





**THE FRENCH CURRICULUM  
at OCC:**

**TIME FOR A REVOLUTION!**

**Report to the CRC  
Submitted by Kathryn Stewart  
Full-time faculty, French discipline  
April 13, 2007**

**TO:** The College Curriculum Review Committee  
**FROM:** Kathryn Stewart, French Program Review Coordinator  
**DATE:** April 13, 2007  
**REF:** Analysis of review data and suggestions for program improvement

#### **A. CATALOG COURSE DESCRIPTIONS**

Descriptions for FRE 1510, 1530 and 2610 are inaccurate and out of date.

Implementation of updated descriptions intended after the last curriculum review became bogged down in paperwork. (It had been decided by the Humanities department that all language disciplines change course descriptions at the same time, increasing the paperwork involved substantially; with no full-time faculty in most of the disciplines, this paperwork got put aside.)

The suggested course descriptions (see attached) were developed by all full-time faculty in a foreign language discipline.

I recommend we update the catalog descriptions in French, regardless of whether parallel changes are made to other foreign language descriptions.

Concerning other languages offered by OCC, I suggest a special contract be approved to compensate someone to coordinate foreign languages across the college that are not taught by a full-time faculty member, such as Chinese, Russian, Italian, Japanese, Arabic and German.

Eventually both course content and corresponding catalog descriptions need to be entirely reworked to reflect the needs of the OCC community. (See D. DISCIPLINE NEEDS AND RESOURCES)

**Attachments:** Data analysis form  
Current catalog descriptions  
Updated catalog descriptions (updated 2003)

#### **B. SYLLABUS REVIEW**

FRE 1510 and 1530 are taught on 3 campuses. All instructors (1 full-time, 4 adjunct) use the same basic syllabus (generated by the full-time instructor) in order to facilitate student movement across the college. Course requirements, descriptions, goals and OCC policies are standard across all French classes. There are variations in individual instructor policies on grading, attendance, use of English in class, due dates of homework, use of extra credit and exams.

**FRE 1510, 1530 and 2610 syllabi do not include the Catalog Description because it is out of date and inaccurate. A detailed description of the course is given on the syllabus. The Catalog Description, when updated, will be included on syllabus, college-wide. Safety instructions and a reference to the “Student Bill of Responsibilities” will be added to the Summer I 2007 syllabus.**

**FRE 2620 does include the Catalog Description as it correctly reflects the class as it is currently taught.**

**Attachment: Data analysis forms**

### **C. ENROLLMENT TRENDS AND STUDENT RETENTION**

**Enrollment in French has declined across the country and OCC is no exception. There are many factors which have contributed to this: bad press resulting from political differences, social disturbances in France, the rising cost of travel to Europe, an emphasis on other, more “critical” languages such as Arabic and Chinese.**

**French, nonetheless, remains an important language in the United Nations and is an official language of our largest trading partner, Canada. With the proximity of the Canadian border as well as the demographics of Oakland County, French enrollment has remained relatively constant, with a notable dip in the 2005-2006 school year.**

#### **Enrollment downturn in 2005-2006:**

**Several factors that explain the alarming enrollment shift and completion rates, but much can be attributed directly to...**

#### **The Fall 2005 textbook nightmare:**

**In an effort to “have it all”, I adopted a new textbook package: VOILA – an instructional system intended to provide materials for three semesters, textbook activities directly in support of course Gen Ed attributes all with an effective methodology and presentation of language and culture. It seemed a perfect and painless way to implement and assess General Education attributes across the college particularly when all non OR courses are taught by adjuncts.**

**The publisher’s rep gave me a price of \$177, which is about the same as most college-level foreign language packages (book, workbook, CDs, answer key). Unfortunately, what I thought was the STUDENT price was in fact, the price to the bookstore. Individual students had to pay \$211 which many could not and others would not. In response to the (understandable) student uproar we phased the package out over three semesters and went back to a less expensive (albeit less comprehensive) program.**

**Beginning classes lost large numbers, which impacted the upper-level classes. The ripple effect of this is still felt in French enrollment, which should stabilize now that VOILA is fully phased out.**

**In addition to the change in textbook, other changes needed to be made to stop what was increasing attrition in beginning level classes. Based on 80% agreement among adjuncts and full-time faculty, we decided to revise the pace of the course.**

#### **Beginning Fall 2006:**

**Textbook spread over three full semesters:**

**1510—chapter preliminaire-three (4 chapters)**

**1530---chapter four-seven (4 chapters)**

**2610---chapter eight-review chapter (4 chapters)**

**100% of instructors responding noticed increased student success and decreased attrition as a result of the change. All respondents commented on improved student attitude and performance in class. (Note: 2 Fall 2006 adjunct instructors (50% of total) did not respond to requests for feedback, since they are no longer with OCC.)**

**We have every hope that enrollment will recover from last year's well-intended-but-disastrous textbook fiasco. Fall 2007 enrollment figures will provide a clearer indicator.**

**Note that many universities such as Wayne State and the University of Michigan use a first-year text for three semesters; our changes do not affect transferability.**

**Other enrollment data:**

**Minority student enrollment is within normal parameters.**

**In general, students complete French courses at a lower percentage than the college norm. (It should be noted attrition is much higher at the lower-level when students first realize that the course requires a good deal of work outside of class and when they realize the instructors intend to speak French most of the time. Upper-level attrition is quite low.)**

**Too many "I" marks:**

**The percentage of incompletes is much higher in French than across the college, 4.6% as opposed to 2.8%. When looking at grade distribution charts it is apparent that almost all of the incompletes come from Orchard Ridge. This can be explained by the fact that adjuncts are more reluctant to give incompletes, and that as the full-time faculty member at Orchard Ridge, I give incompletes to students who have worked all semester and have made every effort to master the language, but who for whatever reason are not ready to take the final exam.**

Foreign language is a process class and not every student, particularly a “real” beginner progresses at the same rate. Some people just need a little more time. Languages should have an in-process mark similar to certain development courses. Since we don’t, I let students make up the final in a subsequent semester. Most of them “take” the entire class a second time and end up doing very well, going on to second or third semester. Without the “Incomplete” they would have failed, or received a “D” and disappeared feeling like a failure.

#### Withdraws:

Policies vary from instructor to instructor. I give students who disappear the option of an “F” or a “WF” if they do not officially withdraw. Most opt for the “WF” which explains why there are more “W” marks at OR and more “F” marks at AH and RO.

#### Recruitment and strategies for retention:

The Fall 2006 change in pace should lead to greater retention. We will know more when analyzing enrollment and completion from the end of Winter 2007-Fall 2007. Faculty-generated recruitment is non-existent. The French Club is tentatively sponsoring a Paris trip over winter break 2008, which should stimulate enrollment, but has been inactive for over a year. Recruitment efforts will be facilitated if proposed changes are implemented.

Attachement: Dashboard analysis

### **D. DISCIPLINE NEEDS AND RESOURCES**

All French classrooms should be “smart classrooms”. Adjuncts should ideally have space to store films, DVDS, other materials. Adjuncts need materials on other campuses. Funds are needed to send adjuncts to national conferences.

The entire French program needs to be revamped.

#### CURRENT SITUATION:

Because of the need to assure transfer of foreign language credit OCC has used methods marketed by major publishers and used by transfer colleges and universities. Many of these, while effectively presenting the language and culture, do so using content that is often of minimal importance to non-traditional students. They are outrageously expensive, as well.

The French program is stagnant.

## **NEED:**

To fully serve the OCC community, French should be much more practical in content at the beginning level, and offer choices in content at the upper level.

To attract students in an environment that is increasingly competitive for their time and attention, French language classes must provide more than just practice in the target language: they must interface with other needs or interests the student may have. Or at the very least pertain to that student's world.

## **PROBLEMS:**

The problems lie in the need to use materials recognized by university language departments (to insure transferability), the constraints of enrollment, and the time needed to develop such a program.

There are no books currently on the market that satisfy both the demands of university review and contain illustrative content relevant to the majority of students enrolled in French.

Packages of materials from various sources combined with resources within the College (Rosetta Stone, for example in the ASC) are a possible solution to the first problem. Transferability of grammar and lexical content would need to be assured.

Enrollment constraints are contract-driven. Offering advanced students the option of a content-based language course in their field of interest will reduce the number of those students enrolled in the more traditional intermediate course. Experimental courses are given lower minimum enrollment; perhaps these courses could be offered on an experimental basis in the initial stages.

