CAS/GRS Course Revision Proposal Form

This form is to be used when proposing a revision of an existing CAS or GRS course.

Once completed, this form should be submitted to Senior Academic Administrator Peter Law (617-353-7243) as a PDF file to pgl@bu.edu.

For further information or assistance, contact Associate Dean Joseph Bizup (617-353-2409; jbizup@bu.edu) about CAS courses or Associate Dean Jeffrey Hughes (617-353-2690; hughes@bu.edu) about GRS courses.

DEPARTMENT OR PROGRAM: Romance Studies
CURRENT COURSE NUMBER: LF306
CURRENT COURSE NAME: Advanced Oral Expression
CURRENT 40 WORD COURSE DESCRIPTION: Advanced training in rapid and idiomatic French speech. Oral reports. Role playing; vocabulary building; targeted work on pronunciation, intonation, and aural comprehension. Lab required.

CURRENT CROSS-LISTING DEPARTMENT/PROGRAM, if any:
TO BE OFFERED NEXT: Sem. / Year: Fall / 2017
INSTRUCTOR(S): Katherine Lakin-Schultz
DEPARTMENT CONTACT NAME AND POSITION: Katherine Lakin-Schultz, Head of French Language / Odile Cazenave, Head of RS / Kathleen McNamara, Dept. Administrator
DEPARTMENT CONTACT EMAIL AND PHONE: klakin@bu.edu (353-6242) / cazenave@bu.edu (353-6225) / kmcnamar@bu.edu (353-6234)

ITEMS PROPOSED FOR REVISION (check all that apply):

<table>
<thead>
<tr>
<th>X Course Number</th>
<th>X 40 Word Description</th>
<th>X Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Title</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>X Short Title</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>Divisional Studies Credit</td>
</tr>
<tr>
<td>Cross-listing</td>
<td></td>
<td>Other (Explain)</td>
</tr>
</tbody>
</table>

Notes: The “short title” appears in the course inventory and on student transcripts and must be 15 characters maximum including spaces. The “40 word description” appears in the CAS/GRS Bulletin.

PROPOSED REVISIONS: For each item checked above, provide the current information, then the proposed information, then a brief explanation for the proposed change, including the intended impact of the change.

1. COURSE NUMBER
2. **TITLE**
   
a. Current information: Advanced Oral Expression
   
b. Proposed information: Advanced Spoken French
   
c. Explanation & impact: Though this change is slight, we think new titles for most of our 300 level language courses will reflect our changes and provide a fresh look for our advanced language courses (these titles have been the same for many years)

3. **SHORT TITLE**
   
   
b. Proposed information: Adv Spoken Fren
   
c. Explanation & impact: The short title closely mirrors the actual title

4. **40 Word Description**
   
   
b. Proposed information: Advanced training in rapid and idiomatic French speech. Oral reports. Role playing; vocabulary building; targeted work on pronunciation, intonation, and aural comprehension. Formerly LF306.
   
c. Explanation & impact: This better reflects the current course requirements.

5. **Prerequisites**
   
a. Current information: (CASLF304) or equivalent.
   
b. Proposed information: (one CASLF303, 307, 308, 309, 310, 311 course) or equivalent, placement test results.
c. Explanation & impact: This reflects the new numbering system – LF304 does not exist anymore

IMPACT ON OTHER DEPARTMENTS/PROGRAMS: Will any of these changes have an impact on students pursuing the degree requirements or expectations of other departments, programs, or schools?
Check one: ☐ Yes  X No
If YES, please identify impacts and attach cognate comment from the appropriate department/ program/ school.

RESOURCE NEEDS: STAFFING, FACILITIES, AND EQUIPMENT: As a result of the proposed changes, will there be any changes in the staffing, special facilities or equipment needs of the course (e.g. laboratory, library, instructional technology, technical resources, etc)?
Check one: ☐ Yes  X No
If YES, explain further and indicate whether currently available staffing, facilities, and equipment are adequate for the proposed course. (NOTE: Approval of proposed revisions does not imply a change in resource commitments on the part of CAS.)

FURTHER INFORMATION THAT MUST BE SUBMITTED IN ORDER FOR THIS PROPOSAL TO BE CONSIDERED:

1. A complete week-by-week SYLLABUS with student learning objectives, readings, and assignments that reflects the proposed changes (see guidelines on “Writing a Syllabus” on the Center for Teaching & Learning website. 3e sure that syllabus includes your expectations for academic honesty, with URL for pertinent undergraduate or GRS academic conduct code(s).

2. Cognate comment from chairs or directors of relevant departments and/or programs. Use the form available here. You can consult with Joseph Bizup (CAS) or Jeffrey Hughes (GRS) to determine which departments or programs inside and outside of CAS would be appropriate.

DEPARTMENT APPROVAL: ____________________________

Department Chair

______________________________

Date

Other Department Chair(s) (for cross-listed courses)

Date

DEAN’S OFFICE CURRICULUM ADMINISTRATOR USE ONLY

CAS/GRS CURRICULUM COMMITTEE APPROVAL:

☐ Approved Date _____________________

☐ Tabled Date: ____________________
☐ Not Approved  Date: ____________________

Divisional Studies Credit:
☐ Endorsed
☐ HU
☐ MGS
☐ NS
☐ SS
☐ Not endorsed

________________________________________
Curriculum Committee Chair Signature and Date

Comments:

PROVISIONAL APPROVAL REQUESTED for Semester/Year ____________________

________________________________________
Dean of Arts & Sciences Signature and Date

Comments:

CAS FACULTY: Faculty Meeting Date: ____________________ ☐ Approved ☐ Not Approved

________________________________________
Curriculum Administrator Signature and Date

Comments:
**Instructor:**
**Email:**
**Office:** 718 Commonwealth Ave.
**Office hours:**

**PREREQ:** LF303, LF307, LF308, LF309, LF310 or LF311

**IMPORTANT:** If your most recent French course was not taken at BU, you must take the Placement Test before being admitted to a section; students who have recently participated in a study abroad program in France must check for which courses they will receive credit: duplication of credit is not allowed.

- Any absence during the first week of class, without notifying in advance the Instructor will be interpreted as a drop. More than the equivalent of one week of absences (i.e. 3 hours) might result in an automatic drop and will at any rate affect your grade.

**PACK (1&2) and other materials (audio/visual) for this class are on Blackboard**

**GRADE:**
Progress 15%
Presence, participation and preparedness 15%
Mini-quizzes (vocab) 10%
Skits 30%
Presentations/questions 30%

For this particular class it is important to understand the following:

**Progress:** is the effort to assimilate new material, expand one’s knowledge, to improve one’s use of the language throughout the semester and, of course, participate.

**Presence:** is vital in an oral expression class. Every absence must be justified. Beyond the "tolerated" 3 hrs, each following absence will entail an automatic lowering by 5 p. of the participation and presence grade. Regular belatedness will also result in the grade’s erosion. In order to participate you must be present, but you must also be prepared, re. homework is due on the date indicated and when studying, please resort to a dictionary as needed; there will be no translations in class. Role playing as characters in a building (immeuble) is the core of oral activities in this class; as you will be working as a group, you MUST be present and prepared.

**PARTICIPATION:**

"Quoi de neuf?" impromptu presentations on news or cultural items. Can be about anything, but French AUDIO media sources only: rfi.fr (journal en français facile), tv5.org (journal télévisé), franculture.fr (cultural news); can also be about yourself and l'immeuble.

**Mini-quizzes:** on vocab (word definitions, synonyms and antonyms): written, and sometimes mini oral contests (Lowest grade dropped, so no make-ups).

**Skits:** from L'immeuble.
Presentations: *L'immeuble*: descriptions; biographies; concluding exchanges; questions on presentations.

**EXPECTATIONS:**

**Progress:** The *effort* to learn and try to use vocab (i.e. speaking) and to improve one's listening comprehension (devoting time to French audio sources). Everyone is on an equal footing.

**Presence in class is absolutely required** for respective presentations, quizzes, and skits. As a general rule, failure to prepare for class or to attend affects everyone: throughout the semester, you will play the role of a character in a building. Vocabulary assignments will be implemented in scenes between characters and improvised in class, hence the importance of your attendance.

- *All oral expression in this class must be in French only: the goal of this class is to make students feel more comfortable expressing themselves in French.*

**Your expectations:** what are they; what do you think this class can do for you; what do you think you need to do to achieve your expectations? Do not hesitate to come speak to me about these issues.

**MANDATORY:**

**ALL** electronic devices MUST be turned off and put away during class (NO text messages); *unless otherwise instructed.*

- presence in class (regular belatedness is NOT acceptable either)
- preparedness: you MUST study the vocab lessons prior to class
- ABSOLUTELY NO English in this class (including email messages to me)

**ACADEMIC INTEGRITY:**

You must do your own work in this class. Violations of academic integrity include:

- Plagiarism: using material from other authors without proper citation
- Cheating: copying answers on a test or assignment from another student or other source
- Misuse of tutor: Intervention by a tutor beyond what is approved by the teacher. If you have someone help you “go over” your written work, he/she cannot correct or rewrite any part of it. Your tutor may, however, point out global problems that can be addressed in a context unrelated to the composition in question. He/she can further direct you to appropriate resources so you can correct your own work. If you work with a tutor, you should include his/her name and contact information on your written work.
- Use of online translator: These services or tools (1) do not help you make progress in acquiring the language you are studying; (2) violate the university policy against integrity; and (3) are of such low quality that teachers recognize immediately the often unintelligible language they produce.
- Any other practice in which a student represents the work of another person as his/her own.
- For questions or further details regarding Academic Conduct, please consult: http://www.bu.edu/academics/policies/academic-conduct-code/

CALENDAR

*The following may be subject to change at the Instructor’s discretion*

<table>
<thead>
<tr>
<th>Semaine 1</th>
<th>J: Présentation: <strong>Quoi de neuf?</strong> le temps; les bruits</th>
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</thead>
<tbody>
<tr>
<td>Semaine 2</td>
<td>M: Parler de son logement, de ses voisins, du temps; <strong>Quoi de neuf?</strong> Site 306: <em>Bruit</em>; “Comprendre et se figurer”; Réponses à : ça va?</td>
</tr>
<tr>
<td></td>
<td>J: Site 306: <em>PACK</em>: p.1-6; <em>quiz vocab</em>; Le temps</td>
</tr>
<tr>
<td>Semaine 3</td>
<td>J: même chose que mardi; <em>qdn</em></td>
</tr>
<tr>
<td>Semaine 4</td>
<td>M: <em>qdn</em>; <em>PACK</em>: lire p.17 (D6); et vocab p.19-21 (commerce, matières premières, produire, vendre, agriculture construire, fabriquer, industrie).</td>
</tr>
<tr>
<td>Semaine 5</td>
<td>M: <em>quiz vocab boulot</em>; personnages: identités, répartitions</td>
</tr>
<tr>
<td>Semaine 6</td>
<td>J: Personnages : finir</td>
</tr>
<tr>
<td>MARS</td>
<td>M=L</td>
</tr>
<tr>
<td>Semaine 7</td>
<td>J: Personnages: groupes descriptions physiques</td>
</tr>
<tr>
<td>Semaine 7 (28)</td>
<td></td>
</tr>
<tr>
<td>(2 mars)</td>
<td></td>
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<tr>
<td>M: <em>Présentations</em>: descriptions physiques</td>
<td></td>
</tr>
<tr>
<td>Semaine 8</td>
<td>J: <em>Même chose</em>; Répartition des personnages</td>
</tr>
<tr>
<td>VACANCES</td>
<td></td>
</tr>
<tr>
<td>Semaine 8 (14 et 16)</td>
<td></td>
</tr>
<tr>
<td>M: <em>Présentations</em>: biographies : préparation avec <em>PACK2</em> p.1-2 (et consultez p.3-4 (C1,C3); p.5-8, p.9-11 )</td>
<td></td>
</tr>
<tr>
<td>(14 et 16)</td>
<td>J: <em>Présentations</em>: biographies</td>
</tr>
</tbody>
</table>
Semaine 9  
M: Vocab PACK2 p.1 à 11; qdn

VOIR FILM:  
8 Femmes: 2 séances de groupe
J: Quiz vocab; parler du film

Semaine 10  
(M 28 mars)  
M: Sketches (disputes/drague)
J: PACK2 p.12-17; qdn

AVRIL  
Semaine 11  
(M 4 avr)  
M: Sketches (odeurs, poubelles et autres indiscrétions)
J: PACK2 p.18-20 et 21: apportez 2 copies d’une lettre anonyme l’une doit être anonyme ou porter une fausse signature; l’autre est pour moi et doit porter votre vraie identité; qdn

Semaine 12  
(M 11 avr)  
M: Sketches (parlez de la lettre que vous avez reçue)
J: (Sketches?); commentaires sur les lettres, qui vous soupçonnez et de quoi et ce que vous avez trouvé dans les ordures de vos voisins; PACK p.22 (C7-8); p.23-25

Semaine 13  
M: quiz vocab : Accusations, médisances, injures; PACK p.26 (s’entendre, ménage, se réconcilier); p.27-29
J: S’expliquer; qdn

Semaine 14  
(M 25 avr)  
M: Sketches (se réconcilier, se séparer)

FIN : 2 mai  
M: SKETCHES de GROUPE : Récapitulation/Conclusion