

Syllabus for
FRE 204—Intermediate French II
3 Credit hours
Fall 2018

I. COURSE DESCRIPTION

An intensive practical conversational workshop. Grammar review with emphasis on spoken French. Meets ACTFL Intermediate High competencies.

Prerequisite: FRE 203 with a grade of “C” or higher.

Lab fee: None

II. COURSE GOALS

The course encourages as much oral practice as possible by encouraging the student to converse with the teacher frequently and by providing opportunities for active student participation.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

As a result of successfully completing this course, through class instruction, and class participation, the student will be able to do the following:

1. Speak French by active, daily participation in classroom activities such as interviews, group and panel discussions, expressing opinions, drama, etc.
2. Demonstrate listening comprehension and communicative competence by producing accurate statements and responses during conversational activities inside and outside of the class.
3. Demonstrate knowledge and improve the use of basic French grammar.

B. Unit Objectives

Upon successful completion of this unit through classroom activities, thoughtful, consistent preparation outside of class and testing, the student will be able to do the following:

1. Develop control of more complex oral patterns of expression. These are evaluated both in the classroom situation, in oral testing, and in oral presentations.
2. Express orally or in writing an understanding of French culture and French literature as presented within the limitations of the course material.
3. Demonstrate greater control of vocabulary and grammatical structures covered during the course through oral and written activities.
4. Perform most activities listed in the NCSSFL-ACTFL intermediate mid-level competencies as follow:
 - a. Participate in conversations on familiar topics using sentences and series of sentences, handle short social interactions in everyday situations by asking and answering a variety of questions, and usually say what he or she wants about him or herself and everyday life.
 - b. Make presentations on a wide variety of familiar topics using connected sentences.
 - c. Write on a wide variety of familiar topics using connected sentences.
 - d. Understand the main idea in messages and presentations on a variety of

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- topics related to everyday life and personal interests and studies and understand the main idea in conversations that are overheard.
 - e. Understand the main idea of texts related to everyday life and personal interests or studies.

C. Objectives for students in Teacher Preparation Programs

The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies: Subject Competencies (SC)

This course is designed to help students meet subject competencies:

SC1: Listening

- a. Understands main ideas and supporting details of oral presentations and conversations (e.g., prepared speeches, news broadcasts, interviews, short lectures).
- b. Understands spontaneous speech on a variety of basic topics.
- c. Comprehends sustained conversation or narrative of general topics.

SC2: Speaking

- a. Initiates, sustains, and closes a general conversation.
- b. Narrates and describes events, objects and activities with supporting details.
- c. Participates in spontaneous, face-to-face conversation involving more complicated skills and social situations, such as elaborating, apologizing, debating.
- d. Displays some ability to support opinions, explain in detail, and make assumptions.
- e. Uses varied strategies, such as paraphrasing or restating, to facilitate communication in the language being studied.

SC3: Reading

- a. Reads authentic (from the culture of the language studied) materials, such as selected short stories, poetry and other literary works, articles, personal correspondence and simple technical material written for the general reader.
- b. Comprehends facts in authentic (from the culture of the language studied) texts and materials and makes appropriate inferences.
- c. Comprehends authentic (from the culture of the language studied) communications via various media and technology.

SC4: Writing

- a. Communicates by writing simple facts and ideas.
- b. Expresses narratives and descriptions of a factual nature.
- c. Writes professional and social correspondence.

SC5: Culture

- a. Is knowledgeable about the products of the culture of the language being taught.
- b. Is knowledgeable about practices of the culture of the language being taught
- c. Is able to compare and contrast local culture and cultures of the language being taught.

SC6: Second language acquisition

Is knowledgeable about first language development and its relation to second language learning

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Materials

Ghillebaert, Françoise. *Face-À-Face Conversation Sans Frontières*. 2nd ed., Vista higher Learning, 2017. ISBN 978-1-68004-338-9

POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.
By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. **Class Assignments**
 - a. Students need to come to class with the appropriate textbooks, course

- materials, and other supplies as designated by the professor.
 - b. Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late.
- 2. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.
- 3. **Late Work**
 - a. The student is responsible for obtaining class assignments and material covered during an absence, and all work is expected to be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. These responsibilities assist the student in professional development.
 - b. Any test taken late (except if the absence is administratively excused) incurs the ORU late exam fee (\$15), which must be paid before the late test can be taken.
 - c. Assignments missed because of administratively excused absences are accepted with no penalty. Generally, assignments missed from an excused absence, such as sickness or family crises, can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy that is given to students at the beginning of a course, so a teacher may decide that work missed because of an unexcused absence cannot be made up. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence.
- 4. **Attendance**
 - a. **Excused and Unexcused Absences**—As stated in the university policy section of this syllabus, class attendance is mandatory, but because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is intended for illness, personal business, and emergency. Work missed because of an excused absence (e.g., illness, family emergency) can be made up; however, it is up to the teacher's discretion whether or not to accept work missed due to an unexcused absence (e.g., oversleeping, skipping class). If a student exceeds this number of absences, the student may lose points due to late work or for excessive absences, which may affect the semester grade. Extended illnesses are handled on an individual basis and require verification from a doctor.

