

LSC Use Only

Number: _____
 Action: _____
 Date: _____

UWUCC Use Only

Number: 91-11
 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

Robert Whitmer
 Department Curriculum Committee

Robert Whitmer
 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 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.