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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) <input type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input checked="" type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input checked="" type="checkbox"/> Catalog Description Change	
<u>Current Course prefix, number and full title</u>	<u>Proposed course prefix, number and full title, if changing</u> FRNC 101: Basic French I
2. Additional Course Designations: check if appropriate <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.	
3. Program Proposals <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Other <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Catalog Description Change <input type="checkbox"/> Program Revision	
<u>Current program name</u>	<u>Proposed program name, if changing</u>
4. Approvals	
Department Curriculum Committee Chair(s)	Jean-Louis P. Dassier <i>[Signature]</i> 3/4/09
Department Chair(s)	Charles McCreary <i>[Signature]</i> 3/5/09
College Curriculum Committee Chair	<i>[Signature]</i> 3/18/09
College Dean	<i>[Signature]</i> 3/18/09
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	<i>[Signature]</i> 4/1/10

* where applicable

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Liberal Studies

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Part II. Description of the Curriculum Change

1. New Syllabus of Record

I. Catalog Description

FRNC 101 Basic French I	3 class hours
Appropriate score on the Placement test (WebCape):	0 lab hours
score below 260	3 credits
	(3c-01-3cr)

Offered every Fall semester. Not open to native speakers, except by special permission of department. Special focus on aural/oral skills. The students will learn in a multimedia environment. Students will converse and ask questions in simple present tense. They become acquainted with elements of daily lives of native speakers of French around the world.

II. New Syllabus of record

- a. Goal: Foreign language courses develop students' skills in communication across ethnic, cultural, ideological, and national boundaries, and help students develop an understanding of other cultures and patterns of thought.

b. Course Outcomes

The students will be able to:

- Listening: understand short utterances drawn from familiar material, recognize types of authentic listening texts, and identify keywords and ideas in spoken French.
- Speaking: use (creatively by course's end) limited memorized materials in simple statements and question forms, i.e. engage in simple face-to-face conversations in familiar, so-called "survival" situations.
- Reading: read and identify key words and ideas in recombined short narratives and dialogues using familiar memorized material.
- Writing: list, identify and label from verbal cues, supply simple written form-style information, transcribe oral French in familiar contexts, and write simple paragraphs using memorized material.

III. Course Outline (based on current text)

- i. Preliminary Unit: (2 meetings = 100 mns)
Course and 101-202 Sequence Presentations (Placement test: WebCape, Syllabus, Policies, Moodle Streaming Media); Specific outcomes (Students will: greet others, introduce themselves, and take leaves in a culturally acceptable manner; count from 0 to 59; learn about the gender of nouns; learn the regions/countries where French is spoken).
- ii. Unit 1: (8 meetings = 400 mns)
a) Functional Objective (Talking about studying) ; b) Specific Outcomes (learn vocabulary related to studying in a university environment; express negative ideas in the present tense; ask simple yes/no questions in the present tense; learn about the education system in France and in other French-speaking countries) ; c) Testing Objectives (Written communication project 1: Teacher-graded, self-evaluated, and peer-evaluated; teacher-graded listening comprehension activity; and teacher-

- graded in-class participation) ; d) Multimedia Support (Video program currently adopted: “*Le Chemin du Retour*” Episode 1; Audio program currently adopted: *Débuts* audio program, Moodle Streaming Media Chapter 1).
- iii. Unit 2: (8 meetings = 400 mns)
 a) Functional Objective (Describing people and things) ; b) Specific Outcomes (students will: describe people and things in the present tense; use adverbs of frequency; use expressions of agreement and disagreement; talk about everyday actions; learn about the importance of television in France) ; c) Testing Objectives (Teacher-graded reading comprehension activity; Oral recording project 1: teacher-graded, self-evaluated; teacher-graded in-class participation) ; d) Multimedia Support (Video program currently adopted: “*Le Chemin du Retour*” Episode 2; Audio program currently adopted: *Débuts* audio program, Moodle Streaming Media Chapter 2).
- iv. Unit 3: (8 meetings = 400 mns)
 a) Functional Objective (Exploring the city: Giving and understanding directions) ;
 b) Specific Outcomes (students will: converse about places and people; explain where things are located; describe movement in a city; discuss nationalities; ask questions using tag phrases; learn about nonverbal communication in France; talk about actions that are going to happen soon) ; c) Testing Objectives (Written Communication project 2: Teacher-graded, peer-graded, and self-evaluated ; teacher-graded reading comprehension activity; teacher-graded cultural topic investigation/creative project; teacher graded in-class participation; In-class Midterm Examination) ; d) Multimedia Support (Video program currently adopted: “*Le Chemin du Retour*” Episode 3; Audio program currently adopted: *Débuts* audio program, Moodle Streaming Media Chapter 3).
- v. Unit 4: (8 meetings = 400 mns)
 a) Functional Objective (My family) ; b) Specific Outcomes (students will: converse about their family; count above 60; talk about days, months, and dates; learn about the diversity of France; learn about the notion of family in France; express possession; ask questions about where, when, why, how, how much, and how many in the present tense) ; c) Testing Objectives (Teacher-graded listening comprehension activity; Oral recording project 1: teacher-graded, self-evaluated; teacher-graded in-class participation) ; d) Multimedia Support (Video program currently adopted: “*Le Chemin du Retour*” Episode 4; Audio program currently adopted: *Débuts* audio program, Moodle Streaming Media Chapter 4)
- vi. Unit 5: (8 meetings = 400 mns)

