

MOREHEAD STATE UNIVERSITY

FRENCH PROGRAM REVIEW DOCUMENT
BACHELOR OF ARTS IN FRENCH
(P-12 PROFESSIONAL CERTIFICATION FOR FRENCH MAJORS)
(JULY-DECEMBER 2002)

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TABLE OF CONTENTS

1. Conceptual Framework

Overview of the Unit's Conceptual Framework.....	3-5
French P-12 Program's Relationship to Conceptual Framework.....	5-6
Professional Education Core and Links to Conceptual Framework.....	6-8

2. Program Experiences

Matrix 1: Links Between French P-12 Program Competencies and the New Teacher Standards	9
Matrix 2a: Professional Education Required Courses and Links to New Teacher Standards.....	10
Matrix 2b: French Required Courses and Links to New Teacher Standards	11
The National Standards for Foreign Language Learning (established by the American Council on the Teaching of Foreign Languages).....	11-13
Matrix 3a: National Standards for Foreign Language Learning Knowledge Base and Links to Courses in French Program.....	13
Matrix 3b: Praxis Test Topics and Links to French P-12 Program's Required Coursework.....	14
Matrix 4a: KERA Initiatives and Links to Professional Education Coursework	15
Matrix 4b: KERA Initiatives and Links to French Coursework.....	15
Clinical and Field Experiences	15-16

3. NCATE Themes

Matrix 5a: NCATE Themes and Relationship to the Professional Education Courses ..	17
Matrix 5b: NCATE Themes and Relationship to French P-12 Program Courses.....	17

4. Assessment

A. Candidate Assessment	17-18
Undergraduate Teacher Education Candidate Transition Points.....	19
B. Program Assessment.....	20-22

5. Professional Education Faculty

French P-12 Program	22
Secondary Professional Education Course Faculty.....	23

6. French P-12 Teaching Program Checksheet.....	24-27
---	-------

7. Course Descriptions	27-28
------------------------------	-------

8. Suggested Course Sequence	29
------------------------------------	----

Appendix A	30-31
Syllabus of French 405	

Appendix B	32-35
2002 Program Assessment	

Introduction

Morehead State University's Bachelor of Arts in French (P-12 Certification) is primarily designed for individuals who are interested in teaching French in a public or private school (at primary, middle and secondary levels), and who wish to complete teacher certification requirements in accordance with the above stated purpose.

The program has been designed so that candidates will be able to complete the content area and professional course work, supervised teaching and internships within a four or five year framework.

Students admitted to this program must meet all admission requirements, and complete the appropriate PRAXIS II examinations. Candidates who successfully complete all program requirements will be awarded a Bachelor of Arts degree in French with P-12 French certification, and will be eligible for full certification.

1. Conceptual Framework (Unit Overview)

The general aim of the Professional Education unit at Morehead State University is to prepare educators who are able to perform effectively in school base settings. More specifically, graduates must demonstrate the knowledge, skills and dispositions that essential if one is to successfully fulfill the role of new or experienced teacher, school counselor, or administrator. The theoretical framework that undergirds the program is articulated in the units conceptual framework; the theme is "Educators as Architects: Designing Environments Where Students Construct Knowledge and Develop Skills" The architect metaphor is used for three reasons:

- 1) It strikes a balance between the educator as a key actor in the traditional classroom, and the educator as passive observer in the romanticized classroom. It also implies that the educator is central to the planning and preparation of classroom activities, but the student is the active doer of the work or learning (Blythe, Allen, Schieffelin, 1997).
- 2) It suggests that educators are not merely the implementers of canned learning materials created by others. They themselves are the artists, creating environments specific to the needs of their students, at a particular time, and using a variety of materials as appropriate (Tomlinson, Callahan, 1997).
- 3) Constructivist theory says that "learners construct their own knowledge by testing ideas and approaches based on their prior knowledge and experience, applying these to a new situation and integrating the knowledge gained with preexisting intellectual constructs (Piaget, 1952).

Educators therefore are responsible for constructing authentic learning environments to engage students in activities that are inherently interesting and meaningful. Use of the "Educator as Architect" metaphor and its constructivist epistemology, the following themes and activities are expected to recur throughout the content and methodology of the educator preparation programs:

- Student engagement in a comprehensive and multifaceted knowledge and skills base that can be applied and used in multiple contexts.
- An acknowledgement of the belief that learning is an active and on-going process (Piaget, 1952).
- Providing students with direct experiences, so that they can use and process information while seeking solutions (Piaget, 1969)
- Placing students in authentic or “real world” settings so that learning has the potential of being meaningful (<http://www.coe.uh.edu/~9chen/ebook/EFITT/cognitive.htm>).
- Encouraging students to extend their ability to process and learn by reflecting on their own experiences so that they can develop more informed and sophisticated teaching practices (professional development) (Dewey, 1959; Reiman, 1999).
- Providing students with opportunities to understand the impact that dispositions, attitudes, values, and beliefs have on student learning and development (Richardson, 1966).
- Assessing students and faculty using a variety of quantitative and qualitative measures, including authentic performance-based projects and action-research. (<http://curriculum.calstatela.edu/faculty/pssparks/theorists/501/consti.htm>).
- Encouraging faculty and public school practitioners to fulfill the role of facilitators of learning by constructing experiences in environments that stimulate students and provide thought, action and reflection (Richardson, 1999; Miller, Wilkes, Sheetham and Goodwin, 1993).
- The assessment of student abilities demonstrating an awareness of and ability to account for learner diversity; including gender, race, ethnicity, cultural, and exceptionality in all aspects of the educational setting (Darling-Hammond, 2000).
- Extending graduate’s ability to communicate effectively with students, parents, professionals, peers, and members of the community. The intention is to enhance the spirit of collaboration in an effort to evaluate and improve the ability of the school to fulfill state and local educational objectives (Dewey, 1938/1959).
- The preparation of pre-professionals and faculty who are able to integrate technology effectively into all aspects of the educational process in order to ameliorate communication, teaching, learning and assessment.
- Monitoring the extent to which each educator preparation program fulfills its goals and commitment to preparing graduates to demonstrate performance standards, as well as the system each uses to produce positive change (NCATE, 2000).
- Encouraging faculty and students to note and “apply scientific thinking to real life problems that exist in education in order to increase instructional productivity and to provide information to disseminate to others to inform their practice” (Shannon, 1990).

The entire Morehead State Conceptual Framework document is available on line:
http://www.msucoe.org/conceptual_framework.htm

French Program and Links to Conceptual Framework

The French Program is intended to train teachers to design, implement and evaluate developmentally appropriate instruction in such a manner that it will take full advantage of state of the art language educational techniques. Graduates of this program will gain proficiency in the four skills (listening, reading, speaking and writing), and in the use of grammatical structures. Further, they will demonstrate familiarity with significant works of French literature, and acquire knowledge of various aspects of French and Francophone culture and civilization. Additionally, teacher candidates will be encouraged to use multimedia instructional techniques, such as Internet resources and other appropriate technological procedures. Candidates will be prompted to enroll in study abroad programs and, in their teaching environments, to integrate activities that promote contact with French culture, through involvement with National French Week, MSU French Club activities, co-teaching opportunities in local schools, joining language tables, etc. Stress will be placed on understanding ideas and actions different from their own.

