

Syllabus for
FRE 301—French Phonetics and Conversation
3 Credit hours
Fall 2017

I. COURSE DESCRIPTION

Instruction in advanced conversation for proficiency with practical phonetics and drills for improvement of students' aural-oral skills. Focuses on particular problem areas for English speakers, such as difficult vowels and consonants, correct usage of 'liaisons,' silent e's, intonations, rhythms, accents, and pauses. Includes speech patterns ranging from versification to slang of different degrees. Covers most activities listed in the ACTFL intermediate high competencies. (Taught in French.)
Prerequisite: FRE 204 or equivalent.

II. COURSE GOALS

- A. Since language is our most important tool for communication, proper and correct speech is not only desirable but also a necessary goal of this course. 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.
- B. Because students in this course learn the techniques of proper pronunciation, they can communicate with the world with greater proficiency the objectives and goals represented by Oral Roberts University in the field of evangelism and ministries, business, and teaching.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

- A. Terminal Objectives
As a result of successful class participation, teacher lectures, laboratory attendance, and assigned oral and written reports, the student will be able to do the following:
 - 1. Express his or her basic understanding of the nature and meaning of language in its composition and use in interaction with people.
 - 2. Reproduce the phonemes in French by listening to the recordings that correspond to "Exercices Systématiques de Prononciation Française" and by repeating after a native speaker.
 - 3. Describe and recognize in pictorial form the position of vocal organs and reproducing sounds.
 - 4. Cite problem areas for native English speakers learning French and be able to explain those problems whether phonetic or syntactic.
 - 5. Speak properly, being cognizant of appropriate speech styles and vocabulary (e.g., formal, familiar, colloquial, slang).
 - 6. Perform most activities listed in the ACTFL intermediate high competencies.
- B. Unit Objectives
The student is expected to master the following individual unit objectives:
 - 1. Correct errors of articulation, intonation, and rhythm.
 - 2. Demonstrate his or her knowledge of versification and different styles of prose

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- by reading and reciting the selections and conversing concerning them.
- 3. Give the position of a sound in pictorial form.
- 4. Point out problem areas and differences of sounds, etc., for native English speakers by listening to and comparing two speeches in two languages.
- 5. Evaluate himself or herself and others by analyzing exercises.

C. Objectives for Students in Teacher Preparation Programs

The Teacher Preparation Program meets the five goal areas of the World-Readiness Standards for Learning Languages as outlined by the National Standards in Foreign Language Education. These five areas and their corresponding standards are as follows:

1. Communication: Communicate in Languages Other Than English
 - Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.
 - Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2. Cultures: Gain Knowledge and Understanding of Other Cultures:
 - Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
 - Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3. Connections: Connect with Other Disciplines and Acquire Information
 - Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.
 - Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
4. Comparisons: Develop Insight into the Nature of Language and Culture
 - Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
5. Communities: Participate in Multilingual Communities at Home & Around the World
 - Standard 5.1 Students use the language both within and beyond the school setting.
 - Standard 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Textbook

D. Dansereau, *Savoir Dire*, 2nd ed. (Cours Phonétique et de Prononciation) Boston: Houghton Mifflin, 2006. ISBN 0-618-50706-X

V. COURSE 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.
 - b. Students may be asked to submit their assignments to Turnitin.com (an online anti-plagiarism program) or have their work submitted to D2L, which also submits work to Turnitin.com.
- 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 an ePortfolio assignment, it is listed in the next section (“Course Policies and Procedures”) and explained in the WPA Handbook at <http://eportfolio.oru.edu>. Students need to comply as indicated in this syllabus, by the instructor, and in the WPA Handbooks.

C. Course Policies and Procedures

- 1. Evaluation Procedures
 - Homework (written & oral)
 - Written Tests
 - Oral projects
 - Final exam
 - WPA artifact compliance 0% (noncompliance: -10%)
- 2. Final grades are given according to the following scale:
A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 0-59%.
- 3. A minimum grade of “C” must be achieved in this course before the next level can be taken.
- 4. 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.
- 5. WPA Requirements
 - a. To be "compliant," the student must correctly electronically submit the artifact for assessment. "Noncompliant" means the student has either not submitted or incorrectly submitted the artifact electronically. Noncompliance results in one letter grade reduction of the final grade for the course.
 - b. 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 ePortfolio. If there is a problem, the student may receive notification by the professor/assessor through the student's **ORU email**.

VI. COURSE CALENDAR

Week 1	Tableau des symboles
Week 2	Chapitre 1
Week 3	Les Organes de la Parole et les Symboles Phonétiques
Week 4	Chapitre 2
Week 5	La Prosodie
Week 6	Chapitre 3
Week 7	L'Etude Détaillée des Voyelles Orales
Week 8	Chapitre 4
Week 9	L'Etude Détaillée des Voyelles Nasales
Week 10	Chapitre 5
Week 11	Le (e) Muet
Week 12	Chapitre 6
Week 13	Les Semi-Voyelles
Week 14	Chapitre 7
Week 15	L'Etude des Consonnes
Week 16	EXAMEN FINAL

Course Inventory for ORU's Student Learning Outcomes

FRE 301—French Phonetics and Conversation Fall 2017

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

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