



DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES

GLASSBORO STATE COLLEGE

1. TITLE: Reading Proficiency in French I, II and III

DEPARTMENT SPONSOR: Muriel Onni, Chairperson

2. ESSENCE:

- a. These courses may be taken for graduate OR undergraduate credit
- b. 3 s.h. credit each course
- c. Course Level - no specific course level; may be taken at any time during the student's academic career
- i. Prerequisites: No prerequisites for I; prerequisite for II is I or waiver; prerequisite for II is I and II or waiver.
- e. These courses will not effect the Foreign Languages and Literatures Department current or any planned MAJOR curricular pattern. These courses will not carry any credit toward the major, either in French or in Spanish. These courses may be used a free electives by any student in the College or as general education courses if so accepted by the Department of the student's major. These course may be used within the Foreign Languages and Literatures Departmental major requirement of Culture and Background Studies, but may not apply toward an endorsement on a Spanish or French Teaching Certificate.

3. DETAILS

- a. These courses will require, at the present time, no additional staff, resources for implementation, specific additional needs, library facilities and needs. General classroom space must be available.
- b. These courses no way overlap existing courses. They are unique on this campus because they concentrate on only one of the four traditional language areas and restrict themselves to the acquisition of a proficiency in READING French. The language of instruction in these courses will be English.
- c. I - will teach the students rudiments of French language structures, present certain idioms and offer the student readings in French and translation from French to English at an elementary level.  
 II - will continue instruction in French language structure, will present further idiomatic expressions and will offer readings in French and translation from French to English at a more advanced level.  
 III -will be devoted to reading in French and/or translating into English at an advanced/highly proficient level. Students may read selections in the area of academic interest: humanities, biological sciences, physical sciences, social sciences, the arts, commercial areas. Structure of the French language will continue to be taught in this course at a fairly sophisticated level and on an individual/as needed basis.
- d. Students may opt to take this course for a letter grade or on a pass/no credit basis as may be required by their individual major departments. Written tests or examinations will be administered to determine students' acquisition of reading proficiency at various levels. These tests or examinations will largely consist of translation from French to English and questions regarding structure of the French language.

4. TOPICAL OUTLINE OR SYLLABUS

To make a topical outline of such courses would be much too extensive in such a proposal as this. Briefly, Proficiency I would cover French verbs forms, various parts of speech, their form and usage. Proficiency II would continue the study of French structure into more sophisticated and idiomatic stages. Proficiency III would deal with structure only insofar as, in individual instances, it may present difficulties in comprehension or translation. Throughout each of these courses, stress would be placed on techniques of reading in a foreign language, pointing out aids such as cognates, how to use the dictionary, etc. The student will read in the foreign language at levels appropriate throughout each of the three courses. Some attention may be paid to translation.

5. RATIONALE

These courses will fill a need often expressed by students at both the graduate and undergraduate level. Graduate students often enquire of the Department of Foreign Languages and Literatures whether or not we offer reading proficiency courses as a preparation for doctoral qualifying examinations. Undergraduate students in other disciplines do not only wish for, but often require a reading proficiency in French for their researches. The traditional languages courses are often inappropriate for such students because, stressing as they do the four areas of language learning, they impede the student from concentrating specifically on reading, and making rapid progress in this restricted area. The proposed courses are not intended to supplant the traditional foreign language courses but to attract those students whose desire and need to acquire a second language is confined to reading knowledge.

6. Results of Written Consultation

(see attached materials)

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## CATALOGUE DESCRIPTIONS

### French for Reading Proficiency I

From the first class students will read in French. Instruction will cover certain structures of the French language, pronunciation, appropriate use of the dictionary, cognates, various mnemonic techniques.

### French for Reading Proficiency II

Continuing instruction in structures of the French language, idiomatic expressions, vocabulary aids., etc. Students will continue readings in French at a more advanced level.

### French for Reading Proficiency III

Students will concentrate on reading in French, and may select readings in their area of interest: e.g., humanities, sciences, social sciences, the arts, commercial areas, etc. Students will work individually on their various projects and will receive language instruction on an as-needed basis. Some attention may be paid to formal translation.





State of New Jersey

GLASSBORO STATE COLLEGE  
GLASSBORO, NEW JERSEY 08028

DEPARTMENT OF HISTORY

March 18, 1980

Professor Muriel Onni  
Chairperson, Foreign Languages  
Bunce Hall

Dear Muriel:

I would like to extend my congratulations to your department and offer my enthusiastic support for the courses proposed for French language study.

It has been my personal experience that a reading knowledge of French is one of the most valuable skills one can acquire. First, it provides a path to discovering the logic and precision of the French language. Second, it helps to open the door to understanding the English language. Third, it gives the student access to an already vast and rapidly growing body of literature in the sciences and the humanities.

I am confident that the courses and the faculty of your department, in offering these courses, will be making one of the most significant contributions possible to the college and our students.

Sincerely,

A handwritten signature in cursive script that reads "David R. Applebaum".

