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Attached 3/17
Approved 3/17

General Education Course Proposal

Proposed Course: FREN 2A French for Communication **Units** 3.0

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, eg., (Former Biol 105)

Prerequisite: Fren 1B or equivalent. Second year course that emphasizes speaking and reading, and a review of basic French grammar.

Enrollment limit per section: 30

Expected number of sections per semester —Year 1 4; Year 4 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 syllabus, which will be binding on all sections of this course, detailing 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

<u>Bruce Chomton</u>	<u>2-13-98</u>	<u>Kim Morn</u>	<u>4/22/98</u>
Department Chair	Date	School Curriculum Committee	Date
<u>Paul D. Costa</u>	<u>4/23/98</u>	<u>Peter Ann</u>	<u>12/15/98</u>
School Dean	Date	General Education Subcommittee	Date
<u>Brandt Kehoe</u>	<u>12/22/98</u>		
Associate Provost	Date		

General Education Course Proposal
French 2A – Attachment 2: General Syllabus

French 2A

4 units

Prerequisites: French 1B or equivalent

Fees: none

Instructor's name

Office location

Office hours

Telephone/e-mail

Course Description:

Second year course that emphasizes speaking and reading, and a review of basic French Grammar. Not open to students with two years or more of high school French credit.
General Education Breadth C2.

Course objectives:

1. To further develop the Novice Level of Competency acquired after a year of basic college French and reach the Intermediate Level of Competency* with a special emphasis on speaking and reading. This higher level is characterized by 1) increased ability to understand high frequency situations in face-to-face conversations (including for example: phone conversations, simple TV or radio reports and announcements); 2) improved ability in conversing to provide and obtain information about everyday and cultural topics (expressing feelings and emotions and begin to exchange opinions); 3) expanded ability to understand discourse on an increased number of abstract topics (including for example: professional life and social issues) and modes (conditional and subjunctive); 4) greater ability to compose simple stories and dialogues; 5) increased ability to understand the main ideas in descriptive or narrative texts dealing with personal interests and/or knowledge; and 6) expanding one's listening and reading vocabulary to about 3000 words.
2. To increase the student's cultural awareness to the Intermediate Level of Competency*. This includes familiarity with a broader range of cultural and humanistic topics, such as customs and traditions, social issues, history, literature, and the arts from France and the French-speaking regions around the world. Discussions and role-playing not only emphasize cultural nuances of more sophisticated everyday situations as well as more abstract concepts, but also stress cultural and philosophical differences

* Definitions of Intermediate Level adopted from American Council of Foreign Language Teachers' Guidelines.

between French-speaking and American society. Students are encouraged to share from their own experience. This introduction into French and Francophone cultures as well as to their contributions to science, the arts, and American life fosters a better understanding by the students of their own and of another contemporary civilization and also stimulates a systematic reflection on their own ideas, values and beliefs.

Grading Policy and Exams:

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

Examinations:	35%
Homework:	25%
Preparation/Participation:	25%
Writing Projects:	15%

Project/Writing Requirement: A journal as well as several projects on topics related to Francophone culture (in French) for a total of 2000 words.

Grading Scale:

90-100%=A
80-89%=B
70-79%=C etc.

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

Representative Text:

Sur le Vif, by Hannelou Jarausch (Heinle & Heinle, 1997). Text & Workbook.

Writing:

- **Journal Project in French** with a minimum of 15 entries, at least one per week. Includes preparations of reading to be covered in class, summaries of classroom discussions. Focused free writing on given topics.
- **Writings Projects in French for a total of 2000 words**
 - * four short writing projects (each 250 words minimum) on a given topic;
 - * one longer writing project (with a minimum of 1000 words) on a topic chosen by the students.

Tapes:

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

Format of A Class Using The Textbook *Sur le Vif*:

- *Sur le Vif* is divided into **nine thematic chapters** introducing the students into the linguistic, cultural, intellectual, and artistic imagination of the French-speaking world. Since this class usually meets twice a week we shall devote approximately 1 and ½ week or three 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' linguistic skills and furthers their ability to understand how language works;**
 - (2) **an everyday life situation** which offers the students **hand-on practice to express themselves in a culturally and linguistic appropriate fashion;**
 - (3) **a cultural component** exploring this situation and allowing the students to **experience a new language and another culture from within;**
 - (4) **a short literary text** from the French-speaking world which invites the students to **examine the humanistic foundations of contemporary western civilization.**

The first three components of each chapter lead the students to the discovery of literary texts and to an in-depth analysis of their meanings as well as their conceptual and artistic framework.

