**General Education Course Inclusion Proposal**

**INTEGRATIVE THINKING**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:**  FR 202 Intermediate French

**Home Department:** Modern Languages and Literatures

**Department Chair Name and Contact Information** (phone, email):

 Timothy Compton x1107 Compton, Timothy G <tcompton@nmu.edu>

**Expected frequency of Offering of the course** (e.g. every semester, every fall): Every winter

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

A.Overview of the course content

In intermediate French, students complete the study of French grammar, and at the same time develop a wide scope of cultural knowledge from which they can draw in their studies of specialized topics to come, in advanced courses of literature (individual centuries of literature, literary thematic courses), visual arts, cinema, cuisine, civilization, etc. Intermediate French touches upon a wide scope of knowledge by making connections across disciplines from grammar and phonetics, to visual art, to literature and literary analysis, to cultural studies such as French regional cuisine. Students will read and prepare literary texts, appropriate to their reading level, for literary analysis to be discussed in class. Students will research information on French paintings and painters to create a dossier of an assigned period/aesthetic. Students will also research recipes to recreate their selections in class as a group. The results of some of their research will be presented to a wider group during an ASL component of the class, namely French Camp for Young Learners, to be conducted in a local elementary class.

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes

*Critical Thinking* is an important learning outcome of intermediate French because of the integration of literary analysis into this level of French studies. Intermediate French requires students to read literary texts critically at their reading level. To accomplish this task students will use specific evidence from the text to support or dispute argument statements provided by the professor. In literary analysis, students of a foreign language implement levels of critical observation and output additional to those implemented by a native speaker, in a text of their native language. As any native speaker, a student of French, reading a French text, must develop a critical eye on the written text at hand so as to use elements therein as evidence to support their point. In addition to this fundamental critical analysis, a student of French as a foreign language, in the process of formulating the argument, must also evoke in their argumentation the particularities of the French culture, sometimes differing between French and Francophone roots, and certainly clearly distinguishing those particularities from their own ingrained American perspective. Further still, their argument must be articulated in a foreign language, which they speak at an intermediate level, so the struggle to sort through their range of vocabulary and gather the appropriate words to describe the idea with accuracy is an effortful critical endeavor. The ASL component calls for students to implement critical skills in their research to find artifacts suitable for the lessons they will teach to the elementary students. As an example, since paintings of French artists will serve to teach vocabulary for colors and shapes, NMU students of French in their research of French art will need to select painters that represent that vocabulary most clearly and vividly to the elementary school students.

*Integrative thinking* is an important element to the study of French from the start. At the intermediate level, the grammar has been fully covered, and now the students of French are ready to move into recombining, creating, and synthesizing through output activities (where they produce a product), not just input activities (where they select from choices given by the professor). In addition to continuing to refine their knowledge and sophistication of the spoken and written language, an intermediate-level student will read French literature and engage in literary analysis. To prepare for their ASL duties of the French Camp in a local elementary class, students will develop plans to teach basic French vocabulary for daily use: greeting, introductions, leave taking, numbers, every-day French foods, parts of the body, colors, shapes, expressing likes and dislikes of certain hobbies, sports and animals. To teach the vocabulary contextually, the lessons will be structured around several themes, such as cuisine and visual arts. NMU Students will research and produce a dossier of French Visual Art. This lesson will be designed to teach colors, shapes, names of French artists and paintings. For another lesson, NMU students of French will research French cuisine and identify French recipes that could be recreated in the classroom with the elementary students. This lesson will be designed to teach numbers, measurements, and food and cooking vocabulary.

C. Describe the target audience (level, student groups, etc.)

Students of French who finish FR 101 and FR 102 at NMU as well as incoming freshmen and other students, with French experience, who place into intermediate level.

D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)

Intermediate French is required for French majors. With its ASL component, the course serves the community and fits well into the university mission of “becoming productive citizens in the regional community”.

