

Eastern Michigan University  
Division of Academic Affairs

Request for Inclusion of a Course in the  
General Education Program:  
Education for Participation in the Global Community

---

DEPARTMENT/SCHOOL: FOREIGN LANGUAGES

COLLEGE: ARTS AND SCIENCES

DEPARTMENT CONTACT: DR. ELISABETH MORGAN

CONTACT PHONE: 487-0130

EMORGAN@EMICH.EDU

CONTACT EMAIL:

---

1. SUBJECT CODE, NUMBER, AND TITLE: FRNH 443, ADVANCED GRAMMAR AND COMPOSITION
2. Credit Hours 3
3. Course Description  
Review and practice of advanced syntactical patterns. Practice in composition. In French.
4. This course is (check one):
  - an existing course with no revisions (need not go through the input system)
  - an existing course with revisions (attach this form to Request for Course Revision form)
  - a new course (attach this form to Request for New Course form)
5. Check the General Education requirement this course is intended to meet. If the course is to be proposed for more than one requirement, submit a separate form for each one.
  - Effective Communication**
  - Quantitative Reasoning (*QR designation*)**
  - Writing Intensive (*WI designation*)**
  - Perspectives on a Diverse World**
    - Global Awareness
    - U.S. Diversity
  - Knowledge of the Disciplines**

- Arts
- Humanities
- Science
- Social Science

**Learning Beyond the Classroom (*LBC designation*)**

- Self and Well Being
- Community Service, Citizenship, and Leadership
- Cultural and Academic Activities and Events
- Career and Professional Development
- International and Multicultural Experience
- Undergraduate Research

6. Rationale. Provide a concise, clear, jargon-free explanation of why this is a General Education course and how it fits into this specific area of the program. (The rationale should explain to students why they are taking the course. It should address both why it is part of the General Education program and why it fits into the particular category.) This rationale should appear on the general course syllabus provided here and should be included in specific course syllabi given to students.

FRNH 443 qualifies as a Writing Intensive General Education course because it helps students develop strategies for sustained inquiry in French writing through the practice of appropriate language styles that are culturally appropriate to French audiences. Students need to employ writing strategies in French in order to address different audiences of educated readers. For example, they need to present their qualifications to prospective employers, inform peers and supervisors about areas of shared interest, convince skeptical readers of a point of view, share cultural events with the community, create narratives that stimulate the imagination, and provide constituents with concise summaries of extensive texts. These writings need to show control of language that does not impede understanding by native speakers who are not used to communicating with non-natives. Students need to identify patterns in various aspects of French language; they need to relate grammatical principles of morphology, semantics, and syntax to the readings they study; they use grammar to enhance the success of their writing strategies.

7. Clearly and concisely explain how this course meets each of the General Education outcomes for the requirement checked in number five (all outcomes should be addressed). To do this, (a) list the General Education outcomes for the requirement and explain how the course meets each outcome; and (b) explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement.



## **A. In the upper-level writing intensive course in the major, students will...**

### **Develop and employ successful, flexible writing and reading strategies that support sustained inquiry in the discipline.**

In French 443, we adopt a dynamic approach to cultural presentation and analysis of materials in the French style of teaching by reading and studying several viewpoints before deciding on a personal stance. Readings center on culturally significant issues such as the importance of family life and friendship, the role of the media in the shaping of public opinion, or gender equity for a composition on a point of view, as well as some practical skills such as writing a CV and a cover letter for a job application and a critical review of a cultural event, writing a research paper, a summary of a lengthy text, and finally a narrative of a more personal nature.

This variety of topics offers students the opportunity to broaden their existing cultural understanding of some facets of life in France. The texts they read prior to writing their own narratives offer different view points which allow them to make comparisons with their own cultural assumptions and personal opinions.

These texts also offer a great deal of new vocabulary relevant to the topics, examples of writing styles, and reinforcement in grammar. Besides reading texts, students can also use authentic materials such as photos and website articles as sources of information.

