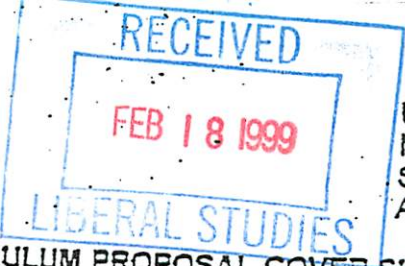


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CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Ludo op de Beeck Phone 2325
Department French

II. PROPOSAL TYPE (Check All Appropriate Lines)

331
FR 321 COURSE Interm. Conversation
Suggested 20 character title

331 New Course* FR 321 Intermediate French Conversation
Course Number and Full Title

Course Revision _____
Course Number and Full Title

Liberal Studies Approval +
for new or existing course _____
Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change _____
Old Number and/or Full Old Title

New Number and/or Full New Title

Course or Catalog Description Change _____
Course Number and Full Title

* PROGRAM: _____ Major _____ Minor _____ Track _____

New Program* _____
Program Name

Program Revision* _____
Program Name

Program Deletion* _____
Program Name

Title Change _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

[Signature]
Department Curriculum Committee
[Signature]
College Curriculum Committee

Robert L. Whitmer
Department Chair
[Signature]
College Dean

+ Director of Liberal Studies (where applicable)

[Signature]
*Provost (where applicable)

I. Catalogue Description

³³¹
~~FR321~~ Intermediate French Conversation

3 credits
3 lecture hours
(3c-01-3sh)

Prerequisite: FR202

In this course, emphasis will be placed on development of communication skills, vocabulary, and discourse strategies. Course activities include directed conversations, video- and audio-based listening comprehension, and role play and other simulations.

II. Course Objectives

1. Students will refine their French oral communication skills, both speaking and listening.
2. Students will understand and use appropriately in real-life conversational settings the essential vocabulary and discourse strategies (e.g., stalling for time, asking for clarification and repetition) needed for survival in a French-speaking environment.

III. Course Outline

Weeks 1-2	Greetings, Giving autobiographical information
Weeks 3-4	Asking for help, Responding to requests for help
Weeks 5-6	Asking for and providing various types of information (e.g., regarding a job, university, studies, travel)
Weeks 7-8	Expressing feelings (e.g., likes, dislikes, hopes, fears)
Weeks 9-10	Giving and asking for advice
Weeks 11-12	Making decisions and plans for travel
Weeks 13-14	Telling stories and unusual occurrences

IV. Evaluation Methods

Students will be evaluated according to the following illustrative distribution:

30%	Attendance and class participation
30%	Homework (listening comprehension exercises of audio and video segments)
40%	Written and oral exams, including final exam

The individual instructor will determine the interpretation of accumulated grades according to the syllabus s/he distributes at the course's beginning. Normal French Department practice is as follows: A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; below 59% = failure.

V. Required Textbook(s), Supplemental Books and Readings

Bragger, Jeannette. Du tac au tac. Boston: Heinle & Heinle, 1991.

VI. Special Resource Requirements

The Language Learning Center is adequate for current needs. No lab fee is called for.

VII. Bibliography

Conversation References:

Bonnell, F. and Sedwick, F., Conversation in French, Heinle and Heinle, Boston, MA, 1985

Mermet, G., Francoscopie 1989, Larousse, Paris, 1990

-----, Francoscopie 1991, Larousse 1990

Michaud, G. et Kimmel, C., Nouveau Guide France, Hachette, Paris, 1990.

Quenelle, G. La France que j'aime, Hatier, Paris, 1985

Valdman, A., Bien entendu, Prentice Hall, Englewood, NJ, 1993

Welcomme, G. and Willervall, C., Juniorscopic, Larousse, Paris, 1987

Video Resources:

Actualités Vidéo, Parts I and II

French in Action, Lessons 1-24

Ça marche: Vidéo culturelle

Jeunes francophones, episodes 1-9

Course Analysis Questionnaire

Details of the course

- A1. The course is designed for French majors, but non-majors have often participated with great success. The course offers the oral component of learning a foreign language.
- A2. No changes will be required in existing courses or requirements.
- A3. The course has been offered with different code letters and numbers, and with certain differences in content.
- A4. Undergraduate level course only.
- A5. The course is taken for the credit indicated only.
- A6. No language program at any institution of higher learning can function without this essential component.
- A7. It is evident that oral proficiency is essential in the mastery of a foreign language, and is thus expected by any company, agency, authority, etc.

Interdisciplinary Implication

- B1. The course is taught by one instructor.
- B2. There is little if any relationship with courses in other departments.
- B3. As normally expected, seats will be available for Continuing Education students.

Implementation

- C1. Faculty resources are adequate.
- C2. Other resources are adequate, e.g., space, equipment, language lab equipment, etc.
- C3. No grant funds.
- C4. One section on alternate semesters.
- C5. One section/semester.
- C6. One can expect and accommodate approximately 20 (twenty) students.
- C7. Professional societies always recommend limited enrollments of 25 students or less in similar courses without always considering the economics and logistics of such a recommendation.

Miscellaneous