



## Course Syllabus

### FRE 101 Elementary French I 4 Credit hours

#### I. COURSE DESCRIPTION

A course for those desiring to begin a second language. Includes oral practice and covers certain functions of language such as talking and describing people, places, and routines. Covers most activities listed in the ACTFL beginner high competencies.

**Prerequisite:** none for this course

#### II. ACADEMIC MISSION

Oral Roberts University's academic mission is to transform students by the power of the Holy Spirit into whole, competent servant-leaders through liberal arts and professional education that is fully Christian. Within a Spirit-filled healing community, administration, faculty, and staff love and serve students by helping them grow in knowledge, skills, wisdom, character, and spirit.

Student transformation is measured through the evaluation of student expression of University learning outcomes as demonstrated through accompanying proficiencies and capacities.

*Spiritually alive* Biblical knowledge; sensitivity to the Holy Spirit; evangelistic capability; ethical behavior

*Intellectually alert* Critical thinking; information literacy; global and historical perspectives; aesthetic appreciation; intellectual creativity

*Physically disciplined* Healthy lifestyle; physically active lifestyle

*Socially adept* Communication skills; interpersonal skills; appreciation of cultural and linguistic differences; responsible citizenship; leadership capacity

*Professionally competent* Discipline-specific proficiencies listed under Program Outcomes.

The last page of this syllabus, "COURSE INVENTORY for ORU's Course Objectives," indicates how this course supports ORU's academic mission and ORU's whole-person approach to learning outcomes through its [ePortfolio system](#).

#### III. PROGRAM OUTCOMES

ORU seeks to educate the whole person, with balanced emphasis placed on the development of the spirit, mind, and body. The undergraduate curriculum encompasses significant areas of liberal arts and sciences knowledge—Biblical studies, fine arts, humanities, languages, literature, mathematics, natural sciences, and social sciences. The general education core provides the following Program Outcomes this course supports, marked below in **bold text** and with an asterisk (\*).

1. A common bond of knowledge for all students;
2. Encourages the synthesis and integration of that knowledge into a unified whole;
3. **\*Sharpens the skills of communication, computation, and critical analysis;**
4. Develops appreciation for differing cultures;
5. Promotes a lifestyle of physical well-being; and

6. Establishes a Scriptural foundation for a vital faith.

#### IV. COURSE GOALS

This beginner language course is designed to help students develop communicative competence and oral proficiency in French, with proficiency defined as the ability to communicate specific messages in particular situations for a given purpose. By acquiring another language, students gain practical tools for entering foreign cultures for Christian service or career purposes. Because language and culture are intertwined, students learning a foreign language also learn from and about foreign culture by studying how people view themselves and their society in terms of history, politics, religion, and economic and social structures.

#### V. COURSE OBJECTIVES

Each Course Objective notes the level of Bloom's Taxonomy (BL) at which it will be measured.

**After successfully completing this course, I should be able to:**

1. Converse in the target language using common vocabulary, phrases, and topics, such as discussing hobbies, school, professions, family structures, and daily routine (BL3, PO3)
2. Respond in complete sentences in French in present tense, futur proche tense, and imperative tense (BL3, PO3)
3. Express oneself in written and spoken French at the beginner level. (BL3, PO3)
4. Use essential grammatical structures. (BL3, PO3)

#### VI. TEXTBOOK AND OTHER LEARNING RESOURCES

Textbook(s) and materials for the course are listed using standard citation style (APA, MLA, Chicago, Turabian, etc.). Since other styles may be used in disciplines other than the one used in this course or school, the ORU Citing and Documenting Sources pages offer a collection of styles students may choose from. This course asks that students be consistent in whatever style they use throughout the course.

**Before you purchase your required textbook(s), click on the ORU Bookstore link to verify whether digital texts are provided as part of your IncludED course fee.**

<http://www.bkstr.com/oralrobertsstore/home>

#### Required Materials

**Textbook:** Valdman, A., Pons, C., & Scullen, M. E. (2013). *Chez nous: Branché sur le monde francophone, Media-Enhanced Version* (4th ed.). Upper Saddle River, N.J: Pearson. ISBN: 9780205938001 (standalone MyLab access card); ISBN: 9780205934461 (loose-leaf + MyLab access); ISBN: 9780205949458 (main book--hardcover + MyLab access)

*The student may rent or purchase the eText.*

**Other required materials:** The student also needs to purchase the MyFrenchLab Access Card in order to access the online exercises and other resources.

