

Core Course Review Documentation

Foundational Component Area: Language, Philosophy & Culture

Component Area Option? No

Yes – Cultural & Global Understanding

Yes – Undergraduate Inquiry & Creativity

Proposed Course: FREN 2133 Intermediate French

Credit Hours: 3 hours

Proposed by: Department of Foreign Languages

Date: 10 February 2017

Please document how the proposed course meets each of the following requirements. (You may provide a written explanation or copy and paste the appropriate information from the syllabus.)

1. **Content:** The language teaching community agrees that learning language and culture are inextricably connected. Thus, this course focuses on developing students' French-language bilingual/bicultural proficiency through modes of communication that reflect real life communication in the varied cultures of the French-speaking world. By employing interpersonal, interpretive and presentational communicative modes in the target language, students will explore the ideas, values, beliefs and other cultural aspects of French-speaking peoples across the world and how these aspects work together to affect human experience.

Examples of specific content areas students may explore:

- France/French-speaking Canada and Louisiana
 - Fashion and other “high culture”
 - Gender roles – traditional/modern
 - Education in the French-speaking world
 - Generation gap
 - Haute cuisine
2. **Skills:** This course involves the development of specific grammar, vocabulary and idiomatic usage in the context of the varied cultures of the French-speaking world for the purpose of exploring ideas that foster aesthetic and intellectual creation in order that students may understand the human condition across cultures. The following are examples of student-centered learning activities and experiences that foster the development of required language skills and simultaneously foster aesthetic and intellectual creation and cross-culture understanding. The following are based on examples from *Partnership for 21st Century Skills*, www.P21.org (published 03/11), as well as the American Council on the Teaching of Foreign Language (ACTFL) *World Readiness Standards* (2015):

Outcomes: Students will develop specific grammar, vocabulary and idiomatic usage in the context of the varied cultures of the French-speaking world, and by the end of the first semester of the second-year study, students will be able to:

- Describe and illustrate aspects of the cultures of French-speaking countries and make comparisons between these cultures and their own culture(s) using intermediate-level linguistic structures and vocabulary in the target language.
 - Evaluate their own values, behaviors and worldviews on the socio-cultural topics presented and compare these to those of French-speakers.
 - Speaking skills (ACTFL Intermediate Mid level): able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging. Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.
 - Writing skills (ACTFL Intermediate Mid level): able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other topics of interest. The writing style closely resembles oral discourse, and can be understood readily by natives used to the writing of non-natives.
 - Listening skills (ACTFL Intermediate High level): able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.
 - Reading skills (ACTFL Intermediate Mid level): able to understand conventional narrative and descriptive texts with a clear underlying structure.
3. Assessment of Core Objectives: Assessments should be authentic, intentional and direct.

The core objectives for the Language, Philosophy and Culture Foundational Component Area are addressed in this course according to the following descriptions. Students will demonstrate their mastery of the core objectives in a Personal Reflection Essay/Project on a cultural topic(s) of their choosing and/or a cultural topic(s) presented by the instructor. A global assessment rubric (see attached) will be used for measuring students' mastery of the core objectives according to the following:

- Core Objective 1: Critical Thinking Skills: Students will demonstrate creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.
 - Core Objective 2: Communication Skills: Students will demonstrate effective development, interpretation and expression of ideas through written, oral and/or visual communication.
 - Core Objective 3: Personal Responsibility: Students will demonstrate the ability to connect choices, actions and consequences to ethical-decision making.
 - Core Objective 4: Social Responsibility: Students will demonstrate intercultural competence, knowledge of civic responsibility and the ability to engage effectively in regional, national and global communities.
4. Additional Information: Provide any additional information supporting course inclusion in the core (optional).

PLEASE ATTACH THE FOLLOWING

1. Syllabus
2. Assessment for Core Objective 1
3. Assessment for Core Objective 2
4. Assessment for Core Objective 3
5. Assessment for Core Objective 4 [With the exception of Math.]