The following reading strategies are used to read a variety of texts:

- Students develop a list of frequently used words and expressions relevant to the topic being studied. This helps them build their vocabulary to use in their writing;
- After this vocabulary is presented to them, follow-up activities are done either in class or at home to facilitate understanding and retention;
- Before students read the actual texts, they engage in a general conversation on the topic either in small groups or as a class with the instructor leading the discussion, to expand their understanding of the topic and anticipate possible ideas that they will find in the text;
- The readings offer at least two different viewpoints on one particular topic, or model different ways of presenting some information (for the job application assignment in particular). The texts offer topics that students can relate to in their personal lives; furthermore, the presentation of a cultural facet of daily French life has a great appeal to them. Students are then asked to reflect on the meaning of the texts and are encouraged to offer their own interpretation of these texts. using the interpersonal mode (discussing these topics with their peers and instructor), and the presentational mode (sharing their perspectives orally and in writing with their peers and instructor). They either discuss these topics with their peers and the instructor, or write short paragraphs which they later share with their peers and submit to their instructor for comments and suggestions.
- Students revise their writing at least twice before receiving a grade; students share their writing with classmates who provide oral and/or written feedback; students learn to edit their own texts by focusing on their most common language mistakes. They also learn to develop accuracy and pertinence in style and presentation.

**Use writing strategies that achieve the purpose(s) for writing and address the expectations of audience(s) within a disciplinary context.**

In foreign language courses, the focus of any writing activity is twofold : 1. to convey information to an audience, 2. to do so in a grammatically correct manner, at a language level that is appropriate for the course in question.

Students write an initial draft which is shared for peer review and later annotated by the professor for language correction, content, transitions, and overall presentation of ideas. The audience for a typical French composition course consists of the other students in the class, whose role it is to read their peer's first draft in order to offer constructive criticism on readability, content, and even language. After the first draft has been amended, it is read by the instructor who offers more detailed corrections on form, style, and tone. A second and final version is then written by the students, after a consultation with the instructor on the more difficult issues at hand. At this point, students are usually ready to present a solid and grammatically correct version of their written work.

The topics are derived from supporting readings that are chosen by the instructor, and can be complemented by more texts which are selected by the students themselves (see subsection 3).

Compositions vary in length (a cover letter for a job application is shorter than a personal narrative or a composition on a point of view), but they are equally difficult language-wise since students always have the challenge of dealing with a foreign language.

The topics chosen for the written assignments are: a cover letter and a CV for a job application, a composition on a point of view (using the classic French approach – see subsection 4), a research paper (see subsection 3), a critical review of a cultural event, a summary of an extensive text, and a personal narrative (see syllabus for all).

**Formulate research questions and employ strategies and responding to those questions.**

For a research paper based on a topic selected by the instructor or that they select themselves, students have to initiate the writing process by formulating a number of questions appropriate to their inquiry. They need to become aware that their research and writing are a personal quest that will prepare them for further research. Appropriate topics are mostly related to culture, and range from the traditional (for example the school system in France or the health system in France) to topics concerned with controversial issues (immigration and racism in France or the increasing control of the state over education).

Once the appropriate research topic has been selected, students decide on how to proceed. In FRNH 443, research-based compositions mostly deal with either a cultural aspect of France or another French-speaking country, or literature. Students first present their topic to the instructor in the form of a short paragraph or paragraphs, or as an outline that reflects their thinking process and the direction in which they wish to proceed. Students need to follow the habitual introductory process of expanding their vocabulary. In many cases, they need to refocus their research outline either by expanding or narrowing it. They can exchange ideas and opinions with their peers, and follow suggestions provided by the instructor. Once their research question and outline are clear, students engage in preliminary research either at the library or on the Internet. Internet

resources are notoriously unreliable. Fortunately, there are a number of highly reliable sites which can be used efficiently for research in French culture and literature. The instructor provides this information to ensure accuracy in the research papers. Occasionally students wish to write a research paper on a topic that they have studied in another class (fashion, arts, political science). In this case, they usually already have done some research on the topic, and now need to complement their original readings in English with readings in French, to expand their vocabulary and read sample texts in the target language. After this preliminary work, students proceed as usual with a first draft which will be submitted for peer and instructor review, after which a second and final revised version is presented to the instructor.