## **SOLUTION AND VISION OF THE FUTURE:**

I would like to develop a French program that offers to the community something they cannot get elsewhere: a transfer-level program that presents the following at the introductory level: basic travel survival skills, residency skills, social and cultural awareness, and at the intermediate level: art, history, literature, cinema, photography, culinary arts, theater, etc, taught in traditional settings or as part of a "world language across the curriculum" initiative.

(In theory the template for this program could be used to revamp other languages taught at the college, each on an experimental basis. Ultimately a "World Languages program" could develop, including all foreign languages and ESL. Much of the PDTC work completed by the Humanities Departments across the college has been related to this topic, and the full time Spanish instructors agree we need a content change to satisfy student need and interest.)

## **ACTION PLAN**

To this goal I intend to apply for a sabbatical for the next available calendar year 2008-2009, and will present to the committee a project to completely overhaul the French language program, modernizing content, and interfacing with the obvious partner disciplines, such as culinary arts, humanities, history, art, theater and others (French across the Curriculum).

I propose the development of course packages with the goal to provide students affordable, legitimate learning aids that when used in conjunction with on-campus resources provide equivalent opportunities to master the language as traditional college texts at a lower expense per semester.

In addition to those tasks I propose to take graduate courses in the humanities in order to be qualified by contract to teach a general humanities section myself, thereby facilitating the implementation of World Languages across the Curriculum, providing, for example an option for students to submit some of the course writing in French.

I hope that the CRC will support my application and will forward a copy to you prior to its submission to the committee, for your suggestions and approval.

## **E. INTERDISCIPLINARY INTERACTIONS**

There are no official interactions. In the past there have been collaborations with culinary arts, but nothing in recent years. The above proposed program changes address this issue.

## **F. TRANSFERABILITY**

FRE 1510, 1530 and 2610 are transferable to universities such as Wayne State University, Oakland University and the University of Michigan. They are the equivalent of most university –level Beginning I, Beginning II and Intermediate I courses.

Fourth semester, or Intermediate French II has encountered transfer issues with the University of Michigan Ann Arbor. Students have needed to provide copies of the syllabus for review.

Most transfer institutions with language requirements limit that requirement to 2 or 3 semesters. OCC's beginning French sequence meets that requirement.



## **G. GENERAL EDUCATION/ OUTCOMES ASSESSMENT**

As explained above, the French program moved to a text that promoted the general education attributes in a systematic and easily measurable way. Unfortunately the method was outrageously expensive and not endorsed by the adjuncts who suffered the brunt of their students anger at the department. In addition, adjuncts at RO and AH thought the book was too focused on the attributes at the expense of more target language practice activities.

Currently full-time and adjunct faculty in French do the following in support of General Education attributes:

**In support of attribute #8 (to appreciate diversity and commonality):**

All French classes include systematic comparison of cultures and languages which are assessed informally through class discussion, on written questionnaires and formally on exams. This is built into the course materials and therefore enjoys 100% participation.

**In support of attribute # 1 (to communicate effectively):**

All French classes require students to demonstrate basic written and oral proficiency in the target language. Students are given constant informal opportunities to perfect and demonstrate mastery and are given graded and un-graded formal opportunities. 100% of faculty promote this attribute.

**In support of attribute # 6 (to learn independently and collaboratively)**

The program has independent learning strategies built in, including self-assessment and instructor-assessment. 100% participation.

The “collaborative learning” attribute receives more focus at OR where the SGI program interfaces with French each semester. OR courses require more group work. RO and AH courses feature a more traditional lecture format. Informal measurements are used to assess development of this attribute at OR. Unknown percentage of “buy-in”, at least 75%.

**FRE 2610 and FRE 2620**

In addition to the above attributes, the upper-level series includes “aesthetic awareness”. The course content is heavily focused on the aesthetic, developments in art, literature, music, etc and lends itself naturally to this attribute.

Assessment includes informal in-class discussion, written assignments, and formal graded and un-graded activities.

*Merci*

*to the entire CRC for taking the time  
to review the French Curriculum report.*

## CURRENT CATALOG COURSE DESCRIPTIONS

### FRE 1510

#### Beginning French I

**4 Credits** General Education Attributes: 1, 6, 8

Students will understand French spoken by a native speaker at normal speed, will read and comprehend selected paragraphs written in French, and will write grammatically correct French prose. They will speak in correct structural patterns in short conversations with the instructor and with other students. Students will also interpret characteristics of the language and the culture via a variety of experiences utilizing the basic grammatical patterns of conversation involving familiar situations and experiences. Course/lab fees.

---

### FRE 1530

#### Beginning French II

**4 Credits** Prerequisite: FRE 1510. General Education Attributes: 1, 6, 8

Students will converse in French using a normal speaking rate, broad vocabulary, correct structural patterns, and a variety of idioms. They will interpret selected readings and prepare compositions utilizing correct grammatical form and idioms. Course/lab fees.

---

### FRE 2610

#### Intermediate French I

**4 Credits** Prerequisite: FRE 1530. General Education Attributes: 1, 4, 6, 8

Students will read contemporary French literature that illustrates life and trends of thought in France today. They will also write themes on regularly assigned topics with emphasis placed on developing style and reviewing grammar. The French language is used by students and instructor. Course/lab fees.

---

### FRE 2620

#### Intermediate French II

**4 Credits** Prerequisite: FRE 2610. General Education Attributes: 1, 4, 6, 8

Students will read and analyze the content of selected texts from major periods of French literature. They will describe major aspects of French history that correspond with various French literary periods. The student will write and converse on topics related to the assigned readings. The French language is used by students and instructor.

## SUGGESTED CATALOG DESCRIPTIONS

FRE 1510

Beginning French I

4 Credits

General Education Attributes: 1, 6, 8

**FRE 1510 is a first-level beginning course designed for students with little or no study of French. It focuses on the development of high-novice proficiency in five skill areas: listening, reading, speaking, writing and cultural awareness. The class is taught primarily in the French language by an instructor of native or near-native proficiency.**

---

FRE 1530

Beginning French II

4 Credits

General Education Attributes: 1, 6, 8

**FRE 1530 is a second-level beginning course designed for students who have completed FRE 1510 or the equivalent. It continues development to low-intermediate proficiency in five skill areas: listening, reading, speaking, writing and cultural awareness. The class is taught primarily in the French language by an instructor of native or near-native proficiency.**

---

FRE 2610

Intermediate French I

4 Credits

General Education Attributes: 1, 4, 6, 8

**FRE 2610 is a first-level intermediate course designed for students who have completed one year of college-level French or the equivalent. The course reviews basic structures and introduces more complex topics. It focuses on moving students to a high- intermediate level of proficiency in reading, writing, speaking and listening and a low-advanced level of cultural appreciation. Contemporary French civilization will be emphasized. The class is taught in French by an instructor of native or near-native proficiency.**

## Program Dashboard

Prefix Title	FRE French				
		2005-06	Program 2004-05	2003-04	College Wide 2005-06
Sections Filled to Capacity		73.0%	71.6%	77.5%	83.2%
Percent of Completed Sections		73.5%	87.5%	92.9%	86.6%
Headcount Trend Ratio		1.01	1.06	1.02	1.02
Credit Hour Trend Ratio		1.01	1.06	1.02	1.02
Percent of Minority Students		25.1%	26.7%	29.3%	27.9%
Percent of Withdrawals		24.9%	25.2%	23.5%	17.8%
Percent of Incompletes		4.6%	2.5%	2.8%	1.6%
Student Course Completion Rate		60.8%	65.3%	59.3%	68.2%
Dashboard Score		8.47	8.91	8.95	

**Oakland Community College  
Program Dashboard Report  
2005-06**

**French FRE  
Dashboard Score: 8.47**

<b>Measures</b>	<b>Benchmarks</b>			<b>Percent of Target Achieved</b>	<b>Weight</b>	<b>Weighted Score</b>
	<b>Current Score</b>	<b>Trouble Score</b>	<b>Target Score</b>			
Sections Filled to Capacity	73.0%	75.0%	90.0%	81.1%	18.0%	1.46
Percent of Completed Sections	73.5%	75.0%	90.0%	81.7%	14.2%	1.16
Credit Hour Trend Ratio	1.01	0.71	1.25	80.8%	15.3%	1.24
Percent of Minority Students	25.1%	16.9%	18.8%	133.5%	6.1%	0.81
Percent of Withdrawals	24.9%	15.0%	0.0%	75.1%	12.0%	0.90
Percent of Incompletes	4.6%	3.0%	0.0%	95.4%	7.9%	0.75
Student Course Completion Rate	60.8%	60.0%	75.0%	81.1%	26.5%	2.15

