

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA C3: Language Other Than English (LOTER)

See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: FREN 201 Intermediate French 1	Course Title: Intermediate French 1	
Number of Units: 3 _____		
College or Program: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer Year 2014	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Michael Hughes	Email: mhughes@csusm.edu	Submission Date: 11/24/14

1. Course Catalog Description: Continuation of French language fundamentals. Emphasis on the development of the skills of reading, listening comprehension, speaking, writing, and the study of French culture. Language laboratory practice is a mandatory component of the course.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>			
		_____	<i>DC Initial</i>
	Support Do not support*	Support Do not support*	
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
_____ Library Faculty	_____ Date	_____ Impacted Discipline Chair	_____ Date
	Support Do not Support*	Approve Do not Approve	
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
_____ Impacted Discipline Chair	_____ Date	_____ GEC Chair	_____ Date

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Michael Hughes Phone: x8076 Email: mhughes@csusm.edu

From: Judith Downie
Sent: Monday, November 24, 2014 3:37 PM
To: Michael Hughes; Marshall Whittlesey
Subject: Re: C3 form & syllabus FRENCH 201

Hi Michael and Marshall,

Please consider this my signature on French 201.

Judith

Judith A. Downie
Humanities & Archives Librarian and Government Documents Coordinator
California State University San Marcos
San Marcos CA 92096-0001
760-750-4374

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Part A: C3 Language other than English General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

LOTER GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
C3.1: Demonstrate an intermediate level of speaking and listening competence in a language other than English.	Significant portions of class time are devoted to developing oral competence in French. In addition, students complete copious lab work on-line (ilrn) which includes video and more traditional listening assignments	Much class time is targeted at oral practice. Many opportunities to work on oral competence and listening skills in homework.
C3.2: Demonstrate an intermediate level of reading and writing competence in a language other than English.	Every exam has one or more writing components. Students in 201 write two, two-page essays. Writing is a frequent component of in-class activities and homework assignments..	Students have multiple opportunities to write in various genres. Students have many opportunities to work on reading skills especially in conjunction with cultural and political topics. Various genres are practiced: poetry, newspaper and magazine articles, short essays.
C3.3: Identify several important figures in the target culture(s), and know why they are important.	Students have reading and listening assignments (video) in each chapter that address important cultural themes.	Students must be able to refer to important figures in oral and written work. This is often incorporated into vocabulary and grammar practice. Students will be asked to describe certain figures (adjective agreement), or comment on possible reactions these figures might have to current events (subjunctive, conditional). Evaluated in homework, writing assignments, classwork, and exams.
C3.4: Express themselves in complete sentences at the intermediate level with sufficient accuracy and sociolinguistic appropriateness so as to be understood by a native speaker accustomed to interacting with nonnative speakers.	Students engage in interactive communicative oral exercises during class. Students complete multiple writing assignments both in class and as homework.	Students engage in oral and written practice in a variety of genres. Orally students engage in professor monitored conversations & interviews as well as through mini-presentations in class, and formal presentations, evaluated by the professor. Every exam has multiple writing sections in the target language, and two short essays are required.

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C3.4: Compare and contrast the student's home culture with target-language culture(s).	Each chapter in the textbook contains texts, videos, and communicative activities that explore one or more aspects of the cultures found in French speaking lands.	Oral and written exercises and assignments target aspects of French culture, and how French speaking countries are adapting to increased immigration. Students are asked to analyze and comment on differences across cultures in class, in reflective essays, on exams.
C3.5: Describe the diversity of cultures found within the target language speech community.	Students study the variety of instantiations of French speaking cultures in Europe, Africa, Asia, and North America. In addition, France's status as an asylum granting community is examined. Information is constantly recycled to facilitate comparison.	Oral and written exercises and assignments target aspects of French cultures. Students are asked to analyze and comment on differences across cultures in classroom discussions, in homework assignments (reflective essays), potentially also in oral presentations.

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Students must complete two short essays in French. Students also have multiple shorter writing assignments in class and for homework.	Students have multiple writing assignments in various genres with various target audiences throughout the course (academic essays, personal notes, voicemail messages, email, blogging, personal letters etc.).
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Each chapter in the text book examines one or more aspects of French culture and asks students to think about issues facing them (e.g. environmental degradation, immigration policy, political stability). Students also engage in grammatical analysis of both French and English constructions.	Students critically examine issues facing both the home culture and target cultures and express themselves both in writing and orally. Students also practice listening and reading comprehension with this material.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Students work online and in their texts to investigate cultural topics. Students must also find relevant information regarding grammatical structures and their analysis.	Students use multiple target language resources available online and in the language learning center to complete activities targeted at meeting other learning outcomes.

