

CLASSROOM OBSERVATION FORM  
DEPARTMENT OF FRENCH AND ITALIAN

Teaching assistant: \_\_\_\_\_

Date/time/room: \_\_\_\_\_

Course/section: \_\_\_\_\_ (please see reverse for summary of course goals/TA responsibilities)

# students present: \_\_\_\_\_

Attached material (if applicable -- please list):

Observer: \_\_\_\_\_

*Instructions to observer:* Please rate this class using the scale below. Then, either attach an annotated narrative of the class you have observed or use the questions below as a guide for your comments.

--Overall, I would evaluate the teaching I observed today as (circle one):

**Unsatisfactory**

**Satisfactory**

**Excellent**

Comments:

1. Please summarize what happened during this class.
2. Please note aspects of this class that struck you as particularly positive.
3. Please note any advice you may have for areas that need improvement.

Note: this document will be shared with the teaching assistant who may respond in writing to this evaluation. The evaluation and the assistant's response (if the assistant chooses to respond) will be placed in the assistant's teaching file.

*9:001 / 9:002 / 9:010: Elementary French I and II, First-Year French Review.* The goal of these courses is to help students develop functional proficiency in French. This includes the ability to "cope" with a simple conversation in French, the ability to extract meaning from authentic print and video documents, the ability to write simply but coherently and with reasonable accuracy in French, knowledge of the basic structure of French, and knowledge about France and the Francophone world. TA responsibilities include (with support as needed) daily instruction, lesson planning, testing, oral practices, office hours, and collaboration with the Course Supervisor and other TAs in course planning and decisions.

*9:011: Intermediate French I.* Course goals center on completion of a survey of French descriptive grammar, work on lexical development, and increasing students' ability to use both spoken and written French. The last half of the course involves "Cinet", a web-based information-gap activity. TA responsibilities include (with support as needed) daily instruction, lesson planning, testing, oral practices, office hours, and collaboration with the Course Supervisor and other TAs in course planning and decisions.

*9:012: Intermediate French II.* Course goals center on helping students become independent users of French. Course content is the geography, history, and culture of France with a culminating project where students plan a trip to France. Extensive use of the web is assumed. TA responsibilities include (with support as needed) daily instruction, lesson planning, testing, oral practices, office hours, and collaboration with the Course Supervisor and other TAs in course planning and decisions.

*9:105 Third-Year French.* This course is designed to help intermediate-level students (beyond the fourth semester of equivalent) acquire literacy skills necessary for advanced work in French studies. The literacy objectives are divided into the following 6 categories presented here more or less in the order of their importance for the class. The primary objective is to help students be able (1) to read authentic French texts independently (though a dictionary will always be important) with full and detailed comprehension. Students will become familiar with a large amount of (2) vocabulary and with ways of understanding and remembering words. They will also practice (3) writing sentences and paragraphs about what they read. Effective writing requires rewriting. To read and write effectively, they must also be able to perceive and manipulate forms and structures of French (4) grammar, though this is not a grammar course. They will also be expected to (5) speak in French about what they read and retell the stories in their own words. The course will be taught entirely in French, so (6) listening comprehension will be crucial from the first day of the class. Students should be able to refer to examples of their work in French the above categories. TA responsibilities include (with support as needed) daily instruction, lesson planning, testing, office hours, and collaboration with the Course Supervisor and other TAs in course planning and decisions.

*9:111 Introduction to Reading and Writing in French.* The course aims at developing analytical and organizational skills geared to the interpretation of literature. Readings include prose, poetry, drama, and criticism. Emphasis is on essay writing. TA responsibilities include (with support as needed) daily instruction, lesson planning, testing, office hours, and collaboration with the Course Supervisor and other TAs in course planning and decisions.

*9:112 Third-Year French Grammar.* This course presents a review of the structures of the French language. Students learn to identify and analyze the functions of word forms and sentence patterns in French texts and apply this knowledge to their own skills, particularly reading and writing. Students develop examples and do exercises to account for French grammar and work on their own texts to perfect their ability to write French correctly. TA responsibilities include (with support as needed) daily instruction, lesson planning, testing, office hours, and collaboration with the Course Supervisor and other TAs in course planning and decisions.