## Grade Distribution Report

### Course Information

Term 2005/FA  
 Course FRE-1510  
 Title Beginning French I

### Instructor

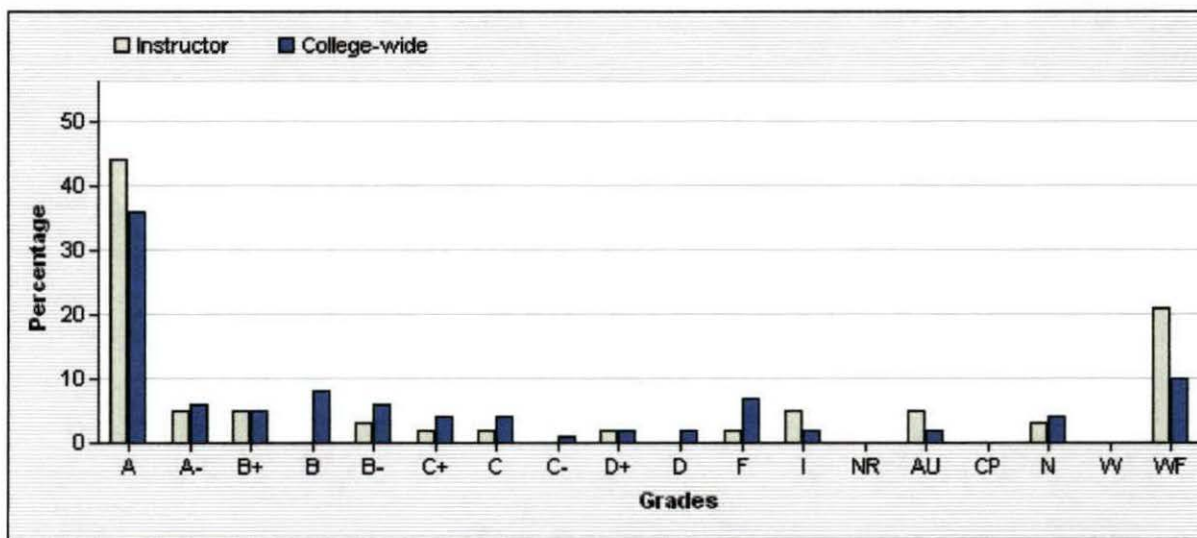
Ms. Kathryn J. Stewart

Section Name	A	A-	B+	B	B-	C+	C	C-	D+	D	F	I	NR	AU	CP	N	W	V
FRE-1510-O1503	10	1			1						1	1		2		2		
FRE-1510-O1502	11	2	1						1			1						
FRE-1510-O1506	6		2		1	1	1					1		1				
Count	27	3	3		2	1	1		1		1	3		3		2		
Percentage	44%	5%	5%		3%	2%	2%		2%		2%	5%		5%		3%		2%

### College-wide

10 Sections

	A	A-	B+	B	B-	C+	C	C-	D+	D	F	I	NR	AU	CP	N	W	V
Count	59	9	8	13	9	6	7	1	3	3	11	4		3		6		
Percentage	36%	6%	5%	8%	6%	4%	4%	1%	2%	2%	7%	2%		2%		4%		1%



DATA ANALYSIS

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

*Coordinator: Complete this form after reviewing the Catalog Course Data Collection forms from members of your Discipline/Program on all of the courses listed in the Catalog. Please also attach a photocopy of all program requirements and course descriptions in the catalogue.*

List every course that is listed in the catalog. Check where revision is indicated or no revisions seem necessary. Please, add lines where needed.

	Revision needed	No Revision necessary
Course Number <u>FRE 1510</u>	<u>✓</u>	_____
Course Number <u>FRE 1530</u>	<u>✓</u>	_____
Course Number <u>FRE 2610</u>	<u>✓</u>	_____
Course Number <u>FRE 2620</u>	_____	<u>✓</u>
Course Number _____	_____	_____
Course Number _____	_____	_____
Course Number _____	_____	_____
Course Number _____	_____	_____
Course Number _____	_____	_____
Course Number _____	_____	_____

CATALOG COURSE DESCRIPTION REVIEW SUMMARY:



CORE REVIEW

B. SYLLABUS REVIEW

DATA COLLECTION

FOR 2620 - ST6W 2610 - STEW 1510 - STEW 1510 At (Zyjac) 1510 Ro (Trigering) 1530 - STEW 1530 - RO  
Course Number

<b>INSTRUCTORS</b> →	2620	2610	1510	1510	1510	1530	1530
<b>Mandatory Items (per FMA and Federal Law)</b>							
ADA Notification	✓	✓	✓	✓	✓	✓	
Course Goals	✓	✓	✓	✓	✓	✓	
Grading Standards and Practices	✓	✓	✓	✓	✓	✓	
Tentative Schedule of Assignments and Tests	✓	✓	✓	✓	✓	✓	
<b>Recommended Items (per Academic Senate)</b>							
Course Name and Number	✓	✓	✓	✓	✓	✓	
Instructor, Office Location, Method of Contact	✓	✓	✓	✓	✓	✓	
Office Hours	✓	✓	✓	✓	✓	✓	
Available Assistance	✓	✓	✓	✓	✓	✓	
Course Catalog Description with Prerequisites	✗	✗	✗	✗	✗	✗	
General Education Attributes (where pertinent)	✗	✓	✓	✓	✓	✓	
Required Books and Supplies	✓	✓	✓	✓	✓	✓	
List of Supportive Materials (where available)	✓	✓	✓	✓	✓	✓	
Evaluation/Testing System & Policies	✓	✓	✓	✓	✓	✓	
Attendance Policy	✓	✓	✓	✓	✓	✓	
Safety Instructions	✗	✗	✗	✗	✗	✗	
Disclaimer Allowing for Reasonable Revisions	✓	✓	✓	✓	✓	✓	
<b>Optional Items</b>							
Semester Meeting Times & Room	✓	✓	✓	✓	✓	✓	
Teaching/Learning Strategies	✓	✓	✓	✓	✓	✓	
Applicable Forms Pertinent to Course	✓	✓	✓	✓	✓	✓	
Reference to Student Policies in OCC Catalog	✓	✓	✓	✓	✗	✗	
Policy on Use of Computing Resources	✓	✓	✓	✓	✗	✗	
Description of Required Computing Skills	✗	✗	✗	✗	✗	✗	
Policy on Plagiarism	✗	✗	✗	✗	✗	✗	
Student Bill of Responsibilities (ref. to)	✓	✗	✗	✗	✗	✗	

Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number	Number of Sections	Percent of Inclusion
<b>FRE 2620</b>		
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	1	100%
Course Goals		"
Grading Standards and Practices		"
Tentative Schedule of Assignments and Tests		"
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number		100%
Instructor, Office Location, Method of Contact		"
Office Hours		"
Available Assistance		"
Course Catalog Description with Prerequisites		"
General Education Attributes (where pertinent)		0%
Required Books and Supplies		100%
List of Supportive Materials (where available)		"
Evaluation/Testing System & Policies		"
Attendance Policy		"
Safety Instructions		0%
Disclaimer Allowing for Reasonable Revisions		100%
<b>Optional Items</b>		
Semester Meeting Times & Room		100%
Teaching/Learning Strategies		"
Applicable Forms Pertinent to Course		"
Reference to Student Policies in OCC Catalog		"
Policy on Use of Computing Resources		"
Description of Required Computing Skills		0%
Policy on Plagiarism		0%
Student Bill of Responsibilities - <i>reference</i>		100% <i>(reference)</i>

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

1530

Coordinator: Use a separate sheet for each course.

Course Number	Number of Sections	Percent of Inclusion
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification		
Course Goals		
Grading Standards and Practices		
Tentative Schedule of Assignments and Tests		
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number		
Instructor, Office Location, Method of Contact		
Office Hours		
Available Assistance		
<del>Course Catalog Description with Prerequisites</del>	NO	
General Education Attributes (where pertinent)		
Required Books and Supplies		all plus
List of Supportive Materials (where available)		
Evaluation/Testing System & Policies		
Attendance Policy		
<del>Safety Instructions</del>	NO	at 100%
Disclaimer Allowing for Reasonable Revisions		
<b>Optional Items</b>		
Semester Meeting Times & Room		
Teaching/Learning Strategies		
Applicable Forms Pertinent to Course		
Reference to Student Policies in OCC Catalog		
Policy on Use of Computing Resources		
<del>Description of Required Computing Skills</del>	NO	
Policy on Plagiarism		
Student Bill of Responsibilities		

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

1510

Coordinator: Use a separate sheet for each course.

