

Syllabus for  
**FRE 102--Elementary French II**  
5 Credit hours  
Fall 2009

I. COURSE DESCRIPTION

A continuation of FRE 101.

Prerequisite: FRE 101 or demonstrated proficiency.

Lab fee: \$40.

This course guides the student in the development of proficiency in communication skills. Proficiency means the ability to communicate specific messages in particular situations for a given purpose. The real test of proficiency is whether or not a student can actually use the language to accomplish certain tasks (e.g., requesting and imparting information, buying, and making small talk). This course provides the student with exposure and opportunities for practical use of the language in situations they will encounter in real life. The course is centered on topics the student is likely to find of interest and therefore want to talk about. Thus the emphasis is primarily on the development of listening comprehension and speaking skills, complemented by the development of appropriate reading skills and writing skills.

In contrast to more grammar-centered approaches to language learning, the focus of French 102 is not on grammar for grammar's sake, but rather on the exchange of ideas and information in the target language. The grammar necessary to accomplish this is provided as a support and is spiraled in such a way as to allow the student who may not be ready for a particular structure to see it again in a later chapter.

The student is exposed to large amounts of pertinent vocabulary, much of which is **initially** intended for **recognition only**. Because the student is not expected to produce in spontaneous speech all the vocabulary presented in any given chapter, the vocabulary is also spiraled. The increased exposure that spiraling allows, coupled with regular practice on the part of the student, results in a greater overall gain in the student's production vocabulary. In order to facilitate this process and to create an atmosphere in which the language can be more easily acquired, French is used almost exclusively in the classroom.

II. COURSE GOALS

- A. French 101, 102, and 203 courses represent three progressive stages of a sequence of language and culture. Therefore, the purpose of each is the same. That purpose, within the general education framework of ORU, is to initiate and intensify the interest and concern of all our students for Christian service and career purposes.
- B. The specific contribution of this sequence of courses to the general education of our students is precisely to give them the practical tool for entering into foreign cultures for Christian service or career purposes. By acquiring another language, ORU students can become "a part of the answer and not a part of the problem" as they face the ever-increasing globalization and interdependency of cultures everywhere.
- C. The course goals are accomplished by focusing on three distinct learning processes and enable the student to do the following:
  - 1. Learn **from** and **about** the foreign culture by studying how the people view

themselves and their society in terms of history, politics, religion, and economic and social structures. In short, this means developing an attitude of hearing their questions rather than imposing our answers. This is done with cultural elements incorporated into the language curriculum.

2. Study **ourselves** as the foreign culture sees us in order to ascertain what answer or solution we may be able to suggest in a Christian service or career position that could enable the foreign culture to solve its own social and economic problems.
3. The third, and most important, practical process, involves the teaching of language itself and the student learning to communicate in the target language. The first two goals are facilitated as communication takes place in the culture's own language. Thus, the language itself becomes the most efficient tool for achieving the first two stated purposes, enabling our graduates not simply to go "to every person's world," but to go "into every person's world."

### III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

#### A. Terminal Objectives

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

1. Identify large amounts of pertinent vocabulary.
2. Demonstrate strategies in order to understand the spoken word.
3. Respond in French in long phrases and complete sentences and develop the ability to engage in conversation, express opinions, and narrate events.
4. Demonstrate reading skills, with emphasis on extensive reading.
5. Express himself or herself in written French mainly through assigned exercises and test questions.
6. Use essential grammatical structure.
7. Express himself or herself and answer questions concerning cultural information as may be presented through text materials, lectures, films, and handouts.
8. Differentiate between interrogative pronouns versus demonstrative pronouns versus demonstrative adjectives.
9. Use interrogative expressions and indirect questions; review verb tenses.
10. Process information: seek and/or explain information; express degrees of uncertainty/certainty and review the days of the week and months of the year.
11. Express the imperfect versus the *passé composé* as well as verbal idiomatic expressions.
12. State professions, identifications and descriptions of objects and people, and review the imperfect tense.
13. Use positive and negative imperative forms as well as possessive adjectives, indirect and direct objects pronouns, and more negation forms.
14. Form compounds of familiar verbs and their uses with indirect object-pronouns as well as the use of adverbs.
15. Differentiate between the various negation forms; use object pronouns and negation with the *passé composé*.
16. Use common masculine and feminine forms of adjectives; verbal idiomatic expression in the present, *passé composé*-verb forms in negative expression.
17. Request and give directions; extend and accept invitations; agreement of past participle reflexive verbs; telephone etiquette.
18. Use future and conditional tenses of regular and some irregular verbs and the future tense's use with personal pronouns; discussing appearance and reality.

19. Greet others; offering and accepting food and drink; expressing and acknowledging compliments and recommendations; future of irregular verbs.
20. Describe/explain French culinary customs; personal grooming; use the imperative with pronouns.
21. Order meals and the degree of doneness of meats; express reactions to other's feelings; expressions of quantity; substances and preparations (definite article versus the partitive article).
22. Use the *imparfait* and contrast it with the *passé composé*.
23. Ask and answer questions in the plus que parfait and past conditional tenses.
24. Use grammatical constructions in the subjunctive mood.
25. Memorize and recite Bible verses.
26. Pray orally in sentences using level appropriate syntax and vocabulary.