#### Optional Materials

**Textbooks:** None

**Other:** In addition to the required MyFrenchLab resources listed under the "Study" section in each of the Units, there are additional, and optional, resources in MyFrenchLab you may wish to view.

#### VII. POLICIES AND PROCEDURES

##### A. University Policies and Procedures

1. **Participation:** Participation in each online class through discussion forums, assignments, and all other course activities is mandatory at Oral Roberts University. This counts as your

attendance in the course. Excessive absences can reduce a student's grade or deny credit for the course.

2. **Plagiarism:** The ORU Catalog explicitly addresses the issue of plagiarism. Make sure you know ORU's policy on plagiarism and what is considered plagiarism: <https://goo.gl/iG7F4D>
3. **Privacy:** By law, students are entitled to privacy regarding their records. The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended and available in the [ORU Employee Handbook](#), sets forth requirements designed to protect the privacy of student education records. The law governs access to records maintained by educational institutions and the release of information from those records.
4. **Whole Person Assessment Requirements:**
  - a. Specify which, if any, Whole Person Assessment requirements there are for this course.  
None for this course.

## **B. School and/or Department Policies and Procedures**

### **1. Class Assignments**

- a. Students need to have 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. Late Work**

- a. The student is responsible for obtaining class assignments and materials, and all work is expected to be completed as scheduled. The professor may not accept late work, or it may result in a lower grade. Computer or Internet malfunctions do not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it completed, edited, and proofread prior to the instructor's due date. These responsibilities assist the student in professional development.
- b. Generally, assignments missed from a serious 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. Instructors use their own judgment in accepting late work.

### **3. 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.

## **C. Online Programs Policies and Procedures**

1. **Learning Community:** Online learning community is established through active participation in the threaded weekly discussions. The mutual exchange of ideas, information, and experiences is an essential part of the learning process, and students are encouraged to use the discussion forum as virtual classroom platform.
2. **ADA and Students with Disabilities:**
  - Click here (<http://www.brightspace.com/about/accessibility/>) to view Desire2Learn's "Accessibility Resources for Students with Disabilities."
  - Students requiring Disability Services from ORU, please click here: <https://goo.gl/QGoK4x>
  - Desire2Learn (D2L) Accessibility Guidelines and Checklist: <https://goo.gl/Ck4RwY>
  - D2L Accessibility Policy: <https://www.d2l.com/accessibility/>
3. **Useful Links for Online Students:**
  - [Student Learning Glossary](#)
  - Library: <http://library.oru.edu>.
  - D2L Helpdesk: [d2lhelp@oru.edu](mailto:d2lhelp@oru.edu)
  - I.T. Student Helpdesk: [studenthelpdesk@oru.edu](mailto:studenthelpdesk@oru.edu)
  - [Netiquette and Online Discussions: https://goo.gl/f744AY](https://goo.gl/f744AY)

- Contact the University: please [fill out this online form](#). Please first contact your instructor for assistance with any matter specific to the course.

**D. Course Policies and Procedures**

1. **Evaluation Procedures:** Students are evaluated via several formative and summative assessments each week:
  - a. **The MyFrenchLab and textbook exercises:** These activities are designed to provide grammar and vocabulary practice to help you learn the material and be prepared for the quizzes and chapter test. The number of exercises each week varies, but the points remain constant for each week. That means one week may have you complete 7 exercises and the next week may be 10, but the points are the same, even though the number of exercises may differ. Students earn points by correctly answering the questions in MyFrenchLab and textbook.
  - b. **Discussion posts:** Students are assigned activities so they can practice French by interacting with classmates. Each student can earn up to 10 points by participating and completing the assignment with correct grammar, etc.
  - c. **Unit quizzes:** Each Unit includes a summative quiz.
  - d. **Unit recording:** Each Unit, students are assessed by a recording of a paragraph or designated text. This recording evaluates students' speaking proficiency. The recording is graded for correct sentence structure and vocabulary and for correct pronunciation.
  - e. **Grades and Extra Credit:** The final grade is based on assignments, quizzes, chapter exams, and final exam. Students must earn a minimum grade of "C" in this course before taking the next level. The weight of each item is included in the Course Calendar. Extra credit items are not offered in this course