Course Number	Number of Sections	Percent of Inclusion	
<b>Mandatory Items (per FMA and Federal Law)</b>			
ADA Notification			
Course Goals			
Grading Standards and Practices			
Tentative Schedule of Assignments and Tests			
<b>Recommended Items (per Academic Senate)</b>			
Course Name and Number			
Instructor, Office Location, Method of Contact			
Office Hours			
Available Assistance			
Course Catalog Description with Prerequisites	NO	all other 100%	
General Education Attributes (where pertinent)			
Required Books and Supplies			
List of Supportive Materials (where available)			
Evaluation/Testing System & Policies			
Attendance Policy			
Safety Instructions	NO		
Disclaimer Allowing for Reasonable Revisions			
<b>Optional Items</b>			
Semester Meeting Times & Room			
Teaching/Learning Strategies			
Applicable Forms Pertinent to Course			
Reference to Student Policies in OCC Catalog			
Policy on Use of Computing Resources			
Description of Required Computing Skills	NO		
Policy on Plagiarism			
Student Bill of Responsibilities			

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number	Number of Sections	Percent of Inclusion
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	✓	100
Course Goals	✓	100
Grading Standards and Practices	✓	100
Tentative Schedule of Assignments and Tests	✓	100
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number	✓	} 100
Instructor, Office Location, Method of Contact	✓	
Office Hours	✓	
Available Assistance	✓	} 0%
Course Catalog Description with Prerequisites	∅	
General Education Attributes (where pertinent)	✓	} 100
Required Books and Supplies	✓	
List of Supportive Materials (where available)	✓	
Evaluation/Testing System & Policies	✓	} 0%
Attendance Policy	✓	
Safety Instructions	<del>✓</del>	
Disclaimer Allowing for Reasonable Revisions	✓	
<b>Optional Items</b>		
Semester Meeting Times & Room		} 100'
Teaching/Learning Strategies		
Applicable Forms Pertinent to Course		
Reference to Student Policies in OCC Catalog		
Policy on Use of Computing Resources		
Description of Required Computing Skills		
Policy on Plagiarism	no	100
Student Bill of Responsibilities		

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW, (CONTINUED)

*Coordinator: After reviewing the Data Analysis forms on all the courses in the Discipline/Program, please summarize your analysis of whether or not there are course syllabi in your Discipline/Program that need revision due to inconsistencies or omissions, or other issues.*

SYLLABUS REVIEW SUMMARY:

Syllabi all consistent with model distributed by coordinator. Individual differences in grading, advance policy, etc, clearly defined.

All need consistency as to mention of General Ed. Attributes. Safety instructions.

DATA ANALYSIS

CORE REVIEW

C. ENROLLMENT TRENDS AND STUDENT RETENTION

*Coordinator: The Dashboard report on your Discipline/Program will collect the necessary data in regard to Enrollment Trends and Student Retention. Use this form to review that data in the following areas. Please also attach Dashboard Data.*

Enrollment (Use the Dashboard data on Average Section Size, Sections Filled to Capacity, Percent of Completed Sections, Percent Change in Headcount, and Percent Change in Credit Hours to discuss this area.)

73.5% lower than college-wide

Minority Students (Use the Dashboard data on Minority Students to discuss this area.)

25.1% (within acceptable)

Student and Course Success (Use the Dashboard data on Percent of Withdrawals, Percent of Incompletes, and Student Course Completion Rate to discuss this area.)

Higher percentage than college norm —  
see attached

ENROLLMENT TRENDS AND STUDENT RETENTION  
REVIEW SUMMARY:

Below college standards —  
see attached

## DATA ANALYSIS

### CORE REVIEW

#### D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

*Coordinator: Please summarize the needs, resources, and curriculum actions indicated on the Data Collection forms.*

What resources or services does your Discipline/Program need?

Smart classrooms

Entire New Paradigm - see attached

Funds to train adjunct instructors

What curriculum revisions or development does your Discipline/Program see as beneficial to instruction?

Recent change in pace - 2 semesters  
text spread over 3 semesters - see  
attached

DISCIPLINE/PROGRAM NEEDS AND RESOURCES  
REVIEW SUMMARY:



## DATA ANALYSIS

### DISCIPLINE REVIEW

#### E. INTERDISCIPLINARY INTERACTIONS

*Coordinator: Please use the data from the Interdisciplinary Interactions Data Collection forms to answer the following questions:*

4. Describe the use of your courses by other disciplines/programs. Discuss the effectiveness of support and prerequisite courses your discipline offers in their areas.

No "official use" — possible use —  
Culinary, Cinema, Photography, Textile

5. Describe interdisciplinary initiatives by your discipline/program (e.g. interdisciplinary courses, learning communities).

NONE currently

#### INTERDISCIPLINARY INTERACTIONS REVIEW SUMMARY:

## DATA ANALYSIS

### DISCIPLINE REVIEW

#### F. COMPARABLE COURSES AND TRANSFERABILITY

Coordinator: Please use the data from the Comparable Courses/Programs and Transfer Data Collection form to answer the following questions:

4. Discuss whether or not the courses in your discipline are comparable to those offered at other institutions, and if they are not comparable, discuss how they serve our students.

they are comparable ad because of this they do not serve our students!! (see attached)

5. Describe the extent to which your course offerings will transfer to other institutions.

FAC 1510, 1530, 2610 all transfer as 1<sup>st</sup>, 2<sup>nd</sup> d 3<sup>rd</sup> semestr transf.

COMPARABLE COURSES AND  
TRANSFERABILITY REVIEW SUMMARY:

DATA COLLECTION

DISCIPLINE REVIEW

G. GENERAL EDUCATION FRE 1510  
Course Number

Coordinator: Distribute this form to all full-time or adjunct faculty members for every course that they are teaching which has General Education Attributes indicated in the Catalog.

Please check the General Education Attributes you are teaching and assessing in your instruction of this course.

GE Attributes Listed in the Catalog	Teaching	Assessing
#1 <u>Communicate</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
#6 <u>Learn independently</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
#8 <u>Diversity/Community</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Please list briefly what strategies you are using to teach and assess the GE Attributes, as indicated above.

Learning Activities, - skits, presentations, group work, discussion of video, games,

Assessment Strategies presentations, question/answer, ungraded, graded quiz, discussion analysis,

Summarize what revisions you have made in your instruction as a result of teaching and assessing the above General Education Attributes.

Slowed down pace of course to allow for cultural activities.

Please return to \_\_\_\_\_ at \_\_\_\_\_ by \_\_\_\_\_  
Name Campus Date

DATA ANALYSIS

DISCIPLINE REVIEW

G. GENERAL EDUCATION/OUTCOMES ASSESSMENT

Coordinator: Complete this form after reviewing the General Education Data Collection forms filled in by the members of your Discipline on all the courses in the catalog which have GE Attributes indicated in the Catalog.

Course Number	% of Faculty Teaching	% of Faculty Assessing GE Attributes	% of Faculty information to improve instruction
FRE 2620	100 %	100 %	100 %
FRE 2610	100 %	100 %	100 %
FRE 1530	75 %	75 %	
FRE 1510	50 %	50 %	

GENERAL EDUCATION/OUTCOMES ASSESSMENT REVIEW SUMMARY:

Coordinator: Comment on the above data as well as on any SAGE findings that apply to the instruction in your Discipline.

Full-time faculty teach &  
assessing attributes. / Adjunct (1530)  
ad 2 adjuncts (1510) do not  
teach or assess attributes.  
(see attached)

## CURRENT CATALOG COURSE DESCRIPTIONS

### FRE 1510

#### Beginning French I

**4 Credits** General Education Attributes: 1, 6, 8

Students will understand French spoken by a native speaker at normal speed, will read and comprehend selected paragraphs written in French, and will write grammatically correct French prose. They will speak in correct structural patterns in short conversations with the instructor and with other students. Students will also interpret characteristics of the language and the culture via a variety of experiences utilizing the basic grammatical patterns of conversation involving familiar situations and experiences. Course/lab fees.