This program is integrated into the conceptual schema provided by the College of Education and Behavioral Sciences' framework of the *Educators as Architects (Designing Environments Where Students Construct Knowledge and Develop Skills)*: This program is designed to provide undergraduates with the knowledge, skills and dispositions that are essential for them to be successful new teachers. Following our description in subsequent pages a teacher education conceptual model has been attached. It shows how the various components of the teacher education program contribute to forming the knowledge and skill of beginning teachers. Central to this developmental process is mastery of the New Teacher Standards and the conceptual framework for professional education according to the "Educator as an Architect" metaphor. Thus teachers will be expected to: 1) design and plan instruction; 2) create and maintain a learning climates; 3) implement and manage instruction; 4) assess and communicate learning results; 5) reflect on and evaluate teaching and learning; 6) collaborate with colleagues, parents and others with a view to promoting positive change in public schools; 7) engage in on-going professional development; 8) possess knowledge of content; 9) blend pre-existing content knowledge and experience with essential professional and pedagogical knowledge and practice; 10) stimulate meaningful inquiry, practice and application; 11) insure technology will play a central role in the delivery of courses, as an interactive communication tool; 12) identify problems existing in public schools and, using knowledge of research techniques effectively to evaluate them; 13) pay heed to dispositions and attitudes needed to support teacher effectiveness when applying all coursework activities and performance.

To perform these complex, interrelated functions multiple areas of knowledge and experiences are required. Among these one may include:

1.	General education studies: Foster the development of written and spoken English, mathematics, and computer competencies, as well as promoting the acquisition of basic knowledge in a variety of disciplines.
2.	Content Studies: Promote mastery of discipline specific knowledge, ensuring an understanding of the structure of knowledge; exposure to a variety of problem-solving skills, and numerous assessment techniques.
3.	Professional Education Studies: Provide background about the historical, theoretical, and action-oriented frameworks which have influenced the nature or the function of education.
4.	Pedagogical Studies: Contribute to the demonstration of knowledge and skills essential for designing, planning, implementing, and assessing student learning.
5.	Integrated Studies (field experiences, student teaching): Challenge students to put theory effectively into practice so they are prepared to function responsibly in school-based settings.

The typical sequencing of the experiences in each of these areas is shown below.

	Freshman	Sophomore	Junior	Senior
General Education	XXXXXXXX	XXXXXXXX	XXXXXXXX	<i>Capstone</i>
Content Studies	XXXXX	XXXXXXXX	XXXXXXXX	XXXXX
Professional Studies		XXXXX	XXXXXXXX	XXXXXXXX
Pedagogical Studies			XXXXXXXX	XXXXXXXX
Clinical/Field		XXXXXXXX	XXXXXXXX	XXXXXXXX

A suggested sequence of courses is found in section 8, page 27.

Professional Education Core and Links to the Conceptual Framework

The core courses are required for all Secondary Teacher Education Preparation Candidates. The content and experiences aligned with these courses are linked to the conceptual framework and its theme “Educators as Architects: Designing Environments Where Students Construct Knowledge and Develop Skills” in a number of ways. The core courses are designed to prepare graduates with the knowledge, skills, and dispositions that are essential for new teachers.

More specifically, the coursework required to complete this aspect of the preparation program is presented sequentially to best ensure that candidates are ready **to use and apply essential knowledge, skills, and dispositions** in their chosen field of study (content area). Engaging students in **education content, a variety of learning experiences** (including; but not limited to, direct learning, problem solving, application, and practice activities) are an important aspect of this part of the secondary teacher preparation program. Where appropriate students are **placed in authentic settings** so that the meaning of learning and practice is increased.

The nature of **candidate accountability** varies a great deal because the core includes both introductory and exit coursework. Demonstrating an understanding of such things as the New Teacher Standards, Core Content, Learner goals and expectations, the characteristics of learners (including diversity and exceptionality) is expected. The ability to effectively apply this knowledge is required during the student teaching semester.

Technology skill (computer, video camera use, and media support equipment use) is developed and used in a variety of ways throughout the Professional Development Core. The intention is to challenge candidates to use a variety of technological resources effectively as part of the planning, teaching, assessment, and communication aspects of teaching.

Reflection is a skill that is introduced in the Professional Core and refined in the academic discipline and embedded in the student teaching semester. The intention is to support the candidates' ability to self-evaluate, accept responsibility for, and ultimately to improve their teaching. Input from classroom instructors, MSU supervisors and public school teachers further refines the candidates' ability to construct environments that provoke thought and action in the classroom (Reiman, 1999). Learning to identify meaningful professional activities is an extension of the self-evaluation and teaching improvement process.

The concept of **collaboration** is introduced early in the Professional Development Core and the ability to effectively collaborate is required during student teaching experience (the last required Professional Core Course). Collaboration is an important component of teacher and school effectiveness because it is the key to unifying the people who work to promote quality educational experiences for the children and youth in eastern Kentucky.

*Concepts from the Conceptual Framework are highlighted.

New Teacher Standards

- I. **Designs and Plans Instruction**
- II. **Creates / Maintains Learning Climate**
- III. **Implements / Manages Instruction**
- IV. **Assesses / Communicates Learning Results**
- V. **Evaluates Teaching Learning**
- VI. **Collaborates**
- VII. **Professional Development**
- VIII. **Content Knowledge**
- IX. **Technology**

Professional Education Core and Links to the New Teacher Standards.

	NTS I	NTS II	NTS III	NTS IV	NTS V	NTS VI	NTS VII	NTS VIII	NTS IX
Courses									
EDF 207	I	I			I	I			I
EDF 211		I		I					I
EDF 311	D	D	D	D	D	I	I		D
EDSP 332	I	I	D	I	I	I	I		I
EDSE 312	D	D	D	D	D	D	I		S
EDSE 333	D	D	D	I	I	I			D
EDSE 499C	D	D	D	D	D	I	D	S	S
EDSE 416	S	S	S	S	S	D	D	S	S

I = Introduction – the standard is present at a basic level
 D = Development – the standard indicator is thoroughly implemented
 S = Skill – the standard is demonstrated proficiency

2. Program Experiences

Graduates of the French program will demonstrate mastery of the New Teachers' Standards (Kentucky Department of Education), 1994). The following matrices (in subsequent pages) outline:

1. Teacher Education competencies as they relate to New Teacher Standards
2. Professional Education / French Courses and Links to New Teacher Standards
3. National Standards for Foreign Language Learning and Links to French Courses (a)
3. Praxis Test Topics and Links to Skills Development in French Courses (b)
4. KERA Initiatives and Links to Professional Education / French Courses
5. NCATE Themes and Links to Professional Education / French Courses

Matrix 1: Links between French P-12 Program Competencies and the New Teacher Standards

The chart below articulates the program competencies (column one) to be demonstrated by students completing this program and clarifies the specific links each competency has to the New Teacher Standards (column two). Program graduates will therefore be able to document competence in each NTS category, thus fulfilling the intention of the conceptual framework

Each Candidate will	Relevant	New Teacher Standard
Demonstrate knowledge of content/subject area.	NTS VIII	Knowledge of Content
Demonstrate a variety of professional skills.	NTS I NTS II NTS III NTS VI NTS IX	Designs/Plans instruction Creates/Maintains Learning Environment Implements/Manages Instruction Collaborates with Colleagues Implements Technology
Apply an understanding of learner characteristics and the links these have to planning and assessment	NTS I NTS IV NTS V NTS VI	Designs/Plans Instruction Assesses and Communicates Learning Results Reflects on/Evaluates Teaching Collaborates with Parents/Colleagues
Be able to account for student diversity and exceptionality factors.	NTS I NTS II NTS III NTS IV NTS VI	Designs/Plans Instruction Creates/Maintains Learning Environment Implements/Manages Instructions Assesses/Communicates Results Collaborates with Colleagues/Parents
Demonstrate computer competence and the ability to use technology to enhance instruction.	NTS IX	Implements Technology
Document knowledge of and ability to use state curricular and assessment materials/guidelines.	NTS I NTS II NTS IV NTS V NTS VI	Designs/Plans Instruction Creates/Maintains Learning Environment Assesses/Communicates Results Reflects on/Evaluates Teaching Collaborates with Colleagues/Parents
Demonstrate the ability to conduct action research.	NTS VIII	Knowledge of Content and Application to Learner and Learning Environment

Appendix A contains course syllabi and these can be referenced to determine the integration of conceptual framework into course work. Know that with the recent revision of the Conceptual Framework will come the need to revise totally all syllabi; this process will begin in 12/2001.

