

MAY 08 1991

Indiana University of Pennsylvania
Senate University Wide Undergraduate Curriculum Committee

May 6, 1991

SUBJECT: Status of Curriculum Proposal for changes in the French Language Courses

TO: Robert Whitmer
French Department

FROM: Gary Buterbaugh, Co-Chair
Senate University Wide Undergraduate Curriculum Committee

Your proposal has passed the Senate University Wide Undergraduate Curriculum Screening Committee, except for the fact that the pages were not numbered. Please number all pages (may be done by hand) and duplicate 15 copies of it and send it to Tilly Sisko in the Provost's Office (Do not send them to me!). We will consider the proposal first thing in the fall. If you have questions, please call me at X3000.

CC: Dr. Hilda Richards, Co-Chair

TO: Screening Committee, UWUCC

FROM: Robert Whitmer, Chairperson, French Dept.

SUBJECT: French Course Revisions

Following the suggestions made by Nelson Bormann, the French Department is resubmitting its proposed curriculum changes as separate course revisions rather than as a "program change." (Our intent is to submit a program change for our majors at a later date.)

The proposed changes will only apply to those service courses which our department provides as liberal studies electives and to fulfill the language requirement for certain majors.

RATIONALE FOR CHANGES

The outside evaluators for the departmental self-study felt that too much of our faculty resources were committed to "remedial courses" (FR 151 and FR 152). We have been aware for a long time that a high percentage of the students enrolling in this beginning sequence were "faux debutants (false beginners)," who in some cases had as many as four years of French in high school. The revisions will encourage these students to enroll with a measure of confidence in the college French tract (FR 201 and FR 202 or the accelerated FR 203). The change in title at the intermediate level to College French I and II rather than French III and IV should clarify to the student whose major requires language study (College of Humanities/Social Sciences and College of Natural Sciences and Mathematics) exactly what our department perceives as college level work toward meeting the requirement and at the same time should enable students to use their high school background more advantageously and thereby reduce, in many cases, the credits/courses needed for this requirement. To accomplish these goals, we propose the deletion of FR 152, French II, 3 credits and the creation of a new course FR 101, Basic French, 4 credits, as a revision of FR 151. The new course will have four weekly class sessions (one hour in length) plus required homework in the language lab (approximately one hour per week). Successful mastery of the sound system and basic sentence structure (present tense, *passé composé*) should suffice for entry into one of the college French tracts. For many years French III has been a review of material that was introduced in FR II, so the modifications in the intermediate sequence are more cosmetic than with content. The only change, other than course title, at this level is with the current Accelerated FR 251/FR 252. The present system calls for two grades, one for the completion of FR 251 at the mid-term and a second for the end of the semester. The present accelerated model is confusing to students and to the scheduling center during registration, for some students enroll for only one of the

courses (either FR 251 which meets for the first seven weeks or for FR 252 which meets for the second seven weeks). This practice results in extra bookkeeping for the instructor. Furthermore, some students want to enroll for the six-hour block but when they phone in to register they are told that there is a conflict since they already have a course at that time. Actually there is no conflict, for the one course is over before the other begins. All of these headaches are eliminated in the proposed substitution of FR 203 for six credits. Only one grade will be given for this six-hour course and the same students will be enrolled for the entire semester. Having the same students in the course for the semester will also enable the French Department to continue the use of the highly successful French in Action program which has been piloted for the past two years. If a student now enrolled in FR 251/252 decided to withdraw from FR 252 and later take a regular three-hour course, he/she would be at a distinct disadvantage since the regular course uses a different text and a different approach.

REVISION OF FR 151 - ELEMENTARY FRENCH I

FR 101 will serve as a revised FR 151 with a change in number (151 to 101), title (French I to Basic French), and in number of credits (three to four). The new course FR 101 titled Basic French will meet four days each week for four credits; an additional hour of attendance in the language lab will be required as part of a student's homework.

FR 101 . Basic French 4 credits

COURSES TO BE DELETED

FR 152 French II 3 credits

N.B. Accelerated FR 151/152 will also be marked for deletion.

CHANGES IN THE INTERMEDIATE SEQUENCE--FR 251/FR 252

The only changes proposed at this level are in number (FR 251 to FR 201; FR 252 to FR 202), title (French III to College French I; French IV to College French II), and minor revisions in content. Enrollment in Accelerated FR 203 must be for the full semester (six credits).

FR 201 College French I 3 credits

FR 202 College French II 3 credits

FR 203 Accelerated College French I and II, 6 credits

COURSES REPLACED

FR 251 French III 3 credits

FR 252 French IV 3 credits

New

Revision

*Liberal
Studies
electives*

FR 251/252 Accelerated French III and IV, 3 credits each

College French 201, 202, and 203 will continue to count as liberal studies electives and as courses needed to fulfill the language requirement for certain majors.

Attached are catalog descriptions for the revised courses and syllabi for both the revised courses as well as the one course slated for deletion.

CATALOG DESCRIPTION

FR 101

Basic French

4c-01-4sh

For the student beginning the study of French or who needs remedial study before beginning the intermediate sequence. Primary emphasis is on the mastery of French pronunciation and oral communication. Students will learn to converse in simple present time and the compound past and become acquainted with the location of Francophone populations and elements of their daily lives. Attendance and Foreign Language Learning Center practice is required.

LSC Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: 9/11
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee



I. Title/Author of Change

Course/Program Title: FR 101 Basic French
Suggested 20 Character Course Title: Basic French
Department: French
Contact Person: Robert Whitmer

II. If a course, is it being Proposed for:

- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

 _____	<u>Robert J. Whitmer</u> _____
Department Curriculum Committee	Department Chairperson
 _____	<u>James</u> _____
College Curriculum Committee	College Dean *
_____	_____
Director of Liberal Studies (where applicable)	Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
to UWUCC: _____		

COURSE SYLLABUS

I. CATALOG DESCRIPTION

FR 101 Basic French

4c-01-4sh

For the student beginning the study of French or who needs remedial study before beginning the intermediate sequence. Primary emphasis is on mastery of French pronunciation and oral communication. Students will learn to converse in simple present time, become acquainted with location of Francophone populations and elements of their daily lives. Attendance and Foreign Language Learning Center practice is required.

II. COURSE OBJECTIVES

The primary objective of Elementary French is the development of a beginning level of proficiency as defined by the ACTFL guidelines, i.e. the ability to communicate specific messages in particular situations.