---

### FRE 1530

#### Beginning French II

**4 Credits** Prerequisite: FRE 1510. General Education Attributes: 1, 6, 8

Students will converse in French using a normal speaking rate, broad vocabulary, correct structural patterns, and a variety of idioms. They will interpret selected readings and prepare compositions utilizing correct grammatical form and idioms. Course/lab fees.

---

### FRE 2610

#### Intermediate French I

**4 Credits** Prerequisite: FRE 1530. General Education Attributes: 1, 4, 6, 8

Students will read contemporary French literature that illustrates life and trends of thought in France today. They will also write themes on regularly assigned topics with emphasis placed on developing style and reviewing grammar. The French language is used by students and instructor. Course/lab fees.

---

### FRE 2620

#### Intermediate French II

**4 Credits** Prerequisite: FRE 2610. General Education Attributes: 1, 4, 6, 8

Students will read and analyze the content of selected texts from major periods of French literature. They will describe major aspects of French history that correspond with various French literary periods. The student will write and converse on topics related to the assigned readings. The French language is used by students and instructor.

## SUGGESTED CATALOG DESCRIPTIONS

FRE 1510

Beginning French I

4 Credits

General Education Attributes: 1, 6, 8

**FRE 1510 is a first-level beginning course designed for students with little or no study of French. It focuses on the development of high-novice proficiency in five skill areas: listening, reading, speaking, writing and cultural awareness. The class is taught primarily in the French language by an instructor of native or near-native proficiency.**

---

FRE 1530

Beginning French II

4 Credits

General Education Attributes: 1, 6, 8

**FRE 1530 is a second-level beginning course designed for students who have completed FRE 1510 or the equivalent. It continues development to low-intermediate proficiency in five skill areas: listening, reading, speaking, writing and cultural awareness. The class is taught primarily in the French language by an instructor of native or near-native proficiency.**

---

FRE 2610

Intermediate French I

4 Credits

General Education Attributes: 1, 4, 6, 8

**FRE 2610 is a first-level intermediate course designed for students who have completed one year of college-level French or the equivalent. The course reviews basic structures and introduces more complex topics. It focuses on moving students to a high-intermediate level of proficiency in reading, writing, speaking and listening and a low-advanced level of cultural appreciation. Contemporary French civilization will be emphasized. The class is taught in French by an instructor of native or near-native proficiency.**

FRE 1510

Beginning French I Hiver 2007

Professeur : Christine Zajac  
Salle de classe: D 112  
Heures de classe: lundi/ mercredi 10h – 12h  
12h - 14h  
Téléphone: (586) 731-4643  
adresse email: cczajac@oaklandcc.edu  
IIC: (248) 232-4435  
TUTORS: available from ICC by appointment  
Groupe d'études: à arranger

**LIVRES:**

Horizons, third (3<sup>rd</sup>) edition and accompanying materials. You must purchase the **THIRD EDITION** soft-cover Student Text/CD package as well as the Workbook/Lab Manual/ CDs and Answer Key from the OCC bookstore. Students need a textbook and all supplemental materials)

**NOTE:** The books listed are **REQUIRED** for the class. They will be used for FRE 1510, FRE 1530 and FRE 2610. A reader will be purchased for FRE 2610 to supplement the textbook.

**DESCRIPTION DU COURS (en anglais)**

French 1510 is a one semester introductory course designed for students with little or no exposure to the French language or those wishing to refresh existing skills. The course is the first in a four-course program that will, when taken over a two-year period, enable students to master basic grammar, develop a 1000 word vocabulary, appreciate French history, art, music and literature, write compositions on various subjects, and most of all, travel to a French-speaking country with the ability to communicate useful information necessary to common situations. Equal importance will be given to the development of reading, writing, comprehension and oral production skills as well as the mastery of various language-learning strategies. The course will also include an introduction to the diverse cultures of the French-speaking world. This course satisfies the following General Education Attributes: #1--to communicate effectively, #6--to learn independently and collaboratively, #8--to appreciate diversity and commonality.

**Class will be conducted primarily in French.**

## IN DETAIL -- SKILLS CHECKLIST

As a successful student of FRE 1510, you should be able to:

- greet people
- count and tell time
- talk about yourself and your schedule
- communicate in class
- identify and describe people
- describe the university area
- talk about your studies
- say what you like to do
- talk about your free time
- ask about someone's day
- go to the café
- talk about where you live
- talk about your possessions
- describe your room
- give and obtain addresses and phone numbers
- discuss French culture, mores, the francophone world

## La Grammaire

A mastery of basic grammar is essential to effective communication. First semester French will promote accurate use of the following:

- present tense of être / avoir / -er verbes
- subject pronouns, "on"
- adjectives (descriptive, possessive, interrogative, demonstrative)
- definite and indefinite articles
- uses of "de"
- quantity expressions
- questions (yes/no, information)
- negation
- infinitives
- contractions
- vocabulary and idioms

FRE 1510 will lead students toward mastery through chapter 3. Chapters 4-7 will be the focus of FRE 1530. Students will complete chapters 8-10 and then move on to more complex structures and readings in FRE 2610 while reviewing all structures presented in FRE 1510-1530. FRE 2620 will complete the second year series and includes an exploration of French civilization, literature, art and music.

## IMPORTANT - READ CAREFULLY

**BIENVENUE EN FRANCAIS!** How do you prepare for class?

Learning a foreign language requires practice, patience and persistence. There are no shortcuts....your success will be directly related to the amount of effort you put in. The work in all four levels of French is actually quite fun when students go into it with the right attitude. Look at this as a new hobby.

Most important is the decision to come to each class fully prepared. This means you must read all assigned pages carefully. Listen to the CDs and repeat the sentences. When you have practiced them sufficiently with the book, use the CD in your car. Complete a few workbook activities (written and lab) every day. *Self-correct carefully, using a contrasting color.*



Listen to 540AM on the radio. Watch a French film on the weekend. Immerse yourself in the language. The students who benefit most from the French language program are those who DO MORE than what is asked. READ every bit of the textbook, not just the assigned pages. SEE the tutor, even if you aren't having problems. PARTICIPATE in the study group sessions. CONTRIBUTE to classroom discussion and activities. HAVE FUN!

One right step is to master some basic LEARNING STRATEGIES.

READ and USE the techniques suggested in the Student Preface.

As you complete workbook activities you will develop the following skills that will facilitate the comprehension of spoken and written language in a realistic and practical context:

- using cognates
- reading for the gist
- listening for specific information
- guessing from context
- asking for clarification
- using the sequence of events to make logical guesses
- noting the important information

ALL ACTIVITIES related to the course have been designed to promote the skills and strategies listed above. It is important that students master each skill in the order presented and accept the fact that there will be some things they will not be able to effectively communicate without further study. Focus must be kept on what you are learning to say in French rather than what you think in English and would like to put into French. While this limits your creativity, it will promote a more accurate use of the language. As you continue your studies in French you may eventually develop the skills and habits necessary to fully communicate who you are as a person. FRE 1510, 1530 and 2610 are the first in a series of building blocks to such higher order language skills.

#### CDs

There are two sets of CDs that comprise the listening and speaking component of the program. The set of two CDs (yellow) packaged with the textbook are recorded readings of all dialogues and pronunciation sections of the text. These are assigned pages and should be carefully prepared, using the CD as a pronunciation model. Audio tracking information is shown as an icon in the textbook. These recordings also include various comprehension activities located throughout each chapter. The oral portion of each exam is taken directly from these CDs.

A second set of CDs corresponds to the oral activities in workbook. These CDs come packaged in a group of 7.

#### PRESENCE EN CLASSE

**Attendance is mandatory.** Any student who leaves after the break will be counted as absent for that day. Students who exceed four absences MAY be dropped from the course unless arrangements are made with the instructor prior to the absences or in the event of a bonafide emergency.

If an absence is unavoidable, it is the student's responsibility to contact a classmate for any missed assignments, hand-outs and announcements given in class. With this in mind, it is suggested that students obtain the telephone number or email address of at least two classmates.

## DEVOIRS (HOMEWORK)

Specific homework is listed on the course calendar. This schedule is tentative and may be changed at the instructor's discretion. Any changes will be announced in class. You will need to **SCHEDULE SUFFICIENT TIME** to carefully complete assigned workbook pages. **SELF-CORRECT** your work, using the answer key provided and a **CONTRASTING COLOR INK**. Cross out the original error and write in the correct answer. Evaluations will be based on the quality of the corrected work. **BOTH WRITTEN AND ORAL ACTIVITIES MUST BE SELF-CORRECTED.**

**WORKBOOK (CAHIER) AND LAB PAGES WILL BE EVALUATED AS FOLLOWS:** Homework will be assigned a grade based on the quality of the corrected work. Errors are to be crossed out (not erased) and corrected in a **CONTRASTING COLOR**. Each assignment = 10 pts.