Matrix 2a: Professional Education Required Courses and Links to New Teacher Standards

I = Introduction: The standard indicator is present on a very introductory level.

D = Development: The standard indicator is thoroughly implemented.

S = Skill: The standard indicator is demonstrated proficiently.

EDF 207	I	I	I			S			I
EDF 211	D		D	D	D	D		I	I
EDF 311	D		D	D		D	I		I
EDSP 332		I	D	I	I	I	I		I
EDSE 312	I		D	D	D	I	I		S
EDSE 333 **	D		D	I	I	I		S	I
EDSE 415	D		D	D	I	I	D	S	S
EDSE 416	S	S	S	S	D	D	I	S	S

**EDSE 333 is being phased out by the College of Education, to be replaced by 3 additional hours in FRN 405.

Matrix 2b: French P-12 Program and Links to New Teacher Standards

	NEW TEACHER STANDARDS								
	I	II	III	IV	V	VI	VII	VIII	IX
FRN 101						I		I	I
FRN 102		I				D		I	I
FRN 201	I	I		D	I	D		I	D
FRN 202	I	I		D	I	D		I	D
FRN 205	D	I	I	I		D		D	I
FRN 301	D	D	D	D	D	S	D	D	D
FRN 302				I	I	D		D	I
FRN 303						I		I	
FRN 304						I		I	
FRN 369						D			
FRN 402						D	D	D	
FRN 403	I		I	I	I	S	D	D	I
FRN 404	I		I	I	I	S	D	D	I
FRN 405	S	S	S	S	S	S	S	S	S
FRN 476 *									
FRN 499C	D		D	D	S	S	S	S	S
FRN 550	D	D	D	D	S			D	
FRN 576									
FRN 599									

*French 476, 576 & 599 are course numbers used on occasion by advanced undergraduates or graduate students.

Knowledge Base/Teacher Outcomes:

The National Standards for Foreign Language Learning (established by the American Council on the Teaching of Foreign Languages)

1. Communication: Communicate in Languages Other Than English.
 Standard 1.1: Students engage in conversations, provide and obtain information, express feeling and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2. Culture: Gain Knowledge and Understanding of Other Cultures (NSFLL). Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied,

3. **Connections: Connect with Other Disciplines and Acquire Information (NSFLL).** Standard 3.1: Students reinforce and further their knowledge of other disciplines through foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

4. **Comparisons: Develop Insight Into the Nature of Language and Culture (NSFLL).** Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

5. **Communities: Participate in Multilingual Communities at Home and Around the World (NSFLL).** Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

6. **Affective Domain¹** : The teacher [or student teacher in micro-teaching sessions] will:

- create a positive foreign language learning experience by offering praise and encouragement in the target language.
- build success in the target language experience by focusing objectives on students' needs and abilities.
- demonstrate enthusiasm for and interest in what he/she is teaching.
- motivate students by personalizing activities and incorporating students' interests and talents.
- earnestly try to understand students' communicative efforts.
- use body language to show acceptance of students' ideas and messages (smiles, head-nodding, interested facial expression, etc.)
- enable students to gain confidence in speaking by providing opportunities for them to practice new material through choral repetition, small group, or pair work before requiring individual responses.
- increase student motivation to use the target language by providing practice in highly functional language that students will want to use with one another in personal communication.

7. **Technology:** The teacher (or student teacher) will:

- learn how to use effective technology in the classroom.
- design a variety of teaching activities which involve the use of current technology (video, computer, etc.).
- utilize video and computer technology to prepare micro teaching units.

8. **Assessment:** The development of student competencies in the French program will be evaluated using the following criteria: 1) Tests and quizzes; 2) Student compositions; 3) Student summaries; 4) Student term papers; 4) Student presentations; 5) Exit examinations; 6) mid point proficiency exams; 7) Observation reports; 8) self-evaluation of teaching; 8) micro-teaching; 9) Development of lesson plans; 10) Peer teaching; 11) Group projects; 12) Cooperative strategies; 13) Field

¹ Source: Foreign Language Pedagogy: Performance Standards for Foreign Language Teachers in J. Shrum, *Teacher's Handbook: Contextualized Language Instruction*, Boston, Mass: Heinle & Heinle Publishers, 1994.

experiences; 14) New teacher portfolio components; 15) Activity planning; 16) Effective use of technology; 17) Development of Assessment reports

9. **Linguistic and Cultural Foundations:** Since content specific pedagogy can only be useful to the teacher who is well grounded in the language, it is recommended that teachers demonstrate a [. . .] proficiency of [Intermediate High,] Advanced or better according to the ACTFL/ETS scale (See pp. 13-19). In addition to this minimal level of speaking proficiency, teachers and interns should also demonstrate a basic understanding of the cultures reflected in the target language. Important cultural aspects will include:

- a familiarity with France and other Francophone countries in terms of historical movements, daily life styles, the arts, and key historical and contemporary figures.
- an understanding of the relationships between the target language and that of the United States.

Matrix 3a: National Standards for Foreign Language Learning Knowledge Base and Links to Courses in French Program

TEACHER OUTCOMES	FRN 101	FRN 102	FRN 201	FRN 202	FRN 301	FRN 302	FRN 303 and 304	FRN 402	FRN 403 or 404*	FRN 405	FRN 499 C
COMMUNICATION	I	I	D	D	S	DS	D	S	DS	S	S
CULTURE	I	I	D	D	S	D	DS	DS	S	S	S
CONNECTIONS	I	I	I	I	DS	D	D	D	DS	S	S
COMPARISONS	I	I	D	D	DS	D	D	D	D	S	S
COMMUNITIES	I	I	D	D	D	D	D	D	D	S	S
AFFECTIVE DOMAIN	I	I	D	D	D S	D	DS	D	D	S	S
TECHNOLOGY	I	I	I	I	D S	D	D	I	D	S	S
ASSESSMENT	I	I	I	I	D S	DS	I	I	D	S	S
LINGUISTIC and CULTURAL FOUNDATION	I	I	D	D	D S	DS	D	DS	S	S	S
	<p>Courses cover the indicated competency areas at the following levels: I-Introduction: The standard indicator is present on a very introductory level D-Development: The standard indicator is thoroughly implemented S-Skill: The standard indicator is demonstrated proficiently *Representative elective courses</p>										

Matrix 3b: Praxis Test Topics and Links to French P-12 Program's Required Coursework