a) Functional Objective (My house) ; b) Specific Outcomes (students will: tell time; describe houses, rooms, and furnishing in the present tense; express and respond to apologies; describe daily activities; ask clarifications about people or things) ; c) Testing Objectives (Written communication project 3: Teacher-graded, peer-graded, and self-evaluated ; teacher-graded reading comprehension activity; teacher-graded cultural topic investigation/creative project; teacher graded in-class participation; Oral Proficiency examination; Final written examination) ; d) Multimedia Support (Video program currently adopted: “*Le Chemin du Retour*” Episode 5; Audio program currently adopted: *Débuts* audio program, Moodle Streaming Media Chapter 5)

IV. Evaluation Methods

- a. Mid-term and final in-class examinations will be designed by the French faculty as a group and identical in all sections of FRNC 101.
- b. Individual faculty will structure tasks (projects) according to their emphases within the syllabus specifications. In general, however, the following guidelines will be suggested.
- c. The final course grade is based on formal evaluations (Midterm and Final, Final Oral Proficiency) and task-based activities (projects) as follows: Individual instructors may change these values in the following range: +/-5%
- d. Proposed Matrix of Task-based projects:

1. Two written exams (<i>Midterm/Final</i>)	20%
<i>Exams will include all language skills including written activities, an aural comprehension part utilizing audio/video material, and a reading comprehension section to demonstrate comprehension of literary/ cultural texts.</i>	
2. One final oral exam	10%
3. Task-based projects	50%
4. Participation and attendance	20%

e. Grading of task-based assessment activities

Appropriate

<u>Task type</u>	<u>Unit</u>
1: Teacher-graded writing communication	Unit 1, Unit 3, Unit 5
2: Teacher-graded reading activity	Unit 2, Unit 3, Unit 5
3: Teacher-graded listening activity	Unit 1, Unit 4
4: Teacher-graded speaking activity	Unit 2, Unit 4
5: Peer-graded writing activity	Unit 1, Unit 3, Unit 5
6: Self-evaluated writing activity	Unit 1, Unit 3, Unit 5
7: Self-evaluated speaking activity	Unit 2, Unit 4, Unit 5
8: Teacher-graded cultural activity	Unit 3, Unit 5
Teacher-graded participation	Every unit

tasks for assessments will be designed by individual instructors. Model tasks can be found at the Ohio Foreign Language Model Assessment Project (<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=337&ContentID=13799&Content=51538>). These tasks need to respond to the following general guidelines:

- 1) learn to greet others, introduce themselves, and take leaves in a culturally acceptable manner.
- 2) learn to count (first from 0 to 59; then above 60).
- 3) learn about the gender of nouns in French.
- 4) learn the regions/countries where French is spoken.
- 5) talk about days, months, and dates.
- 6) learn about the education system in France and in other French-speaking countries.
- 7) discuss nationalities.
- 8) learn about the diversity of France.
- 9) learn about the notion of family in France.
- 10) express possession.
- 11) learn vocabulary related to studying in a university environment.
- 12) ask simple yes/no questions in the present tense.
- 13) ask questions using tag phrases.
- 14) ask questions about *where, when, why, how, how much, and how many* in the present tense.
- 15) express negative ideas in the present tense.
- 16) use expressions of agreement and disagreement.
- 17) express and respond to apologies.
- 18) describe people, things, houses, rooms, and furnishing in the present tense.
- 19) learn to give and understand directions.
- 20) learn about nonverbal communication in France.
- 21) talk about actions that are going to happen soon.
- 22) talk about actions that just happened.

