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attached revised 3/24
Approved 3/27

General Education Course Proposal

Proposed Course: FREN 1B ELEMENTARY FRENCH Units 4.0
Prefix No. Title

Department: Foreign Languages and Literatures School: Arts and Humanities

GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
Breadth: B1___; B2___; C1___; C2_x; D___; E___
Integration: B___; C___; D___; International/Multicultural___

Existing Course x; Revised Course ___; New Course ___

Course Included in Current GE Program x

New courses require the Undergraduate Course Proposal form in addition to this form.
Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Prerequisite: Fren 1A or permission of instructor. Second semester course in conversational and written French. Not open to those with two years or more of high school French credit.

Enrollment limit per section: 30

Expected number of sections per semester - Year 1 4; Year 3 4

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

Bruce Montoye 2-13-98 Kim Mornin 4/22/98
Department Chair Date School Curriculum Committee Date

Paul J. Costa 4/23/98 Paul Ann 12/15/98
School Dean Date General Education Subcommittee Date

Brandt Kehoe 12/22/98
Associate Provost Date

General Education Course Proposal French 1B
General Syllabus

French 1B
4 units

Prerequisites: none

Fees: none

Instructor's name

Office location

Office hours.

Telephone/email

Course Description:

Beginning course in conversational and written French. Not open to students with one year or more of high school French credit General Education Breadth C2.

Course objectives:

1. To continue to develop linguistic skills – listening, speaking, reading, and writing – to the Higher Novice Level of Competence¹. This is characterized by an expanded ability to (1) understand and produce appropriate responses in common situations utilizing learned materials, such as standardized messages, phrases, and expressions; (2) understand discourse on abstract topics; and (3) write and converse, provide and obtain information about everyday, cultural, historical, artistic, and literary topics.
2. To continue to develop cultural awareness to the Higher Novice level¹ which is characterized by (1) the acquisition of basic cultural information, about French-speaking countries (geography, cultural diversity, etc.); (2) the development of a sensitivity to cultural stereotyping, some sources cross-cultural misunderstandings, simple cultural aspects of language; (3) a sampling of short literary texts from the French-speaking world; and (4) an increased awareness of the humanities, a greater appreciation of the interrelationships between the arts and the self, and a finer understanding of the development of contemporary civilization. Through such an emphasis on cultural and literary awareness the students acquire a greater appreciation of another contemporary civilization as well as their own and they will also have undertaken a systematic reflection on their own ideas, values and beliefs.

¹ Definitions of “Novice Level” adopted from *American Council of Foreign Language Teachers' Guidelines*.

Course Content & Format of A Class Using *Parallèles*:

All sections of French 1B teach elementary French grammar, syntax and morphology, including all past, future, conditional and subjective tenses of regular and irregular verbs, commands, topic and functional vocabulary. **In addition**, all sections of French 1B introduce, analyze, and discuss various topics of French culture, history, and literature.

Parallèles is divided into fourteen thematic chapters introducing the students not only to the study of the French language but also into the linguistic, cultural, intellectual, and artistic imagination of the French-speaking world. In French 1B we will cover the material presented in the last seven chapters. Since this class usually meets four times a week we shall devote approximately two weeks or eight sessions per chapter. The teaching of each chapter will include the following:

- (1) **a language component** (grammar, language structure, stylistic application) which **develops the students' oral and written skills and furthers their ability to understand how language works;**
- (2) **an everyday life situation** allowing the students to apply this newly acquired language component in a **hands-on practice and to learn to express themselves in a culturally and linguistic appropriate fashion;**
- (3) **a cultural component** exploring this everyday life situation and allowing the students to **experience a new language and another culture from within;**
- (4) **a literary module presenting short French literary texts**, related to the language component, everyday life situation and cultural component, inviting the students to **examine the humanistic foundations of contemporary western civilization.**

By proceeding in this fashion, the students engage into an **intellectual inquiry** which not only promotes their **appreciation the humanities and awareness of their own cultural background**, but also expand their **understanding of the intimate link between a culture and its language** which shapes that culture's ideas, values, and beliefs.

- The students prepare each chapter **at home** by:
 1. Completing a variety of **linguistic activities**, in which each segment introduces, in conjunction with the everyday situation, the cultural component, and the historical, artistic or literary module: oral and written grammar, syntax, vocabulary, and stylistic exercises (from the text and workbooks); listening comprehension activities from the cassettes accompanying the textbook.