FREN 2133 Core Curriculum Assessment
Rubric for Evaluation of Personal Reflection Essay/Project

Student: _____ Section: _____
Semester: _____ Points: _____ Converted Score: _____

	Excellent	←————→		Satisfactory	←————→		Failing
Critical Thinking Skills: Essay demonstrates creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.	4	3 ½	3	2 ½	2	1 ½	1 ½ 0
Communication Skills: Essay demonstrates effective development, interpretation and expression of ideas through written, oral and/or visual communication.	4	3 ½	3	2 ½	2	1 ½	1 ½ 0
Personal Responsibility: Essay demonstrates the ability to connect choices, actions and consequences to ethical-decision making.	4	3 ½	3	2 ½	2	1 ½	1 ½ 0
Social Responsibility: Essay demonstrates intercultural competence, knowledge of civic responsibility and the ability to engage effectively in regional, national and global communities.	4	3 ½	3	2 ½	2	1 ½	1 ½ 0

Conversion to 100-point scale chart

16	100%	8	60%
15.5	97%	7.5	57%
15	95%	7	55%
14.5	93%	6.5	53%
14	90%	6	50%
13.5	87%	5.5	47%
13	85%	5	45%
12.5	83%	4.5	43%

12	80%	4	40%
11.5	77%	3.5	37%
11	75%	3	35%
10.5	73%	2.5	33%
10	70%	2	30%
9.5	67%	1.5	27%
9	65%	1	25%
8.5	63%	.5	23%

Content

- 0 No personal reflection essay turned in and/or missing two or more assignments.
- 1 Includes personal reflection essay, but missing two assignments and/or no single component nor the reflection essay meets minimum content required (see 4).
- 2 Includes personal reflection essay, but missing one assignment and/or two assignments or the reflection essay does not meet the minimum content required (see 4).
- 3 Includes personal reflection essay and the three assignments, but one assignment or the reflection essay does not meet the minimum content required (see 4).
- 4 Includes the personal reflection essay, the three assignments and each of these meets or exceeds the minimum requirements of **at least one page** per topic or **at least ½ page** for assignments of alternate format (e.g. musical, theatrical, artistic, culinary presentations)

Critical Thinking Skills

- 0 Inadequate research. No analysis, evaluation or synthesis of information
- 1 Direct extraction of information from sources with no interpretation or evaluation. Sources are assumed reliable and experts' viewpoints accepted as fact.
- 2 Extraction of information from sources, but inadequate for coherent analysis or synthesis. Sources are assumed reliable and experts' viewpoints are taken as mostly fact.
- 3 Adequate research, coherent analysis and synthesis. Reliable and expert sources questioned.
- 4 Sufficient research and thorough analysis and synthesis. Reliable and expert sources verified or questioned thoroughly.

Communication Skills

- 0 **Target language:** No knowledge of or sensitivity toward differences in verbal or nonverbal communication. Little to no use of learned structures and vocabulary. Communication is often meaningless and/or unintelligible.

English: Does not use appropriate nor relevant content. Does not develop even simple ideas. Meaning is impeded by significant errors in usage.

- 1 Target language:** Minimal understanding of cultural differences in verbal or nonverbal communication. Isolated use of some learned structures and/or vocabulary. Communication often unclear and not easily understandable.

English: Uses appropriate and relevant content to develop simple ideas in some parts of the work. Uses language that sometimes impedes meaning because of errors in usage.

- 2 Target language:** Use of some learned structures and vocabulary for somewhat meaningful oral and/or written communication. And/or identifies some cultural differences in verbal and nonverbal communication.

English: Uses appropriate and relevant content to develop and explore ideas throughout most of the work. Generally conveys meaning although may include some errors.

- 3 Target Language:** Adequate use of learned structures and vocabulary for generally meaningful oral and/or written communication. And/or basic understanding of cultural differences in verbal and nonverbal communication.

English: Uses appropriate, relevant and compelling content to explore ideas throughout the whole work. Uses straightforward language that conveys meaning and has few errors.

- 4 Target Language:** Effective use of learned structures and vocabulary for *meaningful* oral and/or written communication. And/or complex understanding of cultural differences in verbal and nonverbal communication.