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** which each segment introduces in conjunction with the everyday situation, the cultural component, and the literary text: 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** as well as the **short literary text** to be able to summarize both texts, present and analyze their key issues, and/or discuss their cultural context, philosophical framework, and/or literary merit.

4. Writing numerous **journal entries for each cultural component and each literary text** before and after their discussion and analysis in class.
- **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 presented in the cultural component and literary text** 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. The students are engaged in many activities, such as, but not limited to, group discussions, focused free writing, short class presentations, question/answer sessions, *explication de texte*, and literary analysis.
 - After completion of each section, students demonstrate their understanding of the issues presented in a particular section in **five essays** (four 250-word and one 1000-word essays in French) on some question of French culture 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' essay writing skills, these exams also evaluate the students' linguistic ability to use new vocabulary and concepts, as well as grammar and syntactical structures they will have encountered in the course of the readings and discussions.

- **Several Projects** (in French) on topics related to Francophone literature and culture, for a total of 2000 words: 4 short writing projects (each 250 words minimum) on a given topic + 1 longer writing project (with a minimum of 1000 words) on a topic chosen by you (Please consult the instructor for approval of your topic before starting to work on it).

Total Writing Requirement: 2000 words.

- **TESTS:** There will be two tests as well as a final exam. There will be **no make-up** tests. If a student misses a test, he/she will write it at home and return it to the instructor who will give him/her credit for it but no grade. If the student fails to do so it will count as a failed test in the final grade.
- **ATTENDANCE POLICY:** Attendance and good preparation are essential to good progress in French. Hence the following policy: more than three unexcused absences will negatively affect the final grade.
- **GRADING:**

Tests	15%
Work	40%
Class preparation & participation	30%
Final exam (oral and written)	15%

Extra Credit: You may earn extra credit points for attending French cultural activities. Consult your instructor for more info.

At the end of the semester, the full 30% of your French 2A preparation and participation grade can be earned if you can honestly make the following self-evaluation for each class session:

Très bien (25%)

- 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, too, but respected the Honor Code by not allowing others to copy my work.

Travail Adéquat (17%)

- 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 (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 activity.

- **LATE WORK POLICY:** Homework is due in class on the date indicated by the instructor. Late homework will be marked down 1 grade point per day late. You may occasionally return your homework up to 4:45pm on the day due without penalty by placing it in the instructor’s mailbox in the office of the Dept. of For. & Lit. (East Engineering East 213)
- **BUDDY SYSTEM:** Students are encouraged to study and practice together 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.
- **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 AND CONTENT:

Sur le vif is an anthology of literary texts as well as articles from the written Press dealing with many cultural, historical, artistic and social issues which the French-speaking people face today. We will read these texts and discuss them thoroughly in class but you must prepare them at home for classroom discussions. We shall devote approximately 1 and ½ week or 3 sessions per chapter. Since this class meets twice a week, we will generally proceed with each chapter as follows:

- * During the *first session*, we will study the linguistic components (grammar, syntax, and stylistic structures) presented in each chapter, focusing on their appropriate oral or written use.
- * During the *second session*, we will work on the everyday life situation presented that chapter by discussing it, creating similar situations ourselves, and performing them in small group. We will also analyze, and discuss the main issue presented in the cultural component and scrutinize it in terms of our own culture and our own ideas, values, and beliefs.
- * During the *third session*, we will examine and discuss the literary text in terms of its cultural context, philosophical framework, and literary merit. We will also examine its relevance and/or significance to our own culture. By the end of the semester you should be able to undertake the comprehensive analysis and *explication de texte* of a French or Francophone literary text.

