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AP-2/20/14

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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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

1. Course Proposals (check all that apply)

☒ New Course ☐ Course Prefix Change ☐ Course Deletion
☐ Course Revision ☐ Course Number and/or Title Change ☐ Catalog Description Change

Current course prefix, number and full title: **FRNC 220 Intermediate French Conversation**Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

☒ This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)
☐ Learning Skills ☐ Knowledge Area ☐ Global and Multicultural Awareness ☐ Writing Intensive (include W cover sheet)
☒ Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)
☐ Global Citizenship ☐ Information Literacy ☒ Oral Communication
☐ Quantitative Reasoning ☐ Scientific Literacy ☐ Technological Literacy

3. Other Designations, as appropriate

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

4. Program Proposals

☐ Catalog Description Change ☐ Program Revision ☐ Program Title Change ☐ New Track
☐ New Degree Program ☐ New Minor Program ☐ Liberal Studies Requirement Changes ☐ Other

Current program name:Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Marveta Ryan-Sams</i>	11-5-13
Department Chairperson(s)	<i>Jean-Louis Dasser</i>	11-5-13
College Curriculum Committee Chair	<i>Michelle R. Pappas</i>	1-29-14
College Dean	<i>Alan</i>	1/29/14
Director of Liberal Studies (as needed)	<i>W. H. Pappas</i>	4/18/14
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail S. Sedquist</i>	4/22/14

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Liberal Studies

Liberal Studies

Part II. Description of FRNC 220 – NEW COURSE

I. Catalog Description

FRNC 220 Intermediate French Conversation

(3c-0l-3cr)

Prerequisites:

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

Intensive work on communication skills with specific emphasis on spontaneous interpersonal speaking, discourse strategies, vocabulary building, and pronunciation. Required for all minors. Students may not register for, or take a D/F repeat in, FRNC 220 when credit has already been received for a higher-numbered FRNC course.

II. Course Outcomes

At the completion of FRNC 220, students will be able to:

1. initiate and close conversations in formal and informal contexts;
2. converse spontaneously with others in familiar contexts, using appropriate discourse strategies for self-expression and negotiation of meaning (interpersonal speaking);
3. express themselves orally and in writing using complex sentences and short paragraphs;
4. speak with pronunciation that is comprehensible to the instructor, classmates, and native speakers accustomed to interacting with second language learners;
5. communicate in the interpersonal and presentational modes in the following ways:
 - a. use a variety of vocabulary and expressions appropriate to topics being discussed;
 - b. narrate and describe in present, past, and future time frames;
 - c. give advice and accept/reject advice;
 - d. express and support an opinion on topics and themes being explored;
6. identify main ideas and specific details of authentic texts (e.g., printed materials, recorded conversations, video programs, news broadcasts, talk shows) and use these texts as the basis for conversation (interpretive reading, listening and viewing);
7. recognize the relationships among cultural practices, products, and perspectives of the French-speaking world on topics such as forms of address, personal relationships, communication technologies, travel, the environment, or citizenship.

Outcomes 1-5: Expected Undergraduate Student Learning Outcomes #1 and 2, *Informed and Empowered Learners*.

Rationale for Outcomes 1-5 (language-related outcomes): As *Informed* Learners, students acquire knowledge of vocabulary and grammar. As *Empowered* Learners in a language course, students must solve problems of communication by determining how to convey their ideas in a way that is appropriate and understandable within given contexts. In essence, students creatively synthesize linguistic and cultural information into their own messages. In order to accomplish these tasks, the students may need to access, evaluate, interpret, and use information from a variety of sources. Class activities, assignments, and assessments will require students to apply all of the aforementioned skills.

Outcome 6: Students will be able to identify main ideas and specific details of authentic texts (e.g., print materials, recorded conversations, video programs, news broadcasts, talk shows) and use these texts as the basis for conversation (interpretive reading, listening and viewing);

Expected Undergraduate Student Learning Outcomes #1 and 2, *Informed and Empowered Learners*.

Rationale for Outcome 6: As *Informed* Learners, students acquire new knowledge by interpreting authentic texts. As *Empowered* Learners in a conversation course, students must solve problems of communication by determining how to convey their ideas in a way that is appropriate and understandable within given contexts. In essence, students creatively synthesize information and language from authentic texts into their own messages. Class and online activities, assignments, and assessments will require students to apply all of the aforementioned skills.

