

WINONA STATE UNIVERSITY
GENERAL EDUCATION PROGRAM APPROVAL FORM

Routing form for General Education Program Course approval.

Course FREN 102

Department Approval		
<u>Yagshli Groner</u>	<u>Feb 24</u>	<u>ygroner@winona.edu</u>
Department Chair	Date	e-mail address
Dean's Recommendation <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*		
<u>M. M. G. T. T. T.</u>	<u>2-25-14</u>	
Dean of College	Date	
*If the dean does not approve the proposal, a written rationale shall be provided to the General Education Program Subcommittee.		
GEPS Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
General Education Program Director	Date	
A2C2 Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
Chair of A2C2	Date	
Faculty Senate Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
President of Faculty Senate	Date	
Academic Vice President Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
Academic Vice President	Date	
Decision of President <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
President	Date	
Please forward to Registrar.		
Registrar	Date entered	Please notify department chair via e-mail that curricular change has been recorded.

[Revised 7-13-11]

WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department Global Studies & World Languages Date 02/24/2014

FREN 102 Elementary French II 4
Course No. Course Name Credits

Prerequisites FREN 101

GEP Goal Area(s):*

CORE GOAL AREAS

- ☐ Goal 1: Communication
☐ Goal 3: Natural Science
☐ Goal 4: Mathematics/Logical Reasoning
☐ Goal 5: History and the Social and Behavioral Sciences
☒ Goal 6: The Humanities and Fine Arts

THEME GOAL AREAS

- ☐ Goal 7: Human Diversity
☒ Goal 8: Global Perspective
☐ Goal 9: Ethical and Civic Responsibility
☐ Goal 10: People and the Environment

* Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories:

- ☐ Intensive:
- ☐ 1. Writing
 - ☐ 2. Oral Communication
 - ☐ 3. a. Mathematics/Statistics
 - ☐ b. Critical Analysis

☐ Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a ***General Education Program Approval Form***.

Department Contact Person for this Proposal:

Jeanine Black 457-2648 jeblack@winona.edu
Name (please print) Phone e-mail address

[Revised 9-6-11]

WINONA STATE UNIVERSITY
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Department Contact Person for this Proposal:

Jeanine Black 457-2648 jebblack@winona.edu
Name (please print) Phone e-mail address

[Revised 9-6-11]

GEP CATEGORIES REQUESTED

Goal 6: The Humanities and Fine Arts

Application for FREN 102 Elementary Spanish II to satisfy Goal Area 6: The Humanities and Fine Arts

Note: Course already approved to satisfy Goal Area 8: Global Perspectives

COURSE OUTLINE

This course will cover the following topics:

- I. Communication: How to talk about work, occupations, and salaries
Pronunciation: The French [R] and the consonant sounds [s], [z], [ʃ] and [ʒ]
Grammar: Forms and use of *imparfait* (past tense); when and how to use the *imparfait* and *passé composé* to express past events; use of relative pronouns *qui* and *que* (*qu'*)
Culture: Discussion of immigration in France and Québec; discrimination in the workplace
- II. Communication: How to talk about shopping for food/beverages, preparing and serving meals
Pronunciation: French sounds in the International Phonetic Alphabet (IPA)
Grammar: The verb *venir* and using *venir de* to expression the immediate past; quantity expressions that include the word *de*; review of definite, indefinite and partitive articles; the verb *voir*
Culture: Dining etiquette, including differences between the U.S. and France; how to set the table for a formal dinner; read and discuss excerpt from *L'addition* by Jacques Prévert
- II. Communication: How to communicate in writing, by telephone or Internet; talking about newspapers, the internet, and the weather
Pronunciation: Semivowel sounds [j], [ɥ] and [w]
Grammar: The verbs *dire*, *écrire*, and *lire*; forms, use and placement of indirect object pronouns; review of direct object pronouns; agreement of direct object pronouns in the *passé composé* (with *être* and *avoir*)
Culture: Discussion of buying postage, phone cards, and using an Internet café
- III. Communication: How to talk about families, body parts, and daily routines, especially using reflexive verbs; using French idiomatic expressions that have imagery of body parts
Pronunciation: Pronunciation of French words ending in -tion as [sjɔ̃]; the French [l] sound
Grammar: Forms and use of reflexive verbs, including placement of the reflexive pronoun in the imperative; comparison of adjectives and adverbs, including regular and irregular forms
Culture: Discussion of childcare and elementary schools in France; maternity and paternity leave in France; health and fitness in France; music for and about children; Édith Piaf, la môme de Paris
- IV. Communication: How to talk about vacations and relationships
Pronunciation: The schwa sound in French (*e caduc*) [ə]; the [k] sound spelled "qu" in French
Grammar: Forms and use of reciprocal verbs; using reflexive and reciprocal verbs in the past; forms, use and differences between the verbs *savoir* and *connaître*
Culture: Discussion of French couples, marriage and of success in life
- V. Communication: How to talk about television, TV programs and films
Pronunciation: Rapid, informal speech; common French acronyms
Grammar: How and when to use the pronoun *en*; use of the verbs *vouloir*, *pouvoir*, *devoir*, *avoir* and *être* in the past; forms and use of the verbs *croire*, *suivre* and *vivre*
Culture: Discussion of French and Canadian television viewing habits and programming
- Additional culture: Read and discuss excerpts from book *Monsieur Ibrahim et les Fleurs du Coran* by Éric-Emmanuel Schmitt; watch and discuss 2003 film *Monsieur Ibrahim et les Fleurs du Coran*, directed by François Dupeyron, starring Omar Sharif
- VI. Communication: How to talk about travel arrangements, including different forms of air, water, and land transportation
Pronunciation: Contrast between sound of one "s" between two vowels [z] and double "s" [s]; sentence rhythm
Grammar: Forms and use of the *futur* (verb tense); how and when to use the pronoun *y*; review personal pronouns
Culture: Discussion of the province of Québec; Senegal

