

**WINONA STATE UNIVERSITY**  
**GENERAL EDUCATION PROGRAM APPROVAL FORM**

Routing form for General Education Program Course approval.

Course French 201

<b>Department Approval</b>		
<u>Yogesh Grover</u> Department Chair	<u>Feb 11</u> Date	<u>Ygrover@winona.edu</u> e-mail address
<b>Dean's Recommendation</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*		
<u>[Signature]</u> Dean of College	<u>2-11-11</u> Date	
*If the dean does not approve the proposal, a written rationale shall be provided to the General Education Program Subcommittee.		
<b>GEPS Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
 _____ General Education Program Director                      Date		
<b>A2C2 Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
 _____ Chair of A2C2                      Date		
<b>Faculty Senate Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
 _____ President of Faculty Senate                      Date		
<b>Academic Vice President Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
 _____ Academic Vice President                      Date		
<b>Decision of President</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
 _____ President                      Date		
Please forward to Registrar.		
Registrar <u>                    </u> Please notify department chair via e-mail that curricular change has been recorded. Date entered		

WINONA STATE UNIVERSITY  
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department Global Studies & World Languages Date 2/10/14

French 201 Intermediate French 1 4  
Course No. Course Name Credits

Prerequisites French 102

GEP Goal Area(s):\*

CORE GOAL AREAS

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

THEME GOAL AREAS

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

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

Additional Requirement Categories:

☐ Intensive:

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

☐ Physical Development and Wellness

Provide information as specified in the previous directions.

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

Department Contact Person for this Proposal:

Dr Timothy Frisk 457-5669 tfrisk@winona.edu  
Name (please print) Phone e-mail address

[Revised 9-6-11]

## GEP CATEGORIES REQUESTED

### Goal 6: The Humanities and Fine Arts

Application for French 201 Intermediate French I to satisfy Goal Area 6: The Humanities and Fine Arts

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

#### WSU GEP Goal Area 6: Goal and Student Competencies and Documentation:

**Goal:** To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

#### Student Competencies:

Students will be able to:

- a. Demonstrate awareness of the scope and variety of works in the arts and humanities;
- b. Understand those works as expressions of individual and human values within an historical and social context;
- c. Respond critically to works in the arts and humanities;
- d. Engage in the creative process or interpretive performance; and
- e. Articulate an informed personal reaction to works in the arts and humanities.

## COURSE OUTLINE

This class is designed for students who have successfully completed Beginning French I & II (French 101, 102). A knowledge of the tenses, spoken and written, is required. The class will continue to focus on training students in these four language skills--speaking, listening, reading, and writing with a gradually increasing emphasis on basic reading.

#### This course will cover the following topics:

- Major Topic 1: Mini review of all tenses, spoken and written.  
Reading Topics: Youth, Women and Family.
- Major Topic 2: Present Tense, Imperative, and Personal Pronouns.  
Reading Topics: City and Country Life, Social Classes.
- Major Topic 3: Nouns and Articles.  
Reading Topics: Politics and Economics in France.
- Major Topic 4: Reflexives; *Passé composé* and Imperfect.  
Reading Topics: The French-speaking World.
- Major Topic 5: Interrogatives and Negatives.  
Reading Topics: Cultural Life
- Major Topic 6: Descriptive Adjectives and Adverbs.  
Reading Topics: Literature, Songs and Cinema.

#### French 201 Student Competencies Documentation:

Students who successfully complete this course will be able to:

1. communicate (speak, listen, read and write) in French at the related ACTFL Level, demonstrating an ability to negotiate face to face interactions as well as other formal and informal cultural contexts;
2. explain and discuss the cultural and social situation in France;
3. discuss the changing role of women in French society;
4. discuss politics and social classes in French and the francophone world;
5. analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry;
6. describe and discuss the experience and contributions (political, social, economic, etc.) of the many cultures that comprised the French colonial system;
7. discuss the diversity of the cultural scene today and the contributions to it from various sources;
8. express an opinion concerning how language, what makes us unique among the primates, influences us as individuals, societies and cultures.

### STUDENT COMPETENCIES, LEARNING OPPORTUNITIES, & ASSESSMENT PLAN

Student Competencies	Learning Activities & Opportunities	Assessment Plan
<p><b>Students will be able to:</b></p> <p>Demonstrate awareness of the scope and variety of works in the arts and humanities.</p>	<p>Students will identify, describe and react to a wide variety of works of art, architecture and literature, including newspapers and other media.</p>	<p><b>Assignment:</b> In addition to assignments from the workbook, students will write a short essay in French, chosen from among topics suggested by the text.</p> <p><b>Example: Write an essay on the changing role of women; explicate a poem.</b></p>
<p>Understand those works as expressions of individual and human values within a historical and social context.</p>	<p>Students will describe and analyze works of art, architecture and literature from throughout the target culture within the works' historical and cultural contexts., and discuss system of values concerning women and minorities.</p>	<p><b>Assignment:</b> Readings about women and minorities, written by women and members of a minority.</p> <p><b>Example:</b> An essay to compare and contrast the attitudes expressed in works from different time frames; analyze a short story by an African wife who has discovered her husband has taken a second wife.</p>
<p>Respond critically to works in the arts and humanities. Think about the role of language: how it makes us individuals, members of a class, a society.</p>	<p>Students will read passages, poems, essays that ponder the basic questions concerning what makes us human beings.</p>	<p><b>Assignment:</b> Read a passage or analyze a painter as representative of a time and place.</p> <p><b>Example:</b> An essay by Montaigne about the discovery of the new world.</p>
<p>Engage in the creative process or interpretive performance.</p>	<p>Students will write creative compositions and engage in group situational performances, skits, and presentations.</p>	<p><b>Assignment:</b> Students will be asked to compose skits that express the concerns and quandaries of French-speaking people today.</p> <p><b>Example:</b> An exchange between a mother and her child or between the parents and child who is about to leave his culture to study in France.</p>

Articulate an informed personal reaction to works in the arts and humanities.	NA	NA
---	----	----