### Written/Oral

- 10/10      Very few errors; self-corrected when possible; all activities completed; neat and legible
- 5/10      Some errors; self-corrected when possible; clear effort shown to complete all activities; neat and legible
- 0          Incomplete or having numerous errors; inconsistent or no self-correction; sloppy or illegible.

**LATE HOMEWORK WILL NOT BE ACCEPTED.**

## GRADING/FINAL GRADES

Grades in this course are not curved. The mark "W" is a student-initiated withdraw. If you choose to drop the class, it is your responsibility to do so before the date listed in the schedule of courses. You must request a « WP » from the instructor prior to the deadline. If you do not qualify for a « WP », it would be in your best interest to formally request a « W » by filling out the paperwork at B bldg. An « I » is given only if the student has completed most of coursework and has a passing grade or in the event of a bonafide emergency. Students will be given a grade for work and achievement in the course as a whole, for which proficiency in French is but one component. Levels of proficiency in the French language will be assessed and communicated to the student during the final weeks of class. Students who do not attain acceptable levels of proficiency are encouraged to repeat FRE 1510 until their skills are sufficient to successfully undertake FRE 1530. Grades for the course as a whole take into consideration language proficiency as well as proficiency in the general education attributes.

Students will be assigned final grades based on a point system. There is a total possible of 1060 points, which allows students to earn points in different categories. Because there are numerous opportunities for students to earn points, there will be **NO LATE HOMEWORK, NO MAKE-UP EXAMS AND NO EXTRA CREDIT** beyond what is already built into the grading system.

**Grades are based on participation (40%) and examinations (60%)**

### **PARTICIPATION: 40 %**

Students will be evaluated on their participation in the class. This will be assessed according to active effort and includes attendance, preparation, homework, contribution to the learning environment, oral production, use of available resources (study group attendance, computer tutorials, tutors, instructor's office hours, materials available in class) and quality of response.

## MAXIMUM POINTS AVAILABLE BY CATEGORY :

- Exams (4 x 100 pts ea.; Final = 200 pts.) 600
- Attendance (10 pts. per week: must be present & signed in before class begins) 140
- Preparation (in class oral or written quiz) 100+
- Homework 10 pts per cahier assignment (10pts x 12) 120
  
- Extra oral presentations (5-10 pts. each)
- Film reviews (use form, 1 PER WEEK, 5 pts.)
- Study group, tutoring, student success seminars (2 pts. ea. event --must provide documentation) 100
- Possible web quizzes, (5 pts. each; corrected and handed in before ch. exam)

Total Possible Points

1060

## Grading Scale

A	883 - 960
A-	864 - 882
B+	845 - 863
B	797 - 844
B-	768 - 796
C+	749 - 767
C	701 - 748
C-	672 - 700
D+	653 - 671
D	576 - 652
F	576

## EXAMENS (60%)

**EXAMS** will be comprehensive, covering the chapter indicated as well as all previous chapters. All chapter information as well as structures and concepts introduced in the workbooks may be tested. Any material presented in class may also appear on the exams. MISSED EXAMS MAY NOT BE MADE UP.

## L'EXAMEN FINAL (THE FINAL)

THE FINAL EXAM will be cumulative and will include all material covered in class, in the text, workbook, lab manual and all CDs.

## Exam format (chapter exams and final exam):

**Listening skills: 10-15% :** You will be expected to respond in French to questions testing your understanding of a taped dialogue. Each dialogue will be taken from the tapes provided with the textbook or workbook. Working carefully with all taped material will prepare you for this section of each chapter exam and the final exam.

**Reading skills: 10-15%:** You will be expected to respond to questions testing your understanding of a short text. Answers will generally be in English.

**Directed writing skills: 30-40%:** You will complete short activities to demonstrate mastery of vocabulary and structure presented in each chapter. Careful completion and self-correction of your workbooks will prepare you for this section.

Open-ending writing skills: 30-40%: Through a series of short essays (1 paragraph to 1 page in length) you will demonstrate mastery of the communication skills presented in each chapter. The essay sections of the workbook will prepare you for this section, as will active participation in all classroom activities.

Culture: 10-15%: You will be expected to demonstrate an understanding of French-speaking culture as it is presented in the text, the workbook, in class and in supplemental readings. Careful study of the "Comparaison culturelle" and all "Notes culturelles" will help prepare you for this section of the exam.

#### **CIVILITY**

An atmosphere of mutual respect and academic honesty is highly valued. Students are expected to be courteous toward their peers and instructor as if they were in a workplace environment. Any behavior that detracts from the learning of other students such as chatting or conversing during class when the instructor is talking or making a presentation is disruptive, distracting, inappropriate and will not be tolerated. The use of cell phones, head phones, or any other electronic device is considered inappropriate in class.

EATING AND CHEWING GUM make it difficult to restrain the muscles in your mouth as well as decrease your comprehensibility. These activities will not be allowed during class. You will be given a break for a snack. Water bottles are allowed.

CHEATING ON EXAMS OR QUIZZES OR ANY FORM OF PLAGIARISM INCURS AN AUTOMATIC F FOR THE COURSE.

**THIS IS A UNIVERSITY-LEVEL LANGUAGE COURSE. YOU WILL NEED TO SPEND A MINIMUM OF 6 – 12 HOURS OF OUTSIDE STUDY PER WEEK TO PREPARE ADEQUATELY. THIS WILL DEPEND ON YOUR PRIOR EXPERIENCE WITH FRENCH AND YOUR EFFICIENT USE OF STUDY OPPORTUNITIES. USE THE LEARNING TIPS IN THE STUDENT PREFACE.**

**PLEASE TURN OFF VOLUME OF CELL PHONES AND PAGERS IN CLASS.**

**IMPORTANT:** In the event of class cancellation due to weather, instructor absence, etc, students are to continue ahead with class preparation and homework. Any exams affected will be rescheduled for the next class period. In the unlikely event that the class is cancelled the night of the final exam, grades will be calculated based on 80%.

**ADA NOTIFICATION:** Students requiring special assistance (including those affected by the *Americans With Disabilities Act*) should contact the PASS office (K 111 / (248) 522-3480) who will inform the instructor of any special conditions pertaining to their learning.

**A FINAL CHECK LIST FOR SUCCESS:**

**PREPARE PRIOR TO CLASS.**

**ATTEND CLASS & BE ON TIME. (Even if you haven't prepared!)**

**COMPLETE & TURN IN HOMEWORK ASSIGNMENTS.**

**STUDY REGULARLY.**

**FORM & ATTEND STUDY GROUPS WITH OTHER INTERESTED STUDENTS.**

**TALK TO THE TEACHER & SCHEDULE TO MEET THE TUTOR IF YOU'RE HAVING DIFFICULTY.  
Do this immediately at the beginning to insure a strong foundation in French.**

**WATCH FRENCH FILMS IN FRENCH TO TRAIN YOUR EAR.**

**LISTEN TO FRENCH RADIO AM 540.**

**TURN OFF CELL PHONES & PAGERS.**

**NO CHEWING GUM OR FOOD IN CLASS!  
WATER BOTTLES ONLY!**

# FRE 1510 PROGRAMME D'HIVER '07 ZAJAC

Date de Classe	En Classe	Devoirs/ Homework
	Prepare pages before class Working with text & CD	Written & Oral w/bk/cahier pages to <b>complete, self- correct &amp; hand in each wk.</b>
1ère semaine 8 – 10 janvier	BONJOUR! Introduction. pp. xv - 15	
2e semaine  15 janvier 17 janvier	Ch. Préliminaire  Martin L. King <b>NO CLASS</b> pp. 1 - 19 1er Quiz/Oral	<b>Due today; self-corrected, removed from w/bk, stapled in order, name/date/hour top R</b> pages 1 – 8
3e semaine 22 – 24 jan.	Ch. Préliminaire pp. 16 – 25 2e Quiz/Oral	9 - 16
4e semaine 29 – 31 jan.	Ch. Pré., pp. 20–27; Ch.1, 28-37 <b>EXAMEN CH. PRELIMINAIRE</b>	lab pp.179 - 186
5e semaine 5 – 7 février	Ch. 1 pp. 32 – 43 3e Quiz/Oral	17 – 24
6e semaine 12 – 14 fév.	Ch. 1 pp. 42 - 52 4e Quiz/Oral	25 - 32
7e semaine 19 – 21 fév.	Ch. 1 5e Quiz/Oral pp. 53 – 63, <b>Révision</b> <b>EXAMEN CH. 1</b>	lab pp.187 - 194
8e semaine 5 – 7 mars	Ch. 2 pp. 64 - 76	33 - 38
9e semaine 12 – 14 mars	Ch. 2 pp. 77 – 90 6e Quiz/Oral	39 - 46
10e semaine 19 – 21 mars	Ch. 2 7e Quiz/Oral pp. 91 – 101 <b>Révision/ EXAMEN CH. 2</b>	47 – 48; lab 195 - 202
11e semaine 26 – 28 mars	<b>Chapitre 3</b> pp. 102 - 112	
12e semaine 2 – 4 avril	Ch. 3 pp. 113 – 123 8e Quiz/Oral	49 - 56