Attention: In order to prepare yourself for class discussion and activities, you will:

1. **Prepare orally and/or in writing all linguistic exercises** assigned to you in your text- or workbook. You will work with the cassette appropriate to your assignments.
2. **Write your own scenario** illustrating each everyday situation studied and prepare its performance with your classmates.
3. **Read thoroughly each text** (cultural or literary) at home and focus:
 - * first on its **form**, i.e. specifically check new vocabulary in a dictionary and highlight unusual grammatical and syntactical structures presented in each text.
 - * then on its **content**, i.e. give each paragraph a title which summarizes it; highlight its key issues so that you are able to write a short journal entry for and before each class.
4. **Keep a journal** where you will note (in French!) what you think about the issues these texts propose (See "Journal" under "Homework").

Chapter	Theme	Session ¹	Content: Culture/ Grammar/ Reading/ Conversation/ Discussion
1	“En famille”	1	Language Structure: Review of the present, imperative & infinitive
		2	Everyday Situation & Cultural Component: Family and Family Roles in French-speaking countries vs. America: Man & Woman; Parent & Child; Sibling Rivalry.
		3	Literary texts: • “ <i>La mort du père</i> ” by Annie Ernaux • “ <i>Nuit de noces</i> ” de Youcef Sebti. Both texts illustrate a family relationship, the first between a daughter and her father, the second between newly weds.
Writing Project #1: “Point & Counterpoint”. From our cultural and literary reading in chapter 1, you create a questionnaire and interview a CSUF student from a French-speaking country about his/her family, family life, and value as well as his/her growing-up speaking-French in a French-speaking country. You will then compare what you learned with your own experience. Your essay will be compare and contrast his/her experience with yours.			
2	“Les jeunes”	4	Language Structure: Adjectives and Adverbs. Degrees of comparison.
		5	Everyday Situation & Cultural Component: What it is like to be 20 in a Francophone country? Youth in France vs. the French-speaking world. France vs. America. Their culture and their world view.
		6	Literary text: “ <i>Tristesse</i> ” by Alfred by Alfred de Musset. In his poem, Musset expresses his deep sadness over his lost youth, happiness, and imagination.
3	“Le mal du pays”	7	Language Structure: The tenses of the Past
		8	Everyday Situation & Cultural Component: France and Immigration: Attitude of the average Frenchman toward the <i>Maghrébins</i> or North-African immigrants. Christianity vs. Islam. Western vs. Eastern culture. Integration vs. Isolation.

¹ Rather than use a 15-weeks system, we thought it might be better to use a 30-sessions system since this class usually meets twice a week on Tuesdays and Thursdays for two one-and-a-half-hour sessions.

		19	Literary text: <i>“Ma première sortie au cinéma”</i> by Calixthe Beyala. On the magic of the movies which seem too real to be true.
Writing Project #4: “Discovering a French Film”. You and a partner will choose one French movie among the film list which the instructor will propose to you. You will watch it and discuss with your partner, using our literary and cultural readings as a point of departure. In your essay, you will present the film you have chosen and explain why you like it, what it means to you, how you understand it.			
4-6		20	Exam # 2: Chapters 4-6
7	“Traditions francophones”	21	Language Structure: The Subjunctive Mode
		22	Everyday Situation & Cultural Component: On being “French” vs. “Francophone”. On culture heritage and amnesia. On diversity in French-speaking world.
		23	Literary text: <i>“Je viens d’une île soleil”</i> by Anthony Phelps and <i>“La noce de Toussine et Jérémie”</i> by Simone Schwarz-Bart. Two short texts delineating the question of assimilation vs. “otherness”.
8	“Les rites de passage”	24	Language Structure: The Passive Voice
		25	Everyday Situation & Cultural Component: From Students to Professional Life. Dreams and expectations of many French-speaking students. Are these dreams different from American students?
		26	Literary text: <i>“J’ai échoué au bac!”</i> by Mongo Béti. A teenager flunked his high school exit exams... What will he do? What will his parents say?
9	“L’avenir”	27	Language Structure: The Tenses of the Future.
		28	Everyday Situation & Cultural Component: Future: France and the Francophone World in the global and diverse society of tomorrow.
		29	Literary text: <i>“A demain, mon amie”</i> by Mariama Bâ or a woman’s hopes for a better future for her children.

Writing Project #5: Using the skills you have acquired in the course of the semester, you will write an in depth-analysis and *Explication de texte* for a literary text of your choice. Please consult with the instructor before starting to work on your final writing project.

1-9		30	General Review & Conclusion
1-9		31	Final Exam: Chapters 1-9, with emphasis on 7-9