

Syllabus for
FRE 301—French Phonetics and Conversation
3 Credit hours
Fall 1999

I. COURSE DESCRIPTION

Instruction in advanced conversation for proficiency with drills for improvement of students' aural-oral skills. Attention is given to particular problem areas for English speakers. Practical phonetics is given some attention from an oral approach. Prerequisite: FRE 204 or equivalent.

First, the students will learn to pronounce and to correct certain difficult vowels and consonants, and to learn the correct usage of "liaisons," silent e's, intonations, rhythms, accents, and pauses. They will then learn from all styles of writing and speech patterns ranging from versification to slang of different degree in order to be familiar with the various aspects of oral production in daily life. After an initial emphasis on phonetics, the course focus will change to include an abundance of conversation.

II. COURSE GOALS

Since language is our most important tool for communication, proper and correct speech is not only desirable but necessary. The purpose of learning a language is defeated when a person knowledgeable in all the areas of basic grammar is unable to pronounce and articulate clearly or is incapable of properly determining the cultural implication of a particular level of speech or conversation.

Students in this course will learn the techniques of proper pronunciation, and consequently will communicate to the world with greater proficiency the objectives and goals represented by Oral Roberts University in the field of evangelism and ministries, business and teaching. It is further projected that the course will in fact serve ultimately as a stepping stone for the improvement and enhancement of human relationships and understanding.

III. COURSE OBJECTIVES

A. Terminal Objectives

As a result of class participation, teacher lectures, laboratory attendance, and assigned oral and written reports, the student will be able to do the following:

1. express his basic understanding of the nature and meaning of language in general in its composition and use in interaction with people.
2. reproduce the phonemes in French by listening to the recordings which correspond to "Exercices Systématiques de Prononciation Francaise" and by repeating after native model.
3. describe and recognize in pictorial form the position of vocal organs and reproducing sounds.
4. recognize problem areas for native English speakers learning French and be able to explain such problems whether phonetic or syntactic.
5. speak properly, being cognizant of appropriate speech styles and vocabulary (whether formal, familiar, or casual, or colloquial, or slang).

B. Unit Objectives

The student will be expected to master these individual unit objectives:

1. He will correct errors of articulation, intonation, and rhythm.
2. He will demonstrate his knowledge of versification and different styles of prose by reading and reciting the selections and conversing concerning them.

3. He will recognize the position of a sound in pictorial form.
 4. He will recognize problem areas and differences of sounds, etc., for native English speakers by listening to and comparing two speeches in two languages.
 5. He will evaluate himself and others by analyzing exercises.
- C. Objectives for students in Teacher Preparation Programs
- The Course Goals for the Teacher Preparation Program meets the "competency-based" requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies:
1. 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.
 2. 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.
 3. 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.
 4. Writing
 - a. Communicates by writing simple facts and ideas.
 - b. Expresses narratives and descriptions of a factual nature.
 - c. Writes professional and social correspondence.
 5. 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.
 6. Second language acquisition
 - a. Is knowledgeable about first language development and its relation to second language learning.

IV. TEXTBOOKS

- A. P. Léon. Prononciation du Francais Standard (Aide-mémoire d'Orthopie a l'usage des étudiants étrangers). Montréal, Canada: Didier, 1990.
- B. P. Léon. Exercices Systématques de prononciation Francaise. Montréal, Canada: Didier, 1990.

V. COURSE PROCEDURES

- A. Course Prerequisites: French 204 or equivalent.