- VII. Communication: Learning about and discussing the geography and regions of France; how to talk about "people"; giving directions
- Pronunciation: Common sounds to express emotions; onomatopœia
- Grammar: Use and forms of the conditional mood (*conditionnel*); structure and tenses in sentences that have clauses beginning with *si* (if); the relative pronouns *ce qui* and *ce que*
- Culture: Discussion of French regions, *départements*, cities, and monuments; country life in France;
- VIII Communication: How to talk about the pleasures and concerns of everyday life; problems in society, lifestyles and values; one's ideas, emotions, and opinions
- Pronunciation: Distinguishing between English and French cognates; more common sounds to express emotions
- Grammar: Moods and tenses; explanation of the subjunctive; forms and use of the present subjunctive
- Culture: Discussion of French singer Georges Brassens

STUDENT COMPETENCIES, LEARNING OPPORTUNITIES, & ASSESSMENT PLAN

Student Competencies	Learning Activities & Opportunities	Assessment Plan
<p>Students will be able to:</p> <p>1. Demonstrate awareness of the scope and variety of works in the arts and humanities.</p>	<p>Students will:</p> <ul style="list-style-type: none"> - identify, describe and react to a variety of works of art, architecture, literature, music, and film from the target culture; - identify and contextualize (period, artist, movement, or important dates, etc.) a range of works in the arts and humanities. 	<p>Assignment: As part of written activity, students will be asked to identify and contextualize (period, artist, movement, or important dates) a range of works in the arts and humanities.</p> <p>Sample assignments:</p> <ul style="list-style-type: none"> - Identify and contextualize a work of French art that is part of the permanent collection of the Minnesota Marine Art Museum in Winona. In order to contextualize this work of art, you should provide as many details as possible (artist, period, movement, identifying characteristics, important dates. or other relevant information). - Identify and contextualize a selection of French musical pieces. In order to contextualize each piece, you should provide as many details as possible (composer, period, movement, identifying characteristics, important dates. or other relevant information).
<p>2. Understand those works as expressions of individual and human values within a historical and social context.</p>	<ul style="list-style-type: none"> - describe and analyze works of French art, architecture, literature, music, and film within the works' historical and cultural contexts; - describe and compare samples of architecture, literature and music from culturally distinct regions of France; - explain how 3 different works in the arts and humanities are expressions of individual and human values within diverse historical and social contexts. 	<p>Assignment: In an oral presentation, students will be asked to describe and compare samples of architecture, literature and music from culturally distinct regions of France.</p> <p>Sample presentation question:</p> <ul style="list-style-type: none"> - Identify 3 examples of architecture, literature or music from three distinct regions of France. Describe and compare the various examples within the creator's repertoire or within the social, cultural, and/or political events in the particular region during the time of the creation of each work.