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Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All C3 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>Students must examine, discuss, and write about the diversity of the French speaking cultures. Each chapter of the text looks at the demographics and culture of French speaking countries, including issues like immigration, and economic inequality.</i>
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>Students must examine, discuss, and write about the diversity of the French cultures. Each chapter of the text looks at the demographics and culture of French speaking countries, including issues like immigration, music, food, and other cultural practices.</i>

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	Two shorter essays. Multiple in-class and homework writing assignments. Every test contains multiple writing sections.
All language course proposals/syllabi shall require the application of information literacy to the course material. This includes opportunities for students to read, evaluate and analyze information, and report results of their analysis clearly. Courses will be assigned a librarian as a resource person to facilitate the information literacy and library use components.	Students work with online materials (workbook and lab manual) to complete much of their homework. They also learn explicit reading and listening strategies to develop these proficiencies in French.
All language courses will include a component which requires students to communicate ideas orally (or manually in the case of signed languages).	Every language class devotes a significant amount of in-class time to developing oral fluency in communicative and personalized activities.



FRENCH 201 - Intermediate French I - CRN 27826

Spring 2014 - Tue/Th 9.00-10.15am MARK 211

Dr. Marion Geiger

Office: MARK 257 – Office hours: Tue 10.30-11.45 and 2.30-3.30; Thu 2.30-3.15

mgeiger@csusm.edu Tel. 760-750.8574

COURSE CALENDAR

Date	Semaine	All dates are tentative and subject to change. Check § Grading System below –in addition to the “examens”, there is at least one graded assignment every week (pop-quizzes, homework, participation, etc.)
1-21 1-23	1	Introduction Chapitre 11
1-28 1-30	2	Chapitre 11 Chapitre 11
2-4 2-6	3	Chapitre 11 Chapitre 11
2-11 2-13	4	Chapitre 11 Examen 1
2-18 2-20	5	Chapitre 12 Chapitre 12
2-25 2-27	6	Chapitre 12 Chapitre 12
3-4 3-6	7	Chapitre 12 Chapitre 12
3-11 3-13	8	Examen 2 Culture francophone
3-18 3-20	9	Culture francophone Examen 3
3-25 3-27	10	Chapitre 13 Chapitre 13
4-1 4-3	11	SPRING BREAK
4-8 4-10	12	Chapitre 13 Chapitre 13
4-15 4-17	13	Chapitre 13 Chapitre 13
4-22 4-24	14	Examen 4 Chapitre 14
4-29 5-1	15	Chapitre 14 Chapitre 14
5-6 5-8	16	Chapitre 14 Révision : chapitres 11-14
5-13	17	Examen final : Tue 9.15-11.15am

COURSE DESCRIPTION

PRE-REQUISITES: successful completion of French 102 or equivalent.

REQUIRED MATERIALS FOR THE CLASS

1. Textbook: A vous! Student text with audio CD. Anover/Antes. 2011. 2nd edition. Heinle/Cengage Publishing.

2. SAM (Student Activity Manual): A vous! Anover/Antes. 2011. 2nd edition. Heinle/Cengage Publishing.

3. Internet and computer access (on campus or at home) for homework assignments.

This course is supported by CourgarCourses on Moodle. Additional material for the course (power point presentations, web links, etc.) can be found at <http://cc.csusm.edu/> for French 201.

GOALS AND OBJECTIVES

French 201 is designed to develop intermediate communicative proficiency in listening, speaking, reading and writing. As participants in this class, your awareness of how a foreign language is acquired will contribute to your confidence and success. From the beginning, you need to focus on the message found in what your professor says, your classmates, the textbook and workbook, audio recordings and videos, as well as the authentic readings. Your own language proficiency will not develop unless you use French from the first day of instruction, and you are an active participant in your own learning, both in class and outside of class. Before coming to class, you should have read carefully the grammar explanations (they are in English) as well as the vocabulary words, expressions and readings assigned from your textbook. By being well prepared, class time can be devoted to practice interactive real-life simulations in the target language. Oral and written activities from your SAM will be assigned regularly for you to complete outside of the class.

STUDENT LEARNING OUTCOMES

After completing French 201, students will be able to:

- demonstrate listening, speaking, reading and writing skills corresponding to the high A1-low A2 CEFR proficiency level¹ (corresponding to the ACTFL Novice High-Intermediate Mid proficiency level)
- demonstrate acquisition of thematic vocabulary and grammatical structures to express personal needs, experiences, feelings, and opinions (subjunctive); future plans (future tense) and hypothesis (conditional) in various contexts: e.g., to secure medical attention, to make travel plans and arrangements, to express your opinion and/or advice about food/nutrition, hobbies, fitness, health, modern communication technology, customs, cultural differences.

¹ CEFR (Common European Framework of Reference for Languages) A2 level definition: "Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need."