- B. Evaluation Procedure
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|----------------------------------|-------|-------------------|
| 4 exams + final exam (200 pnts.) | | 600 points |
| Lab assignments | | 100 points |
| Recitation of poem | | <u>100</u> points |
| | TOTAL | 800 points |
- Examinations:
- | | |
|------------|----------------------------|
| Exam I | after Units One and Two |
| Exam II | after Units Three and Four |
| Exam III | after Unit Five |
| Exam IV | after Units Six and Seven |
| Final Exam | comprehensive exam |
- C. Other information
1. "Consistent with Section 504 of The Rehabilitation Act of 1973, and the Americans With Disabilities Act, ORU ensures that no **"qualified individual"** will be denied reasonable accommodation in the form of modification of policies, practices and/or procedures." Students with disabilities who wish to access services should contact their professor(s) and the Office of Disability Services at Ext. 7355 to initiate the process.
 2. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it be in the form of print, video, multimedia, or computer software.
 3. Any examination not taken at the scheduled time due to an excused absence must be made up at a time arranged with or by the instructor. Generally, tests missed for an unexcused absence cannot be made up. If a test absence is allowed to be made up, the University \$10 late-test fee must be paid in advance.

VI. ATTENDANCE POLICY

- A. Attendance at each class or laboratory is mandatory at Oral Roberts University.
- B. Double cuts will be assessed for absences immediately preceding or following holidays.

VII. COURSE CALENDAR—French 301

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|---------------|--|
| <u>Week 1</u> | Tableau des symboles
Définitions préalables (voyelle accentuées), Division syllabique |
| <u>Week 2</u> | Syllabes ouvertes et syllabes fermées
Voyelle orale (i)
Voyelle orale (y) |
| <u>Week 3</u> | Voyelle orale (u)
EXAMEN I
E caduc (Définitions préalables) |
| <u>Week 4</u> | E caduc initial
E caduc médial
E caduc final |
| <u>Week 5</u> | Liaison (Définitions préalables)
Liaison obligatoire
Liaison obligatoire |
| <u>Week 6</u> | Liaison interdite
Liaison facultative
EXAMEN II |
| <u>Week 7</u> | Consonnes (Définitions préalables)
Consonnes occlusives
Consonnes fricatives |

<u>Week 8</u>	Consonnes sourdes, sonores, etc. t.d. k.g.
<u>Week 9</u>	f.v. s.z. r. l. m.n.
<u>Week 10</u>	EXAMEN III Versification (Définition préalable) Versification
<u>Week 11</u>	Versification Style de la diction poétique traditionnelle Style de la prose littéraire
<u>Week 12</u>	Style de la conversation soignée Style de la conversation familière Style de la conversation populaire
<u>Week 13</u>	Rythmes et intonations La phrase énonciative
<u>Week 14</u>	La phrase interrogative La phrase impérative EXAMEN IV
<u>Week 15</u>	Argots Vocabulaires divers (utiles) Vocabulaires divers
<u>Week 16</u>	EXAMENS FINALS

Larry Bolling
Name of Instructor

FRE 301
Course No.

French Conversation Practicum II
Title of Course

Modern Language Department
Name of Department

MISSION

The lifestyle at ORU is rooted in the word "Wholeness." ORU seeks to educate the whole person, with balanced emphasis placed on the development of mind, spirit, and body.

GENERAL OUTCOMES

1. Spiritual Development
2. Physical Development
3. Communication
4. Analysis
5. Problem Solving
6. Valuing in Decision-making
7. Social Interaction
8. Global Perspectives
9. Effective Citizenship
10. Aesthetic Responsiveness

MAJOR OUTCOMES

Oral communication with correct pronunciation of the vowels and consonants including proper intonations, patterns and grammar and vocabulary usage.

Reflect understanding of social and cultural customs of various French culturals through class activities.

Demonstrate an ability to verbally express ideas and facts based on vocabulary and idioms in the French language.

COURSE GOALS

Oral drills and conversations as well as presentations to correct French grammar and vocabulary.

Discussions of a wide variety of current social and cultural events in the target language.

Self evaluation and practice to improve pronunciation skills individually in groups and with native speaker models.

ASSESSMENT OF COURSE GOALS

STIMULI:

Oral and written quizzes and exams
Students fill out a peer evaluation form based on pronunciation, grammar, content and general presentation of topics.

CRITERIA:

Students should be able to express their ideas at the National Standards level of proficiency at the Advanced level. (See ACTFL Guidelines).