Outcome 7: Students will be able to recognize the relationships among cultural practices, products, and perspectives of the French-speaking world on topics such as forms of address, personal relationships, communication technologies, travels, the environment, or citizenship.

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

Rationale for Outcome 7: Products include but are not limited to artifacts, objects, texts, and films. Practices include but are not limited to everyday activities, special events, and celebrations. Perspectives include values, beliefs, attitudes, and points of view. Assignments and class activities will require students to become *Informed* about products, practices, and perspectives of the culture studied, as well as their interrelationships. This knowledge will allow students to demonstrate an understanding of the identities, histories, and cultures of others through discussions of these topics (*Responsible learners*).

III. Detailed Course Outline

The topics include review/practice of grammatical structures, depending on the needs of students. These structures include, but are not limited to, present tense, future tense, *Passé composé* and imperfect tenses, present and past subjunctive mood, conditional tense; formal and informal forms of address; relative pronouns; passive voice in common conversation; formal and informal commands; indirect discourse; sentences expressing conditions.

- A. Introduction to Conversational Strategies (3 hours)
Nonverbal communication (cultural differences)
Getting your foot in the door, responding to other speakers, keeping the floor
Introductions, opening and closing conversations
Cultural differences in forms of address (*tu, vous*)
Explaining by circumlocuting.
Introduction to online communication
- B. Starting Casual Communicative Exchanges (6 hours)
Introducing oneself orally and in writing (first online blog)
Expressing opinions
Interpretive viewing: *Manon sur le bitume* by Élisabeth Marre et Olivier Pont
Interpretive reading: *Qu'un ami véritable est une douce chose!* by Michel de Montaigne
Discussing in detail people, places, and things that are important in one's life
Discussing cultural differences in the notion of friendship (group debate)
Exploring notions of friendship at home and abroad (with online conversation partners abroad)
- C. Discussing Hypothetical situations (6 hours)
Describing an extraordinary event
Interpretive viewing: *Idole* by Benoît Masocco

Interpretive reading: *SMS textos: dites «Je t'M» avec le pouce!* by Louis Asana, (or)
Les petits caractères by André Berthiaume
Describing conditions and consequences (second online blog)
Explaining and exploring the role of new technologies in one's life (group debate)
Exploring the role technologies of communication play in one's life, at home and abroad (with online conversation partners abroad)

- D. Expressing opinions, wishes, and preferences (7 hours)
Expressing opinions, wishes, and preferences about travel abroad
Interpretive viewing: *Pas de bagage* by Ismaël Djebbari
Interpretive reading: *Tristes tropiques* by Claude Lévi-Strauss, (or)
Supplément au voyage de Bougainville by Denis Diderot
Evaluating, comparing and contrasting travel abroad experiences (third online blog)
Debating travel and modes of transportation (discussion)
Explaining and inquiring about what is the best travel experience (past or future) (with online conversation partners abroad)

Midterm Exam (1 hour)

- E. Explaining and defending one's opinion (9 hours)
Expressing and understanding cause/effect relationships
Interpretive viewing: *Vu du ciel: le lagon néo-calédonien, un documentaire* by Yann Arthus-Bertrand
Interpretive reading: *Celle qui aimait les arbres et le Rouquin de Nanterre* by Leïla Sebbar
Researching and discussing differences between urban and rural cultures in Francophone communities
Researching and discussing environmental issues
Interviewing a specialist on a specific environmental issue
Preparing an advocacy blog (fourth online blog)
Expressing preferences about living in urban or rural settings (in-class discussion and with online conversation partners abroad)
- F. Giving and Receiving Advice (10 hours)
Describing concepts of citizenship at home and in France
Interpretive viewing: *Sans titre* by David Rousseau and Valéry Schatz
Interpretive reading: *Le Rossignol* by Marie de France, (or/and) *Nouvelle: L’Affiche* by Abdelkader Djemaï
Comparing/contrasting rights and duties of citizens at home and in France (final online blog)
Requesting advice and responding to advice on societal issues
Giving advice in a variety of contexts on societal issues (in-class debate and discussions with online conversation partners abroad)

Final Exam: 2 hours (includes interpretive listening and viewing)

Final Oral Interaction: Students will meet individually with the professor outside of class time during the final week of classes. This final is an assessment of interactive, interpersonal oral communication.

