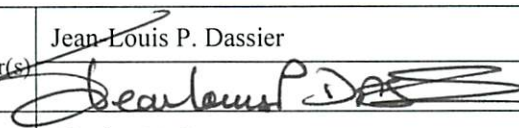
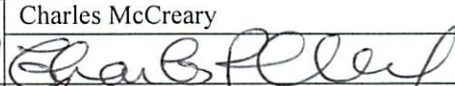
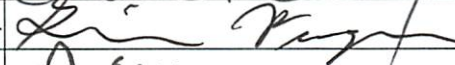


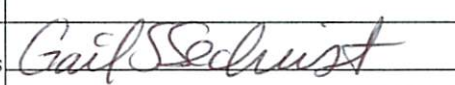


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|------------------|------------------|--------------------|--------------------|---------------------|
| LSC Use Only No: | LSC Action-Date: | UWUCC USE Only No. | UWUCC Action-Date: | Senate Action Date: |
|                  |                  | 09-31d.            | AP-3/25/10         | App-4/20/10         |

### Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

|                                       |                                |
|---------------------------------------|--------------------------------|
| Contact Person: Jean-Louis P. Dassier | Email Address: dassier@iup.edu |
| Proposing Department/Unit: French     | Phone: 7-7965                  |

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

|  |   |   |
|--|---|---|
| <b>1. Course Proposals (check all that apply)</b><br><input type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion<br><input checked="" type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input checked="" type="checkbox"/> Catalog Description Change |   |   |
| <u>Current</u> Course prefix, number and full title  |   | <u>Proposed</u> course prefix, number and full title, if changing<br><b>FRNC 201: Intermediate French I</b> |
| <b>2. Additional Course Designations: check if appropriate</b><br><input checked="" type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)<br><input type="checkbox"/> This course is also proposed as an Honors College Course.                                       |   |   |
| <b>3. Program Proposals</b><br><input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Program Revision<br><input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Other   |   |   |
| <u>Current</u> program name  |   | <u>Proposed</u> program name, if changing   |
| <b>4. Approvals</b>  |   | <b>Date</b>   |
| Department Curriculum Committee Chair(s)   | Jean-Louis P. Dassier<br> | 3/4/09  |
| Department Chair(s)  | Charles McCreary<br>      | 3/5/09  |
| College Curriculum Committee Chair   |                           | 3/18/09   |
| College Dean   |                           | 3/18/09   |
| Director of Liberal Studies *  |                           | 5/3/10  |
| Director of Honors College *   |   |   |
| Provost *  |   |   |
| Additional signatures as appropriate:<br>(include title)   |   |   |
| UWUCC Co-Chairs  | Gail Sedquist<br>         | 4/1/10  |

\* where applicable

APR 01 2010

MAR 1 2010

CC, 00 2009

Liberal Studies

Liberal Studies

Liberal Studies

## **Part II. Description of the Curriculum Change**

### **1. New Syllabus of Record**

#### **I. Catalog Description**

FRNC 202 Intermediate French II

3 class hours  
0 lab hours  
3 credits  
(3c-01-3cr)

Prerequisite: FRNC 201, or qualifying score on placement test  
(WebCAPE score above 402pts),  
or permission of instructor.

Offered every Spring semester. Development of listening, reading, speaking, and writing with special focus on aural/oral skills. The students will learn in a multimedia environment. Students will narrate and describe in the past, ask and give directions, talk about the future, avoid repetitions of nouns or names by using the proper object pronouns, learn to combine simple sentences, express and understand conditional sentences, express and understand subjective statements, and understand indirect discourse. Through the use of multimedia, students continue their inquiries into the daily lives of native speakers of French around the world.

#### **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:
  - Listening: understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics; they can successfully perform when content refers primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. They can also deal successfully with additional content areas that include some personal interests and activities, and a greater diversity of instructions and directions. Students will be able to perform listening tasks not only pertaining to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media.
  - Speaking: handle successfully a variety of uncomplicated, basic, and communicative tasks and social situations. They can talk simply about self and family members. They can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Their utterance length increases slightly, but speech may continue to be characterized by frequent long pauses.
  - Reading: read consistently with increased understanding simple, connected texts dealing with a variety of basic and social needs. They can understand texts that are still linguistically noncomplex and that have a clear underlying internal structure; such texts impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include

short, straightforward descriptions of persons, places, and things written for a wide audience.

