

CURRICULUM PROPOSAL COVER SHEET  
University-Wide Undergraduate Curriculum Committee

LSC Use Only  
Number LS 32  
Action W  
Date 1-11-89

UWUCC Use Only  
Number \_\_\_\_\_  
Action \_\_\_\_\_  
Date \_\_\_\_\_

I. TITLE/AUTHOR OF CHANGE FR 151 Elementary French I  
COURSE/PROGRAM TITLE FR 152 Elementary French II  
DEPARTMENT French  
CONTACT PERSON Robert L. Whitmer, Ext. 5599

II. THIS COURSE IS BEING PROPOSED FOR:

\_\_\_\_\_ Course Approval Only  
\_\_\_\_\_ Course Approval and Liberal Studies Approval  
X Liberal Studies Approval only (course previously has been approved by the University Senate)

III: APPROVALS

[Signature]  
Department Curriculum Committee

\_\_\_\_\_  
College Curriculum Committee

\_\_\_\_\_  
Director of Liberal Studies  
(where applicable)

Robert L. Whitmer  
Department Chairperson

Mark Stang  
College Dean\*

\_\_\_\_\_  
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 Semester/Year to be Date to be published  
to LSC \_\_\_\_\_ implemented \_\_\_\_\_ in Catalog \_\_\_\_\_  
to UWUCC \_\_\_\_\_

Revised 5/88

[Attach remaining parts of proposal to this form.]

# LIBERAL STUDIES COURSE APPROVAL FORM

**About this form:** Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

**Do not** use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. **Do not** use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

## PART I. BASIC INFORMATION

**A. For which category(ies) are you proposing the course? Check all that apply.**

### LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

### KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

**B. Are you requesting regular or provisional approval for this course?**

- Regular       Provisional (limitations apply, see instructions)

**C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs?**  yes  no

**If so, which General Education course(s)?** French 151, French 152

**PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.**

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

|  | Primary       | Secondary |
|--|---------------|-----------|
| <b>A. Intellectual Skills and Modes of Thinking:</b>   |               |           |
| 1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process. | _____         | _____     |
| 2. Literacy—writing, reading, speaking, listening  | _____ X _____ | _____     |
| 3. Understanding numerical data  | _____         | _____     |
| 4. Historical consciousness  | _____         | _____     |
| 5. Scientific inquiry  | _____         | _____     |
| 6. Values (ethical mode of thinking or application of ethical perception)  | _____         | _____     |
| 7. Aesthetic mode of thinking  | _____         | _____     |
| <b>B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person</b>   | _____ X _____ | _____     |
| <b>C. Understanding the Physical Nature of Human Beings</b>  | _____         | _____     |
| <b>D. Certain Collateral Skills:</b>   |               |           |
| 1. Use of the library  | _____         | _____     |
| 2. Use of computing technology   | _____         | _____     |

**PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES?** Please attach answers to these questions.

- A. 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. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

**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.

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. **If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.**

- C. Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). **Your attached syllabus must make explicit that the course meets this criterion.**

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills; such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. If you are exercising this exception, please justify here.]

- D. 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?**

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

- 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

**PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?**

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.

## CHECK LIST -- LIBERAL STUDIES ELECTIVES

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### Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

### Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional, or pre-professional course.

**Explanation:** Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or professional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in the Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Beginning French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

## PART II - Primary Goals of the Courses

The primary objectives of basic language courses are the acquisition of proficiency in the four communication skills (listening, speaking, reading, and writing) of the target language. Moreover, a knowledge of more than one language has always been the mark of an educated person. Language study enables one to interact in international situations and to develop a broader appreciation of the cultural and technical contributions made to our world by countries where the target language is spoken. These goals are fully compatible with the accepted definition of liberal studies.

## PART III - General Criteria

A. These courses are multiple section, multiple instructor courses. To ensure that basic equivalency exists, the department agrees on the adoption of a common text. Instructors meet periodically to discuss and assess course content, syllabi, materials, and teaching techniques.

B. Cultural notes in the text refer to the contributions of all francophone countries. The francophone influence is not limited just to metropolitan France, but is spread throughout the world (North Africa, French Polynesia, the West Indies, Vietnam, Quebec, etc.). Francophonie includes a racial and ethnic mix but there is no explicit inclusion in the syllabus since the primary focus in these courses is on acquiring language skills.

C. The reading of substantial works of fiction and nonfiction is reserved for French majors (as part of their degree requirements). Beginning courses only provide the requisite knowledge necessary to read literary works in the original. For that reason, these courses should qualify for an exception to this specific criterion.

D. Most of our majors have already had exposure to this subject matter at the high school level and therefore enroll at the intermediate level or higher (based upon placement exam scores). However, if any prospective major should begin at this level, he will find the material presented to be precisely the same as relevant to those enrolled as a humanities elective. Therefore, the supposed dichotomy suggested in Section D is a false premise for these courses.

E. These courses will contribute in a peripheral fashion to #3 and #6. Students will be able to exchange ideas in the target language (albeit at a novice level) and will be exposed to the rudiments of language that should enable them to break away from provincial limitations and serve as a preamble to a more enriched life where learning is a lifelong pursuit.

FR 151 FRENCH I

For beginning students. Vocabulary development, pronunciation, simple phrases written and oral, most common verb structures and grammatical principles explained. Introduction to French daily life and customs. Placement by exam during the first week of course; attendance is required.

FR 152 French II

Second part of first-year language sequence. Reflexive verbs, direct and indirect object pronouns, use of the subjunctive and use of the imparfait are among the grammar points covered. Placement by exam during first week of course; attendance required.



Typical Syllabus for FR 151

FRENCH 151 (002) Elementary French I

Fall Term, MWF 10:30 - 11:30, Uhler 105

Instructor: Dr. Robert Whitmer, Sutton 454, ext. 5599

Office Hours: MWF 9 - 10; TR 1-2

Required Text: Jarvis et al. Invitation, 3rd ed., Holt, Rinehart and Winston: New York, 1988

Same text will be continued in French 152.

Duplication of Tapes: A tape program supplements the text. To take full 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 text and lesson to be duplicated on it. The tape will be copied and put in the box marked FRENCH TAPES DONE. This lesson can be erased when ready to copy the next one.

Grading System: Four hour exams (including the final) will be given during the term (approximately after every two chapters). Letter grades will be assigned according to the following scale:

|          |   |
|----------|---|
| 90 - 100 | A |
| 80 - 89  | B |
| 70 - 79  | C |
| 60 - 69  | D |
| 0 - 59   | F |

Tutoring Assistance: A trained tutor is available in the Learning Center, Pratt Hall. Hours can be arranged.

Important Dates: 9/14 - Drop/Add deadline  
10/21 - Pass/Fail notification deadline  
10/28 - Withdrawal (W grade) and MID-TERM  
11/23 - 11/25 Thanksgiving  
12/17 - 12/22 Final Exam period

Attendance Policy: Attendance in elementary language courses is mandatory and correlates positively with success in the course. The penalty for unexcused absences will be as follows:

|                 |                            |
|-----------------|----------------------------|
| 4 - 6 absences: | 5% penalty on final grade  |
| 7 - 9 absences: | 10% penalty on final grade |
| 10 or more:     | F for the course           |

Functional and Communicative Proficiency:

- 1- Students will become familiar with the alphabet, the numbering system, the use of accents, and pronunciation of vowels and consonants.
- 2- Students will learn to name objects, express actions and opinions, disagree or make negative statements, and ask others about their likes and dislikes.
- 3- Students will be able to describe objects and people and tell where they are from and what they are like.
- 4- Students will describe their surroundings and express possession and relationships.
- 5- Students will be able to make travel plans and indicate their destination and/or intentions.
- 6- Students will learn to choose and order foods and specify quantities.
- 7- Students will become proficient in giving and receiving directions.
- 8- Students will talk about past events and tell when an activity begins and ends (time).
- 9- Students will talk about the weather, changes in location, state, health, etc.
- 10- Students will master the verbs (regular and irregular) and also learn vocabulary that will be required in performing everyday functions in French.

Typical Syllabus for FR 152

FRENCH 152 (004) Elementary French II

Fall term, MWF 1:00 - 1:50, Uhler 203  
plus Performance Lab (M, T or W at 3:30)

Instructor: Dr. Robert Whitmer, Sutton 454, ext. 5599

Office hours: MWF 9-10; TR 1-2

Text: Bragger and Rice, Allons-y!, Heinle and Heinle: Boston, 1984  
(Course begins with Chapter 9; last semester for the use of this text so don't buy a new book.)

Duplication of Tapes: There is an optional tape program which supplements the 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 book and lesson to be duplicated on it. The tape will be copied and put in the box marked FRENCH TAPES DONE. The lesson can be erased when ready to copy the next one.

Performance Lab/Drill Session: An integral part of the course will be the performance lab. The student will report for one afternoon session each week (either on Monday, Tuesday or Wednesday). The drill session will generally begin with a video viewing by all 35 students, then the students will divide into smaller groups (10-12) to work with an instructor and the two graduate assistants (native French speakers).

Attendance Policy: Attendance in elementary language courses is mandatory. Therefore, the following penalties will be assessed for unexcused absences (both the lecture and lab):

4-6 absences: 5% penalty on final grade  
7-9 absences: 10% penalty on final grade  
10 or more: F for the course

Important Dates: September 14 - Drop/Add deadline  
October 21 - Pass/Fail notification deadline  
Oct. 28 - Individual course withdrawal (W grade) and  
Mid-Term  
Nov. 23-25 - Thanksgiving Recess  
Dec. 17-22 - Final exam period

Grading System: During the semester there will be two major written exams plus a comprehensive final. In addition to the written exams there will be two oral exams administered during the performance lab. Therefore a student's grade will be based on the following formula:  
2 major exams plus final = 60%; quiz average = 20%; oral exam average = 20%. Letter grades will then be assigned according to the following scale:

|          |   |
|----------|---|
| 90 - 100 | A |
| 80 - 89  | B |
| 70 - 79  | C |
| 60 - 69  | D |
| 0 - 59   | F |

**Calendar:**

Sept. 7 - 16: Introduction, review (no performance lab sessions)  
 Sept. 19- 23: Chapter 9  
 Sept. 26- 30: Chapter 10  
 Oct. 3 - 7 : Chapter 11  
 Oct. 10 - 14: Chapter 12  
 Oct. 17 - 21: Written and oral exams  
 Oct. 24 - 28: Chapter 13  
 Oct. 31- Nov. 4: Chapter 14  
 Nov. 7 - 11: Chapter 14  
 Nov. 14 - 18: Chapter 15  
 Nov. 21 - 25: Written exam, Thanksgiving break  
 Nov. 28 - Dec. 2: Chapter 16  
 Dec. 5 - 9: Chapter 17  
 Dec. 12- 16: Chapter 18, oral exams  
 Dec. 17 - 22: Final exam period