E. Provide any other information that may be relevant to the review of the course by GEC

**PLAN FOR LEARNING OUTCOMES
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | Task Type: Students participate in small-group analysis activity by writing a response to argument statements, provided by the professor, based on their reading assignment. Full-class discussion will follow to discuss the evidence gathered by each small group that supports or disputes the professor’s arguments. Evidence dimension is assessed by student’s ability to select pertinent portions of the reading to apply to their argument.Frequency: three to four times.Overall grading weight: 15%Expected Proficiency Rate: 80% (We expect that early in the semester a much smaller number of students will show proficiency, but that as the semester continues, practice and application of feedback will increase proficiency).Task Type: Identifying means by which to teach young learners basic French vocabulary contextually through cultural themes for the ASL component of the class . Evidence dimension is assessed by the type and number of vocabulary selected, and means of teaching it. Frequency: This is a continued activity throughout the semester, where a portion of some class meetings will be dedicated to the preparation for the two-day French Camp to take place at the end of the semester.Overall grading weight: 20%Expected Proficiency Rate: 90% |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | Task Type: Students participate in small-group analysis activity by writing a response to argument statements, provided by the professor, based on their reading assignment. Full-class discussion will follow to discuss the evidence gathered by each small group that supports or disputes the professor’s arguments. Integrating dimension is assessed by student’s ability to prove all points of their argument.Frequency: three to four short stories.Overall grading weight:15%Expected Proficiency Rate: 80% (We expect that early in the semester a much smaller number of students will show proficiency, but that as the semester continues, practice and application of feedback will increase proficiency).Task Type: Develop a plan to present cultural activities, highlighting targeted vocabulary in logical and fluid lessons comprehensible to young learners with no background in French.Frequency: This is a continuing activity throughout the semester in preparation for French Camp to take place at the end of the semester.Overall grading weight: 20%Expected proficiency: 90% |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | Task Type: Students participate in small-group analysis activity by writing a response to argument statements, provided by the professor, based on their reading assignment. Full-class discussion will follow to discuss the evidence gathered by each small group that supports or disputes the professor’s arguments. Presenting a credible argument orally to their group members, coming to a consensus within their small group, and then presenting their position as a group to the class.Frequency: Three to four times.Overall grading weight: 15%Expected Proficiency Rate: 80% (We expect that early in the semester a much smaller number of students will show proficiency, but that as the semester continues, practice and application of feedback will increase proficiency).Task Type: Write a follow-up evaluation of the French Camp lessons and its effectiveness on the elementary students. Evaluate dimension is assessed by the student’s ability to examine the benefits of the lesson to the elementary learners, as well as its shortcomings with options for improvement. The Student should also be able to assess the benefit of the French Camp activity to him or herself.Frequency: One final evaluative report.Overall grading weight: 5%Expected Proficiency Rate: 90% |

**PLAN FOR LEARNING OUTCOMES
INTEGRATIVE THINKING**

*Attainment of the INTEGRATIVE THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Connections to Experience** *OR* | Connects academic knowledge to experiences | Task Type: Develop a plan and teach in a local elementary class basic French vocabulary through cultural activities, highlighting targeted vocabulary in logical and fluid lessons comprehensible to young learners with no background in French. This task connects their academic knowledge of basic French to creating a means by which to impart the knowledge to young learners in a meaningful and memorable manner. Frequency: This is a continuing activity throughout the semester in preparation for French Camp to take place at the end of the semester.Overall grading weight: 20%Expected proficiency: 90% |
| **Connections to Discipline** | Makes connections across disciplines | Task Type: Develop a plan to teach in a local elementary class basic French vocabulary through themes in French culture. The lessons will highlight targeted vocabulary in logical and fluid manner comprehensible to young learners with no background in French. This task makes connections across disciplines.Frequency: This is a continuing activity throughout the semester in preparation for French Camp to take place at the end of the semester.Overall grading weight: 20%Expected proficiency: 90% |
| **Transfer** | Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations | Task Type: Develop a plan and teach in a local elementary class basic French vocabulary through cultural activities, highlighting targeted vocabulary in logical and fluid lessons comprehensible to young learners with no background in French. This task adopts and applies their academic knowledge of French language and its culture, as well as their own experience of learning the language, to using their knowledge in teaching students of elementary school. Frequency: This is a continuing activity throughout the semester in preparation for French Camp to take place at the end of the semester.Overall grading weight: 20%Expected proficiency: 90% |
| **Integrated Communication** | Communicates complex concepts by choosing appropriate content and form | Task Type: Develop a plan and teach in a local elementary class basic French vocabulary through cultural activities, highlighting targeted vocabulary in logical and fluid lessons comprehensible to young learners with no background in French. Students will develop a plan and teach French vocabulary through cultural themes, such as French art and cuisine, to students of an elementary school. The elementary students will be exposed to both the language and the culture of the French in a meaningful and a memorable manner. Frequency: This is a continuing activity throughout the semester in preparation for French Camp to take place at the end of the semester.Overall grading weight: 20%Expected proficiency: 90% |

French 202

168 Whitman, 227-2648, nkupper@nmu.edu

**Group Members and phone numbers:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Textbooks:** *French in Action*, 2nd edition, Pierre J. Capretz, *French in Action Workbook Pt.2,* 2nd edition, *French in Action Study Guide Part 2,* 2nd edition.

The method you will be using to study French is a semi-immersion method called French in Action. It is probably like no other method you have ever encountered before and requires a serious amount of work on the part of the student.

1. **Video Lessons:** Each video is a lesson that will be viewed in class and that you must study and view as many times as you can on your own online until you begin to assimilate the language contained in it. The videos tell an on-going story presented in French and are meant to make the experience of learning French as close to “being there” as possible. You are therefore not intended to understand every word, but rather to train yourself to listen for the gist of the conversation without readily available English translation. There is no English used in class in this method. However, you can find English explanations in the Study Guide. I will also be available to help you at Office Hours.