A. Listening: Students will be able to understand short utterances drawn from familiar material, recognize types of authentic listening texts, and identify key words and ideas in spoken French.

B. 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.

C. Reading: Students will be able to read and identify key words and ideas in recombined short narratives and dialogues using familiar memorized material.

D. 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.

III COURSE OUTLINE

Approximately five to six class hours of instruction and evaluation will be devoted to each of the following units.

(Although details of each unit may vary with textbooks chosen and order and difficulty of material will closely follow this pattern.)

A. First conversational contacts, statements about personal activities and preferences. France, its capital, elements of university life.

Grammar: Subject pronouns and affirmative, negative, interrogative of 1st conjugation verbs. Syllabification, vowel enunciation.

B. Statements of personal identity, profession; aspects of working life; Francophone Quebec.

Grammar: irregular verb "to be" and adjectives with number and gender agreement; liaison.

C. Family identity, household and personal possessions; typical French life-style.

Grammar: irregular verb "to have"; possessive, pre- and post-positioned adjectives; pronunciation of nasal vowels. Cumulative review.

D. Means of travel, types of vacation plans; place names, geographic locations, designation of time; "survival" travel expressions.

Grammar: irregular verb "to go"; prepositions; nationality adjectives; continuation nasal vowels. Cumulative review.

E. Food and "survival" eating commands and etiquette; contrasts in meals, eating patterns, foods; metric weights and measures; numbers.

Grammar: Irregular verbs "to take," "to drink"; demonstrative adjectives; the French "r"; cumulative review.

F. French urban living patterns; addresses, lodgings, stores, public services; "survival" expressions in asking and giving directions.

Grammar: irregular verb "to do"; ordinal numbers and percentages; spatial prepositions; dates; pronunciation problems /i/, /y/, /u/. Cumulative review.

G. Introduction to past time; designation of analog, digital clock time; reporting of common activities in past; "survival" expressions regarding television.

Grammar: the compound past conjugated with "avoir" and "etre"; Introduction of 2nd conjugation verbs; reading, pronouncing "s" and /s/. Cumulative review.

IV. EVALUATION METHODS:

This multi-section course does not require block examinations. Thus, faculty members will structure evaluation according to their emphases within the syllabus specifications. In general, however, the following guidelines will be respected:

50-60% Major written cumulative examinations: 3 to 5 during the semester. Major exams will include a listening (e.g. multiple choice, identification, labeling, dictation) component; short answer grammatical and vocabulary component, short paragraph writing component; and a reading comprehension component.

20-30% Shorter, scheduled quizzes to cover individual topics, units, etc.

0-20% Homework assignments and class participation

10-20% Oral examination scheduled with students individually

V. REQUIRED TEXTBOOK:

Many textbooks would be appropriate to the course material and

emphases. We have currently adopted:

Jarvis, Gilbert A. et. al. Invitation: Contextes, cultures, et communications, 3rd ed. New York: Holt, Rinehart, and Winston, Inc., 1988.

Tape program and appropriate lab media materials (Invitation)

VI. SPECIAL RESOURCE REQUIREMENTS:

Eicher language laboratory and/or tape duplication

VII. BIBLIOGRAPHY

ACTFL Provisional Proficiency Guidelines. Hastings-on-Hudson, NY: ACTFL, 1982.

Bragger, Jeannette D. "The Development of Oral Proficiency." In A. Omaggio, ed., Proficiency, Curriculum, Articulation: The Ties that Bind. Middlebury, Vt.: Northeast Conference, 1985.

Brown, H. Douglas. Principles of Language Learning and Teaching. Englewood Cliffs, N.J.: Prentice-Hall, 1980.

Brynes, Heidi. "The Role of Listening Comprehension: A Theoretical Base." Foreign Language Annals 17 (1984): 317-34.

Guadiana, C. Teaching composition in the Foreign Language curriculum. Language in Education: Theory and Practice Series, no. 43. Washington, D.C.: Center for Applied linguistics, 1981.

Higgs, Theodore V., and Ray Clifford. "The Push toward Communication." In Theodore V. higgs, ed, Curriculum, Competence, and the Foreign Language Teacher. ACTFL Foreign Language Education Series, vol. 13. Lincolnwood, Ill.: national Textbook, 1982.

Krashen, Stephen. Principles and Practice in Second Language Acquisition. New York: Pergamon Press, 1982.

Lowe, Pardee, Jr. Manual for Language School Oral Interview Workshops. Washington, D.C.: Defense Language Institute/Language School Joint Interview Transfer Project, 1982.

Omaggio, Alice C. "Pictures and Second Language Comprehension: Do They Help?" FOREign Language Annals 12 (1979): 107-16.

Omaggio, Alice C. Proficiency-Oriented Classroom Testing. Language in Education: Theory and Practice Series, no. 53. Washington, D.C.: Center for Applied Linguistics, 1983.

Phillips, June K. "Practical Implications of Recent Research in Reading." Foreign Language Annals 17 (1984): 285-96.

Rivers, Wilga M. A Practical Guide to the Teaching of French. New York: Oxford University Press, 1975.

Terrell, Tracy D. "A Natural Approach to Second Language Acquisition and Learning." *Modern Language Journal* 61 (1977): 325-37.

_____. "The ACTFL Proficiency Guidelines: A Historical Perspective." In Theodore V. Higgs, ed., *Teaching for Proficiency, the Organizing Principle*. ACTFL Foreign Language Education Series, vol. 15. Lincolnwood, Ill.: National Textbook, 1984.

French 151 - Elementary French I

Section 007, T R 1:15 - 2:45, Uhler 204

Instructor: Dr. Robert Whitmer, Sutton 454, ext. 5599

Office Hours: M W F 1-2; T R 9:45 - 11: 15

Required Texts:

Oates et al, Entre Amis, Houghton Mifflin: Boston, Mass., 1991

Oukada et al, Cahiers d'activites, Houghton Mifflin: Boston, Mass., 1991

Foreign Language Learning Lab: The lab is located in Eicher. Hours of operation will be given during the first week of the semester. Students are expected to spend at least one hour per week in the learning lab to complete required lab assignments.