English: Uses appropriate, relevant and compelling content to convey understanding throughout the whole work. Skillfully communicates meaning. Virtually error-free.

Personal Responsibility

- 0** No personal reflection essay presented or personal reflection essay presented *does not attempt to identify or discuss core beliefs, origins of core beliefs, nor basic, obvious ethical issues*. No position stated.

- 1** Identifies some core beliefs. Recognizes only extremely basic and obvious ethical issues. No evident understanding or complex issues or interrelationship of issues. Only vague reference to a position. Does not identify objections to, assumptions, nor limitations of different ethical perspectives. No connection made between actions and consequences implied by a position.

- 2** States either core beliefs or origins of core beliefs but not both. Recognizes basic and obvious ethical issues but not more complex issues nor relationships between issues. States a position but does not state objections to, assumptions and limitations of different ethical perspectives. Makes limited connections between actions and consequences implied by his/her position.

- 3** States core beliefs in basic terms and makes connections to their origins. Recognizes and identifies most complex ethical issues and relationships between issues. States a position, but does not recognize all objections to, assumptions or implications of different ethical perspectives. Draws basic connections between actions and consequences implied by his/her position.

- 4** Discusses core beliefs and their origins. Recognizes and identifies complex ethical issues and relationships between issues. States a position, recognizes objections to, assumptions and implications of different ethical perspectives. Discusses the actions and consequences implied by his/her position.

Social Responsibility

- 0** No apparent awareness or evaluation of one's own values, behaviors and worldviews. No evidence of connections or comparisons with those of target language speakers. No identification of knowledge relevant to personal civic engagement.

- 1** Minimal awareness of one's own values, behaviors and world views with no or extremely limited evaluation and/or connections and comparisons with those of target language speakers. Begins to identify knowledge that is relevant to personal civic engagement.

- 2** Awareness of the one's own values, behaviors and world views but with little considered evaluation and limited connections and comparisons with those of target language speakers. Begins to connect knowledge to personal civic engagement.

- 3** Adequate evaluation of one's own values, behaviors and world views through well-considered connections and comparisons with those of target language speakers. Analyzes knowledge and makes relevant connections to one's personal civic engagement.

- 4** Thoughtful evaluation of the one's own values, behaviors and world views through insightful connections and comparisons with those of target language speakers. Connects and extends knowledge to one's own civic engagement.

Syllabus
FRENCH 2133

[Instructor Name]

[Class time]

[Instructor Office location]
hours]

[Instructor phone]

[Class room]

[Instructor office

[Instructor email]

Textbook: *Vis-à-vis*, 4th edition and accompanying 4th edition workbook.

The goal of second-year studies in French is to improve each student's ability to peak, read, comprehend (at both spoken and written levels), and write in French, while the student learns more about French culture and the contrasts between French and American cultures. The required texts for the course are *Vis-à-vis*, 4th edition, and the accompanying 4th edition workbook.

Homework is assigned for each class and involves completing activities begun in class or preparing new activities. In-class assessments (a short quiz, reading comprehension, speaking exercises) occur about once a week. Grading for these and other assessments will be based on mastery of information and sustained effort and/or improvement.

Because attendance is crucial in a proficiency-based class such as this, it is important that you come to class. After six absences, excused or otherwise, a student is dropped from the class. If special cases arise that cause repeated absences, see the instructor. Repeated late arrivals will count as an absence as well.

Tutors may be available through the University Academic Success Center. For more information, see <<https://www.mwsu.edu/academics/successcenter/index>>.

