Eastern Illinois University
New Course Proposal
FLF 3501, French for Young Learners I

Please check one: ☒ New course  ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number: FLF 3501
2. Title: French for Young Learners I
3. Long title: n/a.
4. Class hours per week, lab hours per week, and credit: Arr.- 0.- 1-3
5. Term(s) to be offered: ☒ Fall  ☒ Spring  ☐ Summer  ☐ On demand
6. Initial term of offering: X Fall  Spring  ☐ Summer  Year: 2010
7. Course description (not to exceed four lines): Supervised French activities. Exploring language and culture with young learners.
8. Registration restrictions: prerequisite:
   a. Identify any equivalent courses FLF 3401
   b. Prerequisite: FLF 2202G or equivalent
   c. Who can waive the prerequisite(s)?
      ☐ No one  ☒ Chair  ☐ Instructor  ☐ Advisor  ☐ Other (Please specify)
   d. Co-requisites n/a
   e. Repeat status: ☐ Course may not be repeated.
      ☒ May be repeated once for a maximum combined credit of six semester hours.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: n/a
   g. Degree, college, major(s), level, or class n/a
9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] n/a
10. Grading methods (check all that apply): ☒ Standard letter  ☐ C/NC  ☐ Audit  ☐ ABC/NC
    (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)
11. Instructional delivery method: ☐ lecture  ☐ lab  ☐ lecture/lab combined  ☐ independent study/research  ☐
    internship  ☐ performance  ☒ practicum or clinical  ☐

Agenda Item #10-39
Effective Fall 2010
Effective Summer 2012, with revisions
PART II: ASSURANCE OF STUDENT LEARNING

a. Objectives
   Students will for one hour of credit:
   1. Develop activities.
   2. Execute activities.
   3. Assess effectiveness of activities through observation and evaluation of children’s learning. Students will in addition for 2 hours credit:
   4. Keep a journal that describes each session and its effectiveness. Students will in addition for 3 hours of credit:
   5. Read and critique at least three articles about language pedagogy

b. Assessment
   Students are evaluated by the supervisor of the programs.
   1 hour credit: 100% Evaluation of sessions based on observation conducted by supervisor
   2 hours credit: 50% Evaluation of sessions based on observation conducted by supervisor
   50% Evaluation of journal
   3 hours credit: 33% Evaluation of sessions based on observation conducted by supervisor
   33% Evaluation of journal
   33% Evaluation of critique of pedagogy articles

All materials will be submitted in a portfolio.

This course is not technology-delivered.

This course is not numbered 4750-4999.

This course is not writing-active, writing-intensive, or writing-centered.

PART III: OUTLINE OF THE COURSE

Components of the after-school programs
- A minimum of six fifty-minute sessions
- Submission of detailed journal describing the foreign language experience, including an assessment of sessions
- Written critique of language pedagogy articles

PART IV: PURPOSE AND NEED

Rationale
a) A similar course is already available for French, German and Spanish Teacher Certification majors. A parallel course is needed for students not in the Teacher Certification program.
b) The level of the course and the course prerequisites are consistent with those for FLF/FLG/FLS 3401.
c) This course is unique for students not in Teacher Certification majors

d) Impact on Program: Students not in Teacher Certification who participate in the programs currently are enrolled in the department internships, 4275. This course will allow equal credit for equal course work.

PART V: IMPLEMENTATION

a) Any faculty member may be assigned the course.
b) There are no additional costs to students.
c) There is no specific text.

PART VI: COMMUNITY COLLEGE TRANSFER

A community college course will not be judged equivalent to this course.

PART VII: APPROVALS
*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students’ writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).