Attendance Policy: Attendance in elementary language courses is mandatory and correlates positively with success in the course. The penalty for unexcused absences will be as follows:

- 4 - 6 absences: 5% penalty on final grade
- 7 - 9 absences: 10% penalty on final grade
- 10 or more: F for the course

Important Dates for Fall Term

- Sept. 4 First day of classes / Arena Drop-Add
- 6 Drop/Add deadline
- 13 D/F repeat deadline
- Oct. 18 Pass/Fail deadline
- 25 Mid-term-W deadline
- Nov. 27 Start of Thanksgiving recess
- Dec. 2 Classes resume
- Dec. 20 5 - 7 FINAL EXAM

Grading System: During the semester there will be four major written exams (including the final). Letter grades will then be assigned according to the following scale:

- 90 - 100 A
- 80 - 89 B
- 70 - 79 C
- 60 - 69 D
- 0 - 59 F

Functional and Communicative Proficiency Goals:

- 1- Present tense of all regular verbs.
- 2- Formation of the passé composé for transitive and intransitive verbs

- 3- How to ask questions and give positive and negative replies.
- 4- Mastery of the irregular verbs.
- 5- Awareness of the various noun markers (articles, partitives, possessives, and their agreement)
- 6- Prepositions and common adverbs
- 7- Vocabulary essential to telling time, the weather, the date, etc.
- 8- Proficiency in performing everyday functions in French (ordering at a cafe, asking directions, making introductions, shopping, checking in at a hotel, etc.)

French 152 - Elementary French II

Section 002, M W F 10:30 - 11:30, STF 110

Instructor: Dr. Robert Whitmer, Sutton 454, ext. 5599

Office Hours: M W F 1-2; T R 10-12

Text: Jarvis et al, Invitation, 3rd edition, Holt, Rinehart and Winston, New York, 1988 (Course begins with a review of Chapter 8)

Duplication of Tapes: There is an optional tape program which supplements the text. To take advantage of this study aid, purchase a cassette of high quality, take the cassette to Sutton 483, and put it in the box marked FRENCH TAPES TO BE DUPLICATED. Put your name, name of the text and the lesson to be duplicated on it. The tape will be copied and placed in the box FRENCH TAPES DONE. The lesson can be erased when ready to copy the next one.

Attendance Policy: Attendance in elementary language courses is mandatory. Therefore, the following penalties will be assessed for unexcused absences.

4-6 absences: 5% penalty on final grade
 7-9 absences: 10% penalty on final grade
 10 or more: F for the course

Grading System: Written exams will be given at the conclusion of every two lessons. Letter grades will then be assigned according to the following scale:

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
0 - 59	F

Important Dates for Fall Term:

Arena Drop/Add	-	Sept. 6, 7PM - 11PM
Drop/Add	-	Sept. 6-8
D/F Repeat	-	Sept. 13
P/F Notification	-	Oct. 20
Course Withdrawal	-	Oct. 27
MID-TERM	-	Oct. 27
Thanksgiving Recess	-	Nov. 22-Nov. 27
Final Exams	-	Dec. 16-21

Course Content--Communicative Goals

- 1- Be able to relate past events.
- 2- Be able to discuss quantities, express preferences.
- 3- Be able to order a French meal.
- 4- Be able to describe an illness, find out where things are sold, and make a purchase,
- 5- Be able to give reasons, make excuses, express judgments, and describe ways of doing things.
- 6- Describe conditions and feelings in the past.
- 7- Make comparisons.
- 8- Make requests, reserve hotel rooms and transportation.
- 9- Describe one's day (reflexive verbs)
- 10- Express emotions and feelings (formation and use of present subjunctive).

CATALOG DESCRIPTION

FR 201

College French I

3c-01-3sh

The initiation of college-level mastery of basic language skills and exposure to cultural materials. Supplements beginners' oral competency with more advanced reading and writing. Emphasis on narration in the past. Efforts are made to practice skills and comprehend texts in authentic cultural contexts. Liberal Studies humanities credit is given for this course.

LSC Use Only
 Number: _____
 Action: _____
 Date: _____

UWUCC Use Only
 Number: _____
 Action: _____
 Date: _____

CURRICULUM PROPOSAL COVER SHEET
 University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: FR 201 College French I
 Suggested 20 Character Course Title: College French I
 Department: French
 Contact Person: Robert Whitmer

II. If a course, is it being Proposed for:

_____ Course Revision/Approval Only
 Course Revision/Approval and Liberal Studies Approval
 _____ Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

[Signature]
 Department Curriculum Committee [Signature]
 Department Chairperson

_____ [Signature]
 College Curriculum Committee College Dean *

_____ [Signature]
 Director of Liberal Studies Provost (where applicable)
 (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
to UWUCC: _____		

COURSE SYLLBUS

I. CATALOG DESCRIPTION

FR 201 College French

3c-01-3sh

The initiation of college-level mastery of basic language skills and exposure to cultural materials. Supplements beginners' oral competency with more advanced reading and writing. Emphasis on narration in the past. Efforts are made to practice skills and comprehend texts in authentic cultural contexts. Liberal Studies humanities credit is given for this course.

II. COURSE OBJECTIVES

The primary objective of College French I is the development of proficiency, that is the increased ability to communicate in written and oral form for a variety of purposes and in a variety of contexts.

A. Listening: The student will develop the ability to understand sentences of increasing complexity and to respond on the basis of common experience or some text read: i.e.

1. the ability to extract from the stream of speech relevant facts of communication: tense, gender, number, and/or interrogative/negative/affirmative signals;

2. the ability to follow the thought of a story without grasping every detail

3. the ability to hear and retain the meaning of expanding sentences, whose span is gradually extended throughout the semester.

B. Speaking: The student will demonstrate a limited ability to create with the language, incorporating a variety of common experience: i.e.

1. to describe a detailed picture involving known vocabulary

2. to narrate a story based on cartoons

3. to engage in face-to-face dialog and role-play using in the present and eventually past tenses and the subjunctive in some limited usages.

4. to understand and manipulate some pronominal substitutions

C. Reading: The student will be able to determine, with minimal recourse to a dictionary, the main focus, key ideas and most supporting details in expository and narrative writing on familiar topics.

D. Writing: The student will be able to create written questions, statements and accounts with sufficient accuracy to meet limited practical needs: i.e.

1. to incorporate grammatical points in correct written usage

2. to create short guided compositions related to familiar topics

III. COURSE OUTLINE

Approximately four to five hours of instruction and evaluation will be devoted to each of the following units.

(Although details of each unit may vary with textbooks chosen, order and difficulty of material will closely follow this pattern.)

A. Review of skills and materials commonly taught in high school French courses and in the preparatory FR 101 at IUP: i.e. knowledge of basic sentence structure; oral and written expression in the present; mastery of 1st and 2nd conjugation and several irregular verbs; vocabulary and expressions related to personal and family identity, activities, possessions, travel, food, living patterns. Review of past tense.

