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CURRICULUM PROPOSAL COVER SHEET  
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Laurie Hurt

Phone 7631

Department French

II. PROPOSAL TYPE (Check All Appropriate Lines)

FR 353 COURSE

Intern. French Comp.

Suggested 20 character title

New Course \*

FR 353 Intermediate French Composition

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

Robert J. Whitmer  
Department Chair

[Signature]  
College Curriculum Committee

[Signature]  
College Dean

+ Director of Liberal Studies (where applicable)

\* Provost (where applicable)

## **I. Catalog Description**

**FR353 Intermediate French Composition**

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

**Prerequisite: FR202**

**This course includes intensive practice in written expression in French. Emphasis is placed on the development of communicative skills as well as knowledge of French structure. Taught in French.**

## II. Course Objectives

1. Students will gain an understanding of the components of various types of written texts in French (*le portrait, le récit, le compte rendu*), and practice writing these types of texts.
2. Students will use writing as a tool for reinforcing and synthesizing French grammar and vocabulary.
3. Students use writing for self-expression, in activities such as interactive journaling and Email correspondence with university students in France.
4. Students will gain an understanding of the writing process through pre-writing, peer editing, revising.

## III. Course Outline

- Week 1 Introduction: writing as a process, Email workshop
- Weeks 2-3 *Le portrait*  
Composition 1: pre-writing, rough draft, peer editing, final draft  
Email correspondence: round 1
- Weeks 4-5 *La description d'un lieu*  
Composition 2: pre-writing, rough draft, peer editing, final draft  
Email correspondence: round 2
- Weeks 6-7 *Le compte rendu*  
Composition 3: pre-writing, rough draft, peer editing, final draft  
Email correspondence: round 3
- Week 8 Grammar topics as needed
- Weeks 9-10 *Le récit*  
Composition 4: pre-writing, rough draft, peer editing, final draft  
Email correspondence: round 4
- Weeks 11-12 *Le rapport*  
Composition 5: pre-writing, rough draft, peer editing, final draft  
Email correspondence: round 5
- Weeks 13-14 *La publicité*  
group preparation of advertising spot

## IV. Evaluation Methods

Students' grades will be calculated according to the following illustrative distribution:

- 30% compositions
- 20% homework, editing, and Email correspondence

- 20% interactive journal
- 10% class participation and attendance
- 20% Final project (advertising spot: written and performed on video)

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%; 59% and below= failure.

## V. Required Textbook(s), Supplemental Books and Materials

Hammadou, Joann. Liens par écrit: genre-based composition in French. Boston: Heinle & Heinle, 1994.

Noblitt, James S. Systeme-D: 2.0 Software for People who write in French. Boston: Heinle & Heinle, n.d.

## VI. Special Resources Requirements

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

## VII. Bibliography

Berard, Evelyne and Christian Lavenne. Exercices pour l'apprentissage du francais. Paris: Hatier, 1992.

----. Grammaire utile du francais. Paris: Hatier, 1991.

Briere, E. "Quality vs. Quantity in Second Language Composition." Language Learning. (1966) no. 16. 141-151.

Emig, J. "The Composing Process: A review of the literature." in W.R. Winterowd, ed. Contemporary Rhetoric: Conceptual Background with Readings. New York: Harcourt, Brace, Jovanovich, 1975. 49-70.

Gorman, Thomas "The Teaching of Composition" in Marianne Celce-Murcia, ed. Teaching English as a Second Language. Powley, MA: Newbury House, 1979.

Krashen, Stephen. Writing: Research, Theory, and Applications. Oxford: Pergamon Institute of English, 1984.

Paulson, Christina Bratt. "Writing" in Teaching English as a Second Language: Techniques & Procedures. Boston: Little, Brown, 1976.

Smith, F. Writing and the Writer. New York: Holt, Rinehart, and Winston, 1982.

St. Onge, Ronald & Maguy Albet. Alineas: L'art d'ecrire. Boston: Heinle & Heinle, 1990.

## Course Analysis Questionnaire

### Details of the Course

- A1. This is a course requirement for all degree programs in French. It is open to students who have completed FR 202, College French II or who have been placed at this level upon assessment by the French faculty of past language experience and placement results.
- A2. Yes. See accompanying description of French major curriculum revision and relevant course deletions.
- A3. No
- A4. No
- A5. No variable credit. N/A
- A6. Yes. This configuration of courses was developed from a study of five institutions known for their active, progressive French programs and comparable to IUP in size. Thus these courses or others like them are offered by:  
 Millersville University of Pennsylvania, University of Delaware, Ohio University, Miami of Ohio, SUNY at Albany
- A7. Yes. These revised courses reflect content and skills commonly recommended or required by professional and accrediting institutions like the American Council on the Teaching of Foreign Language, the Modern Language Association, Middle States, and NCATE. This new curriculum will allow incorporation of this material into a program typically completed in six or seven semesters, so as to encourage study and internship programs in Nancy, France.

### Interdisciplinary Implications

- B1. One instructor.
- B2. These are courses in the French language, culture and literature. There is not a conflict.
- B3. Yes.

### Implementation

- C1. Faculty is adequate. These revisions were made with current faculty in mind.
- C2. None.
- C3. No grant funding is needed.
- C4. Yearly.
- C5. One.
- C6. 20-25.
- C7. Yes. The Modern Language Association recommends class maximums of 25 students.

### Miscellaneous