All appropriate rubrics are based on the *American Council on the Teaching of Foreign Languages (ACTFL)*'s Proficiency Guidelines (<http://www.sil.org/lingualinks/LANGUAGELEARNING/OtherResources/ACTFLProficiencyGuidelines/ACTFLProficiencyGuidelines.htm>) and can be found on Moodle.

f. Grading Scale

Grading Scale: A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=Below 60%

g. Attendance Policy

Attendance is paramount to success in this course! Roll will be taken at the beginning of each class period. According to the University Undergraduate Course Attendance Policy (see Undergraduate Catalog), all students are expected to attend class. Therefore, students enrolled in FRNC 101 are permitted a maximum of three (3) absences during the semester or one (1) absence during the summer session. Absences may be excused only for (1) extended illness, hospitalization or death in the immediate family--all with documentation [Note: In cases of illness, a letter from a physician is required on the day the student returns

to class. The letter must state that the student was instructed by the physician to miss class. Receipts from the health center are not acceptable], and (2) University-sponsored, educational activities [Note: Written verification of each activity is required prior to the class absence.] All excused absences must be documented. Documentation must be presented to the professor according to the timeline outlined above in order for the absence to be excused.

In the event that an emergency arises which calls you away from your regular school commitment, you should advise the instructor before you miss class.

French Section Policy: Any student who accumulates more than five absences for any reason will have his/her course grade lowered by three percentage points for each absence after the 5th absence. Students who miss class more than 12 times (equivalent 4 weeks) for any reason are asked to drop the class or will obtain an automatic F as their final grade.

h. Required textbooks:

We have currently adopted:

Textbook: H. Jay Siskin, Ann Williams, Thomas T. Field. (2007). *Débuts: An Introduction to French* (Second Edition). McGraw-Hill. ISBN: 007312544x

Workbook/Laboratory Manual:

H. Jay Siskin, Ann Williams, Nancy Virtue, Elise Leahy Jr. (2007). *Débuts: An Introduction to French Workbook/Laboratory Manual Part 1* (Second Edition). McGraw-Hill. ISBN-13 978-0-07-321912-7

Supplemental: Moodle (<http://Moodle.iup.edu/> --Look in your list of courses for FRNC 101 Streaming Media)

i. Bibliography

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Indiana Department of Education. (1993). *Assessment Tasks in French, German and Spanish*. Indianapolis, IN.

Klapper, John. (2003). Taking communication to task? A critical review of recent trends in language teaching. *Language Learning Journal*, 27, pp. 33-42

- Lewin, Larry and Shoemaker, Betty Jean. (1998). *Great Performances: Creating Classroom-Based Assessment Tasks*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Nebraska Department of Education. (1996). *Nebraska K-12 Foreign Language Frameworks*. Lincoln, NE.
- New Jersey State Department of Education. (1999). *New Jersey World Languages Curriculum Framework*. Trenton, NJ: 1999.
- Phillips, J., & Draper, J. (1994). "National standards and assessments: What does it mean for the study of second languages in the schools?" In G.K. Crouse (Ed.). *Meeting new challenges in the foreign language classroom* (pp. 1-8). Lincolnwood, IL: National Textbook.
- Shrum, J. L. & Glisan, E.W. (2000). *Teacher's Handbook: Contextualized Language Instruction*. 2nd ed. Boston, MA: Heinle & Heinle Publishers.
- Tedick, Diane J., Ed. (1998). *Proficiency-Oriented Language Instruction and Assessment: A Curriculum Handbook for Teachers*. Minneapolis, MN: University of Minnesota, Center for Advanced Research in Language Acquisition.

II. Summary of Proposed Revisions

- a. This course revision is part of the re-organization and updating of the French Service sequence (FRNC 101 through FRNC 202).
- b. The goal of the sequence is to explain the importance of language instruction for Liberal Studies and in the larger university curriculum.
- c. To enhance the feasibility of the proposed re-organization of the French Service sequence, FRNC 101 will be offered only during Fall semester (instead of Fall and Spring), moving the French sequence toward a cohort model where FRNC 101 and FRNC 201 are taught in the Fall, and FRNC 102 and FRNC 202 are offered in the Spring. This model will allow for all the French courses to be taught with the current level of resources.
- d. Course outcomes from FRNC 101 through 202 are sequenced and scheduled in a manner that allows even true beginners to reach the Intermediate proficiency by the end of FRNC 202.
- e. FRNC 101 meets three times a week instead of four (3c-01-3cr).
- f. FRNC 101 is reserved for true beginners.
- g. FRNC 101 course outcomes are defined functionally in terms of the desired communicative objectives; they are defined more precisely.
- h. FRNC 101 course outline is defined more specifically and embraces current approaches to language instruction: Communicative Language Teaching, the Multimedia Approach, and Task-Based Instruction.
- i. Evaluation methods offer a mix of diagnostic, formative, achievement, and proficiency testing.
- j. Attendance policy is clearly defined.