<b>Date de Classe</b>	<b>En Classe</b>	<b>Devoirs/ Homework</b>
	Prepare pages before class Working with text & CD	Written & Oral workbook pages to complete, <b>self-</b> <b>correct</b> & hand in each wk.
13e semaine 9 – 11 avril	Ch. 3 pp. 122 - 137 <b>Révision</b> 9 & 10e Quiz/Oral	57 - 64
14e semaine <b>16</b> – 18 avril	<b>EXAMEN CH. 3</b> Discussion des Examens Preparation de l'Oral	Lab pp. 203 - 210
15e semaine 23 – <b>25</b> avril	Révision; Préparation de l'Oral <b>EXAMEN FINAL ECRIT</b>	<b>Révision</b>
Dernier Cours <b>30</b> avril	<b>EXAMEN FINAL ORAL</b>	

# COURSE "CONTRACT"

# FRE 1510

I ATTEST THAT I HAVE READ AND FULLY UNDERSTAND THE SYLLABUS FOR THIS COURSE AND AGREE TO THE POLICIES THEREIN.

I UNDERSTAND THAT ALL STUDENTS ARE EXPECTED TO PREPARE EACH ASSIGNED LESSON PRIOR TO CLASS, ATTEND ALL SCHEDULED CLASS SESSIONS AND PARTICIPATE FULLY IN EACH CLASS. I ALSO UNDERSTAND THAT IT IS THE STUDENT'S RESPONSIBILITY TO CONTACT THE INSTRUCTOR WITH REGARDS TO AN ABSENCE AND PROVIDE DOCUMENTATION OF EMERGENCY OR ILLNESS. STUDENTS SHOULD CONTACT A CLASSMATE TO OBTAIN ANY MISSED ASSIGNMENTS OR MATERIALS DISTRIBUTED IN CLASS.

\_\_\_\_\_  
STUDENT NAME (PRINTED)

\_\_\_\_\_  
STUDENT SIGNATURE

\_\_\_\_\_  
PARENT OR GUARDIAN (STUDENTS UNDER 18 YEARS OF AGE)

\_\_\_\_\_  
DATE

10H \_\_\_\_\_ 12h \_\_\_\_\_

## STUDENT CONTACT INFORMATION:

Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone number(s) (where messages may be left) \_\_\_\_\_

Email address \_\_\_\_\_

Emergency contact \_\_\_\_\_

What is the best time to reach you? \_\_\_\_\_



FRE STUDENT PROFILE

Cours \_\_\_\_\_ M/W @ \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone # \_\_\_\_\_ Email \_\_\_\_\_

If necessary, may I email you or leave a message on your answering machine? Yes / No

1. Is English your first language? Yes / No If not, what is your first language? \_\_\_\_\_  
What other languages did you speak as a child? \_\_\_\_\_

2. What high school did you attend? \_\_\_\_\_ Year graduated \_\_\_\_\_  
Name city/state

What colleges did you attend? \_\_\_\_\_ Dates \_\_\_\_\_

Main course of study to date \_\_\_\_\_

Career goal \_\_\_\_\_

3. Why did you choose to study French?

4. Have you studied a foreign language before? If so, where, when, for how long?

5. Are you interested in forming a peer study group?

6. Why did you choose to study at OCC?

7. Do you know anyone else in the class?

8. Is there anything about you that you would like me to know going into the semester?  
Any special needs? (dyslexia, anxiety, shyness, returning to school after some time, etc.)

9. Any special work, school, or family commitments?

10. Please give a special trait, hobby, experience you're willing to share with the group.

\_\_\_\_\_

**FRE 1510**

**Beginning French I**

**hiver 2007**

**Professeur:** Karin Tarpensing

**Salle de classe:** A-207

**Heures de classe:** lundi / mercredi 9h00 – 11h00

**Heures de bureau:** lundi / mercredi 8h15 – 9h00  
et sur rendez-vous

**Téléphone:** (248) 246-2652 (Faculty Secretaries B-253)  
(248) 585-6802

**adresse email:** cestchouette@comcast.net

**TUTORS:** Téléphonnez à l'IIC (248) 246-2435

**LIVRES:**

**Horizons**, third (3<sup>rd</sup>) edition and accompanying materials. You must purchase the third (3<sup>rd</sup>) edition Student Text/CD package as well as the Workbook/Lab Manual/ CDs and Answer Key: These are available in soft-cover from the OCC bookstore. (note: Hardcover textbooks are available from other textbook sources. The soft edition was created specifically for OCC to reduce book costs. )

**NOTE:** The materials listed are **REQUIRED** for the class. They will be used for FRE 1510, FRE 1530 and FRE 2610. A reader will be purchased for FRE 2610 to supplement the textbook.

**DESCRIPTION DU COURS (en anglais)**

French 1510 is a one semester introductory course designed for students with little or no exposure to the French language or those wishing to refresh existing skills. The course is the first in a three-course program that will, when taken over a period of three semesters, enable students to master basic grammar, develop a 1000 word vocabulary, appreciate French history, art, music and literature, compose compositions on various subjects, and most of all, travel to a French-speaking country with the ability to communicate useful information necessary to common situations. Equal importance will be given to the development of reading, writing, comprehension and oral production skills as well as the mastery of various language-learning strategies. The program will also include an introduction to the diverse cultures of the French-speaking world. This course satisfies the following General Education Attributes: #1--to communicate effectively, #6--to learn independently and collaboratively, #8--to appreciate diversity and commonality.

**Class will be conducted primarily in French.**

## **IN DETAIL -- SKILLS CHECKLIST**

**As a successful student of FRE 1510, you should be able to demonstrate mastery of the following skills in French:**

- greet people**
- count and tell time**
- talk about yourself and your schedule**
- communicate in class**
- identify and describe people**
- describe the university area**
- talk about your studies**
- say what you like to do**
- talk about your free time**
- ask about someone's day**
- go to a café**
- order off a menu**
- discuss prices**
- understand the euro**
- talk about where you live**
- talk about your possessions**
- describe a room**
- give and obtain addresses and phone numbers**
- understand simple dialogue spoken at a natural pace**
- read and analyze short prose**
- write short compositions**
- use the Internet to obtain resources**
- memorize essential vocabulary and expressions**
- begin to comfortably watch French film and videoclips without subtitles**

## **LA GRAMMAIRE**

**A mastery of basic grammar is essential to effective communication. First semester French will promote accurate use of the following grammatical structures:**

- the present tense—être / avoir / -er verbs / irregular -er verbs**
- subject pronouns, "on"**
- adjectives—descriptive, possessive, interrogative, demonstrative**
- adverbs and basic sentence structure**
- definite and indefinite articles**
- quantities**
- uses of "de"**
- questions**
- negation**
- infinitives**
- the imperative**

**FRE 1510 will lead students toward mastery through chapter 3. Chapters 4-7 will be the focus of FRE 1530. Students will complete chapters 8-10 and then move on to more complex structures and readings in FRE 2610 while reviewing all structures presented in FRE 1510-1530. FRE 2620 will complete the second year series and focuses on an exploration of French civilization, literature, music and art.**

## GRADING

### ATTENDANCE AND PARTICIPATION

There are 30 class sessions, each worth a maximum of 5 points. In order to receive the full 5 points, the student must be prepared for class and participate fully in class and group activities. There will be a break at 9:55a.m. Any student leaving after the break will earn no more than 2 points for the day. Each student will be allowed 3 unexcused absences. It is up to the instructor to excuse an absence and documentation of an emergency or illness may be required.