B. Meteorological expressions and study of world-wide French-speaking countries.

Grammar: Completion of compound past. Practice in past narration. High-frequency idiomatic expressions. Problems in vowel contrast. Cumulative review.

Skills practice: Writing about weather and personal reactions to it.

C. Professions and careers, plans and desires, personal qualities. Survival expressions in stating work experience, basic work skills and talents.

Grammar: Basic modal verbs. Form and expressions using the subjunctive. Basic pronominal substitutions. Cumulative review.

Skills practice: Filling in personnel-type forms, supplying personal facts and narrative.

D. Merchandise, specialty stores, elements of advertising, foreign money denominations and conversion. Survival expressions in purchasing, paying, making change.

Grammar: 3rd conjugation verbs. Forms of familiar and formal imperative with pronoun substitutions. Measure and quantity expressions. Cumulative review.

Skills practice: In reading, finding relationships between pronouns and antecedents; in writing, avoiding redundancies.

E. Health, hygiene, physical well-being, body references. Survival expressions in medical care.

Grammar: Reflexive verbs in present, past, imperative, infinitive forms. High-frequency "figurative" idioms. Cumulative review.

Skills practice: Reading for main ideas. Using dictionary.

F. Clothing, dressing for activities, sizes. Survival expressions in clothing purchases.

Grammar: review adjectives (color, size, etc.) and agreement. Structure of comparative and superlative. Irregular verb "to put (on)" Cumulative review.

Skills practice: In writing, expressing comparisons, contrasts, assessing superlatives.

G. Common cultural events, rituals, and costumes. Survival expressions for invitations, acceptances, refusals.

Grammar: High-frequency adverbs and adverbial expressions. The "imperfect" past tense: form and contrast with "passe compose" past tense.

Skills practice: Written narration in past using imperfect and passe compose. Demonstrating basic courtesy in written correspondence.

H. International issues, cultural plurality. Survival skills in reading the international press.

Grammar: Pronoun substitutions (y, en); irregular verbs savoir, connaitre, voir, croire. Preview: formation of future tense.

Skills practice: Reading and synopsizing reportage in past using imperfect and passe compose.

IV. EVALUATION METHODS

This multi-section course does not require block examinations. Thus, faculty members will structure evaluation according to their emphases within the syllabus specifications. In general, however, the following guidelines will be respected:

50-60% major cumulative examinations: 3 to 5 during the semester, including the final. Major exams are to evaluate cumulative mastery of course material. Each major exam is to include a listening component; a short answer / grammatical component; a short paragraph writing component; and a reading comprehension component.

20-30% shorter, scheduled quizzes to cover individual topics, units, skills, etc.

0-20% on homework preparation and class participation

10-20% on oral examinations scheduled with students individually

V. REQUIRED TEXTBOOK:

Many textbooks would be appropriate to the course material and emphases. We have currently adopted:

Jarvis, Gilbert A. et.al. Invitation: Contextes, cultures, et communication. 3rd edition. New York: Holt, Rineholt and Winston, 1988.

Tape program and appropriate lab media materials (Invitation)
Supplemental texts from library holdings

VI. SPECIAL RESOURCE REQUIREMENTS:

Eicher language laboratory and/or tape duplication

VII. BIBLIOGRAPHY:

ACTFL Provisional Proficiency Guidelines. Hastings-on-Hudson, NY: ACTFL, 1982.

Bragger, Jeannette D. "The Development of Oral Proficiency." In A. Omaggio, ed., Proficiency, Curriculum, Articulation: The Ties that Bind. Middlebury, Vt.: Northeast Conference, 1985.

Brown, H. Douglas. Principles of Language Learning and Teaching. Englewood Cliffs, N.J.: Prentice-Hall, 1980.

Brynes, Heidi. "The Role of Listening Comprehension: A Theoretical Base." Foreign language Annals 17 (1984): 317-34.

Guadiana, C. Teaching composition in the Foreign Language curriculum. Language in Education: Theory and Practice Series, no. 43. Washington, D.C.: Center for Applied linguistics, 1981.

Higgs, Theodore V., and Ray Clifford. "The Push toward Communication." In Theodore V. Higgs, ed, Curriculum, Competence, and the Foreign Language Teacher. ACTFL Foreign Language Education Series, vol. 13. Lincolnwood, Ill.: National Textbook, 1982.

Krashen, Stephen. Principles and Practice in Second Language Acquisition. New York: Pergamon Press, 1982.

Lowe, Pardee, Jr. Manual for Language School Oral Interview Workshops. Washington, D.C.: Defense Language Institute/Language School Joint Interview Transfer Project, 1982.

Omaggio, Alice C. "Pictures and Second Language Comprehension: Do They Help?" Foreign Language Annals 12 (1979): 107-16.

Omaggio, Alice C. Proficiency-Oriented Classroom Testing. Language in Education: Theory and Practice Series, no. 53. Washington, D.C.: Center for Applied Linguistics, 1983.

Phillips, June K. "Practical Implications of Recent Research in Reading." Foreign Language Annals 17 (1984): 285-96.

Rivers, Wilga M. A Practical Guide to the Teaching of French. New York: Oxford University Press, 1975.

Terrell, Tracy D. "A Natural Approach to Second Language Acquisition and Learning." Modern Language Journal 61 (1977): 325-37.

_____. "The ACTFL Proficiency Guidelines: A Historical Perspective." In Theodore V. Higgs, ed., Teaching for Proficiency, the Organizing Principle. ACTFL Foreign Language Education Series, vol. 15. Lincolnwood, Ill.: National Textbook, 1984.

French 251 - Intermediate French III

Section 001, M W F 9:15 - 10:15, Uhler 204

Instructor: Dr. Robert Whitmer, Sutton 454, ext. 5599

Office Hours: M W F 1-2; T R 9:45 - 11:15

Texts: St. Onge et al, Interaction, 3rd edition, Heinle and Heinle, Boston, 1991

Foreign Language Learning Lab: The lab is located in Eicher. Hours of operation will be given during the first week of the semester. There is an optional tape program which supplements the grammar text. To take advantage of this study aid, go to the learning lab and ask to listen to a particular chapter. If you wish you may ask that the lesson be duplicated on a blank tape which you provide.

Grading System: Four written exams (including the final) will be given during the semester. Letter grades will then be assigned according to the following scale (average of all exams).