2. **Text:** The text contains the script of the video with illustrations of certain vocabulary expressions as well as various activities including the “Mise en Oeuvre” questions, which review the content of the story presented in the lesson. These questions will be assigned for homework along with selected workbook exercises.

3. **CD:** An audio portion, accompanying each lesson, is essential in completing your workbook exercises. The CD is available at the Language Lab, where you may complete your workbook assignments or have a copy made of the CD and do your work at home.

4. **Workbook Lessons:** Each lesson contains self-correcting exercises and practice tests, which are to be completed with the CD. Please complete you workbook in one color ink, then check your answers in the back and write corrections in a different color ink. Workbooks which do not show two colors of ink will not be accepted. Workbooks will be checked while you are taking the quiz.

5. **Study Guide:** This guide, written in English, contains valuable information and explanations of the major point of each lesson and is to be used out of class as a support to your classwork.

6. **Policies:**

**Attendance:** Attendance at all class meetings is expected. Keep in mind that a language course is different from other courses in that much of our work takes place in the classroom, and there is no substitute or make-up possible for the oral interaction between you and your group members and you and your instructor. More than two absences will lower your final grade by one letter grade for each subsequent absence. Two tardies equal one absence.

**Participation:** Class work will be conducted in French. Since most of your in-class practice will be done in small groups, do speak only French with the members of your group so that you can make the most of your time together. Your participation grade is based on your active effort to speak French in class. We do not expect instant fluency.

**Quizzes and Make-ups:**  Oral comprehension will be stressed on all weekly quizzes. There are two exams during the semester. There will be no make-up on quizzes or homework. The lowest quiz grade will be dropped, at my discretion, if all quizzes are taken.

**Appropriate Laptop Use:** Laptop will be used outside of classroom for completion of homework activities in the workbook.

7. **Grading System:**

**a**. Quizzes and two meetings of La Table française (Please see handout of responsibility for F.T. and turn in attendance note after attending your selected session): 40%.

**b**. ASL (Academic Service Learning) Component: French Camp at Sandy Knoll, and Mentoring Activity (proposal, Tuesday, Jan. 27): 20%.

(Please see handout on detailed description of your responsibilities as a mentor).

**c.** Exams: 20%.

**d.** Participation, Hmwk (Mise en Oeuvre, workbook, literature analysis), and Community Classroom Activities will be graded: 20%.

**This is an adventure! We hope you will enjoy the experience and learn a lot of French too.**

ADA Statement:

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Disability Services Office at 2001 C. B. Hedgcock (227-1700). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines

**Daily activities and assignments,** (all dates are subject to change):

**janvier**

mardi 13 Activités de revu.

jeudi 15 Ch. 38.

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mardi 20 Mise en œuvre 38 à rendre en classe.

jeudi 22

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mardi 27 **Turn in mentoring proposal.** Epreuve (Quiz) 38. Leçon 39. Les Aventures de Petit Nicolas (**P.N.**)

jeudi 29 Mise en œuvre 39.

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**février**

mardi 3

jeudi 5 Epreuve 39. Leçon 40.

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mardi 10 Mise en œuvre 40. Analyse littéraire de la lecture de **P.N.**

jeudi 12

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mardi 17 Epreuve 40. Leçon 41. **P.N.**

jeudi 19 Mise en œuvre 41.

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mardi 24 **Examen** (leçons 38-41).

jeudi 26 Leçon 42. Activités préparatoires pour French Camp.

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**mars**

mardi 3 Congé, il n’y a pas de classe.

jeudi 5 Congé.

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mardi 10 Mise en œuvre 42. Activités préparatoires pour French Camp.

jeudi 12 Epreuve 42. Leçon 43. Analyse littéraire de la lecture de **P.N.**

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mardi 17 Mise en œuvre 43. **P.N.**

jeudi 19 Leçon 43. Activités orales et écrites pour Sandy Knoll à rendre en classe.

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mardi 24 Epreuve 43. Leçon 44.

jeudi 26 Mise en œuvre 44.

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mardi 31 Leçon 44. Présentations des leçons de French Camp.

**avril**

jeudi 2 Epreuve 44. Leçon 46. (Skip lesson 45). Analyse littéraire de la lecture de **P.N.**

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mardi 7 Mise en œuvre 46. Répétitions des leçons de French Camp.

jeudi 9 Leçon 46. Leçon 51. Finalisation des leçons de French Camp.

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mardi 14 French Camp at Sandy Knoll

jeudi 16 French Camp at Sandy Knoll

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mardi 21 Leçon 51.

jeudi 23 Epreuve 46/51. Leçon 52.

**Examen final** (leçons 42-51): dans mon bureau.