- Writing: meet a number of practical writing needs. They can write short, simple letters. They are comfortable with content involving personal preferences, daily routine, everyday events, and other topics grounded in personal experience. They can express present time and at least one other time frame or aspect consistently, e.g., nonpast, habitual, imperfective. They show evidence of control of the syntax of non-complex sentences and basic inflectional morphology, such as declensions and conjugation.

## II. Course Outline (based on current text)

- i. Preliminary: (1 meeting = 50 mns) Course Presentation (Placement test: WebCape, Syllabus, Policies, Moodle Streaming Media; Summary of currently adopted story “*Le Chemin du Retour*” from Episode 1 to Episode 16)
- ii. Unit 1: (6 meetings = 300 mns)
  - a) Functional Objective (How will I go there?) ; b) Specific Outcomes (students will: talk about geographical features; ask and give directions; talk about the future; use direct object and indirect object pronouns in the same sentence; learn about the causes of popularity shifts in France and in Africa during the 20th century) ; c) Testing Objectives (Written communication project 1: Teacher-graded, self-evaluated, and peer-evaluated; teacher-graded listening comprehension activity; and teacher-graded in-class participation) ; d) Multimedia Support (Video program currently adopted: “*Le Chemin du Retour*” Episode 17; Audio program currently adopted: *Débuts* audio program, Moodle Streaming Media Chapter 17).
- iii. Unit 2: (7 meetings = 350 mns)
  - a) Functional Objective (The Environment) ; b) Specific Outcomes (students will: talk about farm life; discuss environmental issues; describe people and things using relative clauses; talk about everyday actions; learn about how country life and city life relate to the geography of France; read a folktale from the Cévennes) ; c) Testing Objectives (Teacher-graded reading comprehension activity; Oral recording project 1: teacher-graded, self-evaluated; teacher-graded in-class participation); d) Multimedia Support (Video program currently adopted: “*Le Chemin du Retour*” Episode 18; Audio program currently adopted: *Débuts* audio program, Moodle Streaming Media Chapter 18).
- iv. Unit 3: (7 meetings = 350 mns)
  - a) Functional Objective (If I could...); b) Specific Outcomes (students will: talk about war-time events; discuss hypothetical situations and conditions; use demonstrative pronouns to refer to specific things and people; learn more about the Resistance movement in France during the Second World War; read about Martinique and New Caledonia) ; c) Testing Objectives (Written communication project 1: Teacher-graded, self-evaluated, and peer-evaluated; teacher-graded reading comprehension activity; teacher-graded cultural topic investigation/creative project; teacher graded in-class participation; In-class Midterm Examination) ; d) Multimedia Support (Video program currently adopted: “*Le Chemin du Retour*” Episode 19; Audio program currently adopted: *Débuts* audio program, Moodle Streaming Media Chapter 19).
- v. Unit 4: (7 meetings = 350 mns)