IV. Evaluation Methods

STUDENT OUTCOMES ASSESSMENT MATRIX: FRNC 220

COE-ET Conceptual Framework Component	ACTFL /NCATE Program Standards	French Educ. Program Competencies	Course Objectives	Course Assessment Technique Measuring Objectives*
1.a.	1.a.	3	1	Formative Activities**; Final Oral Interaction
1.a.	1.a.	3, 5	2	Formative Activities; Final Oral Interaction
1.a.	1.a.	3, 5	3	Formative Activities, Online Blogs; Final Oral Interaction
1.a.	1.a.	3, 5	4	Formative Activities, Online Conversation with Native Speaker Conversation Partners; Final Oral Interaction
1.a.	1.a.	3, 5, 6	5a	Formative Activities, Midterm & Final Exams; Online Conversation with Native Speaker Conversation Partner; Online Blogs; Final Oral Interaction
1.a.	1.a.	3, 5	5b	Formative Activities; Online Conversation with Native Speaker Conversation Partner; Online Blogs; Final Oral Interaction
1.a.	1.a.	3, 5, 6, 7	5c	Formative Activities; Online Conversation with Native Speaker Conversation Partner; Online Blogs; Final Oral Interaction & Final Exam
1.a.	1.a.	3, 5, 6, 7	5d	Formative Activities; Online Conversation with Native Speaker Conversation Partner; Online Blogs; Final Oral Interaction & Final Exam
1.a.	1.a.	3, 9, 11, 14	6	Formative Activities; Midterm & Final Exams
1.a.	1.a.	3, 9, 11, 14	7	Formative Activities; Midterm & Final Exams

****Assessment that appears in bold is designated for mean and score range aggregated reporting.***

***** Formative activities include role plays, interpretive, interpersonal and presentational communication tasks, and are assessed by means of class participation.***

The final grade will be determined as follows:

- 15% **Final Oral Interaction (Key Assessment).** This individual oral interview will evaluate the functional ability, interactional competence, grammatical accuracy and fluency ("Key Assessment": see Appendix). This interview is an assessment of interactive, interpersonal oral communication.
- 15% **Midterm Exam:** It will evaluate knowledge of the cultural materials studied in class, grammar and vocabulary, functional ability in French, and listening comprehension.
- 25% **Participation in Class and in Online Activities:** It will measure students' readiness to participate in formative class activities according to: their effort in speaking French spontaneously, the accuracy of their language, their listening skill, their willingness to cooperate with peers on tasks during classroom activities or online activities, their regularity in completing communicative tasks (including discussions with online conversation partners), and evidence of preparation for class; may include individual grades on leading class discussions.*
- 15% **Homework:** Grades earned on homework assignments.
- 15% **Quizzes:** To check students' work outside of class and preparation for class discussions (vocabulary, listening comprehension, video episodes).
- 15% **Final Exam (written):** It will focus on listening comprehension, communicative tasks, and the grammatical concepts practiced during the semester.

* Participation will be evaluated as determined by the instructor, through graded in-class assignments and/or a daily grade that reflects the student's level of active engagement in class.

V. Grading Scale

Grading Scale: A = 91-100, B = 82-90, C = 73-81, D = 64-72, F = 0-63

VI. Attendance Policy

Attendance is required. [The instructor should specify an attendance policy that is acceptable to the faculty of the Department of Foreign Languages, and that is in accordance with the Undergraduate Course Attendance Policy, found in the Undergraduate Catalog.]

VII. Required Textbooks and Supplemental Readings

Required textbook: Ghillebaert, Françoise. (2011). *Face-à-Face: Conversation et Rédaction*. Boston, MA: Vista Higher Learning, Inc.

Supplemental readings and materials (selected by the instructor): song lyrics, poems, newspaper and magazine articles, video-clips, and movies.

VIII. Special Resource Requirements

Internet access is necessary for access to the following free resources:

1. Tumblr.com: Students will create their free online blogs.
2. Face-à-Face Supersite: Site accompanying the selected textbook, includes additional practice activities, audio and video resources.
3. WeSpeke.com: Global language social network where users teach, learn and practice world languages; IUP partner schools in France also have protected access to WeSpeke.com.
However acceptable teleconferencing software substitutes (by permission of instructor only) also include: *Skype, Facetime*, etc.