PRAXIS (CURRICULUM ALIGNMENT)																				
TOPICS COVERED ON TEST	FRENCH COURSE IN DEPARTMENT																			
	1	1	2	2	2	3	3	3	3	3		4	4	4	4		4	4	5	5
	0	0	0	0	0	0	0	0	0	6		0	0	0	0		7	9	5	7
	1	2	1	2	5	1	2	3	4	9		2	3	4	5		6	9	0	6
I. CONTENT:																				
LISTENING COMPREHENSION	X	X	X	X		X	X	X	X	X		X	X	X	X		X	X		X
READING COMPREHENSION	X	X	X	X	X	X	X	X	X	X		X	X	X	X		X	X	X	X
STRUCTURE OF THE LANGUAGE	X	X	X	X		X	X	X	X				X	X	X					X
LANGUAGE ANALYSIS	X	X	X	X		X	X	X	X			X	X	X				X	X	
CULTURE BACKGROUND	X	X	X	X	X	X	X	X	X	X		X	X	X				X		
II. PRODUCTIVE LANGUAGE SKILLS:																				
<i>SPEAKING:</i>																				
PICTURE DESCRIPTION			X	X		X				X		X			X			X		
ROLE PLAYING	X	X	X	X		X		X	X	X		X			X			X		
PICTURE NARRATION		X	X	X		X						X			X			X		
DISCUSSING ABSTRACT CONCEPT/DEFENDING AN OPINION					X	X		X	X			X	X	X				X		
<i>WRITING:</i>																				
PICTURE NARRATION	X	X	X	X		X		X	X	X			X	X				X	X	
WRITING A LETTER		X	X	X		X				X			X	X				X	X	
WRITING QUESTIONS	X	X	X	X		X							X	X				X	X	

Matrix 4a: KERA Initiatives and Links to Professional Education Coursework

Course Prefix/Number	Learner Goals and Academic Expectations	Program of Studies P-12	Core Content for Assessment
EDF 207	X	X	X
EDF 211	X	X	X
EDF 311	X	X	X
EDSE 312	X	X	X
EDSP 332	X	X	X
EDSE 333	X	X	X
EDSE 416	X	X	X
EDSE 499C	X	X	X

Matrix 4b: KERA Initiatives and Links to French Coursework

Course Prefix/Number	Learner Goals and Academic Expectations	Program of Studies P-12	Core Content for Assessment
FRN 405	X	X	X
Content Area Courses (101-404)	X	X	X

Clinical and Field Experiences

Clinical and field experiences will be designed to provide candidates with an opportunity to develop knowledge, skills, and dispositions consistent with the units standards and the New Teacher Standards and to demonstrate these in a classroom or through the completion of a variety of written assignments. The intention is to provide a candidate with the opportunity to observe, analyze and practice a variety of teaching/learning techniques, and to be able to locate and use essential professional resources: 1) Learner Goals and Academic Expectations; 2) the appropriate Program of Studies, and 3) Core Content for Assessment. Specific assignments will be designed to accomplish these intentions. Each task, challenge, etc., will be clarified in the form of assignment modules (carefully sequenced so that each standard is addressed and the complexity of the challenge gradually increases). Self-reflection will be integrated throughout all aspects of the clinical and field experiences so that students extend their ability to make more informed and sophisticated teaching practices.

Candidate support will be essential if optimal learning is to occur. Therefore a University Supervisor and an on-site Cooperating Teacher will work closely with each candidate who is enrolled in FRN 405.* Observation, dialogue, written assessment will be used to ensure that a candidate is progressing at an acceptable rate and level.

* Please note that FRN 405 is being revised. The revised French 405 will be a six credit-hour course, and will require more clinical and field experience. EDSE 333 will be eliminated. The clinical and field experiences from this course will be integrated into French 405. The new course should be available in 2003.

Chart of French P-12 Field and Clinical Experiences

Level	Courses	Field Hours Required	Expected Experiences	Actual Hours
I	EDF 207	16	General Observation: Diversity and Exceptionality School Board Meeting or Site-Based Council	12 2 2
I	EDF 211	16	Diversity Exceptionality	4 12
I	EDF 311	16	Support Roles: Management, Grading, etc. Individual Tutoring	12 4
				48 total
II	EDSE 312	43	Observations: General Technology Skill Development	10 33
II	EDSE 332	10	Observations: Exceptionality One on One	10 5
				58 total
III	FRN 405 Elementary and Secondary	15 (P-5)	Guided Observation Whole Class or Large Group	5 10
		30 (6-12)	Guided Observation Tutoring and Small Groups Whole Class or Large Group	5 10 15
				45 total
IV	Student Teach: Dual Placement	241	Observation Teaching Participation Conferences	40 135 30 36
				241 total

When dual placement is not possible the director of the Educational Services Unit is responsible for identifying a public school teacher (Teaching at a different educational level) who is interested in working with the student teacher to develop and implement two to four lessons in the student teachers academic area.

3. NCATE THEMES

Matrix 5a: NCATE Themes and Links to Professional Education Courses

Courses	NCATE Themes						
	Conceptual Framework	Diversity	Intellectual Vitality	Technology	Professional Community	Evaluation	Perform Assessment
EDF 207	X		X	X	X		X
EDF 211	X	X	X	X	X	X	X
EDF 311	X	X	X	X	X	X	X
EDSE 312	X	X	X	X	X	X	X
EDSP 332	X	X	X	X	X	X	X
EDSE 333	X	X		X	X	X	X
EDSE 416	X	X	X	X	X	X	X
EDSE 499C	X	X	X	X	X	X	X

Matrix 5b: NCATE Themes and Links to French P-12 Program Courses

Courses	NCATE Themes						
	Conceptual Framework	Diversity	Intellectual Vitality	Technology	Professional Community	Evaluation	Perform Assessment
FRN 405	X	X	X	X	X	X	X
Content Area Courses	X	X	X	X	X	X	X

*All NCATE themes are integrated in all of the content area courses. There will be different degrees of contribution to the NCATE themes. Because of the nature of foreign language learning, all content courses contribute heavily to the theme of diversity. Technology is also very important in the course program sequence, especially now that there is a new computer lab, equipped with software for learning French.

4. ASSESSMENT

A. ASSESSMENT OF THE CANDIDATE

1. ENTRANCE/ADMISSION CRITERIA

Prior to admission, the following criteria must be fulfilled:

- a. Be admitted to the University.
- b. Submit a portfolio to the Teacher Education Coordinator, which is to include the following: 1) an up-to-date official transcript; 2) an up-to-date official degree audit checklist (see Appendix B); 3) a résumé; 4) three (3) recommendations; 5) a statement of the student's philosophy of education, including the relationship of education to society (maximum of three typed

- pages); 6) a half-page, double-spaced typed description of relevant experiences the student has had in working with children or youth. Supporting material may be attached; 7) proof of ACT scores; 8) proof of additional test scores, as required; 9) complete program area competences; 10) a 2.5 GPA for student teaching
- c. Successfully complete TEP admission portfolio, including a writing sample and disposition assessment.
 - d. Satisfactorily complete a written self-analysis that addresses candidates perceived status in conjunction with each of the New Teacher Standards.
 - e. Satisfactorily complete the **Program Entrance and Design Interview***
 - f. Successfully complete French 405, Linguistics and Language Teaching.