Grading for the class will be based on the following elements:

Homework/Oral Participation	20%
Quizzes/Lab	20%
Tests	20%
Cultural Portfolio	10%
Final exam	20%
Attendance	10%

-French at Midwestern:

1. There may be a French Club open to anybody interested in francophone culture. If you would like to participate, please let the instructor know so that we can work on organizing.
2. There is a French minor and a French area of concentration at Midwestern. You must take the four introductory semesters of language instruction and then a minimum of four advanced courses for the minor and six advanced courses for the area of concentration. Those interested in teaching should do the area of concentration. If you are interested, see the instructor for details.
3. There is a \$2,000 scholarship awarded annually to a French minor to study/travel in a francophone country. If you are interested, see the instructor for details.
4. We have a chapter of Pi Delta Phi, the French National Honor society. To qualify for membership, you must have completed one advanced French course with an average of 3.00. Scholarship money is available from the society.
5. There are possibilities for studying French in another country over the summer. See the instructor.

-Homework rules and procedures

1. Arrive in class with work completed. Do not do your homework in class or start doing your homework just before class starts!
2. Head your paper with your name, class name and number (FR 2133) and assignment (page and exercise numbers).
3. Write out everything in an assignment.
4. Please submit neat work. Sloppy work will be returned ungraded.
5. You should keep a folder in which you put your work. You can refer to it at test time, and you also have a record of your work in case I make a mistake recording it.

-*Make-up work*: You are expected to turn in all work assigned if you have been absent for a valid reason. That work is due within a day of your return to class. If you know you will be absent, check with me beforehand to get assignments in advance.

-*Quizzes*: Quizzes are administered at the beginning of class. *No make-up quizzes are given for late students*. Quizzes are usually announced; however, pop quizzes will also be administered. *If you are absent from class for a valid reason, you may make up your quiz, but you must be ready to do it at the beginning of the class to which you return*. It is your responsibility to make up the quiz.

-*Lab homework*: The lab exercises are the selected scenes assigned for each chapter over the film *Le fableux destin d'Amélie Poulain*. You will check the film out of the language lab in Moffett and pick up your worksheet there, then go upstairs to the media section of the library on the second floor to view the film at one of the private stations. You have two hours to view the portion of the film assigned and complete your work, and then you must return your worksheet along with the film to the language lab assistant. The lab is due the day (not the class) after we begin the next chapter. **You do the lab independently; do not consult with a classmate about any part of the lab.**

CORE OBJECTIVES AND ASSESSMENT

Core objectives for the Language, Philosophy and Culture Foundational Component Area are addressed in this course according to the following descriptions. A global assessment tool that incorporates all required core objectives is used for assessment rather than objective specific assessment tools. This global assessment tool is called a *Portefeuille culturelle* (Cultural Portfolio) and will be completed by students over the length of the course. Please see the attached description of the *Portefeuille culturelle* ("Personal Reflection Essay/Project") for more details.

- Critical Thinking:
 - Students will respond in the target language orally and in writing to questions and/or topics based upon in-class readings, presentations, and/or out-of-class assignments that require students to extract information, analyze and evaluate information and draw conclusions and/or form opinions on the topic.
 - Students will inquire, analyze, evaluate and synthesize information from various resources available in the target language on a cultural topic of his/her choosing (and approved by the instructor at the beginning of the semester) to be presented in a variety of modes to the instructor and/or class (e.g. art work, presentations, theatrical works, essays, music).
- Communication Skills:
 - Students will demonstrate ability to effectively use memorized vocabulary, high-frequency expressions, accurate grammatical usage and idiomatic expressions in the target language to effectively develop, interpret and express ideas orally and in writing with culturally appropriate sensitivity.
 - Students will demonstrate effective interpretation of memorized vocabulary, high-frequency expressions, grammatical usage and idiomatic expression in the target language both aurally and in print through the use of culturally-bound print and multi-media.
- Personal Responsibility
 - Students will demonstrate the ability to connect choices, actions and consequences to ethical-decision making by writing a personal reflection essay on a specific cultural topic that presents an ethical dilemma or issue for resolution.
 - In their personal reflection essays, students will identify their core beliefs and the origins of those core beliefs, recognize complex ethical issues and relationships between issues,

state a position on an ethical issue and connect their position to implied actions and consequences.