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Appendix A: Sample Final Oral Interaction Preparation and Prompt:

Students will prepare in class and at home to discuss several topics from the course outline. Students will then meet individually with the professor to discuss one of the topics; they will draw the topic randomly when they come for the final oral interaction with the professor. The following is a sample prompt with preparatory activities.

PROMPT: Oral Interaction No. 4*: Travel and transportation

"Travel broadens the mind," wrote Michel de Montaigne (1533-1592), philosopher, moralist and French politician. By this he meant that travel is the natural complement of teaching: it is not enough to learn from books, one must also go "on site".

Your professor will play the role of one of your parents. Imagine that you have to convince him/her that it has become indispensable for your education and your future that you go study abroad in a francophone country. What will you say to convince your parent? What type of objections could you anticipate? How will you respond to these objections?

(*translated from French)

PREPARATION FOR THIS FINAL ORAL INTERACTION PROMPT

1. What do you think of this idea? Answer these questions.

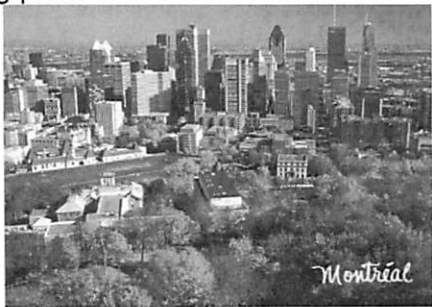
- Do you think we can learn and grow by staying at home? Why? Why not?
- Do globalization and new technologies make travel and world exploration more or less needed? Explain your answer.
- Do globalization and new technologies enable people to discover the world and other populations without leaving their environment?

2. Answer the following questions:

- What do you see in the following pictures?



Paris, France



Montréal, Canada



Dakar, Sénégal

- Do you know where these countries are located? Explain.
- Is there another place in the francophone world that you would like to see someday? Which place? Explain.

3. Preparation: Think about the positive influence of travel on personal development, and consider the reasons for which travel are not necessarily important in life. Use a chart like the one below to organize your arguments; do not forget to think of examples to illustrate your points of view.

Argument: travel broadens the mind	
Agree	Disagree
1. <i>discover the world in person</i>	1. <i>the high cost of traveling</i>
2.	2.
3.	3.

- 4 Discussion: Discuss your ideas and arguments using the elements summarized in the preparation chart. You should also be ready to ask additional questions to better understand your professor's position, to seek clarification, to express your agreement or disagreement, etc.
5. After this debate, summarize your agreement or disagreement with the quote by Montaigne. In your conclusion, consider the following quotes, and try to incorporate the grammatical structures studied during this unit (subjunctive sentences with proposals or adverbial phrases):
- There is no online chatroom that can replace human contact.
 - Although there are unforeseen dangers, traveling will always be an interesting activity.
 - In the future, we may look for travel experiences that make us discover other planets.
 - The new way to travel is to seek to protect the Earth and learn about other cultures.
 - Thanks to *Google Earth* and *YouTube*, I really did not need to fly and put my life in danger to discover every corner of the world.
6. In conclusion (answer in full sentences and develop your answers when you can):
- Are there more positive aspects of traveling or more negative ones?
 - Are trips really a necessary complement to education?
 - Do new technologies really offer options that make the idea of traveling less attractive?
Try to examine the question from multiple perspectives (men, women, ethnic minority, etc.)
 - How will the concept of the traveling evolve in the future?

Now you are ready to discuss the topic in the prompt with your professor.

Appendix B: French 220 Oral Interaction (Key Assessment) Rubric

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Name _____ Section _____ Date _____