***PROGRAM ENTRANCE AND DESIGN INTERVIEW COMMITTEE**

Purposes: To determine a candidate's strengths and weaknesses as these pertain to: Professional Education, Pedagogy, Teaching, and Content Area Knowledge.
To serve as the admission interview committee for the Teacher Education Program.

Committee Membership

- P-12 Education Coordinator (Or appointee).
- Academic Discipline Department Chair (Or appointee). This person will also be assigned to monitor and advise the candidate as he or she progresses through the program.

Documents to be reviewed by this committee

- Undergraduate transcript and GPA.
- Scores on required exams.
- Completed TEP Portfolio (writing sample and disposition assessment).
- Candidate's Written Self-Analysis.
- Documents describing Clinical and Field Experience.

2. ON-GOING CANDIDATE ASSESSMENT.

Candidates will be monitored at the end of each semester by their advisor. The following will be reviewed and weighed when evaluating a candidate's progress:

- GPA and/Course Grades
- Portfolio Entries
- Observation data from university supervisor and cooperating teacher.

Teacher effectiveness (KTIP format)
 Dispositions (Morehead State University: Disposition Rubrics and Score Sheet)

- Pass the appropriate PRAXIS content area exams, prior to student teaching.*

The candidate is expected to meet with his/her advisor at least once each semester.

***PRAXIS**

The inclusion of this requirement is essential prior being able to student teach because it confirms a level of candidate content knowledge consistent with undergraduate teacher education program graduates who seek teacher certification. Fulfillment of this expectation will also ensure a measure of candidate quality control as it relates to content knowledge.

3. PROGRAM EXIT REQUIREMENTS

Candidates must:

- Complete a minimum of 128 hours and a 2.0 GPA required for Degree.
- Complete forty-three hours upper division credit required.
- Complete a 2.5 GPA for student teaching.
- Complete thirty-six hours of courses for the French major.
- Complete forty-eight credit hours for General Education.
- Complete a minor in another area.
- Complete the departmental exit exam in French 499C (Capstone Course).
- Successfully complete the supervised teaching courses/experience (Observation evaluations by university supervisor and cooperating teacher and school principal).
- Successfully complete the exit portfolio requirements (Both program faculty will evaluate portfolio documents in conjunction with New Teacher Standards and appropriate performance expectations).
- Successfully complete the PRAXIS Exam(s) – content and PLT.

UNDERGRADUATE TEACHER EDUCATION CANDIDATE TRANSITION POINTS

Transition Point	Assessment Data	Decision Maker(s)	Outcome
1) Admission to TEP	<ul style="list-style-type: none"> • ACT, PPST, or GRE Score(s) • Writing Sample Score • Recommendation Forms – Initial Dispositions • Overall GPA (2.5) • Successful completion ENG 100, PSY 154, CMAP 1018, EDF 207 	<ul style="list-style-type: none"> • Teacher Education Council 	<ul style="list-style-type: none"> • Department/Program Committee recommends students for admission to Program • Director of Educational Services Unit compiles lists from each program and presents whole list to Teacher Education Council • Teacher Education Council approves or does not approve

	<ul style="list-style-type: none"> and EDF 211 • Department Interview Results 		<ul style="list-style-type: none"> recommendation made and students informed in writing of admission recommendation
2) Prior to Student Teaching	<ul style="list-style-type: none"> • GPA (2.5), in all areas • Completion of required coursework • Completion of required PRAXIS exam(s) 	<ul style="list-style-type: none"> • Director of Educational Services Unit (DESU) 	<ul style="list-style-type: none"> • Eligible or not eligible for Enrollment in Student Teaching and Placement in Public School (Candidates informed in writing by DESU. When ineligible, deficiencies described in writing.)
3) Student Teaching Evaluation	<ul style="list-style-type: none"> • KTIP or other observation feedback • Portfolio documents which address each New Teacher Standard 	<ul style="list-style-type: none"> • MSU Supervisor • Cooperating Teacher 	<ul style="list-style-type: none"> • Successful completion of Student Teaching and Capstone course
4) Program Completion	<ul style="list-style-type: none"> • Fulfilled all program requirements • Transcript • Fulfilled all certification eligibility requirements 	<ul style="list-style-type: none"> • Office of the Registrar • Certification Officer (ESU) tracks and recommends to state • State 	<ul style="list-style-type: none"> • Eligible for graduation, diploma, informed in writing if ineligible for graduation • Notified, in writing (at last meeting of 499C classes) of any deficiencies that need to be handled to be recommended for certification • Letter of eligibility stating certification area(s)

*Portfolio Evaluation Scores and Disposition Scores will be added to categories 2 and 3 when the rubrics and score sheets have been determined to be reliable/valid (spring, summer 2003)

B. PROGRAM ASSESSMENT

University Process for Assessment

The assessment of the BA in French will be on going and will include the use of data and feedback systems associated with Morehead State University's Assessment Plan. The French program has developed an assessment plan that complies with all requirements of the university plan including annual reporting. The plan identifies explicit links with the vision, mission and goal statements, 2) states explicit links to program goals, 3) articulates assessment measures and acceptable levels of performance 4) includes actual performance data (aggregate when possible)* as a system for interpreting the data, and 5) addresses needs for change, when appropriate, as well as means to be used to accomplish the change. Recent recommendations for change are: changes in course content or assessments, curriculum requirements, and the development of additional student support opportunities. A revision of the French major is in progress.

*Aggregate Data for Program Assessment

Candidate Exit Portfolio Assessment; Observation Data from University Supervisor and Cooperating Teacher; Survey Data Collection and Evaluation (Graduate satisfaction with Program).

The following sections describe some of the assessment strategies in more detail:

1. Candidate Assessment. As shown in the previous sections, the French program systematically addresses both the essential knowledge base for French teachers and the new teacher performance standards. The program seeks to insure the quality of its graduates by tying classroom experience to intensive on-going involvement in settings (classrooms/language tables/field experiences/study abroad/contact with native speakers/films, etc.) that provide formal and informal education to candidates of French.

Candidates are offered opportunities in every course to explore French language and culture through real-life activities. These activities may include: co-teaching in an elementary enrichment program, participation in National French Week events with secondary schools (in mid-November), service as judges at annual Foreign Language Festival (i.e., assessment), attendance at off-campus plays, films and French meals, use of Internet technologies, and the incorporation of audio and video components as the basis of French 101-301, 302 & 369, and as supplementary materials in other classes.

Once candidates have progressed to the 300 level of majors courses, examples of best work are kept, which may later become part of the new teacher portfolio developed during candidate (student) teaching. "Best work" may include:

- Reading and Listening exam results (administered in FRN 301 & 302 respectively).
- Writing samples from Survey courses (FRN 303 & 304) and Seminars (FRN 403 & 404).
- Speaking samples recorded on tape from Phonetics and Conversation courses (FRN 302 & 402).
- Intermediate High, Advanced or better level of proficiency in the target language in the departmental Exit Examinations (Listening, Speaking, Reading, Writing Skills; Culture and Civilization; Grammar; Literature competencies).
- Curriculum and Instructional Design in FRN 405.
- Instruction and classroom management in FRN 405.
- Powerpoint presentations on French language, culture and/or civilization (from FRN 205, etc.).

2. Program Evaluation:

In addition to regular course examinations, quizzes, compositions or papers required, the French program will use external means of assessment, such as Praxis II results, successful completion of Teacher Internship experience, job placement, scholarships or grants received, interviews with graduates, student and alumni surveys, etc. (See chart on next page).