### **Use discipline-specific genres to communicate information.**

In foreign languages, students are exposed to many different kinds of writings (essays, poetry, drama, fiction, etc.) in their reading courses at the 200 level, and in their literature and civilization courses at the 300 and 400 levels. A typical writing exercise in French high schools is to follow the principles of Hegelian dialectical process to analyze an idea or a short statement. Students must understand that in this type of exercise, they need to demonstrate the ability to defend skillfully two opposing points of view, and that their own personal point of view must be relegated until the end. The preliminary work for this type of exercise remains the same (expansion of vocabulary, reading of texts). Class or group discussions are particularly important for this type of exercise since students need to go beyond their own perspectives, learn to value others, use examples to support both viewpoints, and finally offer a synthesis of both arguments. This « thèse-antithèse-synthèse » exercise is very commonly used as a reasoning exercise in French schools. It is important for American students to familiarize themselves with it so they can better grasp this crucial part of French culture and communicate in writing with French speakers: debating ideas just for the sake of it.

After exchanging ideas with their peers and instructor, students proceed in the same manner as for other written assignments.

### **Understand conventions for communicating, disseminating, and interpreting information within a discipline.**

Instruction in foreign language courses is based on the National Standards for Foreign Language Education proposed by ACTFL (the American Council on the Teaching of Foreign Languages). These standards are: communication, culture, connections, comparisons, and communities (the 5 C's). Communication, culture and comparisons are essential in a writing intensive course.

Communicating acquires an extra layer of meaning when dealing with a foreign language. To succeed in this endeavor, students must continue to refine their skills in grammar, build on their vocabulary, while focusing on making their points accurately. Communication is based on understanding francophone cultures, through the examination of different viewpoints and ways of life, and by making comparisons between the francophone world and the students' own. Interpretation is therefore a prominent learning

feature in any French writing class. Students have to interpret the language first, and then cultural information before they can produce a written work that will be understandable to their audience in their target language, French.

Dissemination happens when students discuss their ideas during class discussions and peer reviews of writing assignments, turn in their final product to their instructor, and later communicate it to their peers.

## **B. Method of evaluation**

Since FRNH 443 is both a language and a writing course (advanced grammar and composition), it is of paramount importance that the instructor facilitates students' understanding of the French language. At this level, students are proficient enough to produce good-quality writing in French, but their language skills must continually be honed through the learning of more advanced grammar and more sophisticated vocabulary.

The first method of evaluation allows the instructor to assess students' proficiency level, and also contributes to satisfy the requirements for the five criteria in section A.

- 1. Class participation** During the semester, there will be numerous aural/oral, reading, and writing assignments. These activities range from the very structured oral and written exercises focusing on discrete grammar, syntactical, and lexical items to open-ended and spontaneous conversations regarding the topics in which a task must be undertaken or a cultural topic discussed (brainstorming). Students will be evaluated on their abilities to form and use advanced structures and vocabulary to communicate with cultural awareness. These activities will be performed in groups or by the entire class. The criteria for evaluation will be based on syntax, grammar, vocabulary, fluency, comprehensibility, relevancy. The ultimate goal of the assessment is to ensure that students are able to communicate as effectively and as successfully as possible to accomplish personal and interpersonal goals.

The second and third methods of evaluation, although more strictly focused on language, allow the instructor to ensure that the students have the appropriate language capabilities to perform in writing at the level that is expected of them. These assessment methods, students give the students an exact measure of their language proficiency and allow them to develop their language skills

- 2. Quizzes** Vocabulary quizzes will be given in class. Students demonstrate that they can understand and use the vocabulary relevant to the topics chosen for compositions.
- 3. Examinations** There will be 2 examinations focusing on grammatical review.