- a) Functional Objective (It is necessary...); b) Specific Outcomes (students will: talk about the city of Marseille; discuss the world of work and money; express judgments, necessity, and obligation using infinitives; express obligation and will, using the subjunctive; learn about workplace customs in France) ; c) Testing Objectives (Written Communication project 2: Teacher-graded, peer-graded, and self-evaluated ; teacher-graded reading comprehension activity; teacher-graded cultural topic investigation/creative project; teacher graded in-class participation; In-class Midterm Examination) ; d) Multimedia Support (Video program currently adopted: “*Le Chemin du Retour*” Episode 20; Audio program currently adopted: *Débuts* audio program, Moodle Streaming Media Chapter 20).
- vi. Unit 5: (7 meetings = 350 mns)  
 a) Functional Objective (I feel that...) ; b) Specific Outcomes (students will: talk about art, music, and other cultural opportunities in Marseille; use the subjunctive to talk about emotions; use the subjunctive to talk about doubt and uncertainty; use the subjunctive in other contexts; learn about museums as institutions in French society; read about cultural policy in Quebec) ; c) Testing Objectives (Teacher-graded listening comprehension activity; Oral recording project 2: teacher-graded, self-evaluated; teacher-graded in-class participation) ; d) Multimedia Support (Video program currently adopted: “*Le Chemin du Retour*” Episode 21; Audio program currently adopted: *Débuts* audio program, Moodle Streaming Media Chapter 21)
- vii. Unit 6: (7 meetings = 350 mns)  
 a) Functional Objective (This is what had happened) ; b) Specific Outcomes (students will: talk about traveling to other countries; review narrating with the *passé composé* and the *imparfait*; narrate stories that include events at various points in the past; learn to understand indirect discourse in narration; learn about the culture of Casablanca; read about a boy of Algerian descent who learns something about his heritage) ; c) Testing Objectives (Written communication project 3: Teacher-graded, peer-graded, and self-evaluated ; teacher-graded reading comprehension activity; teacher-graded cultural topic investigation/creative project; teacher graded in-class participation; Oral Proficiency examination; Final written examination) ; d) Multimedia Support (Video program currently adopted: “*Le Chemin du Retour*” Episode 22; Audio program currently adopted: *Débuts* audio program, Moodle Streaming Media Chapter 22).

### III. Evaluation Methods

- a. Mid-term and final in-class examinations will be designed by the French faculty as a group and identical in all sections of FRNC 202.
- b. Individual faculty will structure tasks (projects) according to their emphases within the syllabus specifications. In general, however, the following guidelines will be suggested.
- c. The final course grade is based on formal evaluations (Midterm and Final, Final Oral Proficiency) and task-based activities (projects) as follows: Individual instructors may change these values in the following range: +/-5%
- d. Proposed Matrix of Task-based projects:

e. Grading of task-based assessment activities

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

1. discuss geographical features of France and another francophone country
2. discuss selected environmental issues
3. describe people and things using relative clauses
4. talk about WW2 events from a French perspective

1. Two written exams (*Midterm/Final*) 20%  
*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.*

2. One final oral exam 10%  
 3. Task-based projects 50%  
 4. Participation and attendance 20%

5. discuss selected topics about the world of work and money
6. t

| <u>Task type</u>                        | <u>Unit</u>            |
|---|------------------------|
| 1. Teacher-graded writing communication | Unit 1, Unit 3, Unit 6 |
| 2. Teacher-graded reading activity      | Unit 2, Unit 3, Unit 5 |
| 3. Teacher-graded listening activity    | Unit 1, Unit 4, Unit 6 |
| 4. Teacher-graded speaking activity     | Unit 2, Unit 4, Unit 5 |
| 5. Peer-graded writing activity         | Unit 1, Unit 3, Unit 6 |
| 6. Self-evaluated writing activity      | Unit 1, Unit 3, Unit 6 |
| 7. Self-evaluated speaking activity     | Unit 2, Unit 4, Unit 5 |
| 8. Teacher-graded cultural activity     | Unit 3, Unit 6         |
| Teacher-graded participation            | Every unit             |

7. traveling to other countries
8. ask and give directions
9. express themselves in the future
10. discuss hypothetical situations and conditions
11. express judgments, necessity, will, obligation, emotions, doubt, and uncertainty
12. talk about museums as institutions in French society
13. further their knowledge of narrating in the past (*passé composé, imparfait, plus-que-parfait*)
14. discuss selected reasons of popularity shifts in France and in Africa during the 20th century
15. explain how country life and city life relate to the geography of France

15. describe the Resistance movement in France during WW2
16. relate selected facts about Martinique, New Caledonia, and another DOM-TOM
17. explain differences between workplace customs in France and in the USA.