	RELATIONSHIP OF ON-GOING ASSESSMENT STRATEGIES TO COURSES IN FRENCH PROGRAM										
ASSESSMENT STRATEGIES	101	102	201	202	301	302	303 & 304	402	403 or 404	405	499 C

TESTS & QUIZZES	X	X	X	X	X	X	X	X	X	X	X
CANDIDATE COMPOSITIONS			X	X	X		X		X		X
CANDIDATE PAPERS									X		X
CANDIDATE ORAL PRESENTATIONS				X			X	XX	X	X	X
EXIT EXAMINATIONS					X	X					X
OBSERVATION REPORTS										X	
SELF EVALUATION OF TEACHING										X	
EVALUATIONS OF TEACHING										X	
MICRO TEACHING									X	X	X
DEVELOPMENT OF LESSON PLANS										X	
ENGAGEMENT IN PEER TEACHING	X	X	X	X	X	X	X	X	X	X	X
TEACHING OBSERVATION										X	
GROUP PROJECTS					X		X		X	X	X
COOPERATIVE STRATEGIES	X	X	X	X	X	X	X	X	X	X	X
FIELD EXPERIENCES			X	X	X	X	X	X	X	X	X
NEW TEACHER PORTFOLIO COMPONENTS					X	X	X	X	X	X	X
EFFECTIVE USE OF TECHNOLOGY					X	X			X	X	X

5. Professional Education Faculty

NAME	HIGHEST DEGREE	Area of specialization	Responsibilities in the Program	Full-time MSU, Part-time Program	Part-time MSU, Part-time Program
Mary Jo Netherton	M.A., M.Ed.	French	Teaching: FRN 101-405	X	
John Secor	Ph.D.	Romance Philology	Teaching: FRN 101-499C	X	
Debra McDaniel	M.A.	French	101		X

Secondary Professional Education Course Faculty

Faculty NAME	Highest Degree	Area of Specialization	Professional Core Program Responsibilities	Full-time MSU Full-time Program	Full-time MSU – Part-time Program	Part-time MSU – Part-Time Program
Karen Hammons	MA	Curriculum	EDF 207	ERSE		
Paul McGhee	Ph.D.	Educational Administration	EDF 207		ERSE/ LSE	
Anna Pennell	Ph.D.	Critical Theory	EDF 207	ERSE		
Wayne Willis	Ph.D.	Foundations of Education	EDF 207		ERSE	
Lola Aagaard-Boram	Ph.D.	Foundations of Education	EDF 211	LSE		
Beverly Klecker	Ph.D.	Educational Psychology	EDF 311	LSE		
Ron Skidmore	Ph.D.	Educational Psychology	EDF 211 EDF 311	LSE		
Lesia Lennex	Ed.D	Educational Technology	EDSE 312	LSE		
Edith Lombardo	Ed.D	Special Education	EDSE 332	ERSE		
Timothy Thomas	Ph.D.	Curriculum Instruction	EDSE 333	LSE		
			EDSE 499c			
			<i>EDSE 416</i>			

* Teaching assignments for EDSE 499c, The Teacher in Today's School and EDSE 416, Student Teaching are program specific.

6. French P-12 Teaching Program Checksheet

Morehead State University Checksheet for Bachelor of Arts in French P-12 French Certification

Candidate

Name _____

Teacher Certification Program Selected _____

Bachelor's Degree _____ Major _____

Date of the Program Entrance and Design Interview _____ / _____ / _____
Date Month Year

EVIDENCE OF DOCUMENTING THE FOLLOWING:

- Undergraduate GPA 2.50 or better
- ACT 21
- TEP Portfolio Complete (writing and disposition assessment)
- Self-Analysis Piece
- Passing Score on PRAXIS Exam(s)
- Other _____

List of Candidate's Strengths
Content Area

List of Candidate's Weaknesses
Content Area

Pedagogy/Teaching

Pedagogy/Teaching

Professional Education

Professional Education

PROGRAM REQUIREMENTS:

I. Professional Education

16 credit hours

Complete the following (check mark)

EDF 207 - **Foundations of Education** (3 cr.) _____
 EDF 211 - **Human Growth and Development** (3 cr.) _____
 EDF 311 - **Learning Theories in the Classroom** (3 cr.) _____

EDSE 313 - **Educational Methods and Technologies**(3 cr.) _____
 EDSP 332 - Teaching the Exceptional Student (2 cr.) _____
 EDSE 332 - **Clinical and Field Experiences** (2 cr.) _____
 General Education Course 3 credit hours
 PSY 154 - **Introduction to Psychology** _____
 Computer Expertise Course* 3 credit hours

(*Candidates may demonstrate the expertise by completing at least one of the following):

1. CIS 101 – **Computers for Learning or**
 EDUC 222 – Computing Tools for Educators
2. **CLEP Education (available in the University Testing Center)**
3. **A computer workshop taken for college credit.**

Total Hours Completed I: _____

II. Professional Semester

16 credit hours

EDSE 499C - Teacher in Today's School(2 cr.) _____
 EDSE 416 – **Student Teaching** (14 cr.) _____
 Total Hours Completed II: _____

III. Content Area Studies

36 credit hours

FRN 101 – **Beginning French I** (3 cr.) _____
 FRN 102 - **Beginning French II** (3 cr.) _____
 FRN 201 - Intermediate French (3 cr.) _____
 FRN 202 – **Conversation & Composition** (3 cr.) _____
 FRN 301 – **Advanced Grammar & Composition** (3 cr.) _____
 FRN 302 – **Advanced Phonetics & Conversation** (3 cr.) _____
 FRN 303 – **Survey of French Literature I** (3 cr.) _____
 FRN 304 – **Survey of French Literature II** (3 cr.) _____
 FRN 405 – **Linguistics & Language Teaching (6 cr.- as of 02/01)** _____
 Approved 200-500 electives (6 credit hours):
 FRN _____ (3 cr.) _____
 FRN _____ (3 cr.) _____

Total Hours Completed III: _____

IV. General Education Courses *

48 credit hours

(*For courses satisfying each of the areas please consult the appropriate *Undergraduate Catalog* and year)

A. Required Core (15 hours)

Courses satisfying this requirement

- Writing I (100 level)

(3 cr.) _____

- Oral Communication (100 level)

(3 cr.) _____

- Math Reasoning (100 level)

(3 cr.) _____

- Computer Competence

(3 cr.) _____

- Writing 2 + Area Studies (200 level)

(3 cr.) _____

See Prof. Educ., above

B. Area Studies (30 hours)

- Humanities **(9 hours)**

(3 cr.) _____

(3 cr.) _____

(3 cr.) _____

- Natural and Math. Sciences **(9 hours)**

(3 cr.) _____

(3 cr.) _____

- Social and Behav. Sciences

(9 hours) (3 cr.) **PSY 154-see Prof. Ed.**

(3 cr.) _____

(3 cr.) _____

- Practical Living **(3 hours)**

(3 cr.) _____

C. Integrative Component

(3 hours)

FRN 499C – Senior Seminar in French(3 cr.) _____

Total Hours Completed (for Gen. Ed.) IV: _____

Total Program Hours Completed (I, II, III, IV): _____

EXIT STATUS:

GPA (2.50 or better) _____

Minimum of 128 hours _____

43 hours of upper division courses _____

36 hours of French content courses _____

Minor completed in another discipline (21 cr. hrs.) _____

Departmental Exit Exam completed in FRN 499C _____

Successful completion of PRAXIS Exam(s) _____

(Content, Productive Skills, and Principles of Learning & Teaching)

Successful completion of Supervised Teaching

courses/experiences _____

Successful completion of exit portfolio _____

Successful completion of disposition assessment _____

SIGNATURE SECTION

Student's Signature _____

Date/Month/Year

Education Coordinator/Designee _____

Date/Month/Year

Academic Department Chair/Designee _____

Date/Month/Year

A copy of this completed checksheet to be sent to:

- 1) Undergraduate Dean's Office, and**
- 2) Advisor**

Advisor's name: _____

Campus Location _____

Phone/e-mail _____

7. Course Descriptions (from Morehead State University Catalogue)

FRN 101. Beginning French I. (3-0-3); I, II, III. Emphasis on developing communicative skills. Listening, speaking, reading, writing. Basic grammar and orientation to French culture. Video and audio components. This course satisfies the area studies-humanities for general education.