Situation # _____	TARGET 4 (Exceeds Expectations)	ACCEPTABLE		UNACCEPTABLE 1
		STRONG 3	WEAK 2	
Content of Message	Goes beyond the task and adds additional details that strengthen the message	Completes the task as given; content of response appropriate	Completes the main parts of the task, but misses some details; response may not be fully pertinent	Does not complete most of the task given and/or response not pertinent to task
Comprehensibility / Pronunciation	Response is totally understood by those unaccustomed to dealing with L2 learners	Understood by those used to dealing with L2 learners; mostly understood by those unaccustomed to dealing with L2 learners	Understood by those used to dealing with L2 learners, but there are a few patterns of pronunciation errors	Understood with occasional difficulty by those used to dealing with L2 learners
Fluency	Speaks spontaneously with great ease and natural pauses	Speaks somewhat spontaneously with a few pauses	Speaks somewhat spontaneously most of the time, but has lapses where fluency breaks down	Speaker is unable to sustain level of speaking in the target language; speech contains pauses and hesitations that interrupt the content of the message
Grammatical Accuracy	75% or more of message has a high degree of grammatical accuracy in structures targeted in tasks	Approx. half of message has a high degree of accuracy in structures targeted in tasks	Less than half of message is accurate in structures targeted in tasks	Grammar highly inaccurate so as to interfere with comprehensibility
Use of Communication Strategies	Actively maintains the conversation; uses a variety of expressions for making him/herself understood; attempts to negotiate meaning; listens and responds fully to what partner says	Uses expressions for making him/herself understood; asks for clarification when necessary; listens to most of what partner says and makes several responses to what partner says	Attempts to make him/herself understood; may ask for repetition; listens to some, but not all, of what partner says and makes at least one response to what partner says	Makes little attempt to clarify and make him/herself understood; mostly reactive; easily abandons the message; may not listen to partner and may not respond at all to what partner says

* Modeled upon the SPAN 220 Oral Interaction (Key Assessment) rubric

PART II: Course Analysis Questionnaire

Section A: Details of the Course

A1. This course is designed for French minors. The current offerings in the Undergraduate Catalog do not include an Intermediate French Conversation option at the 200 level. This course will provide students with the oral proficiency skills needed to successfully participate in 200 and 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 to communicate at the Intermediate proficiency levels as described in the proficiency guidelines by the American Council on the Teaching of Foreign Languages (ACTFL). This course will fill a void that has existed for many years. It is taught in French. This course is modeled after SPAN 220 and GRMN 220 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. First, FRNC 220 will provide the department with an opportunity to reach potential minors. Second, FRNC 220 will be mandatory for all students minoring in French. FRNC 220 will also be strongly recommended to all students preparing for a study abroad experience in a Francophone country. (A separate proposal will be presented to modify the French minor program.)

Finally, research has shown that studying a foreign language improves communication and critical thinking skills, as well as cognitive abilities. Therefore, foreign language study should play a key role in an undergraduate education. FRNC 220, like SPAN 220, purports to offer Liberal Studies course credits in the ***Oral Communication*** category.

A3. The course presented in the syllabus of record above has never been offered (in French) at IUP.

A4. Not applicable.

A5. Not applicable.

A6. As already stated, the Spanish program at IUP offers the same type of course. Moreover, Bloomsburg University of Pennsylvania requires two mandatory courses (French 203 & French 204) for students who want to minor in French; the addition of FRNC 220 after FRNC 201 (first class to be counted toward a minor in French at IUP) would achieve the same objective. While IUP currently offers only one course (FRNC 201), other universities in the state system offer two courses at the Intermediate level to students who wish to minor in French:

- Cheyney University of Pennsylvania (HLF 201 Intermediate French III, HLF 202 Intermediate French IV)
- Clarion University of Pennsylvania (FR 251-French III, FR 252-French IV or FR 250-Intensive Intermediate French)
- East Stroudsburg University (FLFR 214 French III and FLFR 235 Listening/Speaking French)
- Mansfield University of Pennsylvania (FR 2201 - Intermediate French I and FR 2202 - Intermediate French II)
- Millersville University of Pennsylvania (FR 201 - Intermediate French I and FR 202 - Intermediate French II)

A7. The course outcomes for FRNC 220 are based on the proficiency guidelines developed by the *American Council on the Teaching of Foreign Languages* (ACTFL) and the National Standards for Foreign Language Learning. The course outcomes are designed to build functional language proficiency. They also reflect currently accepted teaching best practices in foreign languages. The

outcomes are also aligned with the Expected Undergraduate Student Learning Outcomes (EUSLOs) so that the course can be considered as a Liberal Studies Elective in the category of Oral Communication.

Section B: Interdisciplinary Implications

B1. Not applicable.

B2. Not applicable.

B3. Not applicable.

Section C: Implementation

C1. Resources are adequate. Faculty resources will not be further stressed by the addition of FRNC 220. The purpose is not to schedule FRNC 220 *in addition* to the courses currently offered, but to offer FRNC 220 *instead* as a course better tailored to IUP students' needs. This course will count as one preparation and 3 hours of equated workload.