- demonstrate foundational knowledge of French and francophone culture, literature, and contemporary society

STUDENT LEARNING OUTCOMES

At the high A1 – low A2 proficiency level, you will be able to demonstrate:	HOW do I get there??
COMMUNICATIVE SKILLS	
Listening comprehension: -understand about 90% of class discussion -understand the questions of a French speaker used to communicate with non-native speakers	*BE in class ! *Listen and participate actively, even if you are not called upon (don't "tune out" of the discussion). *Set aside sufficient time to do the audio homework – don't expect to completely understand the recordings at the first listening: you will need to build your understanding gradually by listening repeatedly.
Speaking: -ask and reply to questions on familiar topics -start to create with the language and communicate personal meaning to sympathetic interlocutors by combining language elements in discrete sentences and strings of sentences	*BE in class ! *Learn and REVIEW vocabulary weekly; use a notebook or flashcards to list new expressions. *make good use of class time by using the French you know in the activities with your neighbors and to speak with the professor. *Use your professor's office hours.
Reading: -understand the main ideas of a short text in French on a common or familiar topic with minimal use of the dictionary	*Prepare the readings at home to fully participate in class discussion: read the assigned activities and texts and make personal vocabulary lists (notebook or flashcards). REVIEW vocabulary weekly.
Writing: -write messages (postcards, notes) and reflections by recombining learned vocabulary and structures into simple sentences and short paragraphs	*Learn grammar regularly and often review your past tests/quizzes. *Spell-check all your texts and homework using a dictionary (or the word & conjugation lists at the end of the textbook).
GLOBAL PERSPECTIVE AND CRITICAL THINKING	
-demonstrate foundational knowledge of French and Francophone cultures and contemporary societies -learn to think critically about French and Francophone cultural, literary and cinematographic material	*Be curious! Research historical and intellectual events, ideas and cultural phenomena. *Analyze and describe cultural differences, before judging them. * When comparing different cultures, consider both parallels and contrasts.
TECHNOLOGY	
-show competence in using language resources available through electronic means (email, online dictionaries, Internet for research and classroom purposes) -demonstrate ability to use technological tools to carry out research	*Submit specific assignments electronically. *Use the Internet for research, quote sources correctly.

General Education Student Learning Objectives

- **Demonstrate an intermediate level of speaking and listening competence in a language other than English.**
- **Demonstrate an intermediate level of reading and writing competence in a language other than English.**
- **Identify several important figures in the target cultures, and know why they are important.**
- **Express yourself in complete sentences at the intermediate level with sufficient accuracy and sociolinguistic appropriateness so as to be understood by a native speaker accustomed to interacting with nonnative speakers.**
- **Compare and contrast the student's home culture with target-language cultures.**
- **Describe the diversity of cultures found within the target language speech community.**
- **Students will communicate effectively in writing to various audiences.**
- **Students will think critically and analytically about an issue, idea or problem.**
- **Students will find, evaluate and use information appropriate to the course and discipline.**

GRADING SYSTEM AND PROCEDURE

Quizzes

15%

Quizzes may be announced or unannounced. They will generally take place at the beginning of the class period. These quizzes cannot be made up for any reason. If you don't want to miss a quiz, don't miss class.

Tests

40%

There will be four mid-term tests (=examens). **TEST MAKE-UPS ARE ONLY GIVEN IN EXTREME CIRCUMSTANCES**, e.g. you are too ill to come to class, you have been in an accident, etc. In such an extreme emergency, written documentation (such as a doctor's note) is required before any make up will be scheduled.

Class participation/oral activities

15%

Your participation grade refers not only how much you participate on a daily basis, but also your attitude toward your fellow classmates, your professor and the activities; your preparedness for class; and your attendance. Students are asked to participate in class discussions on a regular basis. Specific oral activities may be assigned to be prepared at home or in the lab, from the text audio and/or the video.

Homework/writing activities

15%

The University Writing Requirement is met through both in-class writing assignments and writing assigned as homework.

Reading assignments and written activities from the textbook and from the SAM (Student Activity Manual) will be assigned daily. Students are responsible for completing the appropriate written section of the workbook (SAM) after each day of instruction. Students are also responsible for checking their responses using the SAM answer key. Students must correct their mistakes **using a different color pen**. When completing the SAM activities, follow the instructor's pace. For example, if the instructor covered on Tuesday "Mon vocabulaire" and "Structure 1" that is what must be filled in the workbook by Thursday. Try not to fall behind. SAMs will be collected and graded periodically.

OTHER WRITTEN ASSIGNMENTS: No late homework will be accepted. It is due the day it is assigned, and will be collected at the beginning of class. Homework assignments that are

not collected will be checked for completion –rather than accuracy- at the beginning of the class period; it will receive full points if done, or a failing grade if missing.