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
0 - 59	F

No make-ups will be allowed without a doctor's excuse. Class attendance and participation are essential to success in the course. Tutors will be available (either through the Learning Center or the Department).

Important Dates for Fall Term

Sept. 4	First day of classes/Arena drop-add
6	Drop/add deadline
13	D/F repeat deadline
Oct. 18	Pass/fail deadline
25	Mid-term/W deadline
Nov. 27	Start of Thanksgiving recess
Dec. 2	Classes resume
Dec. 19	2:45 - 4:45 FINAL EXAM

Course Content--Communicative Goals

- 1- Be able to state preferences and give orders and directions.
- 2- Review present tense of regular and irregular verbs.
- 3- Describe daily routines, states and conditions.
- 4- Ask and answer questions.
- 5- Review negation and basic question patterns.
- 6- Describe people and places and form comparisons.
- 7- Review agreement and placement of adjectives.
- 8- Be able to narrate in the past.
- 9- Review formation of passe compose with avoir and etre.
- 10- Review uses of passe compose.
- 11- Describe and narrate the past (choosing appropriate past tense)
- 12- Review formation of imparfait and plus-que-parfait.
- 13- Be able to ask information questions.
- 14- Review interrogative adverbs and pronouns.
- 15- Be able to indicate possession and use pronoun complements.
- 16- Review of object pronouns and possessive pronouns.

CATALOG DESCRIPTION

FR 202

College French II

3ç-01-3sh

Prerequisite: FR 201 or equivalent

This course continues the college-level mastery of language skills. The ability to narrate in present and past is extended to express opinion and hypothesis. Emphasis is on acquiring greater skill in reading literary and cultural texts. Liberal Studies humanities credit is given for this course.

LSC Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: FR 202 College French II
Suggested 20 Character Course Title: College French II
Department: French
Contact Person: Robert Whitmer

II. If a course, is it being Proposed for:

_____ Course Revision/Approval Only
x Course Revision/Approval and Liberal Studies Approval
_____ Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

[Signature]
Department Curriculum Committee Robert Whitmer
Department Chairperson
[Signature]
College Curriculum Committee [Signature]
College Dean *

Director of Liberal Studies _____
(where applicable) Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____ Semester to be implemented: _____ Date to be published in Catalog: _____
to UWUCC: _____

COURSE OUTLINE

I. CATALOG DESCRIPTION

FR 202 College French II

3c-01-3sh

Prerequisite: FR 201 or equivalent

This course continues the college-level mastery of language skills. The ability to narrate in present and past is extended to express opinion and hypothesis. Emphasis is on acquiring greater skill in reading literary and cultural texts. Students deficient in basic entry skills may require extra tutorial instruction. Liberal Studies humanities credit is given for this course.

II. COURSE OBJECTIVES

A. Listening: Students will be able to understand connected discourse on a number of topics beyond immediate "survival" needs: instructions and directions, short lectures, reports, etc. They will understand speech using description in the present, narration in the past, and hypothesis: e.g.

1. continue mastery of skills listed for FR 201
2. understand statements, questions, hypotheses regarding a written cultural or literary text.

B. Speaking: Students will be able to handle most uncomplicated communicative tasks. They will be able to sustain a general conversation by asking and answering questions. They will express simple hypotheses in isolated sentences and begin to use connected discourse in simple narration and description.

C. Writing: Students will maintain basic writing skills from FR 201. They will be able to take notes in some detail and write synopses or paraphrases of familiar topics or works read.

D. Reading: Students will continue to develop the skill of understanding, with minimal recourse to a dictionary, the main ideas and supporting details of written texts. In addition to authentic cultural materials, they will be able to read and discuss short literary selections by francophone authors: i.e.

1. continue recognition of less obvious written cognates
2. identify basic phrasal and clausal structure of complex sentences
3. follow the logical succession of an author's narration or exposition.

E. Culture: Continue to gain understanding of French traditions, institutions, history, identity, etc. reflected in a variety of literary selections.

III. COURSE OUTLINE

Approximately four to five class hours of instruction and evaluation will be devoted to each of the following units.

(Although details of each unit may vary with textbooks chosen, and especially with the choice of literary texts made by the instructor, the order and difficulty of material will closely follow this pattern.)

A. Review of skills acquired in FR 201 and assessment of student's ability, orally, to describe in the present, narrate simply in the past; to write simple statements and accounts; and to determine main ideas in written texts. (NB Students identified as deficient in basic entry skills may be required to seek extra tutorial instruction.)

B. University life and Quebec culture

Grammar: review of imperfect tense; form and usage of conditional; use of "if" in conditional sentences; verbs "to read," "to write," "to say." Cumulative review.

Reading: Elements of Quebec history and culture

C. Sports and leisure activities

Grammar: complete system of the negative, relative pronouns

Reading: Quebec and outdoor adventure

D. Civic institutions of France

Grammar: pluperfect and past conditional

Reading: French "temperament": Franco-American comparisons

E. Reading selection: La Vieille Dame de Bayeux I & II (Simenon)

Grammar: Review of cognates and false cognates, gerunds, key adverbs and connectives, relative pronouns and clause structure of complex sentences.

Skills practice:

1. Listening: aural true-false identification

2. Writing: synopsis of action

3. Speaking: discussion and plot

F. Reading selection: La Vieille Dame de Bayeux III & IV

Grammar: Full, partial, false cognates; conditional and past conditional tenses; negations; review of parts of speech. For reading identification: the passe simple tense

Skills practice:

1. Listening: aural true-false identification

2. Writing: synopsis of action through plot, clues, and character

3. Speaking: Q/A; role-play; discussion topics

G. Humor and the arts

Grammar: review of subjunctive form. Overview of subjunctive usage.

Reading: French cinema

- H. Reading selection with film sound-track: L'Argent de Poche
- I. Reading selection: Les Bijoux I & II (Maupassant)
 Grammar: Demonstrative pronouns, subjunctive, inversion in subordinate clauses
 Skills practice:
 1. Listening: aural true/false
 2. Writing: synopsis plot, character,
 3. Speaking: Q/A; role-play; discussion topics

IV. EVALUATION METHODS

This multi-section course does not require block examinations. Thus, faculty members will structure evaluation according to their emphases within the syllabus specifications. In general, however, the following guidelines will be respected:

50-70% major cumulative examinations: 3 to 5 during the semester, including the final. Major exams are to evaluate cumulative mastery of course sequence material. Each major exam is to include a listening component, a short answer/ grammatical component, a short paragraph writing component, and a reading comprehension component.