<p>3. Respond critically to works in the arts and humanities.</p>	<ul style="list-style-type: none"> - describe and analyze the ideas expressed in French works of art, architecture, literature, music, and film; - analyze diverse linguistic and cultural forms of expression and communication in France; - provide a critique of a work in the arts/humanities; - interpret and respond critically to works from various cultures in the arts and humanities. 	<p>Assignment: As part of written activity, students will be asked to provide a critique of a work in the arts/humanities. This could be a painting, a sculpture, a monument/important architectural achievement, a song, a film, or a literary work. Students will be asked to include two references of previously published critiques (at least one of which must be a print-based source), along with a personal critique.</p>
<p>4. Engage in the creative process or interpretive performance.</p>	<ul style="list-style-type: none"> - write creative compositions and skits, to engage in group situational performances, and give oral presentations. 	<p>Assignment: Students will be asked to write creative compositions about cultural topics, to create and perform a skit based on a specific cultural setting, or give an oral presentation on one aspect of culture.</p>
<p>5. Articulate an informed personal reaction to works in the arts and humanities.</p>	<ul style="list-style-type: none"> - articulate oral and/or written reactions to a variety of French works of art, architecture, literature, music, and film. - include 3 ways in which their chosen painting, sculpture, monument/important architectural achievement, song, film, or literary work has influenced a specific region, group of people, or period. 	<p>Assignment: As part of an oral presentation, students will be asked to include 3 ways in which their chosen work has influenced a specific region, group of people, or period. These influences could be linked to the time when the chosen work was first created, or they could be linked to present/ongoing influences.</p>

WINONA STATE UNIVERSITY

REQUIRED CHECKLIST FOR ALL CURRICULAR PROPOSALS

Course or Program FREN 102

This checklist enables A2C2 representatives to endorse that their departments have accurately followed the Process for Accomplishing Curricular Change. For each course or program proposal submitted to A2C2, this checklist must be completed, signed by the submitting department's A2C2 representative, and included with the proposal when forwarded for approval. Peer review of proposals is also strongly advised, e.g., departments should discuss and vote on the proposals *as submitted to A2C2*, rather than on just the ideas proposed or drafts of proposals.

If a proposal fails to follow or complete any aspect of the process, the Course and Program Proposal Subcommittee will postpone consideration of the proposal and return it to the department's A2C2 representative for completion and resubmission. Resubmitted proposals have the same status as newly submitted proposals.

Note: This form need not be completed for notifications.

1. The appropriate forms and the "Approval Form" have been completed in full for this proposal. All necessary or relevant descriptions, rationales, and notifications have been provided.
 X Completed
- 2a. The "Financial and Staffing Data Sheet" has been completed and is enclosed in this proposal, if applicable.
 X Completed NA
- 2b. For departments that have claimed that "existing staff" would be teaching the course proposed, an explanation has been enclosed in this proposal as to how existing staff will do this, e.g., what enrollment limits can be accommodated by existing staff. If no such explanation is enclosed, the department's representative is prepared to address A2C2's questions on this matter.
 Completed X NA
3. Arrangements have been made so that a department representative knowledgeable of this proposal will be attending both the Course and Program Proposal Subcommittee meeting and the full A2C2 meeting at which this proposal is considered.
 X Completed
Name and office phone number of proposal's representative: Dr. Julie Gonzales 457-5412
4. Reasonable attempts have been made to notify and reach agreements with all university units affected by this proposal. Units still opposing a proposal must submit their objections in writing before or during the Course and Program Proposal Subcommittee meeting at which this proposal is considered.
 Completed X NA
5. The course name and number is listed for each prerequisite involved in this proposal.
 Completed X NA
6. In this proposal for a new or revised program (major, minor, concentration, etc.), the list of prerequisites provided includes all the prerequisites of any proposed prerequisites. All such prerequisites of prerequisites are included in the total credit hour calculations.
 Completed X NA
7. In this proposal for a new or revised program, the following information for each required or elective course is provided:
 - a. The course name and number.
 - b. A brief course description.
 - c. A brief statement explaining why the program should include the course. Completed X NA
8. This course or program revision proposal:
 - a. Clearly identifies each proposed change.
 - b. Displays the current requirements next to the proposed new requirements, for clear, easy comparison. Completed X NA
9. This course proposal provides publication dates for all works listed as course textbooks or references using a standard form of citation. Accessibility of the cited publications for use in this proposed course has been confirmed.
 X Completed NA

Yogesh Grover
Department's A2C2 Representative or Alternate

February 24, 2014
Date

[Revised 9-05]

