

LSC Use Only

Number:

Action:

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UWUCC Use Only

Number:

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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

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

8

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. ¹Approvals

Department Curriculum Committee

Department Chairperson

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 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 synopsisizing 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:

Either 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

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. Liberal Studies humanities credit is given for this course.