<b>Grade Weight</b>	<b>Category</b>
26%	13 Forum Discussions
24%	6 Quizzes
35%	7 MyFrenchLab
<u>15%</u>	1 Final Exam
100%	

2. **Grading Scale:**  
A=90-100% B=80-89% C=70-79% D=60-69% F=59% and below
3. **Other Policies and/or Procedures:**  
None

## VIII. COURSE CALENDAR

The Course Calendar shows the specific learning activities and assessments for this course, along with their respective grade weights. The far-right column lists the Course Objectives (CO) that support the corresponding Assessment in column 2. Further descriptions for activities and assessments are in their respective weeks in D2L. When applicable, ¥ Indicates this is a Whole Person Assessment item that is also submitted to the E-Portfolio system. † indicates this is a faith integration item tracked by the program.

Unit 1	I introduce myself and classroom essentials	Hours	Weight	CO
	Read/View/Listen	10	--	--
	Forum 1a: I introduce myself	3	2%	1, 3, 4
	Forum 1b: I describe the classroom	3	2%	1, 3, 4
	MyFrenchLab 1	4	5%	1, 2, 4
	Quiz 1: preliminary chapter, lessons 1 and 2	1	4%	1, 2, 4
<b>Unit 2</b>	<b>My family and I</b>	--	--	--
	Read/View/Listen	10	--	--
	Forum 2a: Talk about your family	3	2%	1, 3, 4
	Forum 2b: Talk about your week	3	2%	1, 3, 4
	MyFrenchLab 2	4	5%	1, 2, 4
	Quiz 2: chapter 1, lessons 1, 2, and 3	1	4%	1, 2, 4
<b>Unit 3</b>	<b>Here are my friends</b>	--	--	--
	Read/View/Listen	10	--	--
	Forum 3a: My family	3	2%	1, 3, 4
	Forum 3b: My favorite athlete	3	2%	1, 3, 4
	MyFrenchLab 3	4	5%	1, 2, 4
	Quiz 3: chapter 2, lessons 1, 2, and 3	1	4%	1, 2, 4
<b>Unit 4</b>	<b>School and work</b>	--	--	--
	Read/View/Listen	10	--	--
	Forum 4a: I describe my campus	3	2%	1, 3, 4
	Forum 4b: I want to study abroad	3	2%	1, 3, 4
	MyFrenchLab 4	4	5%	1, 2, 4
	Quiz 4: chapter 3, lessons 1, 2, and 3	1	4%	1, 2, 4
<b>Unit 5</b>	<b>Routine of the day</b>	--	--	--
	Read/View/Listen	10	--	--
	Forum 5a: My plan and schedule for the weekend	3	2%	1, 3, 4
	Forum 5b: Fashion contest	3	2%	1, 3, 4
	MyFrenchLab 5	4	5%	1, 2, 4
	Quiz 5: chapter 4, lessons 1, 2, and 3	1	4%	1, 2, 4
<b>Unit 6</b>	<b>Bringing it all together</b>	--	--	--
	Read/View/Listen	10	--	--
	Forum 6a: My upcoming vacation	3	2%	1, 3, 4
	Forum 6b: My future job	3	2%	1, 3, 4
	MyFrenchLab 6	4	5%	1, 2, 4
	Quiz 6: Bringing it all together	1	4%	1, 2, 4
<b>Unit 7</b>	<b>Review and Final Exam</b>	--	--	--
	Read/View/Listen	10	--	--
	Forum 7: Wrapping it all up	3	2%	1, 3, 4
	MyFrenchLab 7	6	5%	1, 2, 4
	Final Exam	3	15%	1, 2, 4
<b>Course Total</b>	Total estimated hours based upon an average of 8 hours per week for 15 weeks.	149	100%	

**IX. COURSE INVENTORY**  
For ORU's Course Objectives

**FRE 101 ADV OL Elementary French I**

This course contributes to the ORU course objectives 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	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			
2F	Information literacy			X	
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
3C	Properly balanced nutrition plan				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	X			
4D	Responsible citizenship				X
4E	Leadership capacity				X

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**This syllabus is subject to change without notice up until the first day of the semester.**

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