- b. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:
 - (1) Inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
 - (2) Present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
 - (3) Obtain information covered during an absence. All work must be completed as scheduled.
 - (4) Not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
 5. **Plagiarism**—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments.
 - a. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which results in an F for the paper. Flagrant cheating results in an F for the course.
 6. **Incompletes**—As stated in the University catalog, incompletes are granted only for “good cause,” such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the English and Modern Languages Department. Very few incompletes are granted.
 7. **Whole Person Assessment**—If this course requires a WPA assignment, it is listed in the next section (“Course Policies and Procedures”) and explained in the WPA Handbook. Students need to comply as indicated in this syllabus, by the instructor, and in the WPA Handbooks.
- C. Course Policies and Procedures
1. **Grades**

The final grade is based on the following requirements:

 - a. Assignments, quizzes, exams, oral evaluations (conversation, presentation), attendance and participation in class and other assigned activities.
 - b. A minimum grade of “C” is required in this course before the next level can be taken.
 - c. Extra Credit—Students should not expect extra credit to help raise a grade. Extra credit may not apply to raise a grade from a "D" to a "C" if the cumulative score is lower than a 68% before extra credit points are added
 2. **Grading Scale**

C. Course Policies and Procedures

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2. Grading Scale

A=90-100% B=80-89% C=70-79% D=60-69% F=59% and below

3. **Evaluation Procedure**

- a. Exams are administered. Each of these cover the materials introduced in the previous chapters of assigned texts. Some grammar may be included. The final exam is comprehensive and written. Part of the final grade consists of an oral presentation on the topic of the student's choice.
- b. Since the development of speaking and comprehension skills is emphasized in this course, the student should be ready for the possibility of daily vocabulary quizzes and grammar quizzes over any structure that has been presented in class.
- c. The semester grade is made up of the following:

Class participation/preparation	20%
Homework	15%
Chapter tests	25%
Oral presentations	20%
WPA compliance	0% (noncompliance -10%)
Final exam	<u>20%</u>
	100%

4. **Late Exams**

If students do not have an excused absence, no make-up test will be offered—thus, they earn a 0 on the exam.

5. **Whole Person Assessment Requirements**

- a. As stated in the English and Modern Languages Department WPA Handbook, the following competencies apply to this course or the student must consult with the professor: **(1) Communication of Faith** and **(2) Global and Historical Competency**
- b. To be "compliant" the student will have correctly submitted electronically the artifact for assessment. To be "noncompliant" the student has either not submitted or incorrectly submitted the artifact electronically. Noncompliance will result in one letter grade reduction of the final grade for the course.
- c. It is the student's responsibility to ensure that he or she is in compliance. Compliance is verified by checking for the assessment results in the student's WPA. If there is a problem, the student may receive notification by the professor/assessor through the student's **ORU email address**.

5. **The Language Lab and Cultural Center (LLCC).**

- a. The LLCC, located in LRC 232B & C, is a valuable resource for developing foreign language proficiency.
- b. The student needs to spend an extra 5 hours outside of class time watching videos or using the CD ROM as directed by the instructor.

	Language 204 courses
2 hours	Websites, CD-ROMs (Rosetta Stone), periodicals, books, audio CDs, Cultural DVDs
3 hours	Conversation in French with the lab assistants
5 hours	TOTAL

- c. These hours must be logged in by the student and verified by the lab assistant.

6. **Other Policies and/or Procedures**

- a. The student engages in class activities requiring viewing videos, and interacting with other students, guest speakers, and the instructor.
- b. The student participates in activities such as the French Conversational Table, the French Club, and/or a French Bible Study. In addition, the student actively participates in Bible text readings and memorization of chosen verses.
- c. If students do not have an excused absence, no make-up test will be offered—thus, they earn a 0 on the exam.

VI. COURSE CALENDAR

<i>La Semaine</i>	<i>Les Matières à Préparer</i>
1	Introduction
2	Chapitre 1: Les relations personnelles
3	Chapitre 1: Les relations personnelles
4	Chapitre 2: Les médias et la technologie
5	Chapitre 2: Les médias et la technologie
6	Chapitre 3 : Les générations
7	Chapitre 3 : Les générations
8	Chapitre 4 : Les voyages et les transports
9	Chapitre 4 : Les voyages et les transports
10	Chapitre 5: La nature et l'environnement
11	Chapitre 5: La nature et l'environnement
12	Chapitre 6: La société
13	Chapitre 6: La société
14	Révision
15	Examen Final

Course Inventory for ORU's Student Learning Outcomes

FRE 204—Intermediate French II Fall 2018

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit				X
1C	Evangelistic capability			X	
1D	Ethical behavior				X
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking		X		
2B	Analytical problem solving		X		
2C	Global & historical perspectives			X	
2D	Aesthetic appreciation			X	
2E	Intellectual creativity		X		
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences		X		
4D	Responsible citizenship				X
4E	Leadership capacity			X	

(Revised 9/15/06)