The fourth method of evaluation focuses more directly on the students' writing skills, and is devised to assess both content and language skills. Several stages are necessary before the final product is presented to the instructor: first draft, peer review, submission of first draft to instructor for suggestions and comments, revising and editing, submission of final product to instructor. The compositions, which make up 45% of the grade, cover the five required criteria provided in section A, depending on the nature of the writing assignment.

**4. Compositions** Written assignments are graded on content, language and presentation.

The following criteria are among those that will be used to assess content (the nature of the writing assignment will determine which are appropriate; others may be used depending on the topic): Do the students formulate their thesis or introduce their topic in a way that will immediately grab the reader's attention? Do they remain focused on the topic and use the most appropriate/relevant language to express their ideas? Do they provide to-the-point examples to clarify or illustrate their ideas? Do they simply scratch the surface or their argument or do they fully develop their ideas? Do they use transitions? Do they quote correctly? Do they make proper use of footnotes?

The following criteria will be used to assess the accuracy of language use: Is the language grammatically and syntactically correct? Is spelling correct? Is punctuation correct?

Students are expected to follow the MLA style when required, since it is the most commonly used style in foreign language publications. Otherwise, the instructor will provide guidelines (such as in the case of a job application letter).

8. Attach a syllabus (1-inch margins and 10-12 pt. font). The syllabus must include the rationale from #6 above and clearly reflect the outcomes and methods of evaluation detailed in #7 above.

**Please submit all materials in electronic form.**

---

## Action of the Department/College

### 1. Department

Vote of department faculty: For 18 Against 0  
Abstentions 0

\_\_\_\_\_  
Department Head  
Date

### 2. College

\_\_\_\_\_  
College Dean  
Date

---

## Action of General Education Advisory Committee

Vote of General Education Committee: For \_\_\_\_\_ Against \_\_\_\_\_  
Abstentions \_\_\_\_\_

\_\_\_\_\_  
Chairperson, General Education Advisory Committee  
Date

---

## Approval

\_\_\_\_\_  
Associate Vice-President for Undergraduate Studies and Curriculum  
Date

## FRNH 443. Advanced French Grammar and Composition

### Description:

Review and practice of advanced syntactical patterns. Practice in composition. *In French*.  
Prerequisite: FRNH 343

### Rationale:

FRNH 443 qualifies as a Writing Intensive General Education course because it helps students develop strategies for sustained inquiry in French writing through the practice of appropriate language styles that are culturally appropriate to French audiences. Students need to employ writing strategies in French in order to address different audiences of educated readers. For example, they need to present their qualifications to prospective employers, inform peers and supervisors about areas of shared interest, convince skeptical readers of a point of view, share cultural events with the community, create narratives that stimulate the imagination, and provide constituents with concise summaries of extensive texts. These writings need to show control of language that does not impede understanding by native speakers who are not used to communicating with non-natives. Students need to identify patterns in various aspects of French language; they need to relate grammatical principles of morphology, semantics, and syntax to the readings they study; they use grammar to enhance the success of their writing strategies.

### Outcomes :

Learners study sample texts, and they write, correct, edit, and share compositions that demonstrate the strategies identified in the rationale above. They study grammatical analysis and complete writing tasks that practice modes of expression necessary for those strategies.

### Required :

Textbook, workbook:

Léon-François Hoffmann. *L'Essentiel de la grammaire française* .  
3ème édition. Prentice Hall

Léon-François Hoffmann & J.-M. Schultz. *Travaux pratiques* .  
3ème édition. Prentice Hall.



Sample texts and assignments are distributed by the instructor. Additional texts can be chosen and are provided to the instructor by the students.

### Recommended :

A good bilingual dictionary (français-anglais, anglais-français)

Jacqueline Morton. *English Grammar for Students of French*, Olivia & Hill Press

Evaluation (approximate values and distribution):

FRNH 443

Participation	15%
Writing assignments (6)	45%
Quizzes (6)	35%
Exams (2)	15%

Schedule:

Week 1

Topic: Letters of application – CVs. Intended audience: potential employer

Presentation of vocabulary for reading and writing; activities for comprehension and retention of new vocabulary.