Selected Side-by-Side Comparison of Course Syllabi

Current course:	Proposed course revision:
<p>Catalog Description FR 101 Basic French 4c-11-4sh For the student beginning the study of French or who needs remedial study before beginning the intermediate sequence. Primary emphasis is on mastery of French pronunciation and oral communication. Students will learn to converse in simple present time, become acquainted with location of Francophone populations and elements of their daily lives. Attendance and lab practice is required.</p>	<p>Catalog Description FRNC 101 Basic French 1 Prerequisites 3 class hours Appropriate score on 0 lab hours the Placement test (WebCape): 3 credits score below 260 (3c-01-3cr) <input type="checkbox"/> Offered every Fall semester. Not open to native speakers, except by special permission of department. Students must achieve an appropriate placement test score to enroll (score comprised between 0 and 260). Special focus on aural/oral skills. The students will learn in a multimedia environment. Students will converse and ask questions in simple present tense. They become acquainted with elements of daily lives of native speakers of French around the world.</p>

III. Justification/Rationale for the Revision

a. This course revision is one of four proposals that have two purposes: The re-organization and updating of the French service sequence.

- **Re-organization:** As it is currently being offered, the French service sequence is composed of French 101 (4 credit hours), French 201 (3 credit hours), and French 202 (3 credit hours); the necessary outcome of the sequence is to bring the motivated learners to, at least, a proficiency of Intermediate-mid on the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale. Failure to reach this benchmark proves extremely detrimental to students who later decide to major in French and who needs a minimum proficiency of advanced-low by the time they graduate (for instance: French Education majors need to demonstrate this proficiency level in speaking and writing for graduation and certification). Self-study data have shown in the past two years (AY 2006-2007 and AY 2007-2008) that the current sequence did not offer enough contact hours to reach the desired outcomes: The functional topics and grammatical contents that have to be studied at the beginning level were never fully covered in the 4 credit hours offered at IUP. This makes the transition from French 101 to French 201 distinctly problematic as the same 3 credit hours class has *de facto* to cover the beginning-level objectives before tackling the first intermediate objectives. As a consequence, at the end of French 202, many learners do not reach the intermediate level (a majority scored only at the novice-high level on WebCape during the AY 2007-2008), making it highly improbable that they reach the required proficiency outcomes for those who are going to major in French.

After consultation with foreign language education specialists and the Dean of the College of Humanities and Social Sciences, one of the proactive steps agreed upon by the French faculty is to reinstate the French 102 class (3 credit hours) that had been eliminated in 1991, and to bring back the number of contact hours in French 101 to three (3) hours. This will allow the French sequence to include six (6) credit hours at the beginning stage. With the Beginning level restructured in this manner, the curricular objectives and targeted student outcomes can be defined with greater precision. Since language testing specialists at ACTFL consider that a jump of more than one level of proficiency on the scale is highly unlikely in one academic year for most language learners, the new FRNC 101 will better respect the students' language acquisition rate and will render the projected outcomes

achievable, even for the true beginners who have never studied French prior to enrollment at IUP.

- Updating of the curriculum: The second pro-active step taken by the French faculty was to acknowledge that simply increasing contact hours would not in and of itself lead to the targeted proficiency at the end of the service sequence. The existing sequence reflected the early developments of Communicative Language Teaching (CLT) as defined in the late 1980s and early 1990s. The new sequence strengthens this commitment by adding newer developments in Second Language Acquisition (SLA): Task-Based Instruction (TBI) and the Multimedia Approach (MMA).

MMA: Thanks to Moodle and streaming video and audio programs, FRNC 101 students may now completely immerse themselves in French in class and outside of class. A virtual environment is created that allows them at any time to (a) watch a French film that is correlated to their workbook and textbook, (b) listen to French audio programs that are related to the French film and the curricular objectives of the unit being currently studied, (c) engage in written synchronous communication (chat with each other or with guests from France), (d) engage in asynchronous written communication (leaving messages on bulletin board, Emails, or blogs). This environment allows the French faculty to free a significant amount of class time for practice, explanations, and oral/aural communication. TBI: Popularized by N. Prabhu (The Bangalore Project), Task-based instruction (TBI) is a method of instruction in the field of Second Language Acquisition that has proven successful. Its main focus is the use of authentic language. It also focuses on having the students doing meaningful tasks (“Projects”) using the target language. Assessment is therefore primarily, but not exclusively, based on task outcomes. It is an approach that has been demonstrated to be specifically effective to develop fluency, student intrinsic motivation, and student confidence.