10-30% short, scheduled quizzes to cover individual topics, units, skills, etc.

0-20% on homework preparation, class participation, and/ or individual oral examinations

V. REQUIRED TEXTBOOKS

Many textbooks would be appropriate to the course material and emphases. We have currently adopted:
 Jarvis, Gilbert A. et. al. Invitation: Contextes, cultures, et communication. 3rd ed. New York: Holt, Rineholt and Winston, 1988.
 Hope, Quentin M. L'Art de lire. New York: MacMillan, 1988.

VI. SPECIAL RESOURCE REQUIREMENTS

Eicher Language Laboratory and/or tape duplication

VII. BIBLIOGRAPHY

ACTFL Provisional Proficiency Guidelines. Hastings-on-Hudson, NY: ACTFL, 1982.

Bragger, Jeannette D. "The Development of Oral Proficiency." In A. Omaggio, ed., Proficiency, Curriculum, Articulation: The Ties that Bind. Middlebury, Vt.: Northeast Conference, 1985.

Brown, H. Douglas. Principles of Language Learning and Teaching. Englewood Cliffs, N.J.: Prentice-Hall, 1980.

Brynes, Heidi. "The Role of Listening Comprehension: A Theoretical Base." Foreign language Annals 17 (1984): 317-34.

Guadiana, C. Teaching composition in the Foreign Language curriculum. Language in Education: Theory and Practice Series, no. 43. Washington, D.C.: Center for Applied linguistics, 1981.

Higgs, Theodore V., and Ray Clifford. "The Push toward Communication." In Theodore V. higgs, ed, Curriculum, Competence, and the Foreign Language Teacher. ACTFL Foreign Language Education Series, vol. 13. Lincolnwood, Ill.: national Textbook, 1982.

Krashen, Stephen. Principles and Practice in Second Language Acquisition. New York: Pergamon Press, 1982.

Lowe, Pardee, Jr. Manual for Language School Oral Interview Workshops. Washington, D.C.: Defense Language Institute/Language School Joint Interview Transfer Project, 1982.

Omaggio, Alice C. "Pictures and Second Language Comprehension: Do They Help?" Foreign Language Annals 12 (1979): 107-16.

Omaggio, Alice C. Proficiency-Oriented Classroom Testing. Language in Education: Theory and Practice Series, no. 53. Washington, D.C.: Center for Applied Linguistics, 1983.

Phillips, June K. "Practical Implications of Recent Research in Reading." Foreign Language Annals 17 (1984): 285-96.

Rivers, Wilga M. A Practical Guide to the Teaching of French. New York: Oxford University Press, 1975.

Terrell, Tracy D. "A Natural Approach to Second Language Acquisition and Learning." Modern Language Journal 61 (1977): 325-37.

_____. "The ACTFL Proficiency Guidelines: A Historical Perspective." In Theodore V. Higgs, ed., Teaching for Proficiency, the Organizing Principle. ACTFL Foreign Language Education Series, vol. 15. Lincolnwood, Ill.: National Textbook, 1984.

French 252 - Intermediate French IV

Section 001, M W F 9:15 - 10:15, STF 110

Instructor: Dr. Robert Whitmer, Sutton 454, ext. 5599

Office Hours: M W F 1-2; T R 10 - 12

Texts: St. Onge et al, Interaction, 2nd edition, Heinle and Heinle, Boston, 1987 (final three chapters)
 Hope, L'Art de lire, Macmillan, New York, 1988

Duplication of Tapes: There is an optional tape program which supplements the grammar text. To take advantage of this study aid, purchase a blank cassette of high quality, take the cassette to Sutton 483, and put it in the box marked FRENCH TAPES TO BE DUPLICATED. Put your name, name of the text and the lesson to be duplicated on it. The tape will be copied and placed in the box marked FRENCH TAPES DONE. The lesson can be erased when ready for the next one.

Grading System: Four written exams (including the final) will be given during the semester. Letter grades will then be assigned according to the following scale (average of all exams).

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
0 - 59	F

No make-ups will be allowed without a doctor's excuse. Class attendance and participation are essential to success in the course. Tutors will be available (either through the Learning Center or the Department).

Important Dates for Fall Term:

Arena Drop/Add	- Sept. 6, 7PM - 11 PM
Drop/Add	- Sept. 6 - 8
D/F Repeat	- Sept. 13
P/F Notification	- Oct. 20
Course Withdrawal	- Oct. 27
MID-TERM	- Oct. 27
Thanksgiving Recess	- Nov. 22-Nov. 27
Final Exams	- Dec. 16-21

Hope, L'Art de lire, Macmillan, New York, 1988

Course Content --Communicative Goals

- 1- Be able to state opinions, express feelings and emotions, and personal values.
- 2- Review the formation and uses of the present subjunctive.
- 3- Be able to express intention and to specify the purpose and nature of objects.
- 4- Review the various uses of prepositions.
- 5- Review the relative pronouns.
- 6- Be able to narrate the future, talk about future plans.
- 7- Review the formation of the future tense.
- 8- Develop reading comprehension in French by reading the various selections in the anthology --L'Art de lire.

CATALOG DESCRIPTION

FR 203

Accelerated College French

6c-01-6sh

College French Accelerated develops listening and speaking skills through an immersion method. Students use present, past, and future indicative tenses in intensive aural/oral interaction and are expected to make use of the audio and video capabilities of the Foreign Language Learning Center on a weekly basis. Liberal Studies humanities credit is given for this course.

LSC Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: FR 203 College French Accelerated
Suggested 20 Character Course Title: College Frnch Acclrat
Department: French
Contact Person: Robert Whitmer

II. If a course, is it being Proposed for:

_____ Course Revision/Approval Only
 x Course Revision/Approval and Liberal Studies Approval
_____ Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

[Signature] Department Curriculum Committee Robert Whitmer Department Chairperson
[Signature] College Curriculum Committee [Signature] College Dean *

Director of Liberal Studies (where applicable) _____ Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____ Semester to be implemented: _____ Date to be published in Catalog: _____
to UWUCC: _____

I. Catalog Description

FR 203 College French Accelerated

6c-01-6sh

College French Accelerated develops listening and speaking skills through a total immersion method. Students use present, past, and future indicative tenses in intensive aural/oral interaction and are expected to make use of the audio and video capabilities of the Foreign Language Learning Center on a weekly basis.