Sample job application letters and CVs to read and analyze.

Brainstorming with peers and instructor in preparation for the first draft.

First draft due at the beginning of week 2.

Week 2

Peer review of first draft. Instructor annotates first draft.

Final version due at the end of week 2.

Grammar and stylistics review

Week 3

Topic: Composition on a point of view. Intended audience: academic and social peers.

Presentation of vocabulary for reading and writing; activities for comprehension and retention of new vocabulary.

Sample texts on the Hegelian dialectical process to read and analyze.

Brainstorming with peers and instructor in preparation for the first draft.

First draft due at the beginning of week 4.

Week 4

Peer review of first draft. Instructor annotates first draft.

Final version due at the end of week 4.

Grammar and stylistics review

Week 5

Topic: Composition on a research topic. Intended audience: fellow researchers, students, peers.

Presentation of vocabulary for reading and writing; activities for comprehension and retention of new vocabulary.

Brainstorming with peers and instructor in preparation for the first draft.

Work on an outline; explore research resources at the library and on the Internet.

Conduct research and present it to instructor.

First draft due at the beginning of week 6.

#### Week 6

Peer review of first draft. Instructor annotates first draft.

Final version due at the end of week 6.

Grammar and stylistics review

#### Week 7

Formative Examination

Topic: Critical review of a cultural event. Intended audience: French and/or foreign readers (magazine, newspaper).

Presentation of vocabulary for reading and writing; activities for comprehension and retention of new vocabulary.

Read texts on a cultural event, analyze what the critic emphasizes, avoids, recommends.

Brainstorm in groups or with class on events you would like to review.

First draft due at the beginning of week 8.

#### Week 8

Peer review of first draft. Instructor annotates first draft.

Final version due at the end of week 8.

Grammar and stylistics review

#### Week 9

Topic: Summary of an extensive text. Intended audience: fellow students, instructor, family members, newspaper or magazine readers.

Brainstorm with peers: what is the purpose of summarizing a text?

Read samples which include original texts and summaries (familiar/conversational summary, formal/scholarly summaries).

Choose summary tone, familiar or formal, depending on audiences.

First draft due at the beginning of week 10.

#### Week 10

Peer review of first draft. Instructor annotates first draft.

Final version due at the end of week 10.

Grammar and stylistics review.

#### Week 11

Topic: Personal narrative. Intended audience: magazine editor, literary agent, family and friends, the world at large.

Brainstorm with peers: what makes a personal narrative interesting to the audience? Is it going to be a first-person narrative, a fictional narrative?

Each student selects their own topic, and researches vocabulary.

Narrative must include the following grammatical features: past, present, and future tenses, and hypotheticals).

First draft due at the beginning of week 12.

#### Week 12

Peer review of first draft. Instructor annotates first draft.

Final version due at the end of week 12.

### Week 13

Review of writing techniques used over the semester.

Each student chooses a favorite “composition” and shares it with the class (dissemination). Feedback from peers, class discussion.

### Week 14

Each student chooses a favorite “composition” and shares it with the class (dissemination). Feedback from peers, class discussion.

Summative Examination

## Assignment sample for weeks 1 and 2

FRNH 443

Preparation for writing letters of application with CV.

Students spend 20 minutes discussing careers and future plans. Students study model letters of application and CVs in a handout (The images below are reduced.) There are also links to model letters and CVs in the exercise below.