\_\_\_\_\_ / 150

### HOMEWORK ASSIGNED FROM THE TEXTBOOK

Students will complete short homework assignments corresponding to the chapter being studied. Assignments with due dates will be handed out separately. Each assignment is worth a maximum of 10 points.

- Chapter 1 – A
- Chapter 1 – B
- Chapter 1 – C
- Chapter 1 – D
- Chapter 2 – A
- Chapter 2 – B
- Chapter 2 – C
- Chapter 2 – D
- Chapter 3 – A
- Chapter 3 – B
- Chapter 3 – C
- Chapter 3 – D

Includes:

- Short assignments that I make up.
- Answering questions in the "entretien" sections of textbook.
- Reworking a dialogue from the textbook.

\_\_\_\_\_ / 10  
\_\_\_\_\_ / 10  
\_\_\_\_\_ / 10  
\_\_\_\_\_ / 10  
\_\_\_\_\_ / 10  
\_\_\_\_\_ / 10  
\_\_\_\_\_ / 10  
\_\_\_\_\_ / 10  
\_\_\_\_\_ / 10  
\_\_\_\_\_ / 10  
\_\_\_\_\_ / 10  
\_\_\_\_\_ / 10

### JOURNAL EXERC

As we begin the study of each chapter, your instructor will hand out a set of exercises that correspond to the journal exercises in the workbook (*cahier d'activités écrites et orales*). The due date will be indicated on each exercise. Any assignment handed in after the due date will be docked 5 points.

- Chapter 1
- Chapter 2
- Chapter 3

\_\_\_\_\_ / 25  
\_\_\_\_\_ / 25  
\_\_\_\_\_ / 25

## LAB EXERCISES FROM THE WORKBOOK

The workbook has written exercises in the first half of the book that correspond to each chapter. You are encouraged to do these exercises and then check your answers in the answer key, but you will not be required to hand these exercises in for a grade. The oral exercises that go with the booklet of CDs are located in the second half of the workbook. You will be required to do these exercises, correct them using the answer key, and then hand them in on the assigned due date for a grade. All activities must be carefully self-corrected in order to earn the maximum point total.

Chapter 1  
Chapter 2  
Chapter 3

\_\_\_\_\_ / 10  
\_\_\_\_\_ / 10  
\_\_\_\_\_ / 10

## VERB QUIZZES

Shortly after we begin Chapter 2, you will begin taking verb quizzes. At that time you will receive a handout that includes the list of verbs to be tested.

\_\_\_\_\_ / 100

## CHAPTER TESTS

There are 3 chapter tests. Unless you have business travel obligations, a doctor's excuse, or you have made arrangements in advance, you will not be allowed to make up a missed chapter test. If you miss a chapter test, the following chapter test will count double. If you miss the Chapter 3 test, one half of your final written exam grade will be counted. All make-up tests will be taken in the I.I.C., located in the library. Chapter tests dates are listed on the syllabus.

Preliminary Chapter / Chapter 1  
Chapter 2  
Chapter 3

\_\_\_\_\_ / 75  
\_\_\_\_\_ / 75  
\_\_\_\_\_ / 75

## FINAL WRITTEN EXAM

Your final written exam will be comprehensive and will include all material covered during the semester. The final exam date is listed on the syllabus.

\_\_\_\_\_ / 150

## FINAL ORAL EXAM

The oral exam date is listed on the syllabus. Two weeks prior to that date, you will receive a handout that includes the format of the exam as well as the grading scale.

\_\_\_\_\_ / 50

**TOTAL POINTS**

\_\_\_\_\_ / 900

**GRADING SCALE**

- A 837-900 points
- A- 810-836 points
- B+ 783-809 points
- B 747-782 points
- B- 720-746 points
- C+ 693-719 points
- C 657-692 points
- C- 630-656 points
- D+ 603-629 points
- D 567-602 points
- D- 540-566 points
- F 539 points and below

**EXTRA CREDIT OPPORTUNITIES**

Watch a French language film on video, DVD or at the movie theater; write a one page summary (in English) including your reaction to the film. Turn in WITH the chapter test or final exam. You must provide proof that you watched it THIS semester (a ticket stub or rental receipt). 5 points possible per exam. The instructor will provide you with the film critique format.

## Programme d'hiver 2007

### DATE

### EN CLASSE

---

lundi / 8 janvier	Introduction Le monde francophone (pp.4-5) Prononciation (p.446)
mercredi / 10 janvier	Les formules de politesse (pp.6-7) Les salutations familières (pp.8-9) Les chiffres (pp.10-11) L'heure (pp.12-13)
lundi / 15 janvier	PAS DE CLASSE
mercredi / 17 janvier	Chapitre 1 (pp.28-35)
lundi / 22 janvier	Chapitre 1 (pp.36-40)
mercredi / 24 janvier	Chapitre 1 (pp.40-43) Autoportrait (pp.16-17)
lundi / 29 janvier	Chapitre 1 (pp.44-46)
mercredi / 31 janvier	Chapitre 1 (pp.46-49)
lundi / 5 février	Chapitre 1 (pp.50-53)
mercredi / 7 février	Chapitre 1 (pp.54-59)
lundi / 12 février	<u>EXAMEN - CHAPITRE 1</u>
mercredi / 14 février	Chapitre 2 (pp.64-73)
lundi / 19 février	Chapitre 2 (pp.74-77)
mercredi / 21 février	Chapitre 2 (pp.78-81)
lundi / 26 février	PAS DE CLASSE
mercredi / 28 février	PAS DE CLASSE

---

---

lundi / 5 mars                      Chapitre 2 (pp.82-84)

mercredi / 7 mars                  Chapitre 2 (pp.85-87)

---

lundi / 12 mars                    Chapitre 2 (pp.88-91)  
L'heure (pp.12-13)  
Les jours de la semaine et votre emploi du temps (pp.18-19)

mercredi / 14 mars                Chapitre 2 (pp.92-97)

---

lundi / 19 mars                    EXAMEN - CHAPITRE 2

mercredi / 21 mars                Film en français

---

lundi / 26 mars                    Chapitre 3 (pp.102-109)

mercredi / 28 mars                Chapitre 3 (pp.110-114)

---

lundi / 2 avril                      Chapitre 3 (pp.115-117)

mercredi / 4 avril                 Chapitre 3 (pp.118-120)

---

lundi / 9 avril                      Chapitre 3 (pp.121-123)

mercredi / 11 avril                Chapitre 3 (pp.124-127)

---

lundi / 16 avril                    Chapitre 3 (pp.128-133)

mercredi / 18 avril                EXAMEN - CHAPITRE 3

---

lundi / 23 avril                    EXAMEN ORAL

mercredi / 25 avril                Révision

---

lundi / 30 avril                    EXAMEN FINAL

---



**THIS IS A UNIVERSITY-LEVEL LANGUAGE COURSE. YOU WILL NEED TO SPEND A MINIMUM AMOUNT OF TIME PER WEEK TO PREPARE ADEQUATELY. THIS WILL DEPEND ON YOUR PRIOR EXPERIENCE WITH FRENCH AND YOUR EFFICIENT USE OF STUDY OPPORTUNITIES. USE THE LEARNING TIPS IN THE STUDENT PREFACE. MOST STUDENTS SHOULD PLAN ON 6-12 HOURS OF OUTSIDE STUDY PER WEEK.**

\*\*\*\*\*

**EATING and CHEWING GUM** make it difficult to retrain the muscles in your mouth as well as decrease your comprehensibility. These activities will not be allowed during class. You will be given a break for a snack.

**PLEASE TURN OFF VOLUME OF CELL PHONES AND PAGERS IN CLASS.**

**IMPORTANT:** In the event of class cancellation due to weather, instructor absence, etc, students are to continue ahead with class preparation and homework. Any exams affected will be rescheduled for the next class period. In the unlikely event that the class is cancelled the night of the final exam, grades will be calculated based on 80%.

**ADA NOTIFICATION:** Students requiring special assistance (including those affected by the *Americans With Disabilities Act* should contact the PASS office (D-206- (248) 246-2480) who will inform the instructor of any special conditions pertaining to their learning.

**A FINAL CHECK LIST FOR SUCCESS:**

**PREPARE PRIOR TO CLASS.**

**ATTEND CLASS. (Even if you haven't prepared!)**

**STUDY AFTER CLASS.**

**WATCH FRENCH FILMS.**

**LISTEN TO AM540**

**TURN OFF CELL PHONES & PAGERS.**