- Social Responsibility
 - Students will demonstrate intercultural competence and knowledge of civic responsibility as demonstrated in the connections or comparisons made by the student between his/her own culture and the target culture.
 - Alternatively and/or additionally, students will demonstrate intercultural competence and knowledge of civic responsibility by engaging in four (4) volunteer hours in the local, regional, national or global French-speaking community through the service projects of the French Club, another campus or community organization and/or through an alternative Spring Break option.

-Extra Credit: You can do something related to French for extra credit to replace a poor grade for homework, quiz, or lab. It can be just about anything such as going to a museum with French art, reading a French novel, or watching a French movie. Write up what you've done and submit it. The bigger the project, the more it's worth. You may do a maximum of two extra credit projects. Clear your project with me before you do it.

-Academic honesty: Any work that you submit (homework, lab work, quizzes, or tests) that is not your own is reason for censure for all parties involved. Any incidence of dishonesty will result in a zero for that work. Censure will follow procedure explained in Academic Dishonesty Policy in the student handbook.

-Students with disabilities: In accordance with the law, MSU provides students with documented disabilities academic accommodations. If you are a student with a disability, please contact me.

-Words of advice for success in this class and in French

Force yourself to use the language as much as possible. Do not worry about errors; the effort is what counts. Remember that each language is a unique system. You must adapt to that system. Try not to filter French through English unless you see a similarity that helps you. The more you force yourself to use the language, the more self-reliant you are and the prouder you will feel.

TENTATIVE CLASS SCHEDULE:

Week 1:	Chapter 1
Week 2-3:	Chapter 2
Week 3-4:	Chapter 3/ <i>Révision</i>
Week 5:	Chapter 3 and EXAM I
Week 6:	<i>Culture française</i> /Chapter 4
Week 7:	Chapter 4-5
Week 8:	Chapter 5
Week 9:	Chapter 6/ <i>Révision</i>
Week 10:	Chapter 6 and EXAM II
Week 11:	<i>Culture française</i> /Ch. 7
Week 12:	Chapter 7-8
Week 13:	Chapter 8
Week 14:	EXAM III and <i>Culture française</i>
Week 15:	Chapter 9
Week 16:	Chapter 9 and Review for Final Exam

EXAMEN FINAL: TBA

**GLOBAL ASSESSMENT TOOL FOR ASSESSING CORE CURRICULUM OBJECTIVES OF
INTERMEDIATE FRENCH – FREN 2133**

PERSONAL REFLECTION ESSAY OR PROJECT

Description:

The *Personal Reflection Essay or Project* serves as an assessment of student's performance of the core curriculum objectives of Critical Thinking Skills, Communication Skills, Social and Personal Responsibility in the specific context of this course. The subject of the essay will be a cultural topic or topics chosen by the student or assigned by the instructor/professor according to the instructor's preference. The cultural topic chosen by the student or presented by the instructor will present the student with an ethical dilemma or issue for resolution. Students should demonstrate that they have adequately researched and considered the topic in the framework of the core curriculum objectives.

Format and submission of work:

The format and submission of the *Personal Reflection Essay/Project* will be determined by each instructor according to his/her preference. Each instructor may determine the extent, if any, to which he/she may require students to use the target language in the essay.

Criteria for Assessment of Personal Reflection Essay/Project

The core objectives for the Language, Philosophy and Culture Foundational Component Area are addressed in this course according to the following descriptions. A global assessment rubric will be used for measuring students' mastery of the core objectives according to the following:

- Critical Thinking Skills: Students will demonstrate creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.
- Communication Skills: Students will demonstrate effective development, interpretation and expression of ideas through written, oral and/or visual communication.
- Personal Responsibility: Students will demonstrate the ability to connect choices, actions and consequences to ethical-decision making.
- Social Responsibility: Students will demonstrate intercultural competence, knowledge of civic responsibility and the ability to engage effectively in regional, national and global communities.

Rubric for Scoring Personal Reflection Essay

Please see the attached document titled *Rubric for Assessment of the Personal Reflection Essay/Project*.

Target Level of Attainment

Sixty percent of students will obtain a score of 70 % or better on this global assessment of the core curriculum objectives specified above.