Model letters of application from Jeannette D. Bragger and Donald B. Rice, *Allons-y! Le français par étapes*. Sixth Edition. Boston: Thomson Heinle, 2004. Pp. 471-472, 320



FRANÇOIS MAILLET  
5, boulevard Raymond IV  
31000 Toulouse  
Tél: 04.61.48.02.09  
Adresse électronique: frmaillet@wanadoo.fr  
Né le 17 juillet 1975  
Libéré des Obligations Militaires

#### FORMATION

**MBA, option Marketing**  
The Pennsylvania State University, 1999  
**Licence de Sciences Economiques, option Gestion**  
Université Paris I (1996)  
**DUT option Gestion des entreprises et des administrations**  
IUT de Sceaux (1993)  
**Diplôme de Langue Avancée: Langues des affaires**  
Université de Marburg, Allemagne (1994)  
**Baccalauréat ES, mention AB**  
Lycée Paul Valéry, Paris (1993)

#### EXPÉRIENCE

1999- Analyste financier—AGF Assurances (Toulouse)  
1997-1999 Analyste financier—MBNA (State College, PA, USA)  
1996-1997 Gérant des stocks—24<sup>ème</sup> Division Poterie (Toulouse)  
1994-1996 Commercial—Phillon Pharmaceutique (Vicennes)  
1993-1994 Chef de rayon—Auchan Couronne (Saint-Denis)  
1992-1993 Stage, service des ventes—Auchan Couronne (Saint-Denis)

#### DIVERS

**Langues:** Anglais (lu, parlé, écrit—courant et affaires)  
Allemand (lu, parlé, écrit—courant et affaires)  
Italien (lu, parlé—courant)  
**Sports:** Football, division honneur  
Compétition interuniversitaire: capitaine de l'équipe de l'IUT  
Section Sports-Études Football, 1987-1992  
**Informatique:** Maîtrise de MSWord, Lotus Notes, Excel, Works, MSAccess, Powerpoint

#### RÉFÉRENCES

Professeur Michaud, Département d'économie, Université Paris-I  
Professeur Bayard, Département de droit, Université Paris-I  
Professeur Mark, Département de Finance, Pennsylvania State University  
Madame Fabrégutte, Chef des ventes, Auchan Couronne  
Monsieur Sachs, Service commercial, Phillon Pharmaceutique  
Major Quillan, 24<sup>ème</sup> Division, Toulouse

FRNH 443

Pour ce sujet, écrivez au moins 200 mots et respectez l'échéance annoncée dans le titre.

Pour commencer, voudriez-vous vous présenter ? Qui êtes-vous ? Qu'est-ce qui vous passionne ? Quelle carrière voudriez-vous suivre ? Vous intéressez-vous au monde des affaires, à l'enseignement, aux sciences naturelles, aux sciences humaines, aux arts, aux lettres, à la technologie, etc. ? Quelles qualifications voudriez-vous obtenir avant de chercher un emploi ? Y a-t-il une carrière de fantaisie à laquelle vous rêvez de temps en temps ? Vous imaginez-vous une profession différente qui vous satisferait ? Croyez-vous qu'il soit possible de gagner votre vie en poursuivant ce qui vous passionne ou faut-il faire des compromis afin de payer le loyer ?

(N.B. Ce passage compte environ 200 mots.)

De bonnes adresses au Web (Source: Prof. Elizabeth Martin, U. Illinois, Cham.-Urb.):

<http://www.letudiant-emploi.fr/emploi/premier-emploi.asp>

<http://cv.monster.ca/>

<http://cv.monster.ca/section2026.asp>

Assignment for writing letters of application:

FRNH 443. Lettre de motivation et curriculum vitae.

Rédigez une lettre de motivation. Mettez en évidence vos qualifications, vos expériences, vos intérêts qui s'accordent le mieux avec la carrière que vous envisagez prochainement. Cette lettre sera accompagnée d'un CV qui comporte, en résumé, la preuve de vos qualifications et de vos intérêts.

English translation:

For this topic, write at least 200 words.

Think about the following points: Who are you? What are you passionate about? What career would you like to pursue? Are you interested in business, teaching, natural sciences, the humanities, arts, literature, technology, etc? What qualifications would you like to have before you start looking for a job? Do you have a dream job? Can you think of another job that would fulfill you? Do you think you will be able to make a decent living in your chosen profession or will you have to make compromises?

FRNH 443. Letter of application and CV.

Write a job application letter. Show your qualifications, your experiences, your interests and how they fit with the career that you are hoping for. Write a CV which shows evidence of your qualifications and interests.