FRN 102. Beginning French II. (3-0-3). Continuation of 101. Use of four skills for effective communication in a variety of situations.

FRN 201. Intermediate French. (3-0-3). Continuation of 102. Increased emphasis on interactive language and grammatical competency.

FRN 202. Conversation and Composition. (3-0-3). Continuation of 201. Listening and reading for proficiency. Creative personal expression in speaking and writing.

FRN 203. Introduction to France. (3-0-3). Continuation of 202. Implementation of four skills into broad-based dialogue and discussion relating to all aspects of French culture and civilization.

FRN 205. French Culture and Civilization. (3-0-3); II. Survey of art, architecture, music and history of France. Cuisine, fashion, and cinema. The imprint of France on America and the Third World. Taught in English; some knowledge of French helpful but not required. This course satisfies the area studies-humanities for general education.

FRN 301. Advanced Grammar and Composition. (3-0-3). Prerequisite: FRN 202 or consent of instructor. In-depth analysis of grammatical structures and stylistics. Writing practice in a variety of styles and modes, emphasizing clarity and expression.

FRN 302. Advanced Phonetics and Conversation. (3-0-3). Prerequisite: FRN 202 or consent of instructor. In-depth analysis of phonology and articulation. Speaking practice in a variety of styles, emphasizing corrective pronunciation and fluency. May be taken two times for credit.

FRN 303. Survey of French Literature I. (3-0-3). Prerequisite: FRN 202 or consent of instructor. A survey of major works and authors in French literature up to 1750, including the following periods: Medieval, Renaissance, Baroque, Classicism, and Enlightenment.

FRN 304. Survey of French Literature II. (3-0-3). Prerequisite: FRN 202 or consent of instructor. A survey of major authors from the French Revolution to the present, including the following movements: Pre-Romanticism, Romanticism, Realism, Symbolism, Modernism, Surrealism, Existentialism, Absurdism, and Post-Modernism.

FRN 402. Advanced French Conversation. (1-0-1); I, II. Prerequisite: FRN 301 or consent of instructor. Analysis and imitation of native speech patterns. Practice in aural / oral communication for a variety of situations. May be taken three times for credit.

FRN 403. Seminar in French Literature I. (3-0-3). Prerequisite: FRN 303 or FRN 304 or consent of instructor. A seminar on an author, genre, or period in Medieval or Early Modern French literature (up to 1750). May be taken three times for credit.

FRN 404. Seminar in French Literature II. (3-0-3). Prerequisite: FRN 303 or FRN 304 or consent of instructor. A seminar on an author, genre, or period in modern French literature (after 1750). May be taken three times for credit.

FRN 405. Linguistics and Language Teaching. (6-0-6). For French teaching majors. Discussion of current pedagogical trends. Student presentations of micro-lessons on four skills, grammar, literature, and culture.

FRN 476. Directed Studies. (1 to 3 hrs.). Prerequisite: Consent of the instructor and the department chair. This course is a directed study in French for undergraduate French majors. Each request for the course will be considered on its own merits in relation to the special need of the student. May be taken three times for credit.

FRN 499C. Senior Colloquium in French. (3-0-3); I. Prerequisites: Senior standing and eighteen hours in French courses, including FRN 403 or FRN 404; or consent of the French faculty. An integrative capstone course in French. This course satisfies the integrative component for general education.

8. Suggested Course Sequence

<p>Freshman Year – Fall Semester General Education—12 hrs French 201—3 hrs [Note: Program may begin with FRN 101]</p>	<p>Spring Semester General Education—12 hrs French 202—3 hrs</p>
<p>Sophomore Year – Fall Semester General Education—9 hrs EDF 207—3 hrs French 301 or 303—3 hrs French 402—1 hr</p>	<p>Spring Semester General Education—3 hrs EDF 211—3 hrs French 302 or 304—3 hrs French 205 or 403 or 404—3 hrs Elective—3 hrs Apply for Admission to TEP</p>
<p>Junior Year – Fall Semester General Education—3 hrs EDF 311—3 hrs French 301 or 303—3 hrs French 404—3 hrs French 402—1 hr Elective—3 hrs</p>	<p>Spring Semester General Education—3 hrs EDSE 312—2 hrs French 302 or 304—3 hrs French 205 or 403 or 404—3 hrs French 402—1 hr Elective—3 hrs</p>
<p>Note: It is highly recommended that candidates take 6 hrs with the summer program, or 15 hrs with the fall program of the Kentucky Institute for International Studies in France</p>	
<p>Senior Year – Fall Semester EDSP 332—3 hrs French 405—6 hrs French 499C—3 hrs Elective—3 hrs</p>	<p>Spring Semester EDSE 499C—2 hrs EDSE 416—12 hrs</p>

Appendix A: syllabus of French 405

FRN 405: Linguistics and Language Teaching, TBA, 6 hours credit

Instructors: Mary Jo Netherton and John R. Secor

Required text: Rivers, Wilga. *Teaching French: An Introduction*. (NY, 1992)

Recommended text: Omaggio, Alice. *Teaching French in Context*.

Course Objectives:

- 1. To acquire a knowledge of the most efficacious methods of teaching French.**
- 2. To acquire a knowledge of specific teaching strategies and to develop skills in using them.**
- 3. To practice the four skills of language learning: listening, speaking, reading, writing.**
- 4. To acquire techniques for teaching the four skills.**
- 5. To review the linguistic principles and grammatical structures of the French language.**

Course Content:

The course content of French 405 includes the material presented in the text, *Teaching French: An Introduction*, as well as addition material and other learning theories to be presented in class lectures. The Rivers text focuses on the foreign language teaching methodology in transition, the process of communicating in a foreign language, listening and reading comprehension, speaking and writing proficiency, accuracy, testing, teaching for cultural understanding, planning instruction for the proficiency-oriented classroom and the ACTFL Proficiency Guidelines.

Instructors' Expectations:

Assignments fall into four basic categories:

- 1. Reading materials for class discussion**
- 2. Writing assignments**
- 3. Practice in the four skills**
- 4. Mini-teaching.**

Homework is assigned for every class. A notebook summary of each chapter is to be turned in the week after class discussion of that chapter. There are frequent quizzes, two oral exams and a final written exam. Each student is expected to do 4 mini-teaching segments of 15 minutes each. All segments will be video-taped. The first will be reviewed by the student and a partner. The second, third, and fourth segments will be reviewed by the entire class.

Students are expected to listen to audiotapes for a minimum of two hours per week.