II. Course objectives

The primary goal of French Accelerated is the development of an intermediate-mid level of second-language proficiency as defined by the ACTFL guidelines:

A. Listening: Students will have an understanding of French sufficient to cope with survival-level needs in a French-speaking culture. Students will also have an understanding which goes beyond this survival-level in terms of everyday conversation on a variety of topics, such as health, descriptions, work, school, etc.

B. Speaking: Students will be able to satisfy most demands of routine travel and everyday conversation. Students will be able to initiate and respond to simple statements and maintain simple face-to-face conversations. Students should also be able to handle situations with complications.

C. Reading: Students will be able to read and interpret texts written in simple discourse form. Students will be able to read public announcements and determine who, what why, where, when and how much. Students should also be able to understand the general content of popular magazine and newspaper articles if the content is of familiar or high interest.

D. Writing: Students will have sufficient control of the writing system to meet some survival needs and some limited social demands. Students should be able to compose short paragraphs or take notes on very familiar topics. Students will also be able to write about daily needs, likes and dislikes and discuss everyday events.

III. Course Outline

Because of the nature and design of this course, at least a week's class time will be devoted to exercises and evaluation of the following areas:

A. Introductions and greetings; names of francophone countries, nationalities, destinations, health.

Grammar/pronunciation: verb aller, destinations, infinitives, rhythmic groups, negations

B. Expressing choices and preferences, going through customs, meeting people.

Grammar/pronunciation: verb être, -er verbs, nasal vowels, liaison

C. Naming, describing families, age, describing people, parts of the body

Grammar/pronunciation: imperatives of -er verbs, verb faire, vocabulary with faire and jouer, vowel "u", masculine, feminine forms of adjectives.

D. Genealogy, learning about others, recounting personal history, numbers, disagreeing, ordering, persuading

Grammar/pronunciation: partitives, questions, possessive adjectives, vowel "on"

E. Socializing, making small-talk, meeting people, seasons, months, clothing and fashion

Grammar/pronunciation: semi-valise, direct object pronouns, reflexive verbs, verbs pouvoir être, suivre, review of masculine and feminine forms of adjectives

F. Seeking and sharing knowledge, flirting and responding to flirting, establishing and maintaining relationships, recognizing degrees of politeness, asking and learning where to buy things

Grammar/pronunciation: vowel "i", present tense vt. imperfect tense, interrogative expressions, verb dire, prepositions and adverbs of place, "en" and expressions of quantity

G. Sharing secrets, sharing experiences, making plans, asking and answering questions, extending and accepting invitations

Grammar/pronunciation: passé composé, connaître and savoir, irregular verbs croire, voir, venir, tenir, comprendre, "s" versus "z", stress accent,

H. Sharing personal values, responding to bothersome people, identifying and seeking information of people, clarifying and elaborating, requesting that others perform actions, passage of time

Grammar/pronunciation: Non-diphthongized vowels, pronoun "on" contrasted with reflexive verbs, review of possessive adjectives, direct and indirect object pronouns, positive and negative imperatives, masculine and feminine words denoting professions, review of "r" sound, irregular verb plaire

I. Feeling and reacting to others' feelings, expressing surprise and uncertainty, expressing denial, superlatives, offering help and declining, work, occupations and professions

Grammar/pronunciation: irregular verbs mettre, boire, auxiliary avoir in the passé composé, object pronouns with the passé composé, nasal and non-nasal "a", faire causative

J. Requesting, giving and receiving directions, finding out how something works, making social plans, telephone etiquette, meals, expressing pleasure, hurrying and being late

Grammar/pronunciation: Review of vowel "u", agreement of past participles, verbs conjugated

with avoir in compound tenses, verbs conjugated with être in compound tenses, passé composé of reflexive verbs, future tense

K. Greeting others, planning to meet again, expressing and acknowledging compliments, expressing gratitude, offering and accepting food and drink, hiding the truth, grooming, requesting that others perform actions, ordering a meal in a restaurant, describing French culinary habits, satisfying curiosity, referring to degrees of doneness of meat, making suggestions and recommendations

Grammar/pronunciation: Future of irregular verbs, relative pronouns "qui" and "que", review of partitive and "en", imperative with indirect object pronouns, demonstrative pronouns, definite article versus partitive, substances and preparations, expressions of quantity

IV Evaluation Methods:

Students will be graded based on weekly or bi-weekly quizzes, 3 major examinations, and written homework assignments. Final grades will be calculated according to the following guidelines:

40-60% Major examinations: The 3 major cumulative examinations will consist both of a written section and an oral section. The written section of the examination may include written responses to oral questions, dictation exercises, vocabulary drills, or paragraph-length compositions. The oral portion of the examinations will consist of the evaluation of a dialogue performed by two or more students.

30-40% Quizzes: The weekly or bi-weekly quizzes will consist of both oral and written exercises patterned after those found in the current textbook chapter(s).

0-20% Homework assignments: Students will be expected to hand in written compositions or exercises based on vocabulary contained in the current textbook chapter.

V. Current Texts:

- Pierre Capretz French in Action, Yale University Press
- Pierre Capretz French in Action Workbook, part I Yale University Press
- Video and audio tape programs

VI. Special Resource Requirements:

- Media-equipped classroom (5 days a week)
- Eicher Language Learning Center

VII. Bibliography

35

- Brown, H. Douglas. Principles of Language Learning and Teaching. Englewood Cliffs, N.J.: Prentice-Hall, 1980.
- Brynes, Heidi. "The Role of Listening Comprehension: A Theoretical Base." Foreign Language Annals 17 (1984): 317-34.
- Guadiana, C. Teaching composition in the Foreign Language curriculum. Language in Education: Theory and Practice Series, no. 43. Washington, D.C.: Center for Applied Linguistics, 1981.
- Higgs, Theodore V., and Ray Clifford. "The Push toward Communication." In Theodore V. Higgs, ed, Curriculum, Competence, and the Foreign Language Teacher. ACTFL Foreign Language Education Series, vol. 13. Lincolnwood, Ill.: National Textbook, 1982.
- Krashen, Stephen. Principles and Practice in Second Language Acquisition. New York: Pergamon Press, 1982.
- Lowe, Pardee, Jr. Manual for Language School Oral Interview Workshops. Washington, D.C.: Defense Language Institute/Language School Joint Interview Transfer Project, 1982.
- Omaggio, Alice C. "Pictures and Second Language Comprehension: Do They Help?" Foreign Language Annals 12 (1979): 107-16.
- Omaggio, Alice C. Proficiency-Oriented Classroom Testing. Language in Education: Theory and Practice Series, no. 53. Washington, D.C.: Center for Applied Linguistics, 1983.
- Phillips, June K. "Practical Implications of Recent Research in Reading." Foreign Language Annals 17 (1984): 285-96.
- Rivers, Wilga M. A Practical Guide to the Teaching of French. New York: Oxford University Press, 1975.
- Terrell, Tracy D. "A Natural Approach to Second Language Acquisition and Learning." Modern Language Journal 61 (1977): 325-37.
- _____. "The ACTFL Proficiency Guidelines: A Historical Perspective." In Theodore V. Higgs, ed., Teaching for Proficiency, the Organizing Principle. ACTFL Foreign Language Education Series, vol. 15. Lincolnwood, Ill.: National Textbook, 1984.