B. 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

1. Textbooks  
Valdman, Albert and Pons, Cathy. Chez Nous: Branché sur le monde francophone, 3rd Edition. New Jersey: Prentice Hall, 2002.  
Valdman, Albert and Pons, Cathy. Chez Nous: Branché sur le monde francophone, Workbook Lab Manual, 3rd Edition. New Jersey: Prentice Hall, 2002.
2. Other  
Bescherelle. La Conjugaison 12000 verbes. Paris: Hatier, 1990.  
La Sainte Bible

#### V. 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, video, multimedia, or computer software. 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.
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 WPA handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an eportfolio 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. **Minimum grade** – It is recommended that a minimum grade of "C" be achieved in this course before the next level is taken.
2. **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.

3. **Tardies** – Tardies are an inconvenience to class members and to professors; therefore, three tardies equal one unexcused absence.
4. **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.
5. **Late Work**
  - a. The student is responsible for obtaining class assignments and material covered during an absence. All work must 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.
  - b. Each instructor has his or her own late-work policy that is given to students at the beginning of a course. Instructors use their own judgment in accepting late work resulting from absences. In unanticipated absences, such as sickness or family crises, the instructor should be notified as soon as possible and agreement reached on due dates and possible penalties.
6. **Attendance** – Because unavoidable circumstances can prevent perfect attendance, each student is allowed unexcused absences equal to the number of times per week a class meets. After this, the student loses one percent of the semester average per absence. With an unexcused absence, tests can be made up within a week but will incur a \$15.00 late fee paid to Student Accounts and a 10% grade cut. Extended illnesses are handled on an individual basis and require verification from a doctor.
7. **Administratively Excused Absences** — Only absences that are required by approved University activities are given administrative excuses. Students who must miss for University sponsored activities must 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.
8. **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 plagiarized paper results in an F for the paper. Flagrant cheating results in an F for the course.
9. **Whole Person Assessment Requirements** - The WPA handbook explains the English and Modern Languages Department policy concerning ePortfolio compliance. The handbook can be accessed by choosing Department Resources from ORU's ePortfolio website.

C. Course Policies and Procedures

1. **Examination Procedures**  
The semester grade is determined by the following:

Quizzes	10%
Chapter tests <i>épreuves</i> & Exams <i>unités</i>	60%
Final Exam	15%
Lab assignments, homework, etc.	15%
Total	100%

Final grades are given according to the following scale:  
A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 0-59%.
2. **Whole Person Assessment Requirements**  
There are no ePortfolio requirements for this course.

3. **Other Policies and/or Procedures**
  - a. Labs are due on the day of the scheduled test *épreuves* or up to two days thereafter. Late labs are assessed a 10% grade reduction for each day late (including weekends).
  - b. Short tests over chapter readings, grammar points, and vocabulary are administered at any time (with or without notice) but a chapter test is administered after the completion of each chapter. There is a comprehensive final exam at the end of the course.
  - c. Whereas participation in a language club and conversation table is not mandatory, the student is encouraged to attend in order to improve his or her knowledge of the target culture. Extra credit up to 6% is given for participation in a language club, conversation table and/or foreign language church or Bible study.
4. **The Language and Culture Center (LRC 232B & C)** is a valuable resource for developing foreign language proficiency. The successful completion of the course requires at least eight hours of study each week in addition to Language Lab requirements.
  - a. The instructor announces in advance when the regular class session is held in the Center.
  - b. Students are required to individually complete lab assignments as designated by the instructor during the Center's open hours.
  - c. Special assignments include video and laboratory assignments.
  - d. An extra 5 hours needs to be spent by the student, on his or her own time, watching videos or using the CD ROM as directed by the instructor. (These hours must be verified by the lab assistant.)

## VI. COURSE CALENDAR

<u>WEEKS</u>	<u>ASSIGNMENTS</u>
1, 2, 3	Orientation and Chapitre 6 (Review of Passé Composé)
4, 5 & 6	Chapitre 7
7, 8 & 9	Chapitre 8 & 9
10, 11 & 12	Chapitre 10 & 11
13, 14	Chapitre 11 & 12
15	<b>REVIEW</b>
16	<b>FINAL EXAMINATION</b> (comprehensive)

## Course Inventory for ORU's Student Learning Outcomes

### (Elementary French II-FRE 102) (Fall 2009)

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
<b>1</b>	<b>Outcome #1 – Spiritually Alive</b> Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit				X
1C	Evangelistic capability				X
1D	Ethical behavior				X
<b>2</b>	<b>Outcome #2 – Intellectually Alert</b> Proficiencies/Capacities				
2A	Critical thinking			X	
2B	Analytical problem solving			X	
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation			X	
2E	Intellectual creativity	X			
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
<b>4</b>	<b>Outcome #4 – Socially Adept</b> 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)