C2. The course will be taught in our regular setting and our current classrooms are already adequately equipped to teach FRNC 220. No additional resources are needed.

C3. No part of this project has been supported by any grant. The new course, syllabus of record, research of necessary resources and teaching materials were prepared by French faculty on their own time and no additional resources are necessary to offer this course to IUP students.

C4. FRNC 220 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. Considering the current limitations, it would appear that the Department of Foreign Languages could fill one section per year of FRNC 220.

C6. Current college rules and restrictions allow upper-level foreign language courses to limit enrollment to twenty-five (25) students.

C7.

"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."

--The American Council on the Teaching of Foreign Languages (<http://www.actfl.org/news/position-statements/maximum-class-size#sthash.odukuVYQ.dpuf>)

Considering the current budgetary constraints at IUP and the French faculty's desire to see the French program prosper, the Department of Foreign Languages would be satisfied to limit enrollment to 25 students in FRNC 220, as it is in SPAN 220.

C8. Not applicable.

Justification for this new course being a Liberal Studies Elective

This course is being proposed to meet the criteria for the new Liberal Studies Elective category of ***Oral Communication***; this course is analogous to SPAN 220 Intermediate Spanish Conversation, which was approved for this LS category in fall 2013.

Research has shown that studying a foreign language improves communication skills, cognitive and critical thinking abilities, and should play a key role in an undergraduate education. This course also provides the department with an opportunity to reach potential minors.

The course outcomes for French 220 are based on the proficiency guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL) and the National Standards for Foreign Language Learning. The course outcomes are designed to build functional language proficiency, and the course outcomes remain aligned with this field-specific course content.

Part II, Item 5: Answers to Liberal Studies Questions

1. *If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments and evaluation. **What are the strategies that your department will use to assure that basic equivalency exists?** Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.*

In order to assure basic course equivalency, all sections of FRNC 220 utilize the same textbook and grading scale. Additionally, French faculty use similar role play scenarios/situations and the same scoring rubric for the Final Oral Interaction, which is the Key Assessment for this course.

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

FRNC 220 proposes content topics that traditionally have led students to confront their pre-existing notions on gender and ethnic matters and to consider opinions and perspectives from the Francophone world on the same topics. Students will also be prompted to debate (in class, in small groups, in pairs, or with their speaker conversation partners in France) important societal issues. Diversity is brought in the course content in at least four different ways:

- a. through each unit's interpretive viewing of short movies, all made by professional cinematographers, men and women from all over the French-speaking world (especially Francophone Africa);
 - b. through each unit's interpretive reading of texts that were selected for their thought-provoking approach, while being written by a very diverse body of authors (from the XIIIth century French poetess Marie de France to contemporary Algerian writer Leïla Sebar);
 - c. through online blogs, which are meant not only to help students research and use more vocabulary on a given issue, but also to open the classroom to the world of potential French-speaking readers--many of whom, among our partner schools in France, will read the blogs from the perspectives of French minorities;
 - d. through each unit's topic for the final discussion, which will encourage the students to explore important societal issues related to gender differences and minority groups.
3. *Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. **By explicit reference to specific items in the syllabus and/or by an explanation in your response to this answer, please describe how your course will meet this criterion.***

It is appropriate to expand course content beyond the textbook and current language teaching pedagogy encourages doing so. In keeping with the spirit of this requirement, each faculty member will incorporate pedagogically appropriate materials that allow student

learning to extend beyond textbook-based activities. Some options for non-textbook readings and materials are listed in the syllabus of record as supplemental readings and materials. Some sample activities may include:

- Having students research an aspect of a particular topic (i.e. immigration, the environment, cross-cultural differences in notions of friendship, new technologies of information and communication, traveling, citizenship), indicate in their online blog and bring their findings to class for a discussion or activity.
- Asking students to locate or to read background information on a particular well-known person or cultural product; students would bring the information to class for an oral communication activity.

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

This is not an introductory course; it is reserved to students who have scored no less than 402 points on the nationally-normed French placement test (WebCAPE) currently used in our program. The course is intended for French Minors, and proficient students who wish to study abroad in a French-speaking country.

Liberal Studies Course Approval Checklist Instruction Sheet

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

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

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

 X Course syllabus in UWUCC format

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

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

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

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