Final Exam

15%

No make-ups. Failure to take the final exam will result in a failing grade (F).

Attendance Policy

You are allowed up to **3 (three)** absences about which no questions are asked. These should be used wisely. Valid excuses are the ones **DOCUMENTED IN WRITTEN FORM** by a doctor's note in case of a serious illness, or a police report in case of an emergency. Beginning with your **4th absences, 1 (one) letter grade will be deducted** from your final grade. For example, if you have an A for the class, but missed one day over the limit, your grade will result in an A-. Tardiness (more than 10 minutes late) or leaving class early will count as an absence. **MORE THAN 6 absences will result in a failing grade. (F)**

If you miss a day of instruction check the Power Point slides for that day on <http://cc.csusm.edu/> for French 201.

Should you be forced to miss class because of an uncontrollable circumstance (e.g. jury duty, you become physically incapacitated, etc.), after documenting this condition, you will need to consult with me as to whether you will be able to continue in the course. A short-term absence under these conditions might be excused, provided all missed work is satisfactorily made up. However, long-term absences are impossible to make up and you might be forced to take the course at another time. **ATTENTION!**

No extra credit will be granted to substitute for missed work.

Important note for fulfilling the CSUSM Foreign Language Requirement: To fulfill the CSUSM language requirement you must achieve a C or better in French 201. If you are at risk of getting a C- or lower, do not wait until the end of the semester to get help. Very little can be done at that point.

GRADING SCALE

94-100	A	73-76	C
90-93	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	0-59	F

IMPORTANT CONSIDERATIONS AND CLASSROOM ETIQUETTE

1. Academic integrity is expected: cheating will result in an F for that assignment, exam, or quiz. Plagiarism is cheating.
2. Support services are available through DSS (Office of Disabled Students Services) for those students who qualify.
3. Should you have any questions or problems concerning French 201, discuss them with your professor as soon as possible. Do not wait until it is too late.
4. Keep track of missed assignments and/or absences. None of these will be reminded by your professor. If you miss a class be responsible of getting the assignment by contacting a classmate. Keep up with assignments; try not to fall behind.
5. The preferred way to contact your professor is during her office hours in person. If you have a scheduling conflict during office hours, make an appointment via email.
6. If you learn best with other students, try to form a group or a study pair.

7. Participate in class activities and do not be afraid of what others think.
8. A student who is conscientious and consistently puts forth his/her best effort may well earn a higher grade than a student who takes tests well, but neglects his/her responsibilities (i.e., homework, attendance and class participation).
9. This syllabus is subject to change to adjust the pace for best learning results.
10. Refrain from using cell phones or other electronic devices during class time. Participation points will be taken off.

Learning French is not a spectator sport: you need to **practice** your language skills frequently and develop long-term memory. Therefore, **active participation** in class and **regular homework and review** are crucial to your success. Here is some guidance on how to succeed in this class and maximize your participation grade (being present in class is not enough to obtain a good participation grade).

A. **Use the French you know** to speak to your partners and your professor.

B. **Make full use of class time.** Class time is your chief opportunity for practice, therefore focus on what is said in class, contribute answers, and participate silently in class when others are called on to speak.

C. You will frequently work with a partner in class. **Teamwork is work:** use French to communicate and stay on task; if you and your partner have finished the exercise, go on to the next one. Private conversations should take place outside of the class. **Develop your teamwork skills:** stay on task, contribute to the discussion or exercise, give your partner a chance to contribute, help, listen to, and encourage your partner. You will have to work with different partners from time to time.

E. You will have **daily** homework assignments in this course. Expect to spend **4-9 hours per week** reviewing and doing homework.

F. **Be in class.** Catch up with what we did if you miss a class (check the daily power point presentation, ask me for worksheets you have missed). Make sure you have the email address of one or two fellow students whom you can contact to get homework assignments. If you have to miss class, I would appreciate that you **let me know in advance by email.**

ADA Statement

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

Academic Honesty Statement

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly. Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

YOU MAY FIND ALL POWER POINT SLIDES FOR FRENCH 201 POSTED ON THE FRENCH 201 MOODLE SITE AT:

<http://cc.csusm.edu/>

ANNOUNCING THE FRENCH CLUB! GET INVOLVED AND PARTICIPATE IN THE ACTIVITIES ORGANIZED BY THE FRENCH CLUB. BE A MEMBER! JOIN THE CLUB! (It is free). For more information, send an email to the President of the French Club, Owranoos Suljuki at sulju002@cougars.csusm.edu

Please return this portion to your professor by the end of the second week of classes:

I undersigned _____ have read and understood the syllabus for French 201. I am aware of the prerequisites, the goals and objectives, the attendance policy, the grading system, the important considerations and the classroom etiquette.

Print your name

Your signature

Today's date