Listening quizzes will be given on these taped materials.

A-1

In the new system of 6 hours credit for FRN 405, students will include observation of elementary, middle, and high school French classes. Students will also be given many co-teaching opportunities, particularly in local public schools.

The final grade will reflect the following:

Attendance and participation	30%
Homework and written quizzes	15%
Dictées	10%
Oral Exams	15%
Final Written Exam	10%
Mini-teaching	20%

Note: the exact nature of required observation hours (for the total of 6 cr. hrs. as of Fall 2002), and how they will be assigned a grade within the context of FRN 405 will be worked out in detail at such time as this course is offered.

Week: Chapter in Wilga Rivers for discussion (pages)	Assignments	Activities/Assessments
1: “Communicating” (3-5)		Introduction; Orientation to teaching French; Introduction to ACTFL Guidelines (446-466); the Matter of Culture
2: “Structured Interaction” (6-43)	# 1-3 (341)	Pre-listening
3: “Autonomous Interaction” (44-57)	# 4-5 (341)	Quiz
4: “Listening” (58-82)		Speaking prompts
5: “Listening” (82-104)	# 7-8 (341)	Quiz; Listening activities
6:		Mini-teaching; Listening
7: “Oral Practice for the Learning of Grammar” (105-137)		Mini-teaching
8:	# 9-12 (341)	
9: “Teaching the Sound System” (141-155)		Mini-teaching; Pre-reading
10: “Teaching the Sound System” (159-168)	# 13-15 (341-342)	Mini-teaching; Pre-reading; Quiz
11: “The Written Word” and “Purposes and Procedures” (171-198)		Mini-teaching; Reading
12: “Reading II: From Dependence to Independence” (203-235)	# 16-18 (342-343)	Mini-teaching; Reading; Oral Exam; Pre-writing
13: “Writing and Written Exercises I: the Nuts and Bolts” (236-267)	# 19-21 (343)	Mini-teaching; Quiz; Pre-writing
14: “Writing II: Flexibility and Expression” (268-294)	# 22-23 (343-344)	Mini-teaching; Writing
15: “Across Modalities: Testing and Assessment” (313-334); Epilogue (337)	# 24-25 (343-344)	Mini-teaching; Writing; Quiz; ACTFL Proficiency Guidelines
16:	# 26-30 (344-345)	Oral Exam; Final Written Exam

Appendix B: 2002 French Program Assessment Report

ASSESSMENT REPORT FOR

French

Bachelors

(Instructional Degree Program)

(Degree Level)

July 2001 - June 2002

October 2002

(Assessment Period Covered)

(Date Submitted)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission Reference:

- 1. Excellence in Student Achievement In and Outside the Classroom**
- 2. Excellence in Academic Programs and in Student Support Services**

College/University Goal(s) Supported:

- 1. Strengthen Academic Programs**
- 2. Recruit, Advise, and Retain Students**
- 3. Support Curriculum**

Intended Educational (Student) Outcomes:

- 1. The undergraduate student in French will demonstrate proficiency in the Four Language Skills: Listening, Speaking, Reading, and Writing.**

- 2. The undergraduate student in French will demonstrate familiarity with the culture and civilization of France and other Francophone countries, and with the most significant works of French literature.**

3.

4.

B-1

ASSESSMENT REPORT FOR

French

Bachelors

(Instructional Degree Program)

(Degree Level)

July 2001 - June 2002

October 2002

(Assessment Period Covered)

(Date Submitted)

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

__1__ The undergraduate student in French will demonstrate proficiency in the Four Language Skills: Listening, Speaking, Reading, and Writing.

First Means of Assessment for Outcome Identified Above:

___a. Means of Program Assessment & Criteria for Success:

Undergraduate students in French will achieve a score of "20" on the Wisconsin Listening Assessment. (This test is normally taken at the end of French 302.)

___a. Summary of Assessment Data Collected:

New data is not available. Update (Nov. 2002)—4 students took the test in May 2002, scoring an average of "19."

___a. Use of Results to Improve Instructional Program:

Past experience in teaching French 302 "Advanced Phonetics and Conversation" indicates that acute listening skills leads directly to improvement in speaking skills. One student who began coming two years ago to the twice weekly French conversation table held in the Cafeteria in ADUC at lunchtime has made immeasurable progress in listening and speaking French. A second student – who scored low on the May 2002 test, -- has begun to attend "La Table Française" this Fall, and I see considerable progress already in just half a semester. Using the rating scale of the ACTFL-approved Oral Proficiency Interviews (Novice-Intermediate-Advanced-Superior), both of these students have moved from Novice to High Intermediate more quickly by supplementing their regular language classes with the intensive conversation of the French Table than had they only been taking classes. Both French faculty attend each meeting of the French Table, and would wish more dedicated students to do the same.

B-2

Second Means of Assessment for Outcome Identified Above:

___ b. Means of Program Assessment & Criteria for Success:
Undergraduate students in French will achieve a score of "50" on the Minnesota Reading Assessment. (This test is normally taken at the end of French 301.)

___ b. Summary of Assessment Data Collected:
New data is not available.

___ b. Use of Results to Improve Instructional Program:
Both French faculty wish to promote students' ability to read and interpret texts in various formats. Therefore, we propose to develop a new course in poetry and translation, to teach close reading of short texts, literary and non-literary. More and more, related and relevant literary texts will be read in conjunction with films seen in upper-level courses.

ASSESSMENT REPORT FOR

French

Bachelors

(Instructional Degree Program)

(Degree Level)

July 2001 - June 2002

October 2002

(Assessment Period Covered)

(Date Submitted)

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

___ 2. ___ The undergraduate student in French will demonstrate familiarity with the culture and civilization of France and other Francophone countries, and with the most significant works of French literature.

First Means of Assessment for Outcome Identified Above:

___ a. Means of Program Assessment & Criteria for Success:
Undergraduate students in French will take a comprehensive exit exam during the Capstone Course (taught for the first time in the Fall of 2000 semester). Minimum standard scores will be established after ten students have completed the exam.

___ a. Summary of Assessment Data Collected:

Four students scored an average of 24.8 on the Culture section and 16 on the literature section of the test. French 499C has not been taught since Fall 2000.

___ a. Use of Results to Improve Instructional Program:

The results on Culture were satisfactory, while those on literature were lower than expected. It is unclear at this point whether the French program is to prepare its best students for graduate school (where two were accepted this year), to be school teachers (only one in the last two years), to go into other graduate programs, such as Law, Business, etc., or for other careers. Generally speaking, our students are not going on to study French literature at a higher level, and it would seem important to add an advanced French culture class to our curriculum, as well as to try to attract more enrollment by a Business French course.

In March 2003, with the assistance of Dr. Bob Frank of the Office of International Education, a trip is planned to visit Paris and Dijon (France) during Spring Break. This will give the opportunity to additional students beyond those who can take the 5-week KIIS program in June to become familiar with the culture of France in a limited way. France, and Paris in particular, is the #1 overseas tourist destination of Americans. By offering this moderately-priced trip, we hope to encourage more of our students to study French. Faculty support is also important, and a further trip for professional development is planned for MSU faculty in May.

Second Means of Assessment for Outcome Identified Above:

___ b. Means of Program Assessment & Criteria for Success:

___ b. Summary of Assessment Data Collected:

___ b. Use of Results to Improve Instructional Program:

Report prepared by John Secor, 11 October 2002