2. Familiarizing themselves with an **everyday life situation**: Working in small groups, they learn how to use the new linguistic structures by producing their own everyday life situation, thus creating a simulation which they perform in class.
 3. Reading thoroughly the **cultural component** and preparing the **literary module** to be able to explain them, present, and analyze their key issues, and/or discuss their cultural context, philosophical framework, or literary merit. Initially parts of these components might be discussed in English but the students will gradually learn to conduct these discussions in French as the semester progresses and they advance in their study of the language.
 4. Writing **five 200-word** (in French) and a **1000-word** (in English) papers or a **2000-word project** (in English) on a cultural, historical, artistic or literary topic relevant to French.
- **Class time** is devoted to:
 1. **Introducing and/or reviewing the linguistic components** (grammar, syntax, and stylistic structures) presented in each chapter, focusing on their appropriate oral and/or written use.
 2. **Producing and performing the new everyday life situation** presented in each chapters.
 3. **Introducing, reviewing, analyzing, and/or discussing the many issues present in the cultural component and the literary module** from a variety of perspectives, not only within the cultural, intellectual, and aesthetic context of the French-speaking world, but also from the students' own beliefs, values, and ideas.
 - After completion of each section, students demonstrate their understanding of the issues presented in a particular section in a **major writing assignment** on some question of French culture, history, art and/or literature. Essay topics originate in classroom discussions and must be approved by the instructor. All essays are evaluated on grammatical and mechanical correctness as well as on the clarity and development of the thesis and the coherence of the argument.
 - Students take **three examinations** in the course of the semester. In addition to assessing the students' writing skills, these examinations also evaluate the students' linguistic ability using new vocabulary and concepts, as well as grammar and syntactical structures they will have encountered in the course of the readings and discussions.

Grading Policy and Exams:

There will be **three examinations, including oral and written elements**. Homework, cultural and literary projects, and class participation will also help to determine the students' grade.

Examinations:	45%
Homework:	20%
Preparation/Participation:	20%
Cultural Project:	15%

Grading Scale:	90-100%=A
	80-89%=B
	79%=C, etc.

Extra Credit: Students may earn extra credit points for attending French cultural activities.

Cultural Project/Writing Requirement:

May be fulfilled by:

- **five 200-word papers (in French) and a 1000-word project (in English)**

or

- **a 2000-word project (in English)**

on topics related to Francophone culture, history, art, or literature. These papers' topics are chosen by the student and approved by the instructor.

Representative Texts:

Parallèles, Allen, W. Chapters 1-7

Parallèles: Cahier d'Activités, Allen, W. Chapters 1-7

Tapes:

Students may need to purchase two 90-minute good quality audio tapes for recording cultural material. Consult instructor.

French 1B - Elementary French - Fall '98

Syllabus

Dr. Rose Marie Kuhn
Office Hours: 11-12 MTWF; 13-14 T
Office: EE 244
Phone: 278-6890
email: rose_marie_kuhn@csufresno.edu

Course Objectives:

1. **To continue to develop the linguistic skills** – listening, speaking, reading, and writing through the study of authentic aural, written, and visual texts and through communicative activities; and to develop an understanding of French as a grammatical system.
2. **To continue to explore one's native culture and to reflect upon it in the context of the culture of the French-speaking world; and to become aware of cultural parallels between American cultures and the cultures of the French-speaking world.**
3. **To continue to explore major historical, literary, and artistic manifestations from France to learn not only to appreciate the humanistic foundations of western civilization and become awareness of your own cultural background, but also to expand your understanding of the intimate link between a culture and its language which shapes your culture's as well as your own ideas, values, and beliefs.**
4. **To continue to acquire effective study, skills —also called learning strategies— that will be valuable not only for learning a foreign language but also for learning other academic subjects; and to acquire the ability to access current information on the francophone world, using the Internet.**
5. **To discover —through a continuing process of teaching, classroom testing, and feedback— the proper components and mix of a successful computer assisted program for beginning level university language learning.**

Text and Ancillary Materials:

- Allen, W., *Parallèles*, (Text)
- Allen, W., *Parallèles: Cahier d'Activités* (Workbook). **Both are required.**
- **Lab Cassettes:** You need to have lab cassettes copied in FFS 314. Bring a blank 90 minute cassette labeled with your name, course number, chapter number and come back the next day to pick it up.
- ***Parallèles interactive CD (Mac format only):*** a carefully integrated CD with the text's presentation of vocabulary, grammar, and culture to facilitate a student's self-paced study and review. *Parallèles interactive* contains approximately 170 interactive computer screens, covering the fourteen dossiers or chapters of the textbook.

Course Work:

You will have to prepare for class daily by studying the textbook and doing exercises, in the workbook. In class, we will work on conversation skills and mastering grammar and syntax structures. We will also discuss many cultural aspects of France as well as analyze short literary texts in French related to each of the chapters.