Course Syllabus

I. Catalog Description

FR 251 / 252 Intermediate French Accelerated

College French Accelerated develops listening and speaking skills through the Pierre Capretz French in Action total immersion method. Students use present, past, and future indicative tenses in intensive aural/oral interaction and are expected to make use of the audio and video capabilities of the Foreign Language Learning Center on a weekly basis.

II. Course objectives

The primary goal of French Accelerated is the development of an intermediate-mid level of second-language proficiency as defined by the ACTFL guidelines:

A. Listening: Students will have an understanding of French sufficient to cope with survival-level needs in a French-speaking culture. Students will also have an understanding which goes beyond this survival-level in terms of everyday conversation on a variety of topics, such as health, descriptions, work, school, etc.

B. Speaking: Students will be able to satisfy most demands of routine travel and everyday conversation. Students will be able to initiate and respond to simple statements and maintain simple face-to-face conversations. Students should also be able to handle situations with complications.

C. Reading: Students will be able to read and interpret texts written in simple discourse form. Students will be able to read public announcements and determine who, what why, where, when and how much. Students should also be able to understand the general content of popular magazine and newspaper articles if the content is of familiar or high interest.

D. Writing: Students will have sufficient control of the writing system to meet some survival needs and some limited social demands. Students should be able to compose short paragraphs or take notes on very familiar topics. Students will also be able to write about daily needs, likes and dislikes and discuss everyday events.

III. Course Outline

Because of the nature and design of this course, at least a week's class time will be devoted to exercises and evaluation of the following areas:

A. Introductions and greetings; names of francophone countries, nationalities, destinations, health.

Grammar/pronunciation: verb aller, destinations, infinitives, rhythmic groups, negations

B. Expressing choices and preferences, going through customs, meeting people.

Grammar/pronunciation: verb être, -er verbs, nasal vowels, liaison

C. Naming, describing families, age, describing people, parts of the body

Grammar/pronunciation: imperatives of -er verbs, verb faire, vocabulary with faire and jouer, vowel "u", masculine, feminine forms of adjectives.

D. Genealogy, learning about others, recounting personal history, numbers, disagreeing, ordering, persuading

Grammar/pronunciation: partitives, questions, possessive adjectives, vowel "on"

E. Socializing, making small-talk, meeting people, seasons, months, clothing and fashion

Grammar/pronunciation: semi-valise, direct object pronouns, reflexive verbs, verbs pouvoir être, suivre, review of masculine and feminine forms of adjectives

F. Seeking and sharing knowledge, flirting and responding to flirting, establishing and maintaining relationships, recognizing degrees of politeness, asking and learning where to buy things

Grammar/pronunciation: vowel "i", present tense vt. imperfect tense, interrogative expressions, verb dire, prepositions and adverbs of place, "en" and expressions of quantity

G. Sharing secrets, sharing experiences, making plans, asking and answering questions, extending and accepting invitations

Grammar/pronunciation: passé composé, connaître and savoir, irregular verbs croire, voir, venir, tenir, comprendre, "s" versus "z", stress accent,

H. Sharing personal values, responding to bothersome people, identifying and seeking information of people, clarifying and elaborating, requesting that others perform actions, passage of time

Grammar/pronunciation: Non-diphthongized vowels, pronoun "on" contrasted with reflexive verbs, review of possessive adjectives, direct and indirect object pronouns, positive and negative imperatives, masculine and feminine words denoting professions, review of "r" sound, irregular verb plaire

I. Feeling and reacting to others' feelings, expressing surprise and uncertainty, expressing denial, superlatives, offering help and declining, work, occupations and professions

Grammar/pronunciation: irregular verbs mettre, boire, auxiliary avoir in the passé composé, object pronouns with the passé composé, nasal and non-nasal "a", faire causative

J. Requesting, giving and receiving directions, finding out how something works, making social plans, telephone etiquette, meals, expressing pleasure, hurrying and being late

Grammar/pronunciation: Review of vowel "u", agreement of past participles, verbs conjugated

with avoir in compound tenses, verbs conjugated with être in compound tenses, passé composé of reflexive verbs, future tense

K. Greeting others, planning to meet again, expressing and acknowledging compliments, expressing gratitude, offering and accepting food and drink, hiding the truth, grooming, requesting that others perform actions, ordering a meal in a restaurant, describing French culinary habits, satisfying curiosity, referring to degrees of doneness of meat, making suggestions and recommendations

Grammar/pronunciation: Future of irregular verbs, relative pronouns "qui" and "que", review of partitive and "en", imperative with indirect object pronouns, demonstrative pronouns, definite article versus partitive, substances and preparations, expressions of quantity

IV Evaluation Methods:

Students will be graded based on weekly or bi-weekly exams and written homework assignments. Final grades will be calculated according to the following guidelines:

60 - 70% Examinations: The weekly examinations will consist both of a written section and an oral section. The written section of the examination may include written responses to oral questions, dictation exercises, vocabulary drills, or paragraph-length compositions. The oral portion of the examinations will consist of the evaluation of a dialogue performed by two or more students.

30-40% Homework assignments: Students will be expected to hand in written compositions or exercises based on vocabulary contained in the current textbook chapter.

V. Current Texts:

Pierre Capretz French in Action, Yale University Press

Pierre Capretz French in Action Workbook, part I Yale University Press

Video and audio tape programs

VI. Special Resource Requirements:

Media-equipped classroom (5 days a week)
Eicher Language Learning Center

VII. Bibliography

ACTFL
Russo
Abbate
Lydgate
Capretz