All appropriate rubrics are based on the *American Council on the Teaching of Foreign Languages (ACTFL)*'s Proficiency Guidelines (<http://www.sil.org/lingualinks/LANGUAGELEARNING/OtherResources/ACTFLProficiencyGuidelines/ACTFLProficiencyGuidelines.htm>) and can be found on Moodle.

f. Grading Scale

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

g. Attendance Policy

Attendance is paramount to success in this course! Roll will be taken at the beginning of each class period. According to the University Undergraduate Course Attendance Policy (see Undergraduate Catalog), all students are expected to attend class. Therefore, students enrolled in FRNC 202 are permitted a maximum of three (3) absences during the semester or one (1) absence during the summer session. Absences may be excused only for (1) extended illness, hospitalization or death in the immediate family--all with documentation [Note: In cases of illness, a letter from a physician is required on the day the student returns to class. The letter must state that the student was instructed by the physician to miss class. Receipts from the health center are not acceptable], and (2) University-sponsored, educational activities [Note: Written verification of each activity is required prior to the class absence.] All excused absences must be documented. Documentation must be presented to the professor according to the timeline outlined above in order for the absence to be excused.

In the event that an emergency arises which calls you away from your regular school commitment, you should advise the instructor before you miss class.

French Section Policy: Any student who accumulates more than five absences for any reason will have his/her course grade lowered by three percentage points for each absence after the 5th absence. Students who miss class more than 12 times (equivalent 4 weeks) for any reason are asked to drop the class or will obtain an automatic F as their final grade.

h. Required textbooks:

We have currently adopted:

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

Workbook/Laboratory Manual:

H. Jay Siskin, Ann Williams, Nancy Virtue, Elise Leahy Jr. (2007). *Débuts: An Introduction to French Workbook/Laboratory Manual Part 2 (Second Edition)*. McGraw-Hill. ISBN-13 978-0-07-321911-0

Supplemental: Moodle (<http://Moodle.iup.edu/> --look in your list of courses for FRNC 202 Streaming Media)

i. Bibliography

H. Jay Siskin, Ann Williams, Nancy Virtue, Elise Leahy Jr. (2007). *Débuts: An Introduction to French Workbook/Laboratory Manual Part 2 (Second Edition)*. McGraw-Hill. ISBN-13 978-0-07-321911-0  
Supplemental: Moodle (<http://Moodle.iup.edu/> --look in your list of courses for FRNC 201 Streaming Media)

i. Bibliography

- Adair-Hauck, Bonnie; Glisan, Eileen W.; Koda, Keiko; Swender, Elvira B.; Sandrock, Paul. (2006). The Integrated Performance Assessment (IPA): Connecting Assessment to Instruction and Learning. *Foreign Language Annals*, 39(3): 359-382.
- American Council on the Teaching of Foreign Languages. (1999). *Standards for Foreign Language Learning in the 21st Century*. Laurence, KS: Allen Press, Inc.
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- Chamot, Anna Uhl and O'Malley, Michael J. (1994). *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach*. Reading, MA: Addison-Wesley.
- Duncan, Greg. (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.
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- Klapper, John. (2003). Taking communication to task? A critical review of recent trends in language teaching. *Language Learning Journal*, 27, pp. 33-42
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- Nebraska Department of Education. (1996). *Nebraska K-12 Foreign Language Frameworks*. Lincoln, NE.
- New Jersey State Department of Education. (1999). *New Jersey World Languages Curriculum Framework*. Trenton, NJ: 1999.
- Phillips, J., & Draper, J. (1994). "National standards and assessments: What does it mean for the study of second languages in the schools?" In G.K. Crouse (Ed.). *Meeting new challenges in the foreign language classroom* (pp. 1-8). Lincolnwood, IL: National Textbook.
- Shrum, J. L. & Glisan, E.W. (2000). *Teacher's Handbook: Contextualized Language Instruction*. 2nd ed. Boston, MA: Heinle & Heinle Publishers.
- Tedick, Diane J., Ed. (1998). *Proficiency-Oriented Language Instruction and Assessment: A Curriculum Handbook for Teachers*. Minneapolis, MN: University of Minnesota, Center for Advanced Research in Language Acquisition.

## II. Summary of Proposed Revisions

- a. This course revision is part of the re-organization and updating of the French Service sequence (FRNC 101 through FRNC 202).
- b. The goal of the sequence is to explain the importance of language instruction for Liberal Studies and in the larger university curriculum.
- c. To enhance the feasibility of the proposed re-organization of the French Service sequence, FRNC 201 will be offered only during Fall semester (instead of Fall and Spring), moving the French sequence toward a cohort model where FRNC 101 and FRNC 201 are taught in the Fall, and FRNC 102 and FRNC 202 are offered in the Spring. This model will allow for all the French courses to be taught with the current level of resources.
- d. Course outcomes from FRNC 101 through 202 are sequenced and scheduled in a manner that allows even true beginners to reach the Intermediate proficiency by the end of FRNC 202.
- e. FRNC 201 course prerequisites are to complete FRNC 102 or to obtain an adequate score on the placement test (nationally-normed WebCAPE).
- f. FRNC 201 course outcomes are defined functionally in terms of the desired communicative objectives; they are defined more precisely.
- g. FRNC 201 course outline is defined more specifically and embraces current approaches to language instruction: Communicative Language Teaching, the Multimedia Approach, and Task-Based Instruction.
- h. Evaluation methods offer a mix of diagnostic, formative, achievement, and proficiency testing.
- i. Attendance policy is clearly defined.

### Selected Side-by-Side Comparison of Course Syllabi

|                 |                           |
|-----------------|---------------------------|
| Current course: | Proposed course revision: |
|-----------------|---------------------------|



The new FRNC 201 is now designed to accommodate learners whose proficiency is at the Novice-high level on the ACTFL Proficiency Guidelines Scale, aiming to take them to achieve at least Intermediate-low proficiency by the end of the class.

- **Updating of the Curriculum:** Another pro-active step taken by the French faculty was to acknowledge that simply increasing contact hours at the Beginning level and reorganizing the Intermediate level would not necessarily lead to the targeted proficiency at the end of the service sequence. The existing sequence reflected the early developments of Communicative Language Teaching (CLT) as defined in the late 1980s and early 1990s. The new sequence strengthens this commitment by adding newer developments in Second Language Acquisition (SLA): Task-Based Instruction (TBI) and the Multimedia Approach (MMA).

**MMA:** Thanks to Moodle and streaming video and audio programs, FRNC 201 students may now completely immerse themselves in French in class and outside of class. A virtual environment is created that allows them at any time to (a) watch a French film that is correlated to their workbook and textbook, (b) listen to French audio programs that are related to the French film and the curricular objectives of the unit being currently studied, (c) engage in written synchronous communication (chat with each other or with guests from France), (d) engage in asynchronous written communication (leaving messages on bulletin board, Emails, or blogs). This environment allows the French faculty to free a significant amount of class time for practice, explanations, and oral/aural communication.

**TBI:** Popularized by N. Prabhu (The Bangalore Project), Task-based instruction (TBI) is a method of instruction in the field of Second Language Acquisition that has proven successful. Its main focus is the use of authentic language. It also focuses on having the students doing meaningful tasks ("Projects") using the target language. Assessment is therefore primarily, but not exclusively, based on task outcomes. It is an approach that has been demonstrated to be specifically effective to develop fluency, student intrinsic motivation, and student confidence.

Future self-study data will show, in the IUP context, whether this re-actualization leads to the desired outcomes: Reaching consistently and for all learners the Intermediate-mid or Intermediate-high proficiency levels in speaking and writing on the ACTFL proficiency scale.

#### **IV. Old Syllabus of Record**

**a. 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.

**b. 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 interrogation/affirmation signals,
2. the ability to follow the main point 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 experiences: 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 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.

### C. 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, the course 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 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 *passé composé* past tense.

Skills practice: Written narration in past using imperfect and *passé composé*.

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, connaître, voir, croire*.

Preview: formation of future tense.

Skills practices: Reading and synopsisizing reportage in past using Imperfect and *passé composé*.

#### D. Evaluation Methods:

This multi-section course does not require block examinations.

Thus, individual faculty will structure evaluation according to their emphases within the syllabus specifications. In general, however, the following guidelines will be respected:

50-60% major 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.

5-20% on homework preparation and class participation 5-20% on oral examinations scheduled with students individually

E. 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 workbook selections (*Invitation*)

Supplemental texts from library holdings

F. Special Resource Requirements:

Eicher language laboratory and/or tape duplication

G. Bibliography

ACTFL, Krashen, Omaggio, Rivers, Valdman.