Attendance and active participation in class is extremely important to language learning; therefore having more than 5 unexcused absences will cause your grade to be lowered by one grade point (i.e. from B to C, or C to D). Excused absences are those reported promptly to the instructor. At the end of the semester the full 20% of your French 1B preparation and participation grade may be earned if you can honestly make the following self-evaluation for each class session:

Très bien or *excellent* (20%)

- I prepared for the class session by reviewing and completing assignments from the previous day and previewing new materials.
- I attended class regularly and arrived on time.
- I greeted people and took leave using the appropriate French *formule de politesse*.
- I worked on my comprehension by listening while others spoke.
- I participated in French in all activities with enthusiasm and a positive attitude.
- I helped others to do all of the above but also respected the Honor Code by not allowing others to copy my work.

Travail Adéquat or *fair* (10%)

- I partially prepared for the class session and used the Lab frequently.
- I used all "permitted absences" but otherwise regularly attended class and arrived on time.
- I greeted people and took leave using French expressions.
- Sometimes I didn't listen to others when they were talking.

- I spoke French in class but also sometimes used English.
- I participated in most all of the activities, enthusiastically with most but less so with others.
- Most of the time I showed a positive attitude.
- Most of the time I made participating in class easier and more fun for others.

Travail Insuffisant or *unsatisfactory* (5% ou moins)

- I seldom prepared for the class session and didn't use the lab very often.
- I frequently arrived late.
- I spoke more English than French in class.
- I usually didn't listen when others spoke.
- My presence in the class group didn't contribute much to the activities.

Grading:

There will be three examinations, including- oral and written elements. Your homework will also help to determine your grade.

Examinations:	25%
Homework	20%
Preparation and participation	20%
five 200-word and one 1000-word projects or a 2000-word project.....	25%

Extra credit: You may earn extra credit points for attending French cultural activities.

Late homework & paper policy: Late homework or papers are due in class on the date indicated by the instructor. Late homework or papers will be marked down 1 grade point per day late. You may occasionally turn in work up to 4:45pm on the day due without penalty by placing it in Dr. Kuhn's mailbox in the office of the Dept. of Foreign Lang. & Lit. (Engineering East 213)

Required Student Activities:

1. **Daily preparation:** You will prepare for class daily by reading the textbook, listening to tapes, doing exercises in the workbook, and prepare in writing your cultural and literary readings.
2. You will **participate in communicative pair and group activities in class** in the target language with a positive attitude.

3. You will **make use of French Cultural Materials** (CD Roms, interactive computer programs, etc.) available in the Language Laboratory as indicated by the instructor.
4. You will **attend class regularly** and notify instructor of excused absences promptly. Regular attendance will improve your participation grade. Absences will negatively affect your participation grade.
5. You will **turn in homework and written requirements on time**. Late homework will receive a grade penalty, since the student has had more time than others in the class to complete it.
6. You will **study and practice with a classmate for better fluency**.

Buddy System:

You are encouraged to study and practice with your classmates for better fluency. Also please take the phone number of a fellow student to contact for missed assignments, handouts, etc. It will be your responsibility to note assignments and secure handouts for your buddy when he/she is unavoidably absent.

Writing Requirement:

- **five 200-word (in French) + one 1000-word (in English) projects**

Or

- **one 2000-word project (in English)**

on topics related to Francophone culture, history, art, or literature. These papers' topics are chosen by you but they must be approved by the instructor.

Other Matters:

1. **Students with disabilities or special needs** are asked to identify themselves to the instructor so reasonable accommodation for learning and evaluation within the course can be made.
2. **Conduct of courses/Cheating/Plagiarism:** University policies on these matters are located in the *Catalog* and *Schedule of Courses*.
3. **The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.**

Course Schedule — Textbook *Parallèles*:

Week	Theme	Chapter	Content: Language Structure/ Every day Life Situation & Conversation / Culture Component / Literary Module & Discussion
1	“On révisé”	1-7	<p>Language Structures: Review of the conjugation of the present & present perfect of regular & irregular verbs. Usage of the articles & adjectives.</p> <p>Everyday Situation & Conversation: Getting to know & interviewing each other. Describing people & events.</p> <p>Cultural Component: Living in France vs. the U.S.</p> <p>Literary Module: Introduction to French literature. How to approach, analyze, and discuss a literary text in French by using two examples: <i>Elève Hamlet</i> et <i>Le cancre</i> by Jacques Prévert (France).</p>
2-3	“Famille & Calendrier”	8	<p>Language Structures: Verbs <i>vouloir, pouvoir & devoir</i>. Introduction to the Simple Past. Use of the imperative.</p> <p>Everyday Situation & Conversation: Celebrating special family events.</p> <p>Cultural Component: Calendar & Family Traditions & Customs in France. Holidays in France & America.</p> <p>Literary Module: A sampling of family life and celebrations in French literature through the study of three short literary texts and poems: <i>Le repas</i> by Guillaume Apollinaire (France); <i>L'enterrement d'un enfant</i> by Maurice Carême (Belgium); and <i>Bonne fête, Maman!</i> by Marie-Thérèse Collimon-Hall (Haïti).</p> <p><u>Writing Project # 1 due</u></p>
4-5	“Les années de lycée”	9	<p>Language Structures: Verbs <i>connaître, savoir, suivre</i>; Direct & Indirect Object Pronouns.</p> <p>Everyday Situation & Conversation: A day of school in France.</p> <p>Cultural Component: French vs. American Education System. Napoleon & the <i>lycée</i>. The French <i>bac</i>, your ticket to Higher Education.</p>

			<p>Literary Module: <i>La dernière classe</i> by Alphonse Daudet (France). This last day of schooling in French takes place in 1871 in Alsace-Lorraine just after that French province has been ceded to Germany at the end of the Franco-Prussian War. On what it means to have to give up everything you believe in. On the meaning of patriotism.</p> <p><u>Writing Project #2 due</u> <u>Exam #1</u></p>
6-7	“D’abord passe ton bac!”	10	<p>Language Structures: Verbs <i>dire, lire & écrire</i>. Narratives in the past tenses: <i>passé composé</i> vs. <i>imparfait</i>.</p> <p>Everyday Situation & Conversation: A day of class at the Sorbonne.</p> <p>Cultural Component: Higher Education in France.</p> <p>Literary Module: <i>L’Ecole</i> by Nafissatou Diallo (Sénégal) or the first day of class at the School of Nursing. On hopes and expectations. On difficulties & challenges.</p> <p><u>Writing Project #3 due</u></p>
8-9	“Décisions, décisions”	11	<p>Language Structures: Interrogative Pronouns: <i>quel? & Lequel?</i> Relative Pronouns: <i>qui & que</i>.</p> <p>Everyday Situation & Conversation: : How to Chose A Career in France?</p> <p>Cultural Component: From Student to “Real” Life. Employment & unemployment in France vs. the U.S.</p> <p>Literary Module: <i>A New Life</i> by Nafissatou Diallo (Sénégal) or Life after school. On working & professional life. On starting a family and having children.</p> <p><u>Writing Project #4 due</u></p>
10-11	“Rêves & loisirs”	12	<p>Language Structures: Subjunctive Mode. Pronouns <i>y & en</i>.</p> <p>Everyday Situation & Conversation: Expressing need, obligation, wish and desire.</p>

			<p>Cultural Component: Dreaming about an extraordinary region: Discovering the French West Indies (Martinique, Guadeloupe, Les Saintes, St-Martin...).</p> <p>Literature Module: <i>Retrouver son pays... sa ville natale</i> by Maryse Condé (Guadeloupe). On going home. On reconnecting with one's roots, family, traditions. On hoping for a better future.</p> <p><u>Writing Project #5 due</u> <u>Exam #2</u></p>
12-13	“La forme, pas les formes”	13	<p>Language Structures: Expressing emotions in the subjunctive. Future tense.</p> <p>Everyday Situation & Conversation: Talking about the future.</p> <p>Cultural Component: On life, death & health care in France.</p> <p>Literature Module: <i>Modou Fall est bien mort, Aïssatou!</i> by Mariama Bâ (Sénégal). On illness and death. On how to cope after the death of a loved one.</p> <p><u>1000-word & 2000-word Writing Project due</u></p>
14-15	“Questions d'actualités”	14	<p>Language Structures: Verbs <i>voir & croire</i>; Conditional, Expressing doubt & uncertainty.</p> <p>Everyday Situation & Conversation: Expressing one's opinions & feelings about people and events.</p> <p>Cultural Component: Current concern in the Francophone world: Aids, Algeria, Children & their Rights. Democracy, Ecology & Immigration.</p> <p>Literature Module: <i>Mot</i> by Aimé Césaire (Martinique); <i>Hoquet</i> by Léon Gontran Damas (Guyana); and <i>La vie... est-elle un rêve?</i> by Evelyne Voldeng (France-Ontario). On what it means to speak French without being French. On French culture vs. diversity.</p> <p>General Review of all material covered Conclusions</p> <p>Final Exam Period: <u>Exam #3</u></p>