbering.

A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

This course does not require changes in the content of existing courses or requirements for a program. No catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course.

A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

No, this course has not been offered before.

A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

No, this is not a dual-level course.

A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

This course may not be taken for variable credit.

A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

Yes, the following institutions offer courses that seem similar in focus:
- East Stroudsburg University of Pennsylvania: FLFR 315 (French Grammar and Composition);
- Slippery Rock University: FREN 300 (French Grammar and Composition 1).

A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

The course outcomes for FRNC 230 are based on the proficiency guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL). The course outcomes are designed to build functional language proficiency and remain aligned with field-specific course content. They also reflect currently accepted best practices in the teaching of foreign languages.

Section B: Interdisciplinary Implications

B1 Will this course be taught by instructors from more than one department or team taught within the department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

This course will not be taught by instructors from more than one department.

B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

This course does not duplicate or overlap with any courses taught in other departments at IUP.

B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

This course will not be cross-listed with other departments.

B4 Will seats in this course be made available to students in the School of Continuing Education?

This course will not be made available to students in the School of Continuing Education.

Section C: Implementation

C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

Current faculty resources are adequate. No new faculty will be needed to teach this course. This course will replace FRNC 341 French Grammar and FRNC 441 Advanced French Grammar. This course will count as one preparation and three hours of equated workload.

C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

Space: Current space allocations are adequate to teach this class.

Equipment: A smart classroom with a computer connected to the internet, a document camera, and a VCR/DVD player are required. All classrooms regularly assigned to faculty of the Department of Foreign Languages already have this equipment available.

Laboratory Supplies and other Consumable Goods: Neither are necessary for this class.

Library Materials: Library holdings are adequate for this course.

Travel Funds: N/A

C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

No resources for this course are funded by a grant. Books, films, and other audio-visual materials required for this course are either available in the library or as free online resources.

C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

FRNC 230 would ideally be taught once a year, during the spring semester, to allow students who have completed FRNC 201 during the fall semester to take this necessary course before their optional summer abroad program.

C5 How many sections of this course do you anticipate offering in any single semester?

Considering the current limitations, it would appear that the Department of Foreign Languages could fill one section per year of FRNC 230.

C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

25 students can be accommodated in this class which requires extensive use of the target language during every class session.

C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

The following professional societies for foreign language teachers recommend enrollment limits of 15-20 students for courses taught in the target language:

The Association of Departments of Foreign Languages (ADFL) recommends the following:

ADFL Guidelines and Policy Statements

ADFL reaffirms its position that the maximum class size for foreign language instruction in classes where all four skills are equally stressed should not exceed 20. We hold that the optimum class size is 15. In any case, particularly at the elementary and intermediate levels, class size must be small enough to enable--rather than to inhibit--the kind of effective interaction between teacher and students necessary to developing proficiency in the language.
Taken from: http://www.adfl.org/resources/resources_guidelines.htm#class

The American Council on the Teaching of Foreign Languages (ACTFL) recommends the following:

ACTFL Board Approved Position Statements (Updated 2010)

Since the goal of a standards-based language program is to develop students' ability to communicate, there must be opportunities for frequent and meaningful student-to-teacher and student-to-student interaction, monitored practice, and individual feedback during instructional time.

Therefore, while ACTFL recognizes the fiscal realities faced by schools and institutions of higher education, ACTFL supports the recommended class size of no more than 15 students, made by both the National Education Association (NEA) and the Association of Departments of Foreign Languages (ADFL). Since the most important consideration in determining class size should be pedagogical efficacy, ACTFL's position applies to both traditional and online classroom settings. Where larger class sizes exist, teachers must be provided with additional support in order to maintain sound pedagogical practices.
Taken from: http://www.actfl.org/i4a/pages/index.cfm?pageid=4368#maxclass

C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

This course is not intended to be offered as a distance education course.

Section D: Miscellaneous
Include any additional information valuable to those reviewing this new course proposal.

N/A

This document is not part of the proposal.

Upon approval by the CHSS Curriculum Committee, this proposal for FRNC 230 is to be sent to the UWUCC. (FRNC 230 is not being proposed as an LS course, nor as an Honors course, nor is it part of any education major.)