Future self-study data will show, in the IUP context, whether this re-actualization leads to the desired outcomes: Reaching consistently and for all learners the Intermediate-mid or Intermediate-high proficiency levels in speaking and writing on the ACTFL proficiency scale.

IV. Old Syllabus of Record

a. Catalog Description

FR 101 Basic French

4c-11-4sh

For the student beginning the study of French or who needs remedial study before beginning the intermediate sequence. Primary emphasis is on mastery of French pronunciation and oral communication.

Students will learn to converse in simple present time, become acquainted with location of Francophone populations and elements of their daily lives. Attendance and lab practice is required.

b. Course Objectives

The primary objective of Elementary French is the development of a beginning level of proficiency as defined by the ACTFL guidelines, i.e. the ability to communicate specific messages in particular situations.

- A. Listening: Students will be able to understand short utterances drawn from familiar material, recognize types of authentic listening texts, and identify keywords and ideas in spoken French.
- B. Speaking: Students will be able to use (creatively by course's end) limited memorized materials in simple statements and question forms, i.e. engage in simple face-to-face conversations in familiar, so-called "survival" situations.
- C. Reading: Students will be able to read and identify key words and ideas in recombined short narratives and dialogues using familiar memorized material.
- D. Writing: Students will be able to list, identify and label from verbal cues, supply simple written form-style information, transcribe oral French in familiar contexts, and write simple paragraphs using memorized material.

c. Course Outline

Approximately five to six 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 order and difficulty of material will closely follow this pattern.)

- A. First conversational contacts, statements about personal activities and preferences.
France, its capital, elements of university life.
Grammar: Subject pronouns and affirmative, negative, interrogative of 1st conjugation verbs. Syllabification, vowel enunciation.
- B. Statements of personal identity, profession; aspects of working life, Francophone Quebec.
Grammar: irregular verb "to be" and adjectives with number and gender agreement, liaison.
- C. Family identity, household and personal possessions: typical French life-style.
Grammar: irregular verb "to have", possessive, pre- and post-positioned adjectives, pronunciation of nasal vowels. Cumulative review.
- D. Means of travel, types of vacation plans; place names, geographic locations, designation of time; "survival" travel expressions.
Grammar: irregular verb "to go"; prepositions, nationality adjectives; continuation nasal vowels. Cumulative review.
- E. Food and "survival" eating commands and etiquette, contrasts in meals, eating patterns, foods; metric weights and measures; numbers.
Grammar: Irregular verbs "to take," "to drink"; demonstrative adjectives; the French "r"; cumulative review.
- F. French urban living patterns; addresses, lodgings, stores, public services; "survival" expressions in asking and giving directions.
Grammar: Irregular verb "to do"; ordinal numbers and percentages; spatial prepositions; dates; pronunciation problems /i/, /y/, /u/. Cumulative review.
- G. Introduction to past time, designation of analog, digital clock time: reporting of common activities in past; "survival" expressions regarding television. Grammar: the compound past conjugated with "avoir" and "être". Introduction of 2nd conjugation verbs; reading, pronouncing "s" and /s/. Cumulative review.

d. Evaluation Methods:

This multi-section course does not require block examinations. Thus, individual faculty will structure evaluation according to their emphases within the syllabus specifications. In general, however, the following guidelines will be respected:

50-60% Major written cumulative examinations: 3 to 5 during the semester. Major exams will include a listening (e.g. multiple choice, identification, labeling, dictation) component; short answer grammatical and vocabulary component, short paragraph writing component; and a reading comprehension component.

20-30% Shorter, scheduled quizzes to cover individual topics, units, etc.

0-20% Homework assignments and class participation.

5-25% Oral examination scheduled with students individually.

e. 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 communications*, 3rd ed. New York: Holt, Rinehart, and Winston, Inc., 1988.

Tape program and workbook selections (Invitation)

f. Special Resource Requirements:

Eicher language laboratory and/or tape duplication

g. Bibliography

ACTFL et. al

Kashen

Omaggio

Rivers

Valdman