David R. Applebaum

DRA/cl



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DEPARTMENT OF HISTORY

March 14, 1980

Professor Muriel Onni  
Chairperson  
Foreign Languages & Literatures

Dear Professor Onni:

The History Department unanimously endorses the proposed sequence of courses entitled Reading Proficiency in French I, II, and III. It feels that reading proficiency in a foreign language is of particular value for students doing research in European History. In addition, the Department regards a knowledge of a foreign language as essential to broadening international understanding. History majors will be strongly urged to enroll in the proposed courses.

Yours,

A handwritten signature in cursive script, reading "R.M. Porterfield".

R.M. Porterfield, Ph.D.  
Chairman

RMP/cl



State of New Jersey  
GLASSBORO STATE COLLEGE  
GLASSBORO, NEW JERSEY 08028

PHILOSOPHY AND RELIGION DEPARTMENT

February 27, 1980

Muriel Onni, Chairperson  
Department of Foreign Languages  
and Literature  
Bunce Hall

Dear Muriel:

This is to inform you that I heartily endorse your Department's proposal for courses in Reading Proficiency in French. I know there is a real need for such courses because I have spoken to students in the Southern New Jersey area who desire a reading knowledge of French and are at a loss as to where to seek help. I usually suggest the Universal School of Languages in Philadelphia, but it is not only geographically remote but also very expensive.

Apart from undergraduate and graduate students who would take this course, you may also find that certain faculty members, myself included, will sign up in order to improve their reading skills. At least one other member of my department has expressed such an interest.

Wishing you success in having these courses approved, I remain

Sincerely,

A handwritten signature in cursive script, appearing to read "Jim".

James H. Grace, Chairperson  
Department of Philosophy and Religion

JHG:aa



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DEPARTMENT OF HISTORY

March 12, 1980

Prof. Muriel Onni  
Chairperson  
Foreign Languages & Literatures

Dear Muriel:

The proposed sequence of courses for reading proficiency in French would go far to eliminating a major obstacle for History majors. Reading proficiency in a European language other than English would greatly increase a History student's success in graduate school. It would be equally useful in improving the undergraduate training in the history of Europe, Canada and Latin America.

When students begin reading foreign language publications they have advanced to the level of scholarly proficiency in their academic major. Until students can read a foreign language, they must remain captives of the Professor's interpretation. It would be to the advantage of all students, and of the academic quality of the College, if the first six credits could be successfully completed during the freshmen year.

As an historian working in non-English areas, I welcome any effort to improve reading proficiency in a foreign language. French is an extremely useful language for American students both for primary research as well as the reading of scholarly literature. French historical scholarship during the last fifty years has brought about a revolution in the processes of historical thinking. Hopefully, similar courses in German and Russian will be introduced.

I shall encourage my own advisees to take the full nine credits. Ideally, all students should be required, as part of their general liberal arts education, to demonstrate either proficiency in the reading or fluency in the speaking of a foreign language.

Yours,

R.M. Porterfield, Ph.D.  
Associate Professor  
Chairman

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DEPARTMENT OF SOCIOLOGY

March 11, 1980

To: Muriel Onni, Chair  
Foreign Languages and Literatures

From: Ted Tannenbaum, Chair  
Department of Sociology 

Re: Course Proposal

I read with interest your proposal for reading proficiency courses in French. These courses will meet the needs of Sociology students who plan to continue their learning at a graduate level. I also believe they will prove useful for liberal arts and other majors who need to review and understand the scholarship and culture of other societies.

TT/mm :



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COMMUNICATIONS DEPARTMENT  
609-445-7187

March 12, 1980

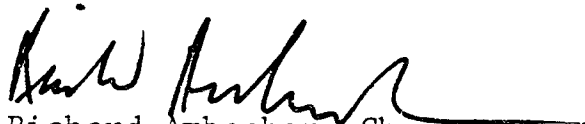
Mrs. Muriel Onni, Chairperson  
Foreign Language Department  
Glassboro State College  
Glassboro, New Jersey 08028

Dear Mrs. Onni:

I support your proposed course in Reading Proficiency in French. This course would be a valuable service to our campus community and to the intellectual community in our Southern New Jersey area. This should be adopted and endorsed without debate.

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Sincerely,



Richard Ambacher, Chairperson  
Communications Department

RA:bj



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DEPARTMENT OF POLITICAL SCIENCE/ECONOMICS

March 11, 1980

Mrs. Muriel Onni  
Chairperson  
Foreign Languages & Literatures  
Bunce

Dear Muriel,

I am extremely pleased that the foreign language department wishes to offer courses in reading French. Although we can all agree that the proper way to learn a language is to speak it, the fact remains that graduate schools still require a reading proficiency. These courses will be extremely valuable for students who wish to extend their formal education beyond the BA degree.

Sincerely,

A handwritten signature in cursive script, appearing to read "Bob".

Robert Becker, Ph.D., Chairperson  
Political Science/Economics Dept.

RB:rw

# MEMORANDUM

LIFE SCIENCE DEPARTMENT

TO: Muriel Onni  
FROM: Elizabeth Moore *EJM*  
RE: Course Proposals  
DATE: March 5, 1980

I am in favor of your proposed courses, Reading Proficiency in French I, II and II as these courses should provide biology majors with valuable skills. One of my colleagues thinks that